



## **Hugh Boyd Secondary Assessment Policy**

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Policy Date: May, 2017

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## **Philosophy of Assessment**

The main purpose of assessment is to improve and support student learning. Assessment is used to determine student understanding, knowledge, and skills at the time of the assessment, and helps students and teachers plan how best to proceed in order to further develop student learning. It drives teacher planning and teaching strategies to get students where they need to be to meet curricular standards (BC Ministry's Curricular Competencies) as well as the MYP aims and objectives. Assessment provides insight for students, teachers, and parents into student progress in the different subject areas.

“Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.”<sup>1</sup>

## **Formative and Summative Assessment**

### *Formative Assessment*

Formative assessment occurs during a period of learning. The purpose of formative assessment is to drive teacher instruction and provide students with feedback so that students can improve. Students come to the classroom with prior knowledge of different subjects and with different life experiences, and teachers must access this prior knowledge to determine what the students know and what they need to work on. Formative assessment can be used to determine the baseline of the class to inform instructional needs. Formative assessment also allows teachers to see what the students have learned and to see if instructional methods used have been effective. Teachers can then determine what the students need in order to achieve the desired objectives. Formative assessment can take the form of student-teacher interviews, peer and self-feedback, teacher feedback, dialogue journals, and other formal or informal means. Feedback needs to be given to students quickly and directly in order to be effective and helpful for students.

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<sup>1</sup> IB MYP From Principles into Practice. (2014 – 2015). “Principles of MYP assessment.” 78.

## *Summative Assessment*

Summative assessment occurs at the end of a learning period. It evaluates student learning, skills, and knowledge within a particular period of time, and shows the level of skills that students have acquired throughout a unit of work. It is a summary of a student’s knowledge and skills based on the desired objectives of the particular unit of work, which are based on Curricular Competencies by the BC Ministry of Education, and the MYP aims and objectives. Criterion based assessments are used with summative tasks, so students know in advance what they will be assessed on. Teachers can then see where students are at with relation to the objectives.

## **MYP Assessment Criteria**

Grades 8, 9 and 10 will be assessed through the MYP Criteria, as provided by the IBO, and summarized by the table below. Each strand of each criteria must be assessed a minimum of two times per subject in every year of the programme. Students should be provided with the criteria rubrics in September, so that they are aware of the assessment and evaluation processes for each class. Teachers may use other criteria for formative assessment, but all summative assessment will address the MYP Criteria. Teachers will communicate assessment practices to students and parents in their course outlines, to be distributed each September.

<b>Criterion</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

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<sup>2</sup> IB MYP From Principles into Practice. (2014 – 2015). “Using MYP assessment criteria.” 80.

In years 3 (grade 8) and 5 (grade 10) of the programme, teachers will use the objectives and criteria as published in the subject guides. Year 4 (grade 9) will use the Year 5 rubrics, with adjustments made to accommodate the younger grade. Teachers will communicate to students the criteria being addressed in the best manner suited to the task (orally, written, etc). See Appendix 1: Subject Assessment Criteria for subject-specific rubrics. Teachers must address each strand for each criteria at least twice in each year of the programme.

## **Senior Student Assessment**

Grade 11 and 12 courses will be assessed according to BC Ministry curricular guidelines. Teachers will communicate assessment practices to students and parents in their course outlines, to be distributed each September. Currently, the grade 10 – 12 curriculum is in draft form. This policy will be updated to reflect any changes once the new curriculum and assessment practices are finalized by the BC Ministry of Education.

## **Provincial Numeracy and Literacy Assessment Requirements**

The new BC graduation requirements include two provincial assessments based on literacy and numeracy skills. The numeracy assessment will be revealed in the 2017/2018 school year, and the literacy assessment will be revealed in the 2018/2019 school year. (To be added to the policy at that time.)

Literacy and numeracy are defined by the provincial government Ministry of Education by the following:

- “Literacy is the ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communication.
- Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.”<sup>3</sup>

## **Approaches to Learning (ATL) and Core Competencies**

In the MYP the Approaches to Learning (ATL) are general and subject-specific skills that students develop throughout the programme, in all disciplines. These skills help students “learn how to learn.”<sup>4</sup> See Appendix 2: ATL skills framework for detailed information about each ATL.

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<sup>3</sup> BC’s New Curriculum. “Discussion Paper Graduation Assessments: Design Framework and Assessment.” 2.

<sup>4</sup> IB MYP From Principles into Practice. (2014 – 2015). “Approaches to Learning.” 20.

The MYP Approaches to Learning align with the BC Core Competencies as laid out in the following table:

MYP – Approaches to Learning		BC - Core Competencies	
<b>Communication</b>	Communication Skills - Through interaction - Through language	<b>Communication</b>	Connect and engage with others Acquire (research), interpret and present Collaborate Explain, recount and reflect
<b>Research</b>	Information Literacy Skills Media Literacy Skills		
<b>Social</b>	Collaboration Skills		
<b>Self-Management</b>	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	<b>Social Responsibility</b>	Contributing to community/environment Problem solving Valuing diversity Building relationships
		<b>Personal Awareness and Responsibility</b>	Self-determination Self-regulation Well-being
		<b>Positive Personal and Cultural Identity</b>	Relationships and cultural contexts Personal strengths, abilities, values and choices
<b>Thinking</b>	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	<b>Creative Thinking</b>	Novelty and value Generating ideas Developing ideas
		<b>Critical Thinking</b>	Analyze and critique Question and investigate Develop and design

## Planning for Assessment

Teachers will use the backward design model to plan their assessment when developing their unit plans. The units will include a range of formative and summative assessment tasks developed to enhance student learning and understanding. Examples may include worksheets, peer and self-reflection, oral presentations, tests, quizzes, student-teacher interviews, projects and reports in various multi-media formats.

