Hugh Boyd Secondary Assessment Policy

Policy update: May 2022

At Hugh Boyd Secondary School, assessment is considered as a core skill to allow for lifelong learning. In accordance with the Ministry of Education and the IB Philosophy, Hugh Boyd strives to assess in a variety of ways to allow students to improve continuously.

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.

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 (Provincial Learning Outcomes) 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."[1]

[1] IB MYP From Principles into Practice. (2014 – 2015). "Principles of MYP assessment." 78.

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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.

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 student's knowledge and skills based on the desired objectives of the particular unit of work, which are based on Provincial Learning Outcomes by the BC Ministry of Education, and the MYP aims and objectives. Criterion based assessment 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 desired learning objectives of the unit.

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.

Criterion	**A**	**B**	**C**	**D**
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

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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. Teachers will decide in departments which rubrics to use for year 4 (grade 9) so as to best create consistency throughout the programme. Teachers will communicate to students the criteria being addressed in the best manner suited to the task (orally, written, etc). While students won't be assessed on their ATLs, learner profiles and other IB MYP components, teachers are encouraged to create opportunities to connect classroom content to real-world experiences. See Appendix A: 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. Students will be required to complete a Grade 10 Numeracy and Literacy assessment and a grade 12 literacy assessment in order to graduate. More information is available on the British Columbia BC Curriculum website[3].

[2] IB MYP From Principles into Practice. (2014 – 2015). "Using MYP assessment criteria." 80.

[3] Government of British Columbia. "BC Curriculum Provincial Assessment." Building Student Success - B.C. Curriculum. Accessed May 19, 2022. https://curriculum.gov.bc.ca/provincial/assessment.

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."[4]

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."[5] See Appendix B: ATL skills framework for detailed information about each ATL.

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

[4] BC's New Curriculum. "Discussion Paper Graduation Assessments: Design Framework and Assessment." 2.
[5] IB MYP From Principles into Practice. (2014 – 2015). "Approaches to Learning." 20.

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 that includes the marks breakdown for the class. 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 meeting, 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, and to be informing families on students at risk of failing.

Scores of below 50% in Grades 11 and 12, or scores of 8 or below out of 32 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…

Level 0	*Work is not meeting expectations or has not been handed in. Student has an "I" for in-progress.*
Level 1	*Work is not yet meeting expectations. Students has an "I" for in-progress*
Level 2	*Produces work of limited quality that is minimally meeting expectations. Often expresses misunderstandings or significant gaps in understanding. The student often has difficulty applying knowledge and skills.*
Level 3/4	Produces work of acceptable quality and communicates basic understanding of many concepts and c contexts. May demonstrate critical and creative thinking but requires support. Student can sometimes apply knowledge and skills in familiar situations.
Level 5/6	Produces high-quality work. Communicates a full understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses and applies knowledge and skills in familiar real-world situations.
Level 7/8	Produces high quality work that exceeds expectations. Communicates an excellent 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 on interims and report cards as comments in the MYP Report Card. Students also complete a self-assessment on their ATLs/Core Competencies as a requirement of the BC Ministry of Education.

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 may also be assessed on curricular criteria. Interdisciplinary marks are reported to families through the MYP Report Card.

Evaluation Criteria for the Interdisciplinary Unit:

Interdisciplinary	Criterion A:	Criterion B:	Criterion C:
	Evaluating	Synthesizing	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:
	Planning	Applying Skills	Reflecting

MYP Fundamental Concepts
The MYP Fundamental Concepts will be an integral part of the assessment process but will be assessed informally; many opportunities will be provided to students to demonstrate the importance of communication, holistic education, and intercultural awareness.

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:

IB Grade	**Descriptor**
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)

Modified Students

If students are modified and are receiving marks 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[6].

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, virtual meetings, emails and informal meetings, at the discretion of the teacher.

The timetable for reporting is as follows:

Timeline	
October/March	Interim Report #1 Followed by Parent-Teacher Interviews
November/April	Mid Semester Report Card
January/May	Interim Report #2 Followed by Parent-Teacher Interviews
January/June	Final Report Card

[6] BC Ministry of Education. (July, 2016) *Student Reporting*.

