



The International School at Mesa del Sol  
● global vision ● knowledge ● stewardship ● diversity ● citizenship



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## **Mission Statement:**

Our mission is to empower students within an inclusive environment that fosters authentic experiences. In our culture of community, we promote academic responsibility and student agency with purposeful social connections.



## **Misión**

Nuestra misión es capacitar a los estudiantes dentro de un entorno inclusivo que fomente experiencias auténticas. En nuestra comunidad cultural, promovemos la responsabilidad académica y la agencia estudiantil con conexiones sociales significativas.

## **Vision Statement:**

- Our approach is to lead students to develop a global vision and sense of citizenship to enhance, preserve, and contribute to their communities.
- We are committed to inspire collaborative, creative, and critical thinkers who embrace learning and actively apply knowledge that leads to innovative contributions.
- We encourage compassionate, empathetic and resilient students who have the opportunity to lead the world around them through service learning and understanding various perspectives.
- We believe that our students have the capability to incorporate holistic experiences while expanding their individual voice within local and global perceptions.
- We celebrate the diversity of our school community which aims to allow international mindedness that is reflective of our commitment to growth as a life-long learner.

## **Visión**

- Nuestro enfoque es llevar a los estudiantes a desarrollar una visión global y un sentido de ciudadanía para mejorar, preservar y contribuir a sus comunidades.
- Estamos comprometidos a inspirar pensadores colaborativos, creativos y críticos que adopten el aprendizaje y que apliquen activamente el conocimiento que conduce a contribuciones innovadoras.
- Incentivamos a estudiantes compasivos, empáticos y resistentes que tienen la oportunidad de liderar el mundo que los rodea a través del aprendizaje de servicio y el entendimiento de diversas perspectivas.
- Creemos que nuestros estudiantes tienen la capacidad de incorporar experiencias holísticas mientras expanden su voz individual dentro de las percepciones locales y globales.
- Celebramos la diversidad de nuestra comunidad escolar que tiene como objetivo permitir una mentalidad internacional que refleje nuestro compromiso con el crecimiento como aprendices de por vida

## **What is the IB Middle Years Programme?**

The MYP is designed for students aged 11-16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. The MYP fosters the development of skills for communication, intercultural understanding and global engagement – essential qualities for young people who become global leaders.

## **What does assessment in the MYP look like?**

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The International School at Mesa del Sol (TIS) implements the MYP Year 1-3 model:

Year 1 = 6<sup>th</sup> grade

Year 2 = 7<sup>th</sup> grade

Year 3 = 8<sup>th</sup> grade

To measure what students have learned and to monitor their progress, our teachers use a range of assessment strategies including formative assessments that provide ongoing feedback. These formative assessments are used by instructors to develop their teaching and to help students better identify their own strengths and weaknesses and target areas that need improvement.

Teachers use criteria-related summative assessments. Students are measured against a set of agreed upon learning outcomes rather than graded on a “bell curve” as in norm-referenced assessments.

TIS’ MYP Year 1-3 model uses the prescribed, subject-specific MYP rubrics benchmarked for Year 1 and 3, the Community Project rubric for Year 3, and Phase 1-3 rubrics for Language Acquisition.

Criterion-related assessments are used to determine whether each individual student has achieved the desired results of a specific skill or concept in a given task or learning scenario through performance. TIS uses MYP subject-specific assessments, which support individual student learning journeys as well as differentiation.

## **What is a rubric?**

A rubric is an instructional document or tool that describes varying levels of quality, from excellent to poor, for a specific assignment. It is usually used with a relatively complex assignment, such as a long-term project, an essay, or a research paper. Its purposes are to give students informative feedback about their works in progress and to give detailed evaluations of their final products. All MYP subject-specific rubrics, with achievement levels and score qualifiers descriptors, are included on the following pages of this guide.

## Arts: Year 1 (6<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● demonstrates <b>limited</b> awareness of the art form studied, including</li> <li>● <b>limited</b> use of appropriate language</li> <li>● demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>● demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>● demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>● demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>● demonstrates <b>substantial</b> awareness of the relationship between the art form and its context</li> <li>● demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</li> <li>● demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</li> <li>● demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>	

Criterion B: Developing skills

**Maximum: 8**

At the end of year 1, 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	Level Descriptor	Task-specific Clarification
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"> <li>● demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li> <li>● demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li> <li>● demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>● demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li> <li>● demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li> </ul>	

Criterion C: Thinking creatively

**Maximum: 8**

At the end of year 1, students should be able to:

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

Level	Level descriptor	Task-specific clarification
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"> <li>● identifies a <b>limited</b> artistic intention</li> <li>● identifies <b>limited</b> alternatives and perspectives</li> <li>● demonstrates <b>limited</b> exploration of ideas.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● identifies an <b>adequate</b> artistic intention</li> <li>● identifies <b>adequate</b> alternatives and perspectives</li> <li>● demonstrates <b>adequate</b> exploration of ideas.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● identifies a <b>substantial</b> artistic intention</li> <li>● identifies <b>substantial</b> alternatives and perspectives</li> <li>● demonstrates <b>substantial</b> exploration of ideas.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● identifies an <b>excellent</b> artistic intention</li> <li>● identifies <b>excellent</b> alternatives and perspectives</li> <li>● demonstrates <b>excellent</b> exploration of ideas.</li> </ul>	

Criterion D: Responding

**Maximum: 8**

At the end of year 1, students should be able to:

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of artwork.

Level	Level descriptor	Task-specific clarification
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"> <li>● identifies <b>limited</b> connections between art forms, art and context, or art and prior learning</li> <li>● demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art</li> <li>● presents a <b>limited</b> evaluation of certain elements of artwork.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning</li> <li>● demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art</li> <li>● presents an <b>adequate</b> evaluation of certain elements of artwork.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning</li> <li>● demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art</li> <li>● presents a <b>substantial</b> evaluation of certain elements of artwork.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning</li> <li>● demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art</li> <li>● presents an <b>excellent</b> evaluation of certain elements or principles of artwork.</li> </ul>	

## Arts: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language</li> <li>● demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts</li> <li>● demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of language.</li> <li>● demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts</li> <li>● demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language</li> <li>● demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts</li> <li>● demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language</li> <li>● demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts</li> <li>● demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.</li> </ul>	



Criterion B: Developing skills

**Maximum: 8**

At the end of year 3, 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	Level Descriptor	Task-specific Clarification
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"><li>● demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li><li>● demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li></ul>	
3–4	The student: <ul style="list-style-type: none"><li>● demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li><li>● demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li></ul>	
5–6	The student: <ul style="list-style-type: none"><li>● demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li><li>● demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li></ul>	
7–8	The student: <ul style="list-style-type: none"><li>● demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li><li>● demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li></ul>	