## Students with Special Educational Needs

At Hugh Boyd there are students with special learning needs who may be on an Individualized Education Program (IEP) or Individualized Resource Program (IRP). These students may require adaptations or modifications. Assessment will be adapted or modified for these students based on their individual needs, with consultation among the teacher(s), case manager and parents. Different methods of assessment that suit individual learning styles and methods of demonstrating knowledge will be used to ensure accessibility of curriculum. (For more information, see the Hugh Boyd Secondary Inclusion Policy.)

## Differentiation

Teachers will incorporate various ways of differentiating learning in their classrooms in order to meet the needs of all students at all levels including students who are adapted, modified or ELL. These differentiation strategies can be found in the course unit planners. (For more information, see the Hugh Boyd Secondary Inclusion Policy.)

## Consistency and Standardization

Each subject has a course outline, common to all teachers of that subject and grade level. Some subjects also have summative Crossgrade exams to ensure consistency of marking between teachers. Subject teachers will meet regularly to standardize assessment of MYP levels to ensure continuity and fair practice across a

particular grade and subject area. During these meetings, teachers will also analyze student data with other same-subject teachers in order to assess student progress and plan for future ways to help students best meet their potential.

## **Deadlines, Late Work and Make-up Policy**

Teachers will give students deadlines, and it is the expectation that students submit work by the given deadline. Missed deadlines are dealt with at the discretion of each subject teacher. Students who require extra time for assignments due to circumstances beyond their control should speak with their teachers in advance to negotiate alternate deadlines.

We encourage parents to take students on holiday during scheduled holiday time. If students go away on holiday, it is the student's responsibility to make up missed work. Teachers are not expected to reteach material missed or to make up missed time after school.

The BC Ministry of Education policy includes assigning the grade of "Incomplete" or "I" until the final report card so the students have the opportunity to submit learning tasks before that time while informing parents, student, administration, and counselors of their standing. It is the responsibility of each teacher to ensure that students who are at risk of failing a course are assigned an "I" on report cards and/or interim reports.

Scores of below 50% in Grades 11 and 12, or scores of a level of 0 or 1 in any of the course criterion for Grades 8, 9 or 10 by the last report will result in a failing grade for the course.

## **Final Exams**

Many courses have final exams at the end of the course. The purpose of these exams is to provide the opportunity for students to review the work of the course, and reinforce the content. Students write final exams during the scheduled school examination period. These exams contribute to the final course mark as determined by curricular departments.

If students are unable to write a scheduled exam, he/she will receive a "zero" grade for the exam. In order to change this zero grade, the student must make arrangements with his/her subject teacher for a make-up exam. The writing of this exam must take place prior to the marks cut-off for the reporting period and at the discretion of the individual teacher. If students miss the scheduled final exam for an unexcused or invalid reason, the teacher has the right to leave the exam grade as a zero.

## **Reporting and Grading**

Students receive five reports per school year as required by the Ministry of Education, consisting of three official report cards and two interim reports. Marks are cumulative.

### ***MYP for grades 8 – 10***

#### ***MYP Criterion***

Grades 8, 9 and 10 students will receive an MYP report card that reports out the level achieved for each criterion for each course. Teachers are encouraged to include detailed comments to clarify what units and

objectives have been covered during the term. Grades 8, 9 and 10 will not receive letter grades or percentages. In order to be meeting the requirements of a course, students must receive a minimum level of ‘2’ on all four criteria for that course.

Parents will be provided with the following general chart in order to clarify the Criterion levels and what they mean with respect to overall performance in each course.

Understanding what each level means . . .

<b>Level 0</b>	Work is <b>not meeting expectations</b> or <b>has not been handed in</b> . Student has an “I” for in-progress.
<b>Level 1</b>	Work is <b>not yet meeting expectations</b> . Students has an “I” for in-progress
<b>Level 2</b>	Produces work of <b>limited quality</b> that is <b>minimally meeting expectations</b> . Often expresses misunderstandings or significant gaps in understanding. The student often has difficulty applying knowledge and skills.
<b>Level 3/4</b>	Produces work of <b>acceptable quality</b> and communicates <b>basic</b> understanding of many concepts and contexts. May demonstrate critical and creative thinking but requires support. Student can sometimes apply knowledge and skills in familiar situations.
<b>Level 5/6</b>	Produces <b>high-quality</b> work. Communicates a <b>full understanding</b> of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses and applies knowledge and skills in familiar real-world situations.
<b>Level 7/8</b>	Produces high quality work that <b>exceeds expectations</b> . Communicates an <b>excellent</b> understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Can transfer knowledge and skills to unfamiliar real-world situations.