Recording and Access of Assessment Information

School grade and percentages will be recorded 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

After 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 Grading Scale in each required discipline
- Completion of a minimum 30 "Action" hours
- 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
- 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 outlines 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 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 an average of 5 or higher (out of 7) in their classes, to be calculated at year-end. Students with a work habit of 'N' in any term 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.

Alignment of Policy to: Mission Statement, Academic Honesty Policy etc.

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 of 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 or IEPs, teachers assess and evaluate according to individual student needs.

Policy Review

The policy is a living, working document. The policy will be reviewed when necessary and 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 school handbook.

Appendix A
Subject Assessment Criteria

Arts assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

ii. demonstrate understanding of the role of the art form in original or displaced contexts

iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology ii. demonstrates **limited** understanding of the role of the art form in original or displaced contexts iii. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3–4	The student: i. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology ii. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts iii. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5–6	The student: i. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology ii. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts iii. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions.

Achievement level	Level descriptor
7–8	The student: i. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology ii. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts iii. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

Maximum: 8

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

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

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

Criterion C: Thinking creatively

Maximum: 8

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

i. develop a feasible, clear, imaginative and coherent artistic intention

ii. demonstrate a range and depth of creative-thinking behaviours

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent ii. demonstrates a **limited** range **or** depth of creative-thinking behaviours iii. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization.
3–4	The student: i. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent ii. demonstrates an **adequate** range **and** depth of creative-thinking behaviours iii. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization.
5–6	The student: i. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent ii. demonstrates a **substantial** range and depth of creative-thinking behaviours iii. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization.
7–8	The student: i. develops an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent ii. demonstrates an **excellent** range and depth of creative-thinking behaviours iii. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization.

Criterion D: Responding

Maximum: 8

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

i. construct meaning and transfer learning to new settings

ii. create an artistic response that intends to reflect or impact on the world around them

iii. critique the artwork of self and others.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. constructs **limited** meaning and **may** transfer learning to new settings ii. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her iii. presents a **limited** critique of the artwork of self and others.
3–4	The student: i. constructs **adequate** meaning and **occasionally** transfers learning to new settings ii. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her iii. presents an **adequate** critique of the artwork of self and others.
5–6	The student: i. constructs **appropriate** meaning and **regularly** transfers learning to new settings ii. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her iii. presents a **substantial** critique of the artwork of self and others.
7–8	The student: i. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings ii. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her iii. presents an **excellent** critique of the artwork of self and others.

Design assessment criteria: Year 5

Criterion A: Inquiring and analysing

Maximum: 8

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

i. explain and justify the need for a solution to a problem for a specified client/target audience

ii. identify and prioritize primary and secondary research needed to develop a solution to the problem

iii. analyse a range of existing products that inspire a solution to the problem

iv. develop a detailed design brief, which summarizes the analysis of relevant research.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem for a specified client/target audience ii. **develops** a basic design brief, which **states** the **findings** of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem for a specified client/target audience ii. **outlines** a research plan, which **identifies** primary and secondary research needed to **develop** a solution to the problem, **with some guidance** iii. **analyses one** existing product that inspires a solution to the problem iv. **develops** a design brief, which **outlines** the analysis of relevant research.
5–6	The student: i. **explains** the need for a solution to a problem for a specified client/target audience ii. **constructs** a research plan, which **identifies** and **prioritizes** primary and secondary research needed to **develop** a solution to the problem, **with some guidance** iii. **analyses a range of** existing products that inspire a solution to the problem iv. **develops** a design brief, which **explains** the analysis of relevant research.

Achievement level	Level descriptor
7–8	The student: i. **explains** and **justifies** the need for a solution to a problem for a client/ target audience ii. **constructs** a **detailed** research plan, which **identifies** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem independently iii. **analyses a range of** existing products that inspire a solution to the problem in detail iv. **develops** a **detailed** design brief, which **summarizes** the analysis of relevant research.

