



Criterion A: Knowing and understanding

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor			Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.			The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) <b>recognizes some</b> vocabulary ii) demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples	The student: i) makes <b>limited</b> use of terminology ii) demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples			The student: i) uses <b>limited</b> relevant terminology ii) demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples
3-4	The student: i) <b>uses some</b> vocabulary ii) demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples	The student: i) uses <b>some</b> terminology <b>accurately</b> ii) demonstrates a <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples			The student: i) uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b> ii) demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples
5-6	The student: i) <b>uses considerable relevant</b> vocabulary <b>often accurately</b> ii) demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples	The student: i) uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b> ii) demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples			The student: i) uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b> ii) demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples
7-8	The student: i) <b>consistently uses relevant</b> vocabulary <b>accurately</b> ii) demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples	The student: i) <b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b> ii) demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples			The student: i) <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b> ii) demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples



Criterion B: Investigating

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor		Level descriptor	
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.		The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i) <b>identifies</b> a research question ii) follows an action plan <b>in a limited way</b> to explore a research question iii) collects and records information, to a <b>limited extent</b> iv) <b>with guidance</b> , reflects on the research process and results to a <b>limited extent</b>	The student: i) <b>identifies</b> a research question that is <b>clear, focused and relevant</b> . ii) formulates a <b>limited</b> action plan <b>or does not follow</b> a plan iii) collects and records <b>limited</b> or <b>sometimes irrelevant</b> information iv) with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way		The student: i) formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance ii) formulates a <b>limited</b> action plan to investigate a research question <b>or does not follow</b> a plan iii) collects and records <b>limited</b> information, not always consistent with the research question iv) makes a <b>limited</b> evaluation of the process and results of the investigation	
3-4	The student: i) <b>describes</b> the choice of a research question ii) <b>partially</b> follows an action plan to explore a research question iii) <b>uses</b> a method or methods to collect and record <b>some relevant</b> information iv) <b>with guidance</b> , reflects on the research process and results with <b>some</b> depth	The student: i) formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>describes</b> its relevance ii) formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question iii) <b>uses a method(s)</b> to collect and record <b>some relevant</b> information iv) with guidance, <b>reflects</b> on the research process and results		The student: i) formulates a clear <b>and</b> focused research question and <b>describes</b> its relevance <b>in detail</b> ii) formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question iii) <b>uses a research method(s)</b> to collect and record <b>mostly relevant</b> information iv) evaluates <b>some aspects</b> of the process and results of the investigation	
5-6	The student: i) <b>describes</b> the choice of a research question <b>in detail</b> ii) <b>mostly</b> follows an action plan to explore a research question iii) <b>uses</b> method(s) to collect and record <b>often relevant</b> information iv) reflects on the research process and results	The student: i) formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>describes</b> its relevance <b>in detail</b> ii) formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question iii) <b>uses methods</b> to collect and record <b>appropriate relevant</b> information iv) with guidance, <b>evaluates</b> the research process and results		The student: i) formulates a clear <b>and</b> focused research question and <b>explains</b> its relevance ii) formulates and follows a <b>substantial</b> action plan to investigate a research question iii) <b>uses research method(s)</b> to collect and record <b>appropriate, relevant</b> information iv) evaluates of the process and results of the investigation	
7-8	The student: i) <b>explains</b> the choice of a research question ii) <b>effectively</b> follows an action plan to explore a research question iii) <b>uses</b> methods to collect and record <b>consistently relevant</b> information iv) <b>thoroughly</b> reflects on the research process and results	The student: i) formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance ii) formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question iii) <b>uses methods</b> to collect and record <b>appropriate and varied relevant</b> information iv) with guidance, provides a <b>detailed evaluation</b> of the research process and results		The student: i) formulates a clear <b>and</b> focused research question and <b>justifies</b> its relevance ii) formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question iii) <b>uses research methods</b> to collect and record <b>appropriate, varied and relevant</b> information iv) <b>thoroughly</b> evaluates the process and results of the investigation	



