

MYP Fast Facts

MYP Criteria: Language and Literature

Score	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Communicating	Criterion D: Using language
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides limited analysis of the effects of the creator’s choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology evaluates few similarities and differences by making minimal connections in features across and within genres and texts. 	<ol style="list-style-type: none"> makes minimal use of organizational structures though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ol style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to develop ideas. 	<ol style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	<ol style="list-style-type: none"> provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides adequate analysis of the effects of the creator’s choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology evaluates some similarities and differences by making adequate connections in features across and within genres and texts. 	<ol style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of coherence and logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ol style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience selects some relevant details and examples to develop ideas. 	<ol style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention 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 makes some use of appropriate non-verbal communication techniques.
5–6	<ol style="list-style-type: none"> competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts competently analyses the effects of the creator’s choices on an audience sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology evaluates similarities and differences by making substantial connections in features across and within genres and texts. 	<ol style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a coherent and logical manner with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ol style="list-style-type: none"> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to develop ideas. 	<ol style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques.
7–8	<ol style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts perceptively analyses the effects of the creator’s choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology perceptively compares and contrasts by making extensive connections in features across and within genres and texts. 	<ol style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ol style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects extensive relevant details and examples to develop ideas with precision. 	<ol style="list-style-type: none"> effectively uses a range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.

MYP Fast Facts

MYP Criteria: Language Acquisition

Score	Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and verbal text	Criterion C: Communicating in response to written/verbal/visual text	Criterion D: Using language in written or spoken form
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>1. has difficulty constructing meaning from information or main ideas and supporting details; is not able to draw conclusions</p> <p>2. has difficulty interpreting conventions</p> <p>3. 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> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	<p>1. has difficulty constructing meaning by identifying stated information or main ideas and supporting details; is not able to draw conclusions</p> <p>2. has difficulty interpreting basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>3. 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> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	<p>1. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate</p> <p>2. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</p> <p>3. expresses few ideas and feelings, and communicates minimal information in simple and complex texts</p> <p>4. communicates with a limited sense of audience and purpose.</p>	<p>1. has difficulty to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</p> <p>2. organizes limited information, and cohesive devices are not used</p> <p>3. makes minimal use of language to suit the context.</p>
3–4	<p>1. constructs some meaning and draws some conclusions from information, main ideas and some supporting details</p> <p>2. interprets some conventions</p> <p>3. 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> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	<p>1. constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions</p> <p>2. interprets some basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>3. 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> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	<p>1. responds to spoken and/or written and/or visual text, though some responses may be inappropriate</p> <p>2. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance</p> <p>3. expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed</p> <p>4. communicates with some sense of audience and purpose.</p>	<p>1. writes/speaks using a 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</p> <p>2. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately</p> <p>3. uses language to suit the context to some degree.</p>
5–6	<p>1. constructs considerable meaning and draws conclusions from information, main ideas and supporting details</p> <p>2. interprets most conventions</p> <p>3. 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> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	<p>1. constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</p> <p>2. interprets most basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>3. 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.</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	<p>1. responds appropriately to spoken and/or written and/or visual text</p> <p>2. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</p> <p>3. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed</p> <p>4. communicates with a considerable sense of audience and purpose.</p>	<p>1. writes/speaks making good use of a 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</p> <p>2. organizes information and ideas well, and uses a limited range of cohesive devices accurately</p> <p>3. usually uses language to suit the context.</p>
7–8	<p>1. constructs extensive meaning and draws conclusions from information, main ideas and supporting details</p> <p>2. interprets conventions</p> <p>3. 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> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	<p>1. constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</p> <p>2. interprets basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>3. 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.</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	<p>1. responds in detail and appropriately to spoken and/or written and/or visual text</p> <p>2. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance</p> <p>3. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations</p> <p>4. communicates with an excellent sense of audience and purpose.</p>	<p>1. writes/speaks effectively using a 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</p> <p>2. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message</p> <p>3. uses language effectively to suit the context.</p>