Criterion C: Thinking creatively

**Maximum: 8**

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

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions use acquired knowledge to inform their artwork.
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li> <li>● presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>● demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li> <li>● presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>● demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>● presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>● demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● presents an <b>excellent</b> outline of a clear and feasible artistic intention presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>● demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	

Criterion D: Responding

**Maximum: 8**

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

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>● creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>● presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>● creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her</li> <li>● presents an <b>adequate</b> evaluation of the artwork of self and others.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings</li> <li>● creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her and presents a <b>substantial</b> evaluation of the artwork of self and others.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings</li> <li>● creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her</li> <li>● presents an <b>excellent</b> evaluation of the artwork of self and others.</li> </ul>	

## Design: Year 1 (6<sup>th</sup> Grade)

Criterion A: Inquiring and analyzing

**Maximum: 8**

At the end of year 1, students should be able to:

- iv. explain and justify the need for a solution to a problem
- v. state and prioritize the main points of research needed to develop a solution to the problem
- vi. describe the main features of one existing product that inspires a solution to the problem
- vii. present the main findings of relevant research.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>states</b> the need for a solution to a problem</li> <li>● <b>states</b> the findings of research.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> the need for a solution to a problem</li> <li>● <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b></li> <li>● <b>states</b> the main features of an existing product that inspires a solution to the problem</li> <li>● <b>outlines some of</b> the main findings of research.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>explains</b> the need for a solution to a problem</li> <li>● <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>● <b>outlines</b> the main features of an existing product that inspires a solution to the problem</li> <li>● <b>outlines</b> the main findings of relevant research.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>explains</b> and <b>justifies</b> the need for a solution to a problem</li> <li>● <b>states</b> and <b>prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b></li> <li>● <b>describes</b> the main features of an existing product that inspires a solution to the problem</li> <li>● <b>presents</b> the main findings of relevant research.</li> </ul>	

Criterion B: Developing ideas

**Maximum: 8**

At the end of year 1, students should be able to:

- i. develop a list of success criteria for the solution state and prioritize the main points of research needed to develop a solution to the problem
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>states one</b> basic success criterion for a solution</li> <li>● <b>presents one</b> design idea, which can be interpreted by others</li> <li>● <b>creates</b> an incomplete planning drawing/diagram.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>states a few</b> success criteria for the solution</li> <li>● <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others</li> <li>● <b>states</b> the key features of the chosen design</li> <li>● <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>develops a few</b> success criteria for the solution</li> <li>● <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others</li> <li>● <b>presents</b> the chosen design <b>stating</b> the key features</li> <li>● <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>develops a list of</b> success criteria for the solution</li> <li>● <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others</li> <li>● <b>presents</b> the chosen design <b>describing</b> the key features</li> <li>● <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.</li> </ul>	

Criterion C: Creating the solution

**Maximum: 8**

At the end of year 1, students should be able to:

- i. outline a plan, which considers the use of resources and time.
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution
- iv. present the solution as a whole.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>demonstrates minimal</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li> <li>● <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li>● <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution</li> <li>● <b>demonstrates competent</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>● <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution</li> <li>● <b>demonstrates excellent</b> technical skills when making the solution</li> <li>● follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></li> <li>● <b>lists the changes</b> made to the chosen design and plan when making the solution.</li> </ul>	

Criterion D: Evaluating

**Maximum: 8**

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>defines</b> a testing method, which is used to measure the success of the solution</li> <li>● <b>states</b> the success of the solution.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>defines</b> a <b>relevant</b> testing <b>method</b>, which generates data, to measure the success of the solution</li> <li>● <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant</b> test</li> <li>● <b>states one way</b> in which the solution could be improved</li> <li>● <b>states one way</b> in which the solution can impact the client/target audience.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>defines relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li> <li>● <b>states</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>● <b>outlines one way</b> in which the solution could be improved</li> <li>● <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>outlines simple, relevant</b> testing methods, which generate data, to measure the success of the solution</li> <li>● <b>outlines</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>● <b>outlines</b> how the solution could be improved</li> <li>● <b>outlines</b> the impact of the solution on the client/target audience.</li> </ul>	

## Design: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Inquiring and analyzing

**Maximum: 8**

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

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyze a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>states</b> the need for a solution to a problem</li> <li>● <b>states some of</b> the main findings of relevant research.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> the need for a solution to a problem</li> <li>● <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>● <b>outlines one existing</b> product that inspires a solution to the problem</li> <li>● <b>develops a basic</b> design brief, which <b>outlines some of</b> relevant research.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>explains</b> the need for a solution to a problem</li> <li>● <b>constructs</b> a research plan, which <b>states and prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>● <b>describes</b> a group of similar products that inspire a solution to the problem</li> <li>● <b>develops</b> a design brief, which <b>outlines the findings</b> of relevant research.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>explains and justifies</b> the need for a solution to a problem</li> <li>● <b>constructs</b> a research plan, which <b>states and prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem <b>independently</b></li> <li>● <b>analyses</b> a group of similar products that inspire a solution to the problem</li> <li>● <b>develops</b> a design brief, which <b>presents the analysis</b> of relevant research.</li> </ul>	



Criterion B: Developing ideas

**Maximum: 8**

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

- i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>lists</b> a few basic success criteria for the design of a solution</li> <li>● <b>presents</b> one design idea, which can be interpreted by others</li> <li>● <b>creates</b> incomplete planning drawings/diagrams.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>constructs</b> a list of the success criteria for the design of a solution</li> <li>● <b>presents a few</b> feasible design ideas, using an appropriate medium(s) <b>or explains</b> key features, which can be interpreted by others</li> <li>● <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification</li> <li>● <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the chosen solution.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>develops</b> design specifications, which <b>identify</b> the success criteria for the design of a solution</li> <li>● <b>presents a range of</b> feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others</li> <li>● <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification</li> <li>● <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected</li> <li>● <b>presents</b> a range of feasible design ideas, using an appropriate medium(s) <b>and annotation</b>, which can be correctly interpreted.</li> <li>● <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification</li> <li>● <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</li> </ul>	

Criterion C: Creating the solution

**Maximum: 8**

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

- i. construct a logical plan, which outlines 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 to explain changes made to the chosen design and the plan when making the solution.
- iv. present the solution as a whole

Level	Level Descriptor	Task-specific Clarification
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"> <li>● <b>demonstrates minimal</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li> <li>● <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow to create the solution</li> <li>● <b>demonstrates competent</b> technical skills when making the solution</li> <li>● <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>● <b>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>constructs</b> a <b>logical</b> plan, which <b>outlines</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>● <b>demonstrates excellent</b> technical skills when making the solution</li> <li>● follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>● <b>explains</b> changes made to the chosen design and plan when making the solution.</li> </ul>	