### ATLs

Feedback on student progress in Approaches to Learning (ATL) skills will be ongoing in the classroom, shared with students and parents, and will be reported out on interims and report cards, as per the MYP report card. Students will also reflect on and self-assess their progress on the ATL for interims; reflections will be provided as an attachment to the interim reports for terms I and II.

Each department has chosen the ATL that will be addressed in each subject according to the chart below. All teachers will work on Self-Management skills with their classes. Teachers will only be required to report out on the ATL skills their department is working on.

<b>Subject</b>	<b>Self Management</b>	<b>Social</b>	<b>Communication</b>	<b>Research</b>	<b>Thinking</b>
Art	x	x	x		
Design	x	x			
Individuals and Societies	x			x	x
Language Acquisition	x	x	x		
Language and Literature	x	x	x		x

Math	x		x		x
PHE	x	x			
Science	x			x	x

### *Interdisciplinary*

Teachers will design interdisciplinary units for each year of the program, and will develop common assessment tasks that transfer knowledge and skills across subject areas. Interdisciplinary units will be assessed according to the MYP rubrics for Interdisciplinary and will also be assessed on curricular criteria.

Evaluation Criteria for the Interdisciplinary Unit:

Interdisciplinary	Criterion A:	Criterion B:	Criterion C:	Criterion D:
	Disciplinary grounding	Synthesizing	Communicating	Reflecting

### *Personal Project*

The Personal Project will be assessed according to the MYP criteria for the Personal Project. Teachers will report out on progress of the project throughout the year, on report cards and/or interims. The final evaluation of the Personal Project will be included on the final report card.

Evaluation Criteria for the Personal Project

Personal Project	Criterion A:	Criterion B:	Criterion C:	Criterion D:
	Investigating	Planning	Taking Action	Reflecting

### *IB Learner Profiles*

Students will be given prompt and ongoing feedback on their development of the IB Learner Profile built into classroom assessment, reflections, as well as through self and teacher evaluation and discussion. This will also be assessed informally.

### *Final Report Card*

Each student will receive an Overall Level of Achievement (OLA) for each course at the end of each year, indicating overall progress for the year in each subject.

## Overall Levels of Achievement Descriptors:

<b>IB Grade</b>	<b>Descriptor</b>
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

### *Communication with Parents*

In order to help clarify evaluation and reporting, the IB Coordinators will hold parent information meetings throughout the year to help clarify IB assessment and reporting. Information will also be provided on the school website.

## ***Grades 11 – 12***

Grades 11 and 12 will receive a percentage according to the following scale:

86%- 100%	A
73% - 85%	B
67% - 72%	C+
60% - 66%	C
50% - 59%	C- (Minimum
0% - 49%	I (Incomplete, to be changed to an F if improvement does not occur by
	year-end)

Grades 11 and 12 will also receive Work Habit marks:

G: Good

S: Satisfactory

N: Needs Improvement

### ***Modified Students***

If students are modified and are receiving letter grades on their report card, the mark should be accompanied by a comment indicating that the student was working towards individualized learning outcomes, with an attached Modified Course Evaluation form.<sup>5</sup> For MYP reports, an NM will be entered with a modified attachment with corresponding levels based on IEP goals.

### ***Reporting schedule***

Parent-teacher conferences are held twice a year, and offer parents the opportunity to speak with teachers about the progress of their children. Teachers are also available through telephone calls, emails and informal meetings, at the discretion of the teacher.

The timetable for reporting is as follows:

Timeline	
October	Interim Report #1 Followed by Parent-Teacher Interviews
December	Term 1 Report Card
January	Interim Report #2 Followed by Parent-Teacher Interviews
March	Term 2 Report Card
June	Final Report Card

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<sup>5</sup> BC Ministry of Education. (July, 2016) *Student Reporting*.

## **Recording and Access of Assessment Information**

School grade and percentages will be recorded via teacher chosen programs available, such as Engrade, Mastergrade or the BC Ministry developed MyEd program. IB Levels will be recorded in a teacher-accessible database or directly on MyEd. Copies of the reports will be held in the school office and accessible to parents, other teachers, and students. For grades 8 – 10, letter grades or percentages (for grade 10), are available if needed, upon parent request.

## **MYP Certification**

At the end of the grade 10 year, students will be given an IB MYP Certificate to indicate their participation and/or progress within the IB Middle Year's Programme.

Student certificates will vary depending on the participation in and achievement in the programme. The following outlines how the distribution of certificates will be determined:

### *Completion with Distinction*

Students have completed the requirements of the program and have achieved the following:

- Completion of all subjects with a minimum of 5 on the MYP Overall Level of Achievement out of 7 in each required discipline
- Completion of a minimum 30 “Action” hours in total from grade 8 - 10
- Completion of Service Reflection
- Completion of the Personal Project with a minimum of 5 on the MYP OLA
- Completion of the Interdisciplinary Unit for each year of the programme.

### *Completion*

Students have completed the requirements of the program and have achieved the following:

- Completion of all subjects with a minimum of 2 on the MYP OLA in each required discipline
- Completion of the Personal Project with a minimum of 2 on the MYP OLA
- Completion of a minimum of 30 “Action” hours in total from grade 8 - 10
- Completion of Service Reflection
- Completion of an Interdisciplinary Unit for each year in the programme.