MYP Fast Facts

MYP Criteria: Individuals and Societies

Score	Criterion A: Knowing and Understanding	Criterion B: Investigating	Criterion C: Producing text	Criterion D: Thinking Critically
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> uses limited relevant terminology demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. 	<ol style="list-style-type: none"> formulates a research question that is clear or focused and describes its relevance formulates a limited action plan to investigate a research question or does not follow a plan collects and records limited information, not always consistent with the research question makes a limited evaluation of the process and results of the investigation. 	<ol style="list-style-type: none"> communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose structures information and ideas according to the specified format in a limited way documents sources of information in a limited way. 	<ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories to a limited extent summarizes information to a limited extent to make arguments describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations identifies different perspectives and minimal implications.
3–4	<ol style="list-style-type: none"> uses some terminology accurately and appropriately demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. 	<ol style="list-style-type: none"> formulates a research question that is clear and focused and describes its relevance in detail formulates and somewhat follows a partial action plan to investigate a research question uses a research method(s) to collect and record mostly relevant information evaluates some aspects of the process and results of the investigation. 	<ol style="list-style-type: none"> communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose structures information and ideas in a way that is somewhat appropriate to the specified format sometimes documents sources of information using a recognized convention. 	<ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories summarizes information to make arguments analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations interprets different perspectives and some of their implications.
5–6	<ol style="list-style-type: none"> uses a range of terminology accurately and appropriately demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. 	<ol style="list-style-type: none"> formulates a clear and focused research question and explains its relevance formulates and follows a substantial action plan to investigate a research question uses research method(s) to collect and record appropriate, relevant information evaluates the process and results of the investigation. 	<ol style="list-style-type: none"> communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose structures information and ideas in a way that is mostly appropriate to the specified format often documents sources of information using a recognized convention. 	<ol style="list-style-type: none"> discusses concepts, issues, models, visual representation and theories synthesizes information to make valid arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations interprets different perspectives and their implications.
7–8	<ol style="list-style-type: none"> consistently uses a wide range of terminology effectively demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. 	<ol style="list-style-type: none"> formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence formulates and effectively follows a comprehensive action plan to investigate a research question uses research methods to collect and record appropriate, varied and relevant information thoroughly evaluates the investigation process and results. 	<ol style="list-style-type: none"> communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose structures information and ideas in a way that is completely appropriate to the specified format consistently documents sources of information using a recognized convention. 	<ol style="list-style-type: none"> completes a detailed discussion of concepts, issues, models, visual representation and theories synthesizes information to make valid, well-supported arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations thoroughly interprets a range of different perspectives and their implications.

MYP Fast Facts

MYP Criteria: Sciences

Score	Criterion A: Knowing and Understanding	Criterion B: Investigating	Criterion C: Processing and Evaluating	Criterion D: Thinking Critically
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> state scientific knowledge apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations interpret information to make judgments. 	<ol style="list-style-type: none"> state a problem or question to be tested by a scientific investigation outline a testable hypothesis outline the variables design a method, with limited success. 	<ol style="list-style-type: none"> collect and present data in numerical and/or visual forms interpret data state the validity of a hypothesis based on the outcome of a scientific investigation state the validity of the method based on the outcome of a scientific investigation state improvements or extensions to the method. 	<ol style="list-style-type: none"> outline the ways in which science is used to address a specific problem or issue outline the implications of using science to solve a specific problem or issue, interacting with a factor apply scientific language to communicate understanding but does so with limited success document sources, with limited success.
3–4	<ol style="list-style-type: none"> outline scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar situations interpret information to make scientifically supported judgments. 	<ol style="list-style-type: none"> outline a problem or question to be tested by a scientific investigation formulate a testable hypothesis using scientific reasoning outline how to manipulate the variables, and outline how relevant data will be collected design a safe method in which he or she selects materials and equipment. 	<ol style="list-style-type: none"> correctly collect and present data in numerical and/or visual forms accurately interpret data and explain results outline the validity of a hypothesis based on the outcome of a scientific investigation outline the validity of the method based on the outcome of a scientific investigation outline improvements or extensions to the method that would benefit the scientific investigation. 	<ol style="list-style-type: none"> summarize the ways in which science is applied and used to address a specific problem or issue describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor sometimes apply scientific language to communicate understanding sometimes document sources correctly.
5–6	<ol style="list-style-type: none"> describe scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations analyse information to make scientifically supported judgments. 	<ol style="list-style-type: none"> describe a problem or question to be tested by a scientific investigation formulate and explain a testable hypothesis using scientific reasoning describe how to manipulate the variables, and describe how sufficient, relevant data will be collected design a complete and safe method in which he or she selects appropriate materials and equipment. 	<ol style="list-style-type: none"> correctly collect, organize and present data in numerical and/or visual forms accurately interpret data and explain results using scientific reasoning discuss the validity of a hypothesis based on the outcome of a scientific investigation discuss the validity of the method based on the outcome of a scientific investigation describe improvements or extensions to the method that would benefit the scientific investigation. 	<ol style="list-style-type: none"> describe the ways in which science is applied and used to address a specific problem or issue discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor usually apply scientific language to communicate understanding clearly and precisely usually document sources correctly.
7–8	<ol style="list-style-type: none"> explain scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations analyse and evaluate information to make scientifically supported judgments. 	<ol style="list-style-type: none"> explain a problem or question to be tested by a scientific investigation formulate and explain a testable hypothesis using correct scientific reasoning explain how to manipulate the variables, and explain how sufficient, relevant data will be collected design a logical, complete and safe method in which he or she selects appropriate materials and equipment. 	<ol style="list-style-type: none"> correctly collect, organize, transform and present data in numerical and/or visual forms accurately interpret data and explain results using correct scientific reasoning evaluate the validity of a hypothesis based on the outcome of a scientific investigation evaluate the validity of the method based on the outcome of a scientific investigation explain improvements or extensions to the method that would benefit the scientific investigation. 	<ol style="list-style-type: none"> explain the ways in which science is applied and used to address a specific problem or issue discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor consistently apply scientific language to communicate understanding clearly and precisely document sources completely.