Criterion D: Evaluating

**Maximum: 8**

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

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

Level	Level descriptor	Task-specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <b>describes a relevant testing method</b> , which generates data, to measure the success of the solution <ul style="list-style-type: none"> <li>● <b>demonstrates</b> the success of the solution against the design specification based on relevant product testing <b>lists</b> the ways in which the solution could be improved</li> <li>● <b>demonstrates</b> the impact of the solution on the client/target audience.</li> <li>● <b>describes a testing method</b>, which is used to measure the success of the solution</li> <li>● <b>states</b> the success of the solution.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>describes a relevant testing method</b>, which generates data, to measure the success of the solution</li> <li>● <b>outlines</b> the success of the solution against the design specification based on relevant product testing</li> <li>● <b>lists</b> the ways in which the solution could be improved</li> <li>● <b>outlines</b> the impact of the solution on the client/target audience.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>describes relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>● <b>describes</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>● <b>outlines</b> how the solution could be improved</li> <li>● <b>describes</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>describes detailed and relevant testing methods</b>, which generate <b>accurate</b> data, to measure the success of the solution</li> <li>● <b>explains</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>● <b>describes</b> how the solution could be improved</li> <li>● <b>describes</b> the impact of the solution on the client/target audience.</li> </ul>	

## Individuals and Societies: Year 1 (6<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>recognizes some</b> vocabulary</li> <li>● demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>uses some</b> vocabulary</li> <li>● demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li> <li>● demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li> <li>● demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li> </ul>	

Criterion B: Investigating

**Maximum: 8**

At the end of year 1, students should be able to:

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>identifies</b> a research question</li> <li>● follows an action plan in a <b>limited way</b> to explore a research question</li> <li>● <b>collects</b> and <b>records</b> information, to a <b>limited extent</b></li> <li>● <b>with guidance</b>, reflects on the research process and results, to a <b>limited extent</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>describes</b> the choice of a research question</li> <li>● <b>partially</b> follows an action plan to explore a research question</li> <li>● <b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li>● <b>with guidance</b>, reflects on the research process and results with <b>some</b> depth.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>describes</b> the choice of a research question <b>in detail</b></li> <li>● <b>mostly</b> follows an action plan to explore a research question</li> <li>● <b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li>● <b>reflects</b> on the research process and results.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>explains</b> the choice of a research question</li> <li>● <b>effectively</b> follows an action plan to explore a research question</li> <li>● <b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li>● <b>thoroughly</b> reflects on the research process and results.</li> </ul>	

Criterion C: Communicating

**Maximum: 8**

At the end of year 1, students should be able to:

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Level	Level descriptor	Task-specific clarifications
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"> <li>● communicates information and ideas in a style that is <b>not always</b> clear</li> <li>● organizes information and ideas <b>in a limited way</b></li> <li>● <b>inconsistently</b> lists sources, not following the task instructions.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>● <b>somewhat</b> organizes information and ideas</li> <li>● lists sources in a way that <b>sometimes</b> follows the task instructions.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a way that is <b>mostly</b> clear</li> <li>● <b>mostly</b> organizes information and ideas</li> <li>● lists sources in a way that <b>often</b> follows the task instructions.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a way that is <b>completely</b> clear</li> <li>● <b>completely</b> organizes information and ideas <b>effectively</b></li> <li>● lists sources in a way that <b>always</b> follows the task instructions.</li> </ul>	

Criterion D: Thinking critically

**Maximum: 8**

At the end of year 1, students should be able to:

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to give an opinion
- iii. identify and analyze a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Level	Level descriptor	Task-specific clarifications
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"> <li>● identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b></li> <li>● uses information to give <b>limited</b> opinions</li> <li>● identifies the origin and purpose of <b>limited</b> sources/data</li> <li>identifies <b>some</b> different views.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● identifies <b>some</b> main points of ideas, events, visual representation or arguments</li> <li>● uses information to give <b>adequate</b> opinions</li> <li>● <b>identifies</b> the origin and purpose of sources/data</li> <li>● identifies <b>some</b> different views and suggests <b>some</b> of their implications.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>identifies</b> the main points of ideas, events, visual representation or arguments</li> <li>● uses information to give <b>substantial</b> opinions</li> <li>● identifies the origin and purpose of a <b>range</b> of sources/data</li> <li>● identifies different views and <b>most</b> of their implications.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments</li> <li>● uses information to give <b>detailed</b> opinions</li> <li>● <b>consistently</b> identifies and <b>analyzes a range</b> of sources/data in terms of origin and purpose</li> <li>● <b>consistently</b> identifies different views and their implications</li> </ul>	

## Individuals and Societies: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Level	Level descriptor	Task-specific clarifications
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"> <li>● makes <b>limited</b> use of terminology</li> <li>● demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● uses <b>some</b> terminology <b>accurately</b> demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>● demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>consistently</b> uses <b>a range</b> of terminology <b>accurately</b></li> <li>● demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ul>	



Criterion B: Investigating

**Maximum: 8**

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

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>identifies</b> a research question that is clear, focused and relevant</li> <li>● formulates a <b>limited</b> action plan or does not follow a plan</li> <li>● <b>collects</b> and <b>records limited</b> or <b>sometimes irrelevant</b> information</li> <li>● with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>formulates/chooses</b> a research question that is clear and focused and <b>describes</b> its relevance</li> <li>● formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>● <b>uses</b> a method(s) to collect and record <b>some relevant</b> information</li> <li>● with guidance, <b>reflects</b> on the research process and results.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● formulates/chooses a clear and focused research question and <b>describes</b> its relevance <b>in detail</b></li> <li>● formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question</li> <li>● uses methods to collect and record <b>appropriate relevant</b> information</li> <li>● with guidance, <b>evaluates</b> on the research process and results.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>● formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question</li> <li>● uses methods to collect and record <b>appropriate and varied relevant</b> information</li> <li>● with guidance, provides a <b>detailed evaluation</b> of the research process and results.</li> </ul>	

Criterion C: Communicating

**Maximum: 8**

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

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. demonstrate, create a reference list and cite sources of information.