### *Participation*

Students have participated in the programme to the best of their ability, but may have not completed the requirements as outlined by IB for various reasons which may include, but are not limited to:

- Successful completion in subject areas according to their individualized program
- Completion of “Action” hours
- Completion of the Personal Project
- Completion of Interdisciplinary Unit(s)

Students who have not actively participated in the programme through Action, Personal Project, Interdisciplinary Unit(s) and/or who have not successfully completed coursework will not receive an MYP certificate.

### **Honour Roll, Super G and Subject Awards**

Honour Roll recognizes students' outstanding academic achievements.

#### ***Honour Roll for Grades 8 – 10***

To earn a place in the Honour Roll, students need to achieve a level of 5 or higher (out of 7) on the MYP Overall Level of Achievement in each of their classes, to be calculated at year-end. Students with an 'N' (Novice) by the end of term 3 for the Approaches to Learning skills will not be awarded Honour Roll.

#### ***Honour Roll for Grades 11 -1 2***

To earn a place in the Honour Roll, students need an average of 80% or higher. For grade 12's honour roll is based on a student's best six courses (and students must be enrolled in at least six courses). Note: Honour Roll is not awarded to any student with an 'I' in any course. Students receiving a work habit of 'N' in any term will not be awarded Honour Roll.

#### ***Principal's Roll of Distinction***

This is to recognize exceptional achievement.

To earn a place on the Principal's Roll of Distinction, grade 8 – 10 students need to achieve a level of 6 or higher (out of 7) of the MYP Overall Level of Achievement in their classes, to be calculated at year-end.

Students in grades 11 and 12 need an average of 90% or higher.

Note: Honour Roll is not awarded to any student with an 'I' in any course. Students receiving a work habit of 'N' in any term will not be awarded Honour Roll.

### **SUPER "G" LIST GRADES 8 – 10**

This important honour recognizes good Self-Management / Work Habit skills and will be awarded to students who achieve a "P" for *Practitioner* at the end of the year in all courses.

### **SUPER "G" LIST GRADES 11 and 12**

This is a very important honour for students here at Hugh Boyd, for **every** student is capable of good work habits. We recognize students who achieve all "Good" work habits at the end of each term with our Super "G" list.

#### **To earn a Good Work Habit mark ...**

- Arrive to all classes on time with all necessary materials.
- Be on task during class time; listen actively; participate in class, and be positive.
- Respect others and the classroom environment.
- Take initiative and accept responsibility for learning.
- Complete all homework and submit assignments on time.

## **Alignment of Policy**

Hugh Boyd's assessment policy align with the school's policies as described below:

### **Hugh Boyd Mission Statement**

*Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.*

The focus of our mission statement is to develop whole learners while working towards academic excellence. Through rigorous IB and BC Ministry assessment, combined with our focus on the Approaches to Learning, students will develop the work habits, learning skills and knowledge that will help them in an ever-changing world.

### **Hugh Boyd Academic Honesty Policy**

The policy aligns with the Academic Honesty Policy in that authentic assessment and evaluation of student achievement require a proper evaluation of student abilities and achievement based on work students have completed and submitted with the understanding that it is their work and not the work of others.

### **Hugh Boyd Language Policy**

Our Assessment Policy aligns with our Language Policy because teachers will differentiate instruction for students whose Mother Tongue is not the language of instruction in order for all students to reach their potential.

### **Hugh Boyd Inclusion Policy**

Our Assessment Policy aligns with our Inclusion Policy as it reflects all our learners of all abilities. Through differentiation, adaptations or modifications, teachers assess and evaluate according to individual student needs.

## **Policy Review**

The policy is a living, working document. The policy will be reviewed each year in consultation with departments, administration, teachers, students and parents.

## **How will we communicate the policy**

The policy will be communicated through the school website, the student agenda and the MYP Teacher handbook.

## **Sources**

Province of British Columbia. “Student Reporting.” [www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting), accessed 2017.

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**Appendix 1:**  
**Subject Assessment Criteria**

## Language & Literature

### Criterion A: Analysing.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>limited</b> analysis of the effects of the creator’s choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>adequate</b> analysis of the effects of the creator’s choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. competently analyses the effects of the creator’s choices on an audience</li> <li>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. perceptively analyses the effects of the creator’s choices on an audience</li> <li>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</li> <li>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul>

## Language & Literature cont.

### Criterion B: Organizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li><li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li><li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li><li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li><li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li><li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li><li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li></ul>

## Criterion C: Producing text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination and sensitivity and <b>minimal</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to develop ideas.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination and sensitivity and <b>some</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination and sensitivity and <b>substantial</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</li> <li>iii. selects extensive relevant details and examples to develop ideas with precision.</li> </ul>

## Criterion D: Using language

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</li> <li>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</li> <li>v. makes effective use of appropriate non-verbal communication techniques.</li> </ul>

## Language Acquisition

### Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Language Acquisition cont.

### Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. clearly identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has excellent awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

## Language Acquisition cont.

### Criterion C: Communicating in response to spoken and/or written and/or visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics</li> <li>iv. communicates with an excellent sense of audience.</li> </ul>

## Language Acquisition cont.

### Criterion D:Using language in spoken and/or written form

i.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b> , making understanding difficult ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b> iii. makes <b>minimal</b> use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , some of which make understanding difficult ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b> iii. uses language to suit the context to <b>some degree</b> .
5–6	The student: i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these do not interfere with comprehensibility ii. organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii. <b>usually</b> uses language to suit the context.
7 - 8	The student: i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b> iii. uses language <b>effectively</b> to suit the context.

## Individuals & Societies

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. uses <b>limited</b> relevant terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.
3–4	The student: i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.
5–6	The student: i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.
7–8	The student: i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.

## Individuals & Societies cont.

### Criterion B: Investigating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li> <li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li> <li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li> <li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li> <li>iv. evaluates <b>some</b> aspects of the process and results of the investigation.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question, thoroughly <b>justifying</b> its relevance with appropriate evidence</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li> </ol>

**Individuals & Societies cont.**

Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b>.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li>iii. <b>often</b> documents sources of information using a recognized convention.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li> </ul>

## Individuals & Societies cont.

### Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li> <li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li> <li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>nominal</b> value and limitations</li> <li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>summarizes</b> information to make arguments</li> <li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li> <li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li> <li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li> <li>iv. <b>interprets</b> different perspectives and their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li>iv. <b>thoroughly interprets a range</b> of different perspectives and their implications.</li> </ol>

## Sciences

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. <b>state</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>judgments</b> .
3–4	The student is able to: i. <b>outline</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>scientifically supported judgments</b> .
5–6	The student is able to: i. <b>describe</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b> .
7–8	The student is able to: i. <b>explain</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b> iii. <b>analyse</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b> .

## Sciences cont.

### Criterion B: Inquiring and designing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ul style="list-style-type: none"><li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>outline</b> a testable hypothesis</li><li>iii. <b>outline</b> the variables</li><li>iv. <b>design</b> a method, <b>with limited success</b>.</li></ul>
3–4	The student is able to: <ul style="list-style-type: none"><li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>formulate</b> a testable hypothesis <b>using scientific reasoning</b></li><li>iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>relevant data</b> will be collected</li><li>iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment</b>.</li></ul>
5–6	The student is able to: <ul style="list-style-type: none"><li>i. <b>describe</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>formulate and explain</b> a testable hypothesis <b>using scientific reasoning</b></li><li>iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected</li><li>iv. design a <b>complete and safe method</b> in which he or she selects <b>appropriate materials and equipment</b>.</li></ul>
7–8	The student is able to: <ul style="list-style-type: none"><li>i. <b>explain</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>formulate and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li><li>iii. <b>explain</b> how to manipulate the variables, and <b>explain</b> how <b>sufficient, relevant data</b> will be collected</li><li>iv. <b>design</b> a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li></ul>

**Sciences cont.**

**Criterion C: Processing and evaluating**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>interpret</b> data</li> <li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method.</li> </ul>
3–4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results</li> <li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
5–6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize, transform and present data in numerical and/ or visual forms</li> <li>ii. accurately interpret data and explain results using correct scientific reasoning</li> <li>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. evaluate the validity of the method based on the outcome of a scientific investigation</li> <li>v. explain improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

**Sciences cont.**

**Criterion D: Reflecting on the impacts of science**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li> <li>iv. document sources, with <b>limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li> <li>iv. <b>sometimes</b> document sources correctly.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding clearly and precisely</li> <li>iv. <b>usually</b> document sources correctly.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. explain the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. consistently apply scientific language to communicate understanding clearly and precisely</li> <li>iv. document sources completely.</li> </ol>

## Mathematics

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: <ul style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>simple problems</b> in <b>familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ul>
3–4	The student is able to: <ul style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>more complex problems</b> in <b>familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ul>
5–6	The student is able to: <ul style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>challenging problems</b> in <b>familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ul>
7–8	The student is able to: <ul style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>challenging problems</b> in both <b>familiar and unfamiliar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ul>

## Mathematics cont.

### Criterion B: Investigating patterns

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: i. <b>apply, with teacher support</b> , mathematical problem-solving techniques to discover <b>simple patterns</b> ii. <b>state predictions</b> consistent with patterns.
3–4	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to discover <b>simple patterns</b> ii. <b>suggest general rules</b> consistent with <b>findings</b> .
5–6	The student is able to: i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b> ii. <b>describe patterns</b> as general rules consistent with <b>findings</b> iii. <b>verify</b> the validity of these general rules.
7–8	The student is able to: i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b> ii. <b>describe patterns</b> as general rules consistent with <b>correct findings</b> iii. <b>prove, or verify and justify</b> , these general rules.

