

MYP RUBRICS FOR ALL SUBJECTS

YEAR 5

Overview of all subjects

Commitment/Approaches to Learning

Language & Literature

Language Acquisition – Phase 2

Language Acquisition – Phase 3

Individuals and Societies

Sciences

Mathematics

Design Technology

Health & Physical Education

Art

Personal Project

MYP Criteria for all Subjects

CRITERIA ↓	Lang & Lit	Lang Acquis	Indiv & Soc	Sciences	Health & PE	Design	Math	Arts	Pers. Proj
A	Analysing	Comprehending spoken and visual text	Knowing and understanding	Knowing and understanding	Knowing and understanding	Inquiring and analysing	Knowing and understanding	Knowing and understanding	Investigating
B	Organizing	Comprehending written and visual text	Investigating	Inquiring and designing	Planning for performance	Developing ideas	Investigating patterns	Developing skills	Planning
C	Producing text	Communicating in response to spoken, written and visual text	Communicating	Processing and evaluating	Applying and performing	Creating the solution	Communicating	Thinking creatively	Taking action
D	Using language	Using language in spoken and written form	Thinking critically	Reflecting on the impacts of science	Reflecting and improving performance	Evaluating	Applying mathematics in real-life contexts	Responding	Reflecting

The maximum score in EACH criterion is 8, thus the maximum TOTAL for a course is 32. The totals of the FINAL scores in EACH criterion are added and then the following boundaries:

Criteria total	28-32	24-27	19-23	15-18	10 -14	6-9	1-5
IB score	7	6	5	4	3	2	1

LANGUAGE & LITERATURE YEAR FIVE

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.
5-6	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 descriptor
	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or 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	<ol style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or 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	<ol style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or 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.
7-8	<ol style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication iv. makes some use of appropriate non-verbal communication techniques.
5-6	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

LANGUAGE ACQUISITION Phase 2

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. show understanding of messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. makes limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in basic structured exchanges iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations iv. communicates with a limited sense of audience.
3-4	<ol style="list-style-type: none"> i. responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in basic structured exchanges iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience.
5-6	<ol style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts considerably in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience.
7-8	<ol style="list-style-type: none"> i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 2, students should be able to:

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language 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	<ol style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	<ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5-6	<ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.
7-8	<ol style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

LANGUAGE ACQUISITION Phase 3

A: Comprehending spoken and visual text

Maximum: 8

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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

Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<ol style="list-style-type: none"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. understands some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5-6	<ol style="list-style-type: none"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
7-8	<ol style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

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

- i. respond appropriately to spoken, written and visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. interacts minimally in rehearsed and unrehearsed exchanges iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations iv. communicates with a limited sense of audience and purpose.
3-4	<ol style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in rehearsed and unrehearsed exchanges iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5-6	<ol style="list-style-type: none"> i. responds appropriately to spoken, written and visual text ii. interacts considerably in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.
7-8	<ol style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Criterion D: Using language in spoken and written form

Maximum: 8

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

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language 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	<ol style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	<ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5-6	<ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.
7-8	<ol style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

INDIVIDUALS AND SOCIETIES

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.

level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance 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 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.

level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> v. formulates a clear and focused research question and explains its relevance vi. formulates and follows a substantial action plan to investigate a research question vii. uses research method(s) to collect and record appropriate, relevant information viii. evaluates the process and results of the investigation.
7-8	<ol style="list-style-type: none"> v. formulates a clear and focused research question and justifies its relevance vi. formulates and effectively follows a comprehensive action plan to investigate a research question vii. uses research methods to collect and record appropriate, varied and relevant information viii. thoroughly evaluates the investigation process and results.

i.

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.

level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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 few values and limitation iv. identifies different perspectives and minimal implications.
3-4	<ol style="list-style-type: none"> 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 values and limitations iv. interprets different perspectives and some of their implications.
5-6	<ol style="list-style-type: none"> 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, recognizing values and limitations iv. interprets different perspectives and their implications.
7-8	<ol style="list-style-type: none"> 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 wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications.

SCIENCES

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.

level	Generic Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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.
3-5	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.
7-8	<ol style="list-style-type: none"> 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.

level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.
7-8	<ol style="list-style-type: none"> 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.