Level	Level descriptor	Task-specific clarifications
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"> <li>● communicates information and ideas in a style that is <b>not always</b> clear</li> <li>● organizes information and ideas in a <b>limited</b> way</li> <li>● <b>lists</b> sources of information <b>inconsistently</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>● <b>somewhat</b> organizes information and ideas</li> <li>● <b>creates</b> an <b>adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>● <b>mostly</b> structures information and ideas according to the task instructions</li> <li>● creates an <b>adequate</b> reference list and <b>usually</b> cites sources.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● communicates information and ideas in a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>● structures information and ideas <b>completely</b> according to the task instructions creates a <b>complete</b> reference list and <b>always</b> cites sources.</li> </ul>	

Criterion D: Thinking critically

**Maximum: 8**

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

- i. analyze concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations
- iv. recognize different perspectives and explain their implications.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>begins to analyze</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way</li> <li>● <b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li>● <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>● <b>identifies</b> different perspectives.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li>● <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>● <b>analyzes</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>● <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>● <b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li>● <b>analyzes</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations</li> <li>● <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>● <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</li> <li>● <b>effectively analyzes</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</li> <li>● <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ul>	

## Language Acquisition: Phase 1 (6<sup>th</sup> Grade)

Criterion A: Comprehending spoken and visual text

**Maximum: 8**

At the end of phase 1, students should be able to:

- i. identify basic facts, 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.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>limited</b> awareness of basic conventions</li> <li>● engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>	
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>some</b> awareness of basic conventions</li> <li>● engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>	
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>considerable</b> awareness of basic conventions</li> <li>● engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>	
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>● <b>clearly</b> identifies basic facts, messages, main ideas and supporting details has <b>excellent</b> awareness of basic conventions</li> <li>● engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows a 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 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic 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.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>limited</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>● engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>	
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>some</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>● engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>	
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>● identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>● has <b>considerable</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>● engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>	
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>● <b>clearly</b> identifies basic facts, messages, main ideas and supporting</li> <li>● has <b>excellent</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>● engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows a 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 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>● interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non- verbal language</li> <li>● uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>● communicates with a <b>limited</b> sense of audience.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● responds to simple short phrases and basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>● interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>● uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</li> <li>● communicates with <b>some</b> sense of audience.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>● interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non- verbal language</li> <li>● uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>● communicates with a <b>considerable</b> sense of audience.</li> </ul>	
7-8	The student: <ul style="list-style-type: none"> <li>● responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>● interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non- verbal language</li> <li>● uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</li> <li>● communicates with an <b>excellent</b> sense of audience.</li> </ul>	

Criterion D: Using language in spoken and written form

**Maximum: 8**

At the end of phase 1, 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 basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>● organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b></li> <li>● makes <b>minimal</b> use of language to suit the context.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>● organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>● uses language to suit the context to <b>some degree</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>● organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>● <b>usually</b> uses language to suit the context.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy</li> <li>● organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b></li> <li>● uses language <b>effectively</b> to suit the context.</li> </ul>	

## Language Acquisition: Phase 2 (7<sup>th</sup> Grade)

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.

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



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.

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

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.

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

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.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>● organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>● makes <b>minimal</b> use of language to suit the context.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>● organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>● uses language to suit the context to <b>some degree</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>● organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>● <b>usually</b> uses language to suit the context.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>● organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li>● uses language <b>effectively</b> to suit the context.</li> </ul>	

## Language Acquisition: Phase 3 (8<sup>th</sup> Grade)

Criterion 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.

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

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.

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

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.

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

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
- iii. use a range of basic cohesive devices and use language to suit the context.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>● organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b></li> <li>● makes <b>minimal</b> use of language to suit the context.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>● organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b> uses language to suit the context to <b>some degree</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>● organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>● <b>usually</b> uses language to suit the context.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>● organizes information and ideas <b>clearly</b>, and uses a range of basic cohesive devices accurately; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message</li> <li>● uses language <b>effectively</b> to suit the context.</li> </ul>	

## Language and Literature: Year 1 (6<sup>th</sup> Grade)

Criterion A: Analyzing

**Maximum: 8**

At the end of year 1, students should be able to:

- viii. identify and comment upon significant aspects of texts
- ix. identify and comment upon the creator’s choices
- x. justify opinions and ideas, using examples, explanations and terminology
- xi. identify similarities and differences in features within and between texts.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● provides <b>minimal</b> identification and comment upon significant aspects of texts</li> <li>● provides <b>minimal</b> identification and comment upon the creator’s choices</li> <li>● <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>● <b>identifies few</b> similarities and differences in features <b>within and between texts</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● provides <b>adequate</b> identification and comment upon significant aspects of texts</li> <li>● provides <b>adequate</b> identification and comment upon the creator’s choices</li> <li>● justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>● <b>identifies some</b> similarities and differences in features <b>within and between texts</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● provides <b>substantial</b> identification and comment upon significant aspects of texts</li> <li>● provides <b>substantial</b> identification and comment upon the creator’s choices</li> <li>● <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>● <b>describes some</b> similarities and differences in features across and <b>within and between texts</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● provides <b>perceptive</b> identification and comment upon significant aspects of texts</li> <li>● provides <b>perceptive</b> identification and comment upon the creator’s choices</li> <li>● gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>● <b>compares and contrasts</b> features <b>within and between texts</b>.</li> </ul>	



Criterion B: Organizing

**Maximum: 8**

At the end of year 1, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention</li> <li>● organizes opinions and ideas with a <b>minimal degree of logic</b></li> <li>● makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>● organizes opinions and ideas with <b>some degree of logic</b></li> <li>● makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>● organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other</li> <li>● makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>● <b>effectively</b> organizes opinions and ideas in a logical manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>● makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>	

Criterion C: Producing text

**Maximum: 8**

At the end of year 1, students should be able to:

- i. produce texts that demonstrate thought and imagination while exploring 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 support ideas.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought or imagination and <b>minimal</b> exploration of new perspectives and ideas</li> <li>● makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>● selects <b>few</b> relevant details and examples to support ideas.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> thought or imagination and <b>some</b> exploration of new perspectives and ideas makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>some</b> awareness of impact on an audience</li> <li>● selects <b>some</b> relevant details and examples to support ideas.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought or imagination and <b>substantial</b> exploration of new perspectives and ideas</li> <li>● makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>● selects <b>sufficient</b> relevant details and examples to support ideas.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</li> <li>● makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>● selects <b>extensive</b> relevant details and examples to support ideas.</li> </ul>	

Criterion D: Using language

**Maximum: 8** At the end of year 1, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy
- iv. use appropriate non-verbal communication techniques.