MYP Fast Facts

MYP Criteria: Mathematics

Score	Criterion A: Knowing and Understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	1. select appropriate mathematics when solving simple problems in familiar situations 2. apply the selected mathematics successfully when solving these problems 3. generally solve these problems correctly in a variety of contexts.	1. apply, with teacher support , mathematical problem-solving techniques to discover simple patterns 2. state predictions consistent with patterns.	1. use limited mathematical language 2. use limited forms of mathematical representation to present information 3. communicate through lines of reasoning that are difficult to interpret .	1. identify some of the elements of the authentic real-life situation 2. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success .
3–4	1. select appropriate mathematics when solving more complex problems in familiar situations 2. apply the selected mathematics successfully when solving these problems 3. generally solve these problems correctly in a variety of contexts.	1. apply mathematical problem-solving techniques to discover simple patterns 2. suggest general rules consistent with findings .	1. use some appropriate mathematical language 2. use appropriate forms of mathematical representation to present information adequately 3. communicate through lines of reasoning that are complete 4. adequately organize information using a logical structure.	1. identify the relevant elements of the authentic real-life situation 2. select, with some success, adequate mathematical strategies to model the authentic real-life situation 3. apply mathematical strategies to reach a solution to the authentic real-life situation 4. discuss whether the solution makes sense in the context of the authentic real-life situation.
5–6	1. select appropriate mathematics when solving challenging problems in familiar situations 2. apply the selected mathematics successfully when solving these problems 3. generally solve these problems correctly in a variety of contexts.	1. select and apply mathematical problem-solving techniques to discover complex patterns 2. describe patterns as general rules consistent with findings 3. verify the validity of these general rules.	1. usually use appropriate mathematical language 2. usually use appropriate forms of mathematical representation to present information correctly 3. usually move between different forms of mathematical representation 4. communicate through lines of reasoning that are complete and coherent 5. present work that is usually organized using a logical structure .	1. identify the relevant elements of the authentic real-life situation 2. select adequate mathematical strategies to model the authentic real-life situation 3. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation 4. explain the degree of accuracy of the solution 5. explain whether the solution makes sense in the context of the authentic real-life situation.
7–8	1. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations 2. apply the selected mathematics successfully when solving these problems 3. generally solve these problems correctly in a variety of contexts.	1. select and apply mathematical problem-solving techniques to discover complex patterns 2. describe patterns as general rules consistent with correct findings 3. prove, or verify and justify , these general rules.	1. consistently use appropriate mathematical language 2. use appropriate forms of mathematical representation to consistently present information correctly 3. move effectively between different forms of mathematical representation 4. communicate through lines of reasoning that are complete, coherent and concise 5. present work that is consistently organized using a logical structure.	1. identify the relevant elements of the authentic real-life situation 2. select appropriate mathematical strategies to model the authentic real-life situation 3. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation 4. justify the degree of accuracy of the solution 5. justify whether the solution makes sense in the context of the authentic real-life situation.

