Assessment criteria overview

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

> Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP individuals and societies. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment sheet.

Individuals and societies assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. use a range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** use of terminology ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. uses **some** terminology **accurately** ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5–6	The student: i. uses **considerable** and **relevant** terminology **accurately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: i. **consistently** uses **a range** of terminology **accurately** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of year 3, students should be able to:

i.   formulate/choose a clear and focused research question, explaining its relevance

ii.   formulate and follow an action plan to investigate a research question

iii.   use methods to collect and record relevant information

iv.   evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question that is clear, focused and relevant ii. formulates a **limited** action plan or does not follow a plan iii. **collects** and **records limited** or **sometimes irrelevant** information iv. with guidance, **reflects** on the research process and results in a **limited** way.
3–4	The student: i. **formulates**/**chooses** a research question that is clear and focused and **describes** its relevance ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question iii. **uses** a method(s) to collect and record **some relevant** information iv. with guidance, **reflects** on the research process and results.
5–6	The student: i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question iii. uses methods to collect and record **appropriate relevant** information iv. with guidance, **evaluates** on the research process and results.
7–8	The student: i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question iii. uses methods to collect and record **appropriate** and **varied relevant** information iv. with guidance, provides a **detailed evaluation** of the research process and results.

Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

i.   communicate information and ideas in a way that is appropriate for the audience and purpose

ii.   structure information and ideas according to the task instructions

iii.   create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a way that is **not always** appropriate to the audience and purpose ii. organizes information and ideas in a **limited** way iii. **lists** sources of information **inconsistently**.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** appropriate to the audience and purpose ii. **somewhat** organizes information and ideas iii. **creates** an **adequate** reference list and **sometimes** cites sources.
5–6	The student: i. communicates information and ideas in a way that is **mostly** appropriate to the audience and purpose ii. **mostly** structures information and ideas according to the task instructions iii. creates an **adequate** reference list and **usually** cites sources.
7–8	The student: i. communicates information and ideas in a way that is **completely** appropriate to the audience and purpose ii. structures information and ideas **completely** according to the task instructions iii. creates a **complete** reference list and **always** cites sources.

Criterion D: Thinking critically

Maximum: 8

At the end of year 3, students should be able to:

i.   analyse concepts, issues, models, visual representation and/or theories

ii.   summarize information to make valid, well-supported arguments

iii.   analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations

iv.   recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way ii. **begins to identify** connections between information to make **simple** arguments iii. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitations of sources/data iv. **identifies** different perspectives.
3–4	The student: i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **some adequate** arguments iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** value and limitations iv. **recognizes** different perspectives and **suggests some** of their implications.
5–6	The student: i. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information in order to make **usually valid** arguments iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing value and limitations iv. **clearly recognizes** different perspectives and **describes most** of their implications.
7–8	The student: i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **consistent**, **well-supported** arguments iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations iv. **clearly recognizes** different perspectives and **consistently explains** their implications.

Individuals and societies assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

i.   use a wide range of terminology in context

ii.   demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

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

Criterion B: Investigating

Maximum: 8

At the end of year 5, students should be able to:

i.   formulate a clear and focused research question and justify its relevance

ii.   formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record appropriate, varied and relevant information

iv.   evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. formulates a research question that is clear **or** focused and **describes** its relevance ii. formulates a **limited** action plan to investigate a research question or does not follow a plan iii. collects and records **limited** information, not always consistent with the research question iv. makes a **limited** evaluation of the process and results of the investigation.
3–4	The student: i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail ii. formulates and **somewhat** follows a **partial** action plan to investigate a research question iii. uses a research method(s) to collect and record **mostly relevant** information iv. evaluates **some** aspects of the process and results of the investigation.
5–6	The student: i. formulates a **clear** and **focused** research question and **explains** its relevance ii. formulates and follows a **substantial** action plan to investigate a research question iii. uses research method(s) to collect and record **appropriate**, **relevant** information iv. **evaluates** the process and results of the investigation.
7–8	The student: i. formulates a **clear** and **focused** research question, thoroughly **justifying** its relevance with appropriate evidence ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question iii. uses research methods to collect and record **appropriate**, **varied and relevant** information iv. **thoroughly** evaluates the investigation process and results.

Criterion C: Communicating

Maximum: 8

At the end of year 5, students should be able to:

i.   communicate information and ideas effectively using an appropriate style for the audience and purpose

ii.   structure information and ideas in a way that is appropriate to the specified format

iii.   document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a **limited way** iii. documents sources of information in a **limited way**.
3–4	The student: i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose ii. structures information and ideas in a way that is **somewhat** appropriate to the specified format iii. **sometimes** documents sources of information using a recognized convention.
5–6	The student: i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose ii. structures information and ideas in a way that is **mostly** appropriate to the specified format iii. **often** documents sources of information using a recognized convention.
7–8	The student: i. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose ii. structures information and ideas in a way that is **completely** appropriate to the specified format iii. **consistently** documents sources of information using a recognized convention.

Criterion D: Thinking critically

Maximum: 8

At the end of year 5, students should be able to:

i.   discuss concepts, issues, models, visual representation and theories

ii.   synthesize information to make valid, well-supported arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations

iv.   interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** ii. **summarizes** information to a **limited extent** to make arguments iii. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **nominal** value and limitations iv. **identifies** different perspectives and **minimal** implications.
3–4	The student: i. **analyses** concepts, issues, models, visual representation and theories ii. **summarizes** information to make arguments iii. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** value and limitations iv. **interprets** different perspectives and **some** of their implications.
5–6	The student: i. **discusses** concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid** arguments iii. **effectively analyses** and **evaluates** a **range** of sources/data in terms of origin and purpose, **usually** recognizing value and limitations iv. **interprets** different perspectives and their implications.
7–8	The student: i. completes a **detailed discussion** of concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid, well-supported** arguments iii. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations iv. **thoroughly interprets** a **range** of different perspectives and their implications.