Level	Level Descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors.	
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>● uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>● writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>● spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>● makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>	
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>● uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>● <b>sometimes</b> writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>● spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>● makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>	
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>● uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>● writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>● uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>● spells/writes and pronounced with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>● makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>	
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>● <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>● writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>● uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>● spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>● makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>	

## Language and Literature: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

### Criterion A: Analyzing

#### Maximum: 8

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

- xii. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- xiii. identify and explain the effects of the creator's choices on an audience
- xiv. justify opinions and ideas, using examples, explanations and terminology
- xv. interpret similarities and differences in features within and between genres and texts.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationships among texts</li> <li>● provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>● <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>● interprets <b>few</b> similarities and differences in features within and between genres and texts.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationships among texts</li> <li>● provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>● justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>● interprets <b>some</b> similarities and differences in features within and between genres and texts.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts</li> <li>● provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>● <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>● <b>competently</b> interprets similarities and differences in features within and between genres and texts.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <b>thoroughly</b></li> <li>● provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>● gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology <b>perceptively compares and contrasts</b> features within and between genres and texts.</li> </ul>	

Criterion B: Organizing

**Maximum: 8**

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

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>● organizes opinions and ideas with a <b>minimal degree of coherence and logic</b> makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>● organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>● makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>● organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>● makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively</li> <li>● <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>	

Criterion C: Producing text

**Maximum: 8**

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

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering 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.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination or sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas</li> <li>● makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>● selects <b>few relevant</b> details and examples to develop ideas.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</li> <li>● makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>● selects <b>some</b> relevant details and examples to develop ideas.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>● selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</li> <li>● makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>● selects <b>extensive</b> relevant details and examples to develop ideas with precision.</li> </ul>	

Criterion D: Using language

**Maximum: 8**

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

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- 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.

Level	Level descriptor	Task-specific clarifications
0	The student <b>does not</b> reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>● uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>● writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>● uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li> <li>● spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>● <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>● uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>● spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>● makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>● writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>● uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>● spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>● uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>● spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>● makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>	

## Mathematics: Year 1 (6<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, 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	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"><li>● <b>select</b> appropriate mathematics when solving simple problems in familiar situations</li><li>● <b>apply</b> the selected mathematics successfully when solving these problems</li><li>● generally <b>solve</b> these problems correctly.</li></ul>	
3–4	The student is able to: <ul style="list-style-type: none"><li>● <b>select</b> appropriate mathematics when solving more complex problems in familiar situations</li><li>● <b>apply</b> the selected mathematics successfully when solving these problems</li><li>● generally <b>solve</b> these problems correctly.</li></ul>	
5–6	The student is able to: <ul style="list-style-type: none"><li>● <b>select</b> appropriate mathematics when solving challenging problems in familiar situations</li><li>● <b>apply</b> the selected mathematics successfully when solving these problems</li><li>● generally <b>solve</b> these problems correctly.</li></ul>	
7–8	The student is able to: <ul style="list-style-type: none"><li>● <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li><li>● <b>apply</b> the selected mathematics successfully when solving these problems</li><li>● generally <b>solve</b> these problems correctly.</li></ul>	



Criterion B: Investigating patterns

**Maximum: 8**

At the end of year 1, students should be able to:

- i. **apply** mathematical problem-solving techniques to recognize patterns
- ii. **describe** patterns as relationships or general rules consistent with correct findings
- iii. **verify** whether the pattern works for other examples.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>apply</b>, with teacher support, mathematical problem-solving techniques to recognize simple patterns</li> <li>● <b>state</b> predictions consistent with simple patterns.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>apply</b> mathematical problem-solving techniques to recognize patterns</li> <li>● <b>suggest</b> how these patterns work.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>apply</b> mathematical problem-solving techniques to recognize patterns</li> <li>● <b>suggest</b> relationships or general rules consistent with findings</li> <li>● <b>verify</b> whether patterns work for another example.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> and <b>apply</b> mathematical problem-solving techniques to recognize correct patterns</li> <li>● <b>describe</b> patterns as relationships or general rules consistent with correct findings</li> <li>● <b>verify</b> whether patterns work for other examples.</li> </ul>	

Criterion C: Communicating

**Maximum: 8**

At the end of year 1, students should be able to:

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
- ii. **use** different forms of mathematical representation to present information
- iii. **communicate** coherent mathematical lines of reasoning
- iv. **organize** information using a logical structure.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>use</b> limited mathematical language</li> <li>● <b>use</b> limited forms of mathematical representation to present information</li> <li>● <b>communicate</b> through lines of reasoning that are difficult to understand.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>use</b> some appropriate mathematical language</li> <li>● <b>use</b> different forms of mathematical representation to present information adequately</li> <li>● <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always coherent adequately <b>organize</b> information using a logical structure.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● usually <b>use</b> appropriate mathematical language</li> <li>● usually <b>use</b> different forms of mathematical representation to present information correctly</li> <li>● <b>communicate</b> through lines of reasoning that are usually coherent <b>present</b> work that is usually organized using a logical structure.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● consistently <b>use</b> appropriate mathematical language</li> <li>● consistently <b>use</b> different forms of mathematical representation to present information correctly</li> <li>● <b>communicate</b> clearly through coherent lines of reasoning present work that is consistently <b>organized</b> using a logical structure.</li> </ul>	

Criterion D: Applying mathematics in real-life contexts

**Maximum: 8**

At the end of year 1, 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. **explain** the degree of accuracy of a solution
- v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> some of the elements of the authentic real-life situation</li> <li>● <b>apply</b> mathematical strategies to find a solution to the authentic real-life situation, with limited success.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation <b>state</b>, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>● <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>● <b>describe</b> the degree of accuracy of the solution</li> <li>● <b>state</b> correctly whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>● <b>apply</b> the selected mathematical strategies to reach a correct solution to the authentic real-life situation</li> <li>● <b>explain</b> the degree of accuracy of the solution</li> <li>● <b>describe</b> correctly whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>	

## Mathematics: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, 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	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> appropriate mathematics when solving simple problems in familiar situations</li> <li>● <b>apply</b> the selected mathematics successfully when solving these problems generally <b>solve</b> these problems correctly.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> appropriate mathematics when solving more complex problems in familiar situations</li> <li>● <b>apply</b> the selected mathematics successfully when solving these problems</li> <li>● generally <b>solve</b> these problems correctly.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> appropriate mathematics when solving challenging problems in familiar situations</li> <li>● <b>apply</b> the selected mathematics successfully when solving these problems generally <b>solve</b> these problems correctly.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li> <li>● <b>apply</b> the selected mathematics successfully when solving these problems generally <b>solve</b> these problems correctly.</li> </ul>	

Criterion B: Investigating patterns

**Maximum: 8**

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

- i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- ii. **describe** patterns as relationships and/or general rules consistent with findings
- iii. **verify** and **justify** relationships and/or general rules.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>apply</b>, with teacher support, mathematical problem-solving techniques to discover simple patterns</li> <li>● <b>state</b> predictions consistent with patterns.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>apply</b> mathematical problem-solving techniques to discover simple patterns</li> <li>● <b>suggest</b> relationships and/or general rules consistent with findings.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns</li> <li>● <b>describe</b> patterns as relationships and/or general rules consistent with findings</li> <li>● <b>verify</b> these relationships and/or general rules.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns</li> <li>● <b>describe</b> patterns as relationships and/or general rules consistent with correct findings</li> <li>● <b>verify</b> and <b>justify</b> these relationships and/or general rules.</li> </ul>	