MYP Fast Facts

MYP Criteria: The Arts

Score	Criterion A: Knowing and Understanding	Criterion B: Developing Skills	Criterion C: Thinking Creatively	Criterion D: Responding
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology demonstrates limited understanding of the role of the art form in original or displaced contexts demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. 	<ol style="list-style-type: none"> demonstrates limited acquisition and development of the skills and techniques of the art form studied demonstrates limited application of skills and techniques to create, perform and/or present art. 	<ol style="list-style-type: none"> develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent demonstrates a limited range or depth of creative-thinking behaviours demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization. 	<ol style="list-style-type: none"> constructs limited meaning and may transfer learning to new settings creates a limited artistic response that may intend to reflect or impact on the world around him or her presents a limited critique of the artwork of self and others.
3–4	<ol style="list-style-type: none"> demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology demonstrates adequate understanding of the role of the art form in original or displaced contexts demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. 	<ol style="list-style-type: none"> demonstrates adequate acquisition and development of the skills and techniques of the art form studied demonstrates adequate application of skills and techniques to create, perform and/or present art. 	<ol style="list-style-type: none"> develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent demonstrates an adequate range and depth of creative-thinking behaviours demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization. 	<ol style="list-style-type: none"> constructs adequate meaning and occasionally transfers learning to new settings creates an adequate artistic response that intends to reflect or impact on the world around him or her presents an adequate critique of the artwork of self and others.
5–6	<ol style="list-style-type: none"> demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology demonstrates substantial understanding of the role of the art form in original or displaced contexts demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions. 	<ol style="list-style-type: none"> demonstrates substantial acquisition and development of the skills and techniques of the art form studied demonstrates substantial application of skills and techniques to create, perform and/or present art. 	<ol style="list-style-type: none"> develops a substantial artistic intention that is often feasible, clear, imaginative and coherent demonstrates a substantial range and depth of creative-thinking behaviours demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization. 	<ol style="list-style-type: none"> constructs appropriate meaning and regularly transfers learning to new settings creates a substantial artistic response that intends to reflect or impact on the world around him or her presents a substantial critique of the artwork of self and others.
7–8	<ol style="list-style-type: none"> demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology demonstrates excellent understanding of the role of the art form in original or displaced contexts demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. 	<ol style="list-style-type: none"> demonstrates excellent acquisition and development of the skills and techniques of the art form studied demonstrates excellent application of skills and techniques to create, perform and/or present art. 	<ol style="list-style-type: none"> develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent demonstrates an excellent range and depth of creative-thinking behaviours demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization. 	<ol style="list-style-type: none"> constructs meaning with depth and insight and effectively transfers learning to new settings creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her presents an excellent critique of the artwork of self and others.

