

Criterion A	Evaluating	Maximum 8
Criterion B	Synthesizing	Maximum 8
Criterion C	Reflecting	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

In order to measure a student's progress in terms of his or her capacity to undertake interdisciplinary projects, three criteria have been established that correspond directly to the three objectives identified in this guide.

Using the assessment criteria

Assessment criteria for interdisciplinary learning have been provided. **As students progress from MYP years 1 to 5, they can demonstrate their achievement against these criteria in increasingly complex contexts and tasks.** Teachers must establish how each level can be demonstrated in the context of the unit when clarifying the criteria (see below). Schools may also add other criteria, in addition to the MYP criteria, in response to national requirements, and report on these internally to parents and students.

When engaging students in formal collaboratively planned interdisciplinary units, schools must use the interdisciplinary assessment criteria to inform formative assessment and to determine achievement levels for summative assessment tasks.

Interdisciplinary assessment should be done collaboratively by all teachers involved in the interdisciplinary units.

Clarifying published criteria

The final assessment criteria as published must be used when awarding achievement levels. However, teachers can also define specific expectations.

These expectations might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to explain the task
- an oral discussion of the task and explanation of various achievement levels (including exemplars from a range of accomplishments)
- a task sheet that explains performance expectations.

It is important for teachers to specify the expected outcomes at the beginning of each assessment task so that students understand the task's detailed requirements. When clarifying expectations for students, teachers need to ensure that they do not alter the standard expected in the published criteria or introduce additional requirements.

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge
- evaluate interdisciplinary perspectives

within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.
3–4	<p>The student:</p> <ul style="list-style-type: none"> • partially analyses by outlining the disciplinary knowledge • partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.
5–6	<p>The student:</p> <ul style="list-style-type: none"> • analyses by describing disciplinary knowledge • evaluates by describing the strengths and limitations of interdisciplinary perspectives.
7–8	<p>The student:</p> <ul style="list-style-type: none"> • fully analyses by explaining disciplinary knowledge

- fully evaluates by **explaining** the strengths and limitations of interdisciplinary perspectives.

Note: *Evaluating* is based on students' integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry. In eAssessment, students analyse disciplinary knowledge and evaluate interdisciplinary perspectives within a source, work or text.

The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students' analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use "best-fit" professional judgment to determine an appropriate level that represents each student's disciplinary knowledge from **all** participating disciplines.

Criterion B: Synthesizing

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • states how their product communicates interdisciplinary knowledge.
3–4	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding • outlines how their product communicates interdisciplinary knowledge.
5–6	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how their product communicates interdisciplinary knowledge.
7–8	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding

- **justifies** how their product communicates interdisciplinary knowledge.

Note: For this criterion, strand i should be adapted to be task-specific to the purpose of integration and the product.

The command term in the first strand of criterion B is create. The other terms (selects/applies/develops/synthesizes) refer to the degree to which their created product communicates interdisciplinary understanding. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Criterion C: Reflecting

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • states the development of their own interdisciplinary learning • states how new interdisciplinary understanding enables action.
3–4	The student: <ul style="list-style-type: none"> • outlines the development of their own interdisciplinary learning • outlines how new interdisciplinary understanding enables action.
5–6	The student: <ul style="list-style-type: none"> • describes the development of their own interdisciplinary learning • describes how new interdisciplinary understanding enables action.
7–8	The student: <ul style="list-style-type: none"> • discusses the development of their own interdisciplinary learning • discusses how new interdisciplinary understanding enables action.

Note: For this criterion, “action” can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to