Criterion C: Communicating

**Maximum: 8**

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

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. **use** different forms of mathematical representation to present information
- iii. **move** between different forms of mathematical representation
- iv. **communicate** complete and coherent mathematical lines of reasoning
- v. **organize** information using a logical structure.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>use</b> limited mathematical language</li> <li>● <b>use</b> limited forms of mathematical representation to present information</li> <li>● <b>communicate</b> through lines of reasoning that are difficult to interpret.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>use</b> some appropriate mathematical language</li> <li>● <b>use</b> different forms of mathematical representation to present information adequately</li> <li>● <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always clear</li> <li>● adequately <b>organize</b> information using a logical structure.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● usually <b>use</b> appropriate mathematical language</li> <li>● usually <b>use</b> different forms of mathematical representation to present information correctly</li> <li>● move between different forms of mathematical representation with some success</li> <li>● <b>communicate</b> through lines of reasoning that are clear although not always coherent or complete</li> <li>● present work that is usually <b>organized</b> using a logical structure.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● consistently <b>use</b> appropriate mathematical language</li> <li>● <b>use</b> different forms of mathematical representation to consistently present information correctly</li> <li>● move effectively between different forms of mathematical representation</li> <li>● <b>communicate</b> through lines of reasoning that are complete and coherent</li> <li>● present work that is consistently <b>organized</b> using a logical structure.</li> </ul>	

Criterion D: Applying mathematics in real-life contexts

**Maximum: 8**

At the end of year 3, 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. **explain** the degree of accuracy of a solution
- v. **explain** whether a solution makes sense in the context of the authentic real-life situation.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> some of the elements of the authentic real-life situation</li> <li>● <b>apply</b> mathematical strategies to find a solution to the authentic real-life situation, with limited success.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>select</b>, with some success, adequate mathematical strategies to model the authentic real-life situation</li> <li>● <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation</li> <li>● <b>describe</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>● <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>● <b>describe</b> the degree of accuracy of the solution</li> <li>● <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>● <b>select</b> appropriate mathematical strategies to model the authentic real-life situation</li> <li>● <b>apply</b> the selected mathematical strategies to reach a correct solution</li> <li>● <b>explain</b> the degree of accuracy of the solution</li> <li>● <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation</li> </ul>	

## Physical Education and Health: Year 1 (6<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, students should be able to:

- outline physical health education-related factual, procedural and conceptual knowledge
- identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology to communicate understanding.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>recalls some</b> physical health education factual, procedural conceptual knowledge <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>recalls</b> physical and health terminology.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>recalls</b> physical health education factual, procedural and conceptual knowledge</li> <li>● <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</li> <li>● <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>states</b> physical health education factual, procedural and conceptual knowledge</li> <li>● <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations</li> <li>● <b>applies</b> physical and health terminology to communicate understanding.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> physical health education factual, procedural and conceptual knowledge</li> <li>● <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in familiar and unfamiliar situations</li> <li>● <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding</li> </ul>	

### 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 1, students should be able to:

- i. construct and outline a plan for improving health or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>states</b> plans for improving health or physical activity</li> <li>● <b>states</b> the effectiveness of a plan.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>outlines a basic</b> plan for improving health or physical activity</li> <li>● <b>states</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> a plan for improving health or physical activity</li> <li>● <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>constructs and outlines</b> a plan for improving health or physical activity.</li> <li>● <b>describes</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>	

**Notes for criterion B**

- i. 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).
- ii. 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.)
- iii. 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 1, students should be able to:

- i. recall and apply a range of skills and techniques effectively
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>recalls some</b> skills and techniques</li> <li>● <b>recalls some</b> strategies and movement concepts</li> <li>● <b>applies</b> information to perform with limited success.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>recalls</b> skills and techniques</li> <li>● <b>recalls</b> strategies and movement concepts</li> <li>● <b>applies</b> information to perform.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>recalls</b> and <b>applies</b> skills and techniques</li> <li>● <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts</li> <li>● <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>recalls</b> and <b>applies a range</b> of skills and techniques</li> <li>● <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>● <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	

**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 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>states</b> a strategy to enhance interpersonal skills</li> <li>● <b>states</b> a goal to enhance performance</li> <li>● <b>describes</b> performance.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>lists</b> strategies to enhance interpersonal skills</li> <li>● <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li> <li>● <b>summarizes</b> performance.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>identifies</b> strategies to enhance interpersonal skills</li> <li>● <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li> <li>● <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>● <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li> <li>● <b>describes</b> and <b>summarizes</b> performance.</li> </ul>	

**Notes for criterion D**

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

## Physical Education and Health: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>recalls</b> physical and health education factual, procedural and conceptual knowledge</li> <li>● <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</li> <li>● <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>● <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and to solve</b> problems set in <b>familiar situations</b></li> <li>● <b>applies</b> physical and health terminology to communicate understanding.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>● <b>applies</b> physical and health education knowledge to <b>describe</b> issues to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b></li> <li>● <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>describes</b> physical health education factual, procedural and conceptual knowledge</li> <li>● <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>● <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding</li> </ul>	

### 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 3, students should be able to:

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

- i. design and explain a plan for improving physical performance and health
- ii. explain the effectiveness of a plan based on the outcome.

Level	Level descriptor	Task-specific clarification
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"> <li>● <b>outlines</b> a plan for improving physical performance and health</li> <li><b>states</b> the effectiveness of a plan based on the outcome.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>constructs and outlines</b> a plan for improving physical performance and health</li> <li>● <b>outlines</b> the effectiveness of a plan based on the outcome.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>constructs and explains</b> a plan for improving physical performance and health</li> <li>● <b>describes</b> the effectiveness of a plan based on the outcome.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>designs and explains</b> a plan for improving physical performance and health</li> <li>● <b>explains</b> the effectiveness of a plan based on the outcome.</li> </ul>	

**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 3, students should be able to:

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

- i. Demonstrate and apply a range of skills and techniques
- ii. Demonstrate and apply a range of strategies and movement concepts
- iii. Outline and apply information to perform effectively.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>recalls</b> and <b>applies</b> skills and techniques with limited success</li> <li>● <b>recalls</b> and <b>applies</b> strategies and movement concepts with limited success</li> <li>● <b>recalls</b> and <b>applies</b> information to perform.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success</li> <li>● <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>● <b>identifies</b> and <b>applies</b> information to perform.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>● <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>● <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>● <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>● <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	

**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 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate performance.