Criterion B: Developing ideas

Maximum: 8

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

i. develop design specifications, which clearly states the success criteria for the design of a solution

ii. develop a range of feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design and justify its selection

iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **lists some basic** design specifications for the design of a solution ii. **presents one** design, which can be interpreted by others iii. **creates** incomplete planning drawings/diagrams.
3–4	The student: i. **lists some** design specifications, which relate to the success criteria for the design of a solution ii. **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others iii. **justifies** the selection of the chosen design with reference to the design specification iv. **creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution.
5–6	The student: i. **develops** design specifications, which **outline** the success criteria for the design of a solution ii. **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others iii. **presents** the chosen design and **justifies** its selection with reference to the design specification iv. **develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.

Achievement level	Level descriptor
7–8	The student: i. **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research ii. **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others iii. **presents** the chosen design and **justifies fully and critically** its selection with **detailed** reference to the design specification iv. **develops accurate and detailed** planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

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

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended

iv. fully justify changes made to the chosen design and plan when making the solution.

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

Criterion D: Evaluating

Maximum: 8

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

i. design detailed and relevant testing methods, which generate data, to measure the success of the solution

ii. critically evaluate the success of the solution against the design specification

iii. explain how the solution could be improved

iv. explain the impact of the solution on the client/target audience.

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

Notes for criterion A

- When developing the design brief, students should concisely summarize only the useful and relevant information they have found through their research. They will present this information in their own words. Students should not copy and paste information from sources without analysis or indicating relevance.

Notes for criterion B

- In MYP design, a feasible idea is one that the student can create within the allocated time with the tools and facilities available to them.
- Examples of "planning drawings/diagrams" for digital design solutions include website navigation maps, interface layout—aesthetic considerations (websites), detailed sketches (graphic design), detailed storyboards (video editing and animations), and so on.
- Examples of "planning drawings/diagrams" for product design solutions include scale drawing with measurements (orthographic), part and assembly drawings, exploded drawings, recipes, cutting plans, and so on.

Notes for criterion C

- When changes have been made to the solution, students must describe and justify each change. If there are no changes to the plan, students are not required to describe or justify any changes.
- **Technical skills:** A student's level of technical skill can be determined using the following two factors:
  - the complexity of skill demonstrated
  - the level of guidance needed from the teacher to complete the task.

The teacher should determine an age-appropriate level of technical skill demonstrated by the student using a "best-fit" approach. A clarification is detailed below.

Minimal technical skills: Simple skills are demonstrated and the student requires a great deal of assistance after they have received initial instruction on how to use tools.

Satisfactory technical skills: Simple and complex skills are demonstrated and the student requires some assistance after they have received initial instruction on how to use complex tools.

Competent technical skills: Complex skills are demonstrated and the student generally works independently, requiring some guidance after initial instruction.

Excellent technical skills: A wide range of complex skills are demonstrated and the student works independently, requiring minimal guidance after initial instruction.

Notes for criterion D

- **Product testing:** This is a stage in the design process where versions of products (for example, prototypes) are tested against the design need (specification), applied to the context and presented to the end-user or target audience. These tests may include the collection and analysis of data. Types of testing include **user trial and observation:** (usability and intuitiveness), **field/performance test:** (functionality and performance), **expert appraisal:** (beta testing, consumer testing)
- **Authentic tests:** The tests are relevant to the project and are completed by appropriate testers to gain high-quality quantitative and qualitative feedback.

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.

Language and literature assessment criteria: Year 5

Criterion A: Analysing

Maximum: 8

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

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.
3–4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.

Achievement level	Level descriptor
5–6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.
7–8	The student: i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.

Criterion B: Organizing

Maximum: 8

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

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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 **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a **sustained**, **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

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

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination and sensitivity and **minimal** exploration of, and critical reflection on, new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination and sensitivity and **some** exploration of, and critical reflection on, new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination and sensitivity and **substantial** exploration of, and critical reflection on, new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.

Achievement level	Level descriptor
7–8	The student: 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 ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with **precision**.

Criterion D: Using language

Maximum: 8

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

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

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 a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Assessment criteria overview

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	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 that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for emergent, capable and proficient levels of MYP language acquisition. 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.