MATHEMATICS

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.

level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. select appropriate mathematics when solving simple problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
3-4	<ol style="list-style-type: none">i. select appropriate mathematics when solving more complex problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
5-6	<ol style="list-style-type: none">i. select appropriate mathematics when solving challenging problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
7-8	<ol style="list-style-type: none">i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.

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.

level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. apply, with teacher support, mathematical problem-solving techniques to discover simple patternsii. state predictions consistent with patterns.
3-4	<ol style="list-style-type: none">i. apply mathematical problem-solving techniques to discover simple patternsii. suggest general rules consistent with findings.
5-6	<ol style="list-style-type: none">i. select and apply mathematical problem-solving techniques to discover complex patternsii. describe patterns as general rules consistent with findingsiii. verify the validity of these general rules.
7-8	<ol style="list-style-type: none">i. select and apply mathematical problem-solving techniques to discover complex patternsii. describe patterns as general rules consistent with correct findingsiii. prove, or verify and justify, these general rules.

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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

DESIGN TECHNOLOGY

Criterion A: Inquiring and analysing

Maximum: 8

Students identify the need for a solution to a problem. 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. states the need for a solution to a problem for a specified client/target audience develops a basic design brief, which states the findings of relevant research.
3-4	<ol style="list-style-type: none"> 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 develops a design brief, which outlines the analysis of relevant research.
5-6	<ol style="list-style-type: none"> 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 develops a design brief, which explains the analysis of relevant research.
7-8	<ol style="list-style-type: none"> 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 develops a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas

Maximum: 8

Students develop a solution. 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. lists some basic design specifications for the design of a solution ii. presents one design, which can be interpreted by others i. creates incomplete planning drawings/diagrams.
3-4	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	<ol style="list-style-type: none"> 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 develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

Students create a solution. 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
- v. present the solution as a whole

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

Students evaluate the solution. 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3-4	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

HEALTH & PHYS ED.

Criterion A: Knowing and understanding

Maximum: 8

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

- i. explain physical 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. states physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situationsiii. applies physical and health terminology to communicate understanding with limited success.
3-4	<ol style="list-style-type: none">i. outlines physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situationsiii. applies physical and health terminology to communicate understanding.
5-6	<ol style="list-style-type: none">i. identifies physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situationsiii. applies physical and health terminology consistently to communicate understanding.
7-8	<ol style="list-style-type: none">i. explains physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situationsiii. 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. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. constructs and outlines a plan to improve physical performance or healthii. outlines the effectiveness of a plan based on the outcome.
3-4	<ol style="list-style-type: none">i. constructs and describes a plan to improve physical performance or healthii. explains the effectiveness of a plan based on the outcome.
5-6	<ol style="list-style-type: none">i. designs and explains a plan to improve physical performance or healthii. analyses the effectiveness of a plan based on the outcome.
7-8	<ol style="list-style-type: none">i. designs, explains and justifies a plan to improve physical performance or healthii. analyses and evaluates the effectiveness of a plan based on the outcome.

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).
- Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)
- In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

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
- iii. analyse and apply information to perform effectively.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform.
5-6	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> i. demonstrates and applies a range of complex skills and techniques ii. demonstrates and applies a range of complex strategies and movement concepts 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 recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall 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 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. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
3-4	<ol style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. describes and summarizes performance.
5-6	<ol style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance.
7-8	<ol style="list-style-type: none"> i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance 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.

ARTS

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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.
7-8	<ol style="list-style-type: none"> 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

level	descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

PERSONAL PROJECT

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

level	descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrate limited research skills.
3-4	<ol style="list-style-type: none">i. outline a basic and appropriate goal and context for the project, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrate adequate research skills.
5-6	<ol style="list-style-type: none">i. define a clear and challenging goal and context for the project, based on personal interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrate substantial research skills.
7-8	<ol style="list-style-type: none">i. define a clear and highly challenging goal and context for the project, based on personal interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

level	descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none">i. develop limited criteria for the product/outcomeii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	<ol style="list-style-type: none">i. develop adequate criteria for the product/outcomeii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	<ol style="list-style-type: none">i. develop substantial and appropriate criteria for the product/outcomeii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	<ol style="list-style-type: none">i. develop rigorous criteria for the product/outcomeii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

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

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

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