Level	Level descriptor	Task-specific clarifications
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"> <li>● <b>identifies</b> strategies that enhance interpersonal skills</li> <li>● <b>lists</b> goals to enhance performance</li> <li>● <b>summarizes</b> performance.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>identifies</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>● <b>identifies</b> goals to enhance performance</li> <li>● <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>● <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li> <li>● <b>outlines</b> and <b>evaluates</b> performance.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>● <b>describes</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>● <b>outlines</b> goals and <b>applies</b> strategies to enhance performance <b>explains</b> and <b>evaluates</b> performance.</li> </ul>	

**Notes for criterion D**

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

## Sciences: Year 1 (6<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 1, students should be able to:

- i. outline 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. interpret information to make scientifically supported judgments.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> scientific knowledge</li> <li>● <b>select</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li> <li>● <b>apply</b> information to <b>make judgments, with limited success.</b></li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>recall</b> scientific knowledge</li> <li>● <b>apply</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li> <li>● <b>apply</b> information to <b>make judgments.</b></li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> scientific knowledge</li> <li>● <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b></li> <li>● <b>apply</b> information to <b>make scientifically supported judgments.</b></li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> scientific knowledge</li> <li>● <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b></li> <li>● <b>interpret</b> information to <b>make scientifically supported judgments.</b></li> </ul>	



Criterion B: Inquiring and designing

**Maximum: 8**

At the end of year 1, students should be able to:

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>select</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>select</b> a testable prediction</li> <li>● <b>state</b> a variable</li> <li>● design a <b>method with limited success</b>.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>state</b> a testable prediction</li> <li>● <b>state</b> how to manipulate the variables, and <b>state</b> how <b>data</b> will be collected</li> <li>● design a <b>safe method</b> in which he or she <b>selects materials and equipment</b>.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>outline</b> a testable prediction</li> <li>● <b>outline</b> how to manipulate the variables, and <b>state</b> how <b>relevant data</b> will be collected</li> <li>● design a <b>complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>outline</b> a testable prediction <b>using scientific reasoning</b></li> <li>● <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>sufficient, relevant data</b> will be collected</li> <li>● design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li> </ul>	

Criterion C: Processing and evaluating

**Maximum: 8**

At the end of year 1, students should be able to:

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors.	
1–2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>● <b>collect and present</b> data in numerical and/or visual forms</li> <li>● <b>interpret</b> data</li> <li>● <b>state</b> the validity of a prediction based on the outcome of a scientific investigation, <b>with limited success</b></li> <li>● <b>state</b> the validity of the method based on the outcome of a scientific investigation, <b>with limited success</b></li> <li>● <b>state</b> improvements or extensions to the method that would benefit the scientific investigation, <b>with limited success</b>.</li> </ul>	
3–4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>● <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret</b> data and <b>outline</b> results</li> <li>● <b>state</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>● <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>	
5–6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>● <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret</b> data and <b>outline</b> results <b>using scientific reasoning</b></li> <li>● <b>outline</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>● <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>	
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>● <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms</li> <li>● <b>accurately interpret data</b> and <b>outline</b> results <b>using correct scientific reasoning</b></li> <li>● <b>discuss</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>● <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation</li> </ul>	

Criterion D: Reflecting on the impacts of science

**Maximum: 8**

At the end of year 1, students should be able to:

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue apply scientific language effectively
- iii. document the work of others and sources of information used.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to, <b>with limited success</b> : <ul style="list-style-type: none"> <li>● <b>state</b> the ways in which science is used to address a specific problem or issue</li> <li>● <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>● <b>apply</b> scientific language to communicate understanding</li> <li>● document sources.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> the ways in which science is used to address a specific problem or issue</li> <li>● <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>● <b>sometimes apply</b> scientific language to communicate understanding</li> <li>● <b>sometimes</b> document sources correctly.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>● <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>● <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>● <b>usually</b> document sources correctly.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>● <b>describe and summarize</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>● <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>● document sources <b>completely</b>.</li> </ul>	

## Sciences: Years 2 & 3 (7<sup>th</sup> & 8<sup>th</sup> Grade)

Criterion A: Knowing and understanding

**Maximum: 8**

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

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyze information to make scientifically supported judgments.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard indicated by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>recall</b> scientific knowledge</li> <li>● apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li> <li>● <b>apply</b> information to make <b>judgments</b>.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> scientific knowledge</li> <li>● apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b></li> <li>● <b>apply</b> information to make <b>scientifically supported judgments</b>.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> scientific knowledge</li> <li>● apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b></li> <li>● <b>interpret</b> information to make <b>scientifically supported judgments</b>.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>describe</b> scientific knowledge</li> <li>● apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b></li> <li>● <b>analyze</b> information to make <b>scientifically supported judgments</b>.</li> </ul>	

Criterion B: Inquiring and designing

**Maximum: 8**

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

- iii. describe a problem or question to be tested by a scientific investigation
- iv. outline a testable hypothesis and explain it using scientific reasoning
- v. describe how to manipulate the variables, and describe how data will be collected
- vi. design scientific investigations.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard identified by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> a problem or question to be tested by a scientific investigation, with <b>limited success</b></li> <li>● <b>state</b> a testable hypothesis</li> <li>● <b>state</b> the variables</li> <li>● <b>design a method, with limited success.</b></li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>outline</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>● <b>outline</b> how to manipulate the variables, and <b>state</b> how <b>relevant data</b> will be collected</li> <li>● design a <b>safe method</b> in which he or she <b>selects materials and equipment.</b></li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>outline and explain</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>● <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>sufficient, relevant data</b> will be collected</li> <li>● design a <b>complete and safe method</b> in which he or she <b>selects appropriate materials and equipment.</b></li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>describe</b> a problem or question to be tested by a scientific investigation</li> <li>● <b>outline and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>● <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected</li> <li>● design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment.</b></li> </ul>	

Criterion C: Processing and evaluating

**Maximum: 8**

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

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard identified by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>collect and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret</b> data</li> <li>● <b>state</b> the validity of a hypothesis <b>with limited reference</b> to a scientific investigation</li> <li>● <b>state</b> the validity of the method <b>with limited reference</b> to a scientific investigation</li> <li>● <b>state limited</b> improvements or extensions to the method.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret</b> data and <b>describe</b> results</li> <li>● <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>● <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret</b> data and <b>describe</b> results <b>using scientific reasoning</b></li> <li>● <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>● <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms</li> <li>● <b>accurately interpret data and describe</b> results <b>using correct scientific reasoning</b></li> <li>● <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>● <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>● <b>describe</b> improvements or extensions to the method that would benefit the scientific</li> </ul>	