Language acquisition assessment criteria

Emergent level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

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 **minimal** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts iii.**interprets** connections in simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections in simple authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

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 **minimal** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts. iii.**interprets** connections in simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections in simple authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the emergent level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in comprehensible manner iv.communicate all or almost all the required information clearly and effectively.	
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 a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** of the relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

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 a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.presents **some information** in a **partially-recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Capable level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

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 **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections in simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections in simple and some complex authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to: i.identify explicit and implicit information (facts and/or opinions, and supporting details) ii.analyse conventions iii.analyse connections.	
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 **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections in simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections in simple and some complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the capable level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in a comprehensible manner iv.during interaction, communicate all or almost all the required information clearly and effectively.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:

At the end of the capable level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.use clear pronunciation and intonation in a comprehensible manner** **iv.during interaction, communicate all or almost all the required information clearly and effectively.**	
	i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the capable level, students should be able to: **i.use a wide range of vocabulary** **ii.use a wide range of grammatical structures generally accurately** **iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices** **iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.**	
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 a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using **a range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Mathematics assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. apply the selected mathematics successfully when solving problems

iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select appropriate mathematics when solving **simple problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
3–4	The student is able to: i. select appropriate mathematics when solving **more complex problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
5–6	The student is able to: i. select appropriate mathematics when solving **challenging problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
7–8	The student is able to: i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

Maximum: 8

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

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules.

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

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 in year 5. However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 5, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

Criterion C: Communicating

Maximum: 8

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

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

ii. use appropriate forms of mathematical representation to present information

iii. move between different forms of mathematical representation

iv. communicate complete, coherent and concise mathematical lines of reasoning

v. organize information using a logical structure.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. use **limited** mathematical language ii. use **limited forms** of mathematical representation to present information iii. communicate through lines of reasoning that are **difficult to interpret**.
3–4	The student is able to:

Achievement level	Level descriptor
	i. use **some appropriate** mathematical language ii. use **appropriate forms** of mathematical representation to present information **adequately** iii. communicate through lines of reasoning that are **complete** iv. **adequately organize** information using a logical structure.
5–6	The student is able to: i. **usually** use **appropriate** mathematical language ii. **usually** use **appropriate forms** of mathematical representation to present information **correctly** iii. **usually** move between different forms of mathematical representation iv. communicate through lines of reasoning that are **complete and coherent** v. **present** work that is **usually organized** using a logical structure.
7–8	The student is able to: i. **consistently** use **appropriate** mathematical language ii. use **appropriate forms** of mathematical representation to **consistently** present information **correctly** iii. move **effectively** between different forms of mathematical representation iv. communicate through lines of reasoning that are **complete, coherent and concise** v. **present** work that is **consistently organized** using a logical structure.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

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

i. identify relevant elements of authentic real-life situations

ii. select appropriate mathematical strategies when solving authentic real-life situations

iii. apply the selected mathematical strategies successfully to reach a solution

iv. justify the degree of accuracy of a solution

v. justify whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. identify **some** of the elements of the authentic real-life situation ii. apply mathematical strategies to **find a solution** to the authentic real-life situation, **with limited success**.
3–4	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. select, **with some success**, **adequate** mathematical strategies to model the authentic real-life situation

Achievement level	Level descriptor
	iii. apply mathematical strategies to **reach a solution** to the authentic real-life situation iv. **discuss** whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. select **adequate** mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to **reach a valid solution** to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **explain** whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. identify the **relevant** elements of the authentic real-life situation ii. select **appropriate** mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to **reach a correct solution** to the authentic real-life situation iv. **justify** the degree of accuracy of the solution v. **justify** whether the solution makes sense in the context of the authentic real-life situation.

Physical and health education assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

i. explain physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **investigate** issues and **suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding **with limited success**.
3–4	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar situations** iii. **applies** physical and health terminology to communicate understanding.
5–6	The student: i. **identifies** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar and unfamiliar situations** iii. **applies** physical and health terminology **consistently** to communicate understanding.

Achievement level	Level descriptor
7–8	The student: i. **explains** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** complex issues and to **solve complex** problems set in **familiar and unfamiliar situations** iii. **applies** physical and health terminology **consistently and effectively** to communicate understanding.