Criterion C: Communicating

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor		Level descriptor	
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.		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 style that is <b>not always</b> clear ii) organizes information and ideas <b>in a limited way</b> iii) <b>Inconsistently</b> lists sources, <b>not</b> following the task instructions	The student: i) communicates information and ideas in a style that is <b>not always</b> clear ii) organizes information and ideas in a <b>limited way</b> iii) <b>lists</b> sources of information <b>inconsistently</b>		The student: i) communicates information and ideas <b>in a limited way</b> , using a style that is <b>limited</b> in its appropriateness to the audience and purpose ii) structures information and ideas according to the specified format in a <b>limited way</b> iii) documents sources of information in a <b>limited way</b>	
3-4	The student: i) communicates information and ideas in a way that is <b>somewhat</b> clear ii) <b>somewhat</b> organizes information and ideas iii) lists sources in a way that <b>sometimes</b> follows the task instructions	The student: i) communicates information and ideas in a style that is <b>somewhat</b> clear ii) <b>somewhat</b> organizes information and ideas iii) creates an <b>adequate</b> reference list and <b>sometimes</b> cites sources		The student: i) communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose ii) structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format iii) <b>sometimes</b> documents sources of information using a recognized convention	
5-6	The student: i) communicates information and ideas in a way that is <b>mostly</b> clear ii) <b>mostly</b> organizes information and ideas iii) lists sources in a way that <b>often</b> follows the task instructions	The student: i) communicates information and ideas in a style that is <b>mostly</b> appropriate to the audience and purpose ii) <b>mostly</b> structures information and ideas according to the task instructions iii) creates an <b>adequate</b> reference list and <b>usually</b> cites sources		The student: i) communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose ii) structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format iii) <b>often</b> documents sources of information using a recognized convention	
7-8	The student: i) communicates information and ideas in a way that is <b>completely</b> clear ii) <b>completely</b> organizes information and ideas <b>effectively</b> iii) lists sources in a way that <b>always</b> follows the task instructions	The student: i) communicates information and ideas in a style that is <b>completely</b> appropriate to the audience and purpose ii) structures information and ideas <b>completely</b> according to the task instructions iii) creates a <b>complete</b> reference list and <b>always</b> cites sources		The student: i) communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose ii) structures information and ideas in a way that is <b>completely</b> appropriate to the specified format iii) <b>consistently</b> documents sources of information using a recognized convention	



Criterion D: Thinking critically

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor			Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.			The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) Identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b> ii) uses information to give <b>limited</b> opinions iii) identifies the origin and purpose of <b>limited</b> sources/data iv) identifies <b>some</b> different views	The student: i) <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited way</b> ii) <b>begins to identify</b> connections between information to make <b>simple</b> arguments iii) <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data iv) <b>identifies</b> different perspectives			The student: i) <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b> ii) <b>summarizes</b> information to a <b>limited extent</b> to make arguments iii) <b>describes a limited number</b> of sources/data in terms of origin and purpose and recognizes <b>few</b> values and limitations iv) <b>identifies</b> different perspectives and <b>minimal</b> implications
3-4	The student: i) identifies <b>some</b> main points of ideas, events, visual representation or arguments ii) uses information to give <b>adequate</b> opinions iii) identifies the origin and purpose of sources/data iv) identifies <b>some</b> different views and suggests <b>some</b> of their implications	The student: i) completes a <b>simple</b> analysis of concepts, issues, models, visual representation and/or theories ii) <b>summarizes</b> information to make <b>some adequate</b> arguments iii) <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations iv) <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications			The student: i) <b>analyses</b> concepts, issues, models, visual representation and theories ii) <b>summarizes</b> information to make arguments iii) <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations iv) <b>interprets</b> different perspectives and <b>some</b> of their implications
5-6	The student: i) identifies the main points of ideas, events, visual representation or arguments ii) uses information to give <b>substantial</b> opinions iii) identifies the origin and purpose of a <b>range</b> of sources/data iv) identifies different views and <b>most</b> of their implications	The student: i) completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories ii) <b>summarizes</b> information to make <b>usually valid</b> arguments iii) <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations iv) <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications			The student: i) <b>discusses</b> concepts, issues, models, visual representation and theories ii) <b>synthesizes</b> information to make <b>valid</b> arguments iii) <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, recognizing values and limitations iv) <b>interprets</b> different perspectives and their implications
7-8	The student: i) identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments ii) uses information to give <b>detailed</b> opinions iii) <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose iv) <b>consistently</b> identifies different views and their implications	The student: i) completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories ii) <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments iii) <b>effectively analyses a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations iv) <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications			The student: i) completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories ii) <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments iii) <b>effectively analyses and evaluates a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations iv) <b>thoroughly interprets a range</b> of different perspectives and their implications