

MYP Individuals and Societies assessment criteria: Year 1

	0	1-2	3-4	5-6	7-8
<p>A. Knowing and understanding</p> <ol style="list-style-type: none"> 1. Use vocabulary in context 2. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Recognizes some vocabulary 2. Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Uses some vocabulary 2. Demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples 	<p>The student:</p> <ol style="list-style-type: none"> 1. Uses considerable relevant vocabulary, often accurately 2. Demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Consistently uses relevant vocabulary accurately 2. Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.
<p>B. Investigating</p> <ol style="list-style-type: none"> 1. Explain the choice of a research question 2. Follow an action plan to explore a research question 3. Collect and record relevant information consistent with the research question 4. Reflect on the process and results of the investigation 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Identifies a research question 2. Follows an action plan in a limited way to explore a research question 3. Collects and records information, to a limited extent 4. With guidance, reflects on the research process and results, to a limited extent. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Describes the choice of a research question 2. Partially follows an action plan to explore a research question 3. Uses a method or methods to collect and record some relevant information 4. With guidance, reflects on the research process and results with some depth 	<p>The student:</p> <ol style="list-style-type: none"> 1. Describe the choice of a research question in detail 2. Mostly follows an action plan to explore a research question 3. Uses method(s) to collect and record often relevant information 4. Reflects on the research process and results 	<p>The student:</p> <ol style="list-style-type: none"> 1. Explains the choice of a research question 2. Effectively follows an action plan to explore a research question 3. Uses methods to collect and record consistently relevant information 4. Thoroughly reflects on the research process and results.

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<p>C. Communicating</p> <ol style="list-style-type: none"> 1. Communicate information and ideas with clarity 2. Organize information and ideas effectively for the task 3. List sources of information in a way that follows the task instructions. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a style that is not always clear 2. Organizes information and ideas in a limited way 3. Inconsistently lists sources, not following the task instructions. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a way that is somewhat clear 2. Somewhat organizes information and ideas 3. Lists sources in a way that sometimes follows the task instructions. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a way that is mostly clear 2. Mostly organizes information and ideas 3. Lists sources in a way that often follows the task instructions. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a way that is completely clear 2. Completely organizes information and ideas effectively 3. Lists sources in a way that always follows the task instructions.
<p>D. Thinking critically</p> <ol style="list-style-type: none"> 1. Identify the main points of ideas, events, visual representation or arguments 2. Identify the main points of ideas, events, visual representation or arguments 3. Identify and analyze a range of sources/data in terms of origin and purpose 4. Identify different views and their implications. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Identifies the main points of ideas, events, visual representation or arguments to a limited extent 2. Uses information to give limited opinions 3. Identifies the origin and purpose of limited sources/data 4. Identifies some different views. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Identifies some main points of ideas, events, visual representation or arguments 2. Uses information to give adequate opinions 3. Identifies the origin and purpose of sources/data 4. Identifies some different views and suggests some of their implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Identifies the main points of ideas, events, visual representation or arguments 2. Uses information to give substantial opinions 3. Identifies the origin and purpose of a range of sources/data 4. Identifies different views and most of their implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Identifies in detail the main points of ideas, events, visual representation or arguments 2. Uses information to give detailed opinions 3. Consistently identifies and analyses a range of sources/data in terms of origin and purpose 4. Consistently identifies different views and their implications.