

## **LANGUAGE A ASSESSMENT CRITERIA**

### **CRITERION A    CONTENT**

This criterion refers to the student's ability to demonstrate: an awareness of the function of language A through critical and creative writing; an understanding of the works studied; and an effective response to literature.

### **CRITERION B    ORGANISATION**

This criterion covers the student's ability to: express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.

### **CRITERION C    STYLE AND LANGUAGE USAGE**

This criterion refers to the student's ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.

### **ASSESSMENT FORMS**

Formative, summative, teacher/peer evaluation, self-evaluation

## **LANGUAGE B ASSESSMENT CRITERIA**

### **Criterion A        Speaking and listening/Message and interaction**

To what extent can **the foundation student**:

- request and/or provide information as appropriate to the task
- understand and respond to questions and statements
- present his or her ideas, giving details where appropriate
- demonstrate the ability to maintain a coherent and flowing conversation?

To what extent can **the standard student**:

- communicate information, ideas and opinions
- respond and react to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

To what extent can **the advanced student**:

- communicate information, ideas and opinions
- respond and react in a sophisticated manner to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- maintain a flow of ideas and a logical continuity in the conversation?

### **Criterion B        Speaking-Language / Style and Language usage**

To what extent can **the foundation student**:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

To what extent can **the standard student**:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures?

To what extent can **the advanced student**:

- use clear pronunciation and/or intonation
- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show the ability to adapt register and style of language to the situation?

### **Criterion C Writing-Message and organization**

To what extent can **the foundation student**:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

To what extent can **the standard student**:

- provide information and ideas
- develop ideas
- use a format and structure appropriate to the task to organize the work?

To what extent can **the advanced student**:

- provide information and ideas
- respond to the topic in a sophisticated manner and develop ideas
- use a format and structure appropriate to the task to organize the work?

### **Criterion D Writing-Language/Writing-Style and Language usage**

To what extent can **the foundation student**:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters?

To what extent can **the standard student**:

- correctly use a range of vocabulary
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

To what extent can **the advanced student**:

- correctly use a range of vocabulary and idiom
- correctly use a range of grammatical structures and syntax
- show accuracy in spelling or writing of characters
- write with a particular audience in mind?

### **Criterion E Reading comprehension /Text interpretation**

To what extent can **the foundation student**:

- identify specific factual information
- identify main ideas and supporting details
- draw conclusions?

To what extent can **the standard student**:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions and recognize implied opinions and attitudes
- identify aspects of format and style?

To what extent can **the advanced student**:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions, infer information and recognize implied opinions and attitudes
- interpret aspects of style?

## **HUMANITIES ASSESSMENT CRITERIA**

### **CRITERION A KNOWLEDGE**

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.

### **CRITERION B CONCEPTS**

Concepts are powerful ideas that have relevance within and across the Middle Years Programme, and students must explore and re-explore these in order to develop understanding. Learners develop their understanding of a concept to increasing levels of sophistication by applying acquired knowledge and skills.

### **CRITERION C SKILLS**

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate an understanding of knowledge and concepts. Developments in the student's technical, analytical, decision-making and investigative skills will be invaluable in transferring these skills to other subject groups in the MYP, and for lifelong learning.

### **CRITERION D ORGANIZATION AND PRESENTATION**

Students need to develop the ability to organize and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills.

## **MATHS ASSESSMENT CRITERIA**

### **CRITERION A KNOWLEDGE AND UNDERSTANDING**

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects students to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations, including those in real-life contexts.

### **CRITERION B INVESTIGATING PATTERNS**

Students are expected to investigate a problem by applying mathematical problem-solving techniques, to find patterns, and to describe these mathematically as relationships or general rules and justify or prove them.

### **CRITERION C COMMUNICATION IN MATHEMATICS**

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings—both orally and in writing.

### **CRITERION D REFLECTION IN MATHEMATICS**

This criterion examines to what extent the student is able to:

- explain whether his or her results make sense in the context of the problem
- explain the importance of his or her findings in connection to real life
- justify the degree of accuracy of his or her results where appropriate
- suggest improvements to the method when necessary.

## **SCIENCES ASSESSMENT CRITERIA**

### **CRITERION A ONE WORLD**

Students should understand the interdependence of science and society. Students are expected to discuss how science is applied and used to solve specific problems in life and society. Students should be given the opportunity to explore local and global scientific issues and evaluate the interaction between science and scientific developments with social, economic, political, environmental, cultural and ethical factors.

### **CRITERION B COMMUNICATION IN SCIENCE**

Students should be able to demonstrate understanding when communicating scientific information. Students should use appropriate scientific language, a range of communication modes and the most appropriate communication format

#### **CRITERION C KNOWLEDGE AND UNDERSTANDING OF SCIENCE**

Students should show their understanding of the main scientific ideas and concepts of science, by applying these to solve problems in familiar and unfamiliar situations. Students should develop critical-thinking skills to analyse and evaluate scientific information.

#### **CRITERION D SCIENTIFIC INQUIRY**

Students should be able to (i) state a problem that can be tested by an investigation; (ii) formulate a suitable hypothesis; (iii) identify and manipulate variables; (iv) plan an appropriate investigation including the method and materials; (v) evaluate the method.

#### **CRITERION E PROCESSING DATA**

Processing data refers to enabling students to organize and process data. Students should be able to organize and transform data by numerical calculations into diagrammatic form (tables, graphs and charts) and draw and explain appropriate conclusions.

#### **CRITERION F ATTITUDES IN SCIENCE**

This criterion refers to encouraging students' attitudes of safety, respect and collaboration. Students are expected to:

- carry out scientific investigations using materials and techniques skillfully and safely and showing respect for the living and non-living environment
- work effectively as a member of a team, collaborating, acknowledging and respecting the views of others as well as ensuring a safe working environment.

### **ARTS ASSESSMENT CRITERIA**

#### **CRITERION A KNOWLEDGE AND UNDERSTANDING**

Students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork

#### **CRITERION B APPLICATION**

Students should be able to:

- develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art

#### **CRITERION C REFLECTION AND EVALUATION**

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes

#### **CRITERION D ARTISTIC AWARENESS and PERSONAL ENGAGEMENT**

Students should be able to:

- Show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own

### **TECHNOLOGY ASSESSMENT CRITERIA**

**CRITERION A INVESTIGATE**

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

**CRITERION B DESIGN**

Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.

Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

**CRITERION C PLAN**

Students are expected to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time. Students are expected to evaluate the plan and justify any modifications to the design.

**CRITERION D CREATE**

Students are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques. Students are expected to follow their plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.

**CRITERION E EVALUATE**

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

**CRITERION F ATTITUDES IN TECHNOLOGY**

This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects:

- personal engagement (motivation, independence, general positive attitudes)
- attitudes towards safety, cooperation and respect for others

**PE ASSESSMENT CRITERIA****CRITERION A USE OF KNOWLEDGE**

Students are expected to have a knowledge and understanding of the physical activities or topics studied. They are also expected to be able to use this knowledge and understanding critically, and apply it to analyze situations and solve problems.

**CRITERION B MOVEMENT COMPOSITION**

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

**CRITERION C PERFORMANCE**

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

**CRITERION D SOCIAL SKILLS AND PERSONAL ENGAGEMENT**

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future.