**Mathematics cont.**

Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: i. use <b>limited</b> mathematical language ii. use <b>limited</b> forms of mathematical representation to present information iii. communicate through lines of reasoning that are <b>difficult to interpret</b> .
3–4	The student is able to: i. use <b>some appropriate</b> mathematical language ii. use <b>appropriate forms</b> of mathematical representation to present information <b>adequately</b> iii. communicate through lines of reasoning that are <b>complete</b> iv. <b>adequately organize</b> information using a logical structure.
5–6	The student is able to: i. <b>usually</b> use <b>appropriate</b> mathematical language ii. <b>usually</b> use <b>appropriate</b> forms of mathematical representation to present information <b>correctly</b> iii. <b>usually</b> move between different forms of mathematical representation iv. communicate through lines of reasoning that are <b>complete and coherent</b> v. <b>present</b> work that is <b>usually organized</b> using a logical structure.
7–8	The student is able to: i. <b>consistently</b> use <b>appropriate</b> mathematical language ii. use <b>appropriate forms</b> of mathematical representation to <b>consistently</b> present information <b>correctly</b> iii. move <b>effectively</b> between different forms of mathematical representation iv. communicate through lines of reasoning that are <b>complete, coherent and concise</b> v. <b>present</b> work that is <b>consistently organized</b> using a logical structure.

**Mathematics cont.**

**Criterion D: Applying mathematics in real-life contexts**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. identify <b>some</b> of the elements of the authentic real-life situation</li> <li>ii. apply mathematical strategies to <b>find a solution</b> to the authentic real-life situation, <b>with limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select, <b>with some success, adequate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply mathematical strategies to <b>reach a solution</b> to the authentic real-life situation</li> <li>iv. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select <b>adequate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to <b>reach a valid solution</b> to the authentic real-life situation</li> <li>iv. <b>explain</b> the degree of accuracy of the solution</li> <li>v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select <b>appropriate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to <b>reach a correct solution</b> to the authentic real-life situation</li> <li>iv. <b>justify</b> the degree of accuracy of the solution</li> <li>v. <b>justify</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>

## Arts

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology</li> <li>ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ol>

**Arts cont.**

**Criterion B: Developing skills**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

**Arts cont.**

**Criterion C: Thinking creatively**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent</li> <li>ii. demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent</li> <li>ii. demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates an <b>excellent</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> a point of realization.</li> </ul>

**Arts cont.**

**Criterion D: Responding**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that <b>may</b> intend to reflect or impact on the world around him or her</li> <li>iii. presents a <b>limited</b> critique of the artwork of self and others.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents an <b>adequate</b> critique of the artwork of self and others.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents a <b>substantial</b> critique of the artwork of self and others.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that intends to <b>effectively</b> reflect or impact on the world around him or her</li> <li>iii. presents an <b>excellent</b> critique of the artwork of self and others.</li> </ul>

## Physical & Health Education

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. explains physical and health education factual, procedural and conceptual knowledge</li> <li>ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations</li> <li>iii. applies physical and health terminology consistently and effectively to communicate understanding.</li> </ol>

## Physical & Health Education cont.

### Criterion B: Planning for performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>constructs and outlines</b> a plan to improve physical performance and health ii. <b>outlines</b> the effectiveness of a plan based on the outcome.
3–4	The student: i. <b>constructs and describes</b> a plan to improve physical performance and health ii. <b>explains</b> the effectiveness of a plan based on the outcome.
5–6	The student: i. <b>designs and explains</b> a plan to improve physical performance and health ii. <b>analyses</b> the effectiveness of a plan based on the outcome.
7–8	The student: i. <b>designs, explains and justifies</b> a plan to improve physical performance and health ii. <b>analyses and evaluates</b> the effectiveness of a plan based on the outcome.

## Physical & Health Education cont.

### Criterion C: Applying and performing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b> ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b> iii. <b>recalls</b> information to perform.
3–4	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts iii. <b>identifies</b> and <b>applies</b> information to perform.
5–6	The student: i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>analyses</b> and <b>applies</b> information to perform.
7–8	The student: i. <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques ii. <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b> .

## Physical & Health Education cont.

### Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>identifies</b> goals to enhance performance iii. <b>outlines</b> and <b>summarizes</b> performance.
3–4	The student: i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance iii. <b>describes</b> and <b>summarizes</b> performance.
5–6	The student: i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>explains</b> goals and <b>applies</b> strategies to enhance performance iii. <b>explains</b> and <b>evaluates</b> performance.
7–8	The student: i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>develops</b> goals and <b>applies</b> strategies to enhance performance iii. <b>analyses</b> and <b>evaluates</b> performance.

## Design

### Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>develops</b> a basic design brief, which <b>states</b> the <b>findings</b> of relevant research.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>outlines</b> a research plan, which <b>identifies</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses one</b> existing product that inspires a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>outlines</b> the analysis of relevant research.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>constructs</b> a research plan, which <b>identifies</b> and <b>prioritizes</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>explains</b> the analysis of relevant research.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. explains and justifies the need for a solution to a problem for a client/ target audience</li> <li>ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently</li> <li>iii. analyses a range of existing products that inspire a solution to the problem in detail</li> <li>iv. develops a detailed design brief, which summarizes the analysis of relevant research.</li> </ol>