MYP Fast Facts

MYP Criteria: Physical and Health Education

Score	Criterion A: Knowing and Understanding	Criterion B: Planning for performance	Criterion C: Applying and performing	Criterion D: Reflecting and improving performance
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> 1. states physical and health education factual, procedural and conceptual knowledge 2. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations 3. applies physical and health terminology to communicate understanding with limited success. 	<ol style="list-style-type: none"> 1. constructs and outlines a plan to improve physical performance and health 2. outlines the effectiveness of a plan based on the outcome. 	<ol style="list-style-type: none"> 1. demonstrates and applies skills and techniques with limited success 2. demonstrates and applies strategies and movement concepts with limited success 3. recalls information to perform. 	<ol style="list-style-type: none"> 1. identifies and demonstrates strategies to enhance interpersonal skills 2. identifies goals to enhance performance 3. outlines and summarizes performance.
3–4	<ol style="list-style-type: none"> 1. outlines physical and health education factual, procedural and conceptual knowledge 2. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations 3. applies physical and health terminology to communicate understanding. 	<ol style="list-style-type: none"> 1. constructs and describes a plan to improve physical performance and health 2. explains the effectiveness of a plan based on the outcome. 	<ol style="list-style-type: none"> 1. demonstrates and applies skills and techniques 2. demonstrates and applies strategies and movement concepts 3. identifies and applies information to perform. 	<ol style="list-style-type: none"> 1. outlines and demonstrates strategies to enhance interpersonal skills 2. outlines goals and applies strategies to enhance performance 3. describes and summarizes performance.
5–6	<ol style="list-style-type: none"> 1. identifies physical and health education factual, procedural and conceptual knowledge 2. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations 3. applies physical and health terminology consistently to communicate understanding. 	<ol style="list-style-type: none"> 1. designs and explains a plan to improve physical performance and health 2. analyses the effectiveness of a plan based on the outcome. 	<ol style="list-style-type: none"> 1. demonstrates and applies a range of skills and techniques 2. demonstrates and applies a range of strategies and movement concepts 3. analyses and applies information to perform. 	<ol style="list-style-type: none"> 1. describes and demonstrates strategies to enhance interpersonal skills 2. explains goals and applies strategies to enhance performance 3. explains and evaluates performance.
7–8	<ol style="list-style-type: none"> 1. explains physical and health education factual, procedural and conceptual knowledge 2. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations 3. applies physical and health terminology consistently and effectively to communicate understanding. 	<ol style="list-style-type: none"> 1. designs, explains and justifies a plan to improve physical performance and health 2. analyses and evaluates the effectiveness of a plan based on the outcome. 	<ol style="list-style-type: none"> 1. demonstrates and applies a range of complex skills and techniques 2. demonstrates and applies a range of complex strategies and movement concepts 3. analyses and applies information to perform effectively. 	<ol style="list-style-type: none"> 1. explains and demonstrates strategies to enhance interpersonal skills 2. develops goals and applies strategies to enhance performance 3. analyses and evaluates performance.

MYP Fast Facts

MYP Criteria: Personal Project

Score	Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"> states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance demonstrates limited research skills. 	<ol style="list-style-type: none"> develops limited criteria for the product/outcome presents a limited or partial plan and record of the development process of the project demonstrates limited self-management skills. 	<ol style="list-style-type: none"> creates a limited product/outcome in response to the goal, global context and criteria demonstrates limited thinking skills demonstrates limited communication and social skills. 	<ol style="list-style-type: none"> presents a limited evaluation of the quality of the product/outcome against his or her criteria presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents limited reflection on his or her development as an IB learner through the project.
4–Mar	<ol style="list-style-type: none"> outlines a basic and appropriate goal and context for the project, based on personal interests identifies basic prior learning and subject-specific knowledge relevant to some areas of the project demonstrates adequate research skills. 	<ol style="list-style-type: none"> develops adequate criteria for the product/outcome presents an adequate plan and record of the development process of the project demonstrates adequate self-management skills. 	<ol style="list-style-type: none"> creates a basic product/outcome in response to the goal, global context and criteria demonstrates adequate thinking skills demonstrates adequate communication and social skills. 	<ol style="list-style-type: none"> presents a basic evaluation of the quality of the product/outcome against his or her criteria presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents adequate reflection on his or her development as an IB learner through the project.
6–May	<ol style="list-style-type: none"> defines a clear and challenging goal and context for the project, based on personal interests identifies prior learning and subject-specific knowledge generally relevant to the project demonstrates substantial research skills. 	<ol style="list-style-type: none"> develops substantial and appropriate criteria for the product/outcome presents a substantial plan and record of the development process of the project demonstrates substantial self-management skills. 	<ol style="list-style-type: none"> creates a substantial product/outcome in response to the goal, global context and criteria demonstrates substantial thinking skills demonstrates substantial communication and social skills. 	<ol style="list-style-type: none"> presents a substantial evaluation of the quality of the product/outcome against his or her criteria presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents substantial reflection on his or her development as an IB learner through the project.
7–8	<ol style="list-style-type: none"> defines a clear and highly challenging goal and context for the project, based on personal interests identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project demonstrates excellent research skills. 	<ol style="list-style-type: none"> develops rigorous criteria for the product/outcome presents a detailed and accurate plan and record of the development process of the project demonstrates excellent self-management skills. 	<ol style="list-style-type: none"> creates an excellent product/outcome in response to the goal, global context and criteria demonstrates excellent thinking skills demonstrates excellent communication and social skills. 	<ol style="list-style-type: none"> presents an excellent evaluation of the quality of the product/outcome against his or her criteria presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context presents excellent reflection on his or her development as an IB learner through the project.