Notes for criterion A
• Criterion A must be assessed in non-performance/non-playing situations. • Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

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

i. develop goals to enhance performance

ii. design, explain and justify a plan to improve physical performance and health.

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** goals to enhance performance ii. **constructs** a plan to improve physical performance and health.
3–4	The student: i. **outlines** goals to enhance performance ii. **constructs** and **describes** a plan to improve physical performance and health.
5–6	The student: i. **explains** goals to enhance performance ii. **designs** and **explains** a plan to improve physical performance and health.
7–8	The student: i. **develops** goals to enhance performance ii. **designs**, **explains** and **justifies** a plan to improve physical performance and health.

Notes for criterion B
• Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

Maximum: 8

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

i. demonstrate and apply a range of skills and techniques effectively

ii. demonstrate and apply a range of strategies and movement concepts effectively

iii. analyse and apply information to perform effectively.

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

Notes for criterion C
• Criterion C must be assessed in **performance/playing situations**. • A student's ability to demonstrate and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power. • A student's ability to demonstrate and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations. • A student's ability to analyse and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered. • Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing. • Criterion C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessment.

Criterion D: Reflecting and improving performance

Maximum: 8

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

i. explain and demonstrate strategies to enhance interpersonal skills

ii. analyse and evaluate the effectiveness of a plan based on the outcome

iii. analyse and evaluate performance.

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** and **demonstrates** strategies to enhance interpersonal skills ii. **outlines** the effectiveness of a plan based on the outcome iii. **outlines** and **summarizes** performance.
3–4	The student: i. **outlines** and **demonstrates** strategies to enhance interpersonal skills ii. **explains** the effectiveness of a plan based on the outcome iii. **describes** and **summarizes** performance.
5–6	The student: i. **describes** and **demonstrates** strategies to enhance interpersonal skills ii. **analyses** the effectiveness of a plan based on the outcome iii. **explains** and **evaluates** performance.
7–8	The student: i. **explains** and **demonstrates** strategies to enhance interpersonal skills ii. **analyses** and **evaluates** the effectiveness of a plan based on the outcome iii. **analyses** and **evaluates** performance.

Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

Sciences assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

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

i. explain scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse and evaluate information to make scientifically supported judgments.

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

Criterion B: Inquiring and designing

Maximum: 8

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

i. explain a problem or question to be tested by a scientific investigation

ii. formulate a testable hypothesis and explain it using scientific reasoning

iii. explain how to manipulate the variables, and explain how data will be collected

iv. design scientific investigations.

Achievement level	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis iii. **outline** the variables iv. **design** a method, **with limited success**.
3–4	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **formulate** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **relevant data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**.
5–6	The student is able to: i. **describe** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant data** will be collected iv. design a **complete and safe method** in which he or she selects **appropriate materials and equipment**.
7–8	The student is able to: i. **explain** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using correct scientific reasoning** iii. **explain** how to manipulate the variables, and **explain** how **sufficient, relevant data** will be collected iv. **design** a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

Criterion C: Processing and evaluating

Maximum: 8

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

i. present collected and transformed data

ii. interpret data and explain results using scientific reasoning

iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation

iv. evaluate the validity of the method

v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results **using scientific reasoning** iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.

Achievement level	Level descriptor
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results **using correct scientific reasoning** iii. **evaluate** the validity of a hypothesis based on the outcome of a scientific investigation iv. **evaluate** the validity of the method based on the outcome of a scientific investigation v. **explain** improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Maximum: 8

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

i. explain the ways in which science is applied and used to address a specific problem or issue

ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, with **limited success**.
3–4	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.
5–6	The student is able to: i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding clearly and precisely iv. **usually** document sources correctly.

Achievement level	Level descriptor
7–8	The student is able to: i. **explain** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

Appendix B
ATL Skills Framework

ATL Skills Framework

Communication	
I. Communication skills	
How can students communicate through interaction?	**Exchanging thoughts, messages and information effectively through interaction** • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	**Reading, writing and using language to gather and communicate information** • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports

Social	
II. Collaboration skills	
How can students collaborate?	**Working effectively with others** • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs
Self-management	
III. Organization skills	
How can students demonstrate organization skills?	**Managing time and tasks effectively** • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively

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. Transfer 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