## Design cont.

### Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>lists some basic</b> design specifications for the design of a solution</li><li>ii. <b>presents one</b> design, which can be interpreted by others</li><li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>lists some</b> design specifications, which relate to the success criteria for the design of a solution</li><li>ii. <b>presents a few</b> feasible designs, using an appropriate medium(s) <b>or</b> annotation, which can be interpreted by others</li><li>iii. <b>justifies</b> the selection of the chosen design with reference to the design specification</li><li>iv. <b>creates</b> planning drawings/diagrams <b>or lists</b> requirements for the creation of the chosen solution.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>develops</b> design specifications, which <b>outline</b> the success criteria for the design of a solution</li><li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) <b>and</b> annotation, which can be interpreted by others</li><li>iii. <b>presents</b> the chosen design and <b>justifies</b> its selection with reference to the design specification</li><li>iv. <b>develops accurate</b> planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research</li><li>ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others</li><li>iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification</li><li>iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</li></ul>

## Design cont.

### Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>demonstrates minimal</b> technical skills when making the solution ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b> .
3–4	The student: i. <b>constructs a plan</b> that contains some production details, resulting in peers having difficulty following the plan ii. <b>demonstrates satisfactory</b> technical skills when making the solution iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented iv. <b>outlines</b> changes made to the chosen design and plan when making the solution.
5–6	The student: i. <b>constructs a logical plan</b> , which considers time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates competent</b> technical skills when making the solution iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>describes</b> changes made to the chosen design and plan when making the solution.
7–8	The student: i. <b>constructs a detailed and logical plan</b> , which <b>describes</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates excellent</b> technical skills when making the solution. iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. fully <b>justifies</b> changes made to the chosen design and plan when making the solution.

## Design cont.

### Criterion D: Evaluating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>designs a testing method</b> , which is used to measure the success of the solution ii. <b>states</b> the success of the solution.
3–4	The student: i. <b>designs a relevant testing method</b> , which generates data, to measure the success of the solution ii. <b>outlines</b> the success of the solution against the design specification based on <b>relevant</b> product testing iii. <b>outlines</b> how the solution could be improved iv. <b>outlines</b> the impact of the solution on the client/target audience.
5–6	The student: i. <b>designs relevant testing methods</b> , which generate data, to measure the success of the solution ii. <b>explains</b> the success of the solution against the design specification based on <b>relevant</b> product testing iii. <b>describes</b> how the solution could be improved iv. <b>explains</b> the impact of the solution on the client/target audience, <b>with guidance</b> .
7–8	The student: i. <b>designs detailed and relevant testing methods</b> , which generate data, to measure the success of the solution ii. critically <b>evaluates</b> the success of the solution against the design specification based on <b>authentic</b> product testing iii. <b>explains</b> how the solution could be improved iv. <b>explains</b> the impact of the product on the client/target audience.

## Personal Project

### Criterion A: Investigating

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> a goal and a global context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identifies prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrates <b>limited</b> research skills.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines a basic and appropriate</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> <li>iii. demonstrates <b>adequate</b> research skills.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>develops a clear and challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrates <b>substantial</b> research skills.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops a clear and highly challenging</b> goal and a global context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrates <b>excellent</b> research skills.</li> </ol>

## Personal Project cont.

### Criterion B: Planning

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: i. develops <b>limited</b> criteria for the product/outcome ii. presents a <b>limited or partial</b> plan and record of the development process of the project iii. demonstrates <b>limited</b> self-management skills.
3–4	The student: i. develops <b>adequate</b> criteria for the product/outcome ii. presents an <b>adequate</b> plan and record of the development process of the project iii. demonstrates <b>adequate</b> self-management skills.
5–6	The student: i. develops <b>substantial and appropriate</b> criteria for the product/outcome ii. presents a <b>substantial</b> plan and record of the development process of the project iii. demonstrates <b>substantial</b> self-management skills.
7–8	The student: i. develops <b>rigorous</b> criteria for the product/outcome ii. presents a <b>detailed and accurate</b> plan and record of the development process of the project iii. demonstrates <b>excellent</b> self-management skills.

## Personal Project cont.

### Criterion C: Taking action

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. creates a <b>limited</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>limited</b> thinking skills</li><li>iii. demonstrates <b>limited</b> communication and social skills.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. creates a <b>basic</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>adequate</b> thinking skills</li><li>iii. demonstrates <b>adequate</b> communication and social skills.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>substantial</b> thinking skills</li><li>iii. demonstrates <b>substantial</b> communication and social skills.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>excellent</b> thinking skills</li><li>iii. demonstrates <b>excellent</b> communication and social skills.</li></ul>

## Personal Project cont.

### Criterion D: Reflecting

Achievement level	Level descriptor
0	The student <b>does not</b> achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. presents a <b>basic</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li> </ol>
5–6	The student <ol style="list-style-type: none"> <li>i. presents a <b>substantial</b> evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>substantial</b> reflection on his or her development as an IB learner through the project.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. presents an excellent evaluation of the quality of the product/success of the outcome against his or her criteria</li> <li>ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents excellent reflection on his or her development as an IB learner through the project.</li> </ol>

## **Interdisciplinary Learning**

### Criterion A: Disciplinary grounding

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The student: <ul style="list-style-type: none"><li>• demonstrates <b>limited</b> relevant disciplinary grounding.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• demonstrates <b>some</b> relevant disciplinary grounding.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• demonstrates <b>most necessary</b> disciplinary grounding.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• demonstrates <b>extensive necessary</b> disciplinary grounding.</li></ul>