Criterion D: Reflecting on the impacts of science

**Maximum: 8**

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

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyze the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard identified by any of the descriptors below.	
1–2	The student is able to: <ul style="list-style-type: none"> <li>● <b>state</b> the ways in which science is used to address a specific problem or issue</li> <li>● <b>state</b> the implications of the use of science to solve a specific problem or issue, interacting with a factor</li> <li>● <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li> <li>● document sources, <b>with limited success</b>.</li> </ul>	
3–4	The student is able to: <ul style="list-style-type: none"> <li>● <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>● <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>● <b>sometimes apply</b> scientific language to communicate understanding</li> <li>● <b>sometimes</b> document sources <b>correctly</b>.</li> </ul>	
5–6	The student is able to: <ul style="list-style-type: none"> <li>● <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>● <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>● <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>● <b>usually</b> document sources <b>correctly</b>.</li> </ul>	
7–8	The student is able to: <ul style="list-style-type: none"> <li>● <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>● <b>discuss and analyze</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>● <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>● <b>document</b> sources <b>completely</b>.</li> </ul>	

## MYP Community Project: Year 3 ONLY (8<sup>th</sup> Grade)

### Criterion A: Investigating

#### Maximum: 8

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

- i. define a goal to address a need within a community, based on personal interests.
- ii. identify prior learning and subject-specific knowledge relevant to the project.
- iii. demonstrate research skills.

Level	Level descriptor	Task specific clarifications
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"> <li>● <b>states</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth and accessibility.</li> <li>● identifies prior learning and subject-specific knowledge but this may be <b>limited in</b></li> <li>● occurrence or relevance.</li> <li>● demonstrates <b>limited</b> research skills.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>● <b>outlines</b> an <b>adequate</b> goal to address a need within a community, based on personal interests.</li> <li>● identifies <b>basic</b> prior learning and subject-specific knowledge that is <b>relevant to some areas</b> of the project.</li> <li>● demonstrates <b>adequate</b> research skills.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>● <b>defines</b> a clear <b>and highly challenging</b> goal to address a need within a community, based on personal interests.</li> <li>● identifies prior learning and subject-specific knowledge that is <b>generally relevant</b> to the project.</li> <li>● demonstrates <b>substantial</b> research skills.</li> </ul>	
7–8	<ul style="list-style-type: none"> <li>● <b>defines</b> a clear <b>and highly challenging</b> goal to address a need within a community, based on personal interests.</li> <li>● identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project.</li> <li>● demonstrates <b>excellent</b> research skills.</li> </ul>	



## Criterion B: Planning

### Maximum: 8

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

- i. develop a proposal for action to serve the need I the community.
- ii. plan and record the development process of the project.
- iii. demonstrate self-management skills.

Level	Level descriptor	Task specific clarifications
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"><li>● develops a <b>limited</b> proposal for action to serve the need in the community.</li><li>● presents a <b>limited or partial</b> plan and record of the development process of the project.</li><li>● demonstrates <b>limited</b> self-management skills and <b>did not meet deadlines</b>.</li></ul>	
3–4	The student: <ul style="list-style-type: none"><li>● develops an <b>adequate</b> proposal for action to serve the need in the community.</li><li>● presents an <b>adequate</b> plan and record of the development process of the project.</li><li>● demonstrates <b>adequate</b> self-management skills but <b>did not meet all deadlines</b>.</li></ul>	
5–6	The student: <ul style="list-style-type: none"><li>● develops a <b>suitable</b> proposal for action to serve the need in the community.</li><li>● presents a <b>substantial</b> plan and record of the development process of the project.</li><li>● demonstrates <b>substantial</b> self-management skills and <b>met most deadlines</b>.</li></ul>	
7–8	<ul style="list-style-type: none"><li>● develops a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community.</li><li>● presents a <b>detailed and accurate</b> plan and record of the development process of the project.</li><li>● demonstrates <b>excellent</b> self-management skills and <b>met all deadlines</b>.</li></ul>	

### Criterion C: Taking action

**Maximum: 8**

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

- i. demonstrate service as action as a result of the project.
- ii. demonstrate thinking skills.
- iii. demonstrate communication and social skills.

Level	Level descriptor	Task specific clarifications
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"><li>● demonstrates <b>limited</b> service as action as a result of the project.</li><li>● demonstrates <b>limited</b> thinking skills.</li><li>● demonstrates <b>limited</b> communication and social skills.</li></ul>	
3–4	The student: <ul style="list-style-type: none"><li>● demonstrates <b>adequate</b> service as action as a result of the project.</li><li>● demonstrates <b>adequate</b> thinking skills.</li><li>● demonstrates <b>adequate</b> communication and social skills.</li></ul>	
5–6	The student: <ul style="list-style-type: none"><li>● demonstrates <b>substantial</b> service as action as a result of the project.</li><li>● demonstrates <b>substantial</b> thinking skills.</li><li>● demonstrates <b>substantial</b> communication and social skills.</li></ul>	
7–8	The student: <ul style="list-style-type: none"><li>● demonstrates <b>excellent</b> service as action as a result of the project.</li><li>● demonstrates <b>excellent</b> thinking skills.</li><li>● demonstrates <b>excellent</b> communication and social skills.</li></ul>	

## Criterion D: Reflecting

### Maximum: 8

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

- i. evaluate the quality of the service as action against the proposal.
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning.
- iii. reflect on their development of ATL skills.

Level	Level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	<ul style="list-style-type: none"><li>● presents a <b>limited</b> evaluation of the quality of the service as action against the proposal with <b>very few Process Journal extracts</b>.</li><li>● present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning.</li><li>● present <b>limited</b> reflections on their development of ATL (Approaches to Learning) skills.</li></ul>	
3–4	<ul style="list-style-type: none"><li>● presents an <b>adequate</b> evaluation of the quality of the service as action against the proposal with <b>some Process Journal extracts</b>.</li><li>● presents <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning.</li><li>● presents <b>adequate</b> reflections on their development of ATL (Approaches to Learning) skills.</li></ul>	
5–6	<ul style="list-style-type: none"><li>● presents a <b>substantial</b> evaluation of the quality of the service as action against the proposal with <b>the required amount of Process Journal extracts</b>.</li><li>● presents <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning.</li><li>● presents <b>substantial</b> reflections on their development of ATL (Approaches to Learning) skills.</li></ul>	
7–8	<ul style="list-style-type: none"><li>● presents an <b>excellent</b> evaluation of the quality of the service as action against the proposal with <b>the required amount of (or additional) Process Journal extracts</b>.</li><li>● presents <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning.</li><li>● presents <b>detailed and accurate</b> reflections on their development of ATL (Approaches to Learning) skills.</li></ul>	