## Criterion B: Synthesizing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>• <b>establishes few and/or superficial</b> connections between disciplines.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding..</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> interdisciplinary understanding.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough and insightful</b> interdisciplinary understanding.</li></ul>

## Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>little structure, clarity or coherence</b>.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> organization and coherence, <b>recognizing</b> appropriate forms or media</li> <li><b>lists</b> sources.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>generally</b> organized, clear and coherent, <b>beginning</b> to use selected forms or media <b>effectively</b></li> <li><b>documents relevant</b> sources using a recognized convention.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>consistently</b> well structured, clear and coherent, using selected forms or media <b>effectively</b></li> <li><b>consistently documents well-chosen</b> sources using a recognized convention.</li> </ul>

## Criterion D: Reflecting

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates <b>limited</b> reflection on his or her development of interdisciplinary understanding</li> <li>• <b>describes superficially</b> the limitations <b>or</b> benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates <b>adequate</b> reflection on his or her development of interdisciplinary understanding</li> <li>• <b>describes some</b> benefits <b>and</b> limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates <b>significant</b> reflection on his or her development of interdisciplinary understanding.</li> <li>• <b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates <b>thorough</b> and <b>nuanced</b> reflection on his or her development of interdisciplinary understanding</li> <li>• <b>evaluates thoroughly</b> and <b>with sophistication</b> the limitations and benefits of disciplinary and interdisciplinary knowledge and <b>ways of knowing</b> in specific situations.</li> </ul>

**Appendix II:  
Approaches to Learning Framework**

## ATL Skills Framework

Communication	
I. Communication skills	
<p>How can students communicate through interaction?</p>	<p><b>Exchanging thoughts, messages and information effectively through interaction</b></p> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Use a variety of media to communicate with a range of audiences</li> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> <li>• Participate in, and contribute to, digital social media networks</li> <li>• Collaborate with peers and experts using a variety of digital environments and media</li> <li>• Share ideas with multiple audiences using a variety of digital environments and media</li> </ul>
<p>How can students demonstrate communication through language?</p>	<p><b>Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Write for different purposes</li> <li>• Understand and use mathematical notation</li> <li>• Paraphrase accurately and concisely</li> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class</li> <li>• Make effective summary notes for studying</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul>

<b>Social</b>	
<b>II. Collaborationskills</b>	
How can students collaborate?	<p><b>Working effectively with others</b></p> <ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> <li>• Practise empathy</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one's own actions</li> <li>• Manage and resolve conflict, and work collaboratively in teams</li> <li>• Build consensus</li> <li>• Make fair and equitable decisions</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Negotiate effectively</li> <li>• Encourage others to contribute</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Give and receive meaningful feedback</li> <li>• Advocate for one's own rights and needs</li> </ul>
<b>Self-management</b>	
<b>III. Organization skills</b>	
How can students demonstrate organizationskills?	<p><b>Managing time and tasks effectively</b></p> <ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Keep and use a weekly planner for assignments</li> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</li> <li>• Select and use technology effectively and productively</li> </ul>

#### IV. Affective skills

How can students manage their own state of mind?

##### **Managing state of mind**

- Mindfulness
  - Practise focus and concentration
  - Practise strategies to develop mental focus
  - Practise strategies to overcome distractions
  - Practise being aware of body–mind connections
- Perseverance
  - Demonstrate persistence and perseverance
  - Practise delaying gratification
- Emotional management
  - Practise strategies to overcome impulsiveness and anger
  - Practise strategies to prevent and eliminate bullying
  - Practise strategies to reduce stress and anxiety
- Self-motivation
  - Practise analysing and attributing causes for failure
  - Practise managing self-talk
  - Practise positive thinking
- Resilience
  - Practise “bouncing back” after adversity, mistakes and failures
  - Practise “failing well”
  - Practise dealing with disappointment and unmet expectations
  - Practise dealing with change

## V. Reflection skills

How can students be reflective?

### **(Re)considering the process of learning; choosing and using ATL skills**

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
  - What did I learn about today?
  - What don't I yet understand?
  - What questions do I have now?
- Consider ATL skills development
  - What can I already do?
  - How can I share my skills to help peers who need more practice?
  - What will I work on next?
- Consider personal learning strategies
  - What can I do to become a more efficient and effective learner?
  - How can I become more flexible in my choice of learning strategies?
  - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

**Research**

**VI. Information literacy skills**

How can students demonstrate information literacy?

**Finding, interpreting, judging and creating information**

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical-literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

**VII. Media literacy skills**

How can students demonstrate media literacy?

**Interacting with media to use and create ideas and information**

- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

## Thinking

### VIII. Critical-thinking skills

How can students think critically?

#### **Analysing and evaluating issues and ideas**

- Practise observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

**IX. Creative-thinking skills**

How can students be creative?

**Generating novel ideas and considering new perspectives**

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies

**X. Transfers skills**

How can students transfer skills and knowledge across disciplines and subject groups?

**Using skills and knowledge in multiple contexts**

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives