

MYP Individuals and Societies assessment criteria: Year 3

	0	1-2	3-4	5-6	7-8
<p>A. Knowing and understanding</p> <ol style="list-style-type: none"> 1. Use a range of terminology 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. Makes limited use of terminology 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 terminology accurately 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 terminology 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 a range of terminology accurately 2. Demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.
<p>B. Investigating</p> <ol style="list-style-type: none"> 1. Formulate/choose a clear and focused research question, explaining its relevance Follow an action plan to 2. Formulate and follow an action plan to investigate a research question 3. Use methods to collect and record relevant information 4. Evaluate the process and results of the investigation, with guidance. 	<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 that is clear, focused and relevant 2. Formulates a limited action plan or does not follow a plan 3. Collects and records limited or sometimes irrelevant information 4. With guidance, reflects on the research process and results in a limited way. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates/chooses a research question that is clear and focused and describes its relevance 2. Formulates and occasionally follows a partial action plan to investigate a research question 3. Uses a method(s) to collect and record some relevant information 4. With guidance, reflects on the research process and results. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates/chooses a clear and focused research question and describes its relevance in detail 2. Formulates and mostly follows a sufficiently developed action plan to investigate a research question 3. Uses methods to collect and record appropriate relevant information 4. With guidance, evaluates on the research process and results. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates/chooses a clear and focused research question and explains its relevance 2. Formulates and effectively follows a consistent action plan to investigate a research question 3. Uses methods to collect and record appropriate and varied relevant information 4. With guidance, provides a detailed evaluation of the research process and results.

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<p>C. Communicating</p> <ol style="list-style-type: none"> 1. Communicate information and ideas in a way that is appropriate for the audience and purpose 2. Structure information and ideas according to the task instructions 3. Create a reference list and cite sources of information. 	<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. Lists sources of information Inconsistently. 	<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. Creates an adequate reference list and sometimes cites sources. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a way that is mostly appropriate to the audience and purpose 2. Mostly structures information and ideas according to the task instruction 3. Create adequate reference list and usually cites sources. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a way that is completely clear 2. Structures information and ideas completely according to the task instructions 3. Creates a complete reference list and always cites sources.
<p>D. Thinking critically</p> <ol style="list-style-type: none"> 1. Analyze concepts, issues, models, visual representation and/or theories 2. Summarize information to make valid, well-supported arguments 3. Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations 4. Recognize different perspectives and explain 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. Begins to analyze concepts, issues, models, visual representation and/or theories in a limited way 2. Begins to identify connections between information to make simple arguments 3. Recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data. 4. Identifies different perspectives. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Completes a simple analysis of concepts, issues, models, visual representation and/or theories 2. Summarizes information to make some adequate argument 3. Analyses sources/data in terms of origin and purpose, recognizing some values and limitations 4. Recognizes different perspectives and suggests some of their implications 	<p>The student:</p> <ol style="list-style-type: none"> 1. Completes a substantial analysis of concepts, issues, models, visual representation and/or theories 2. Summarizes information to make consistent, usually valid arguments 3. Analyses a range of sources/data in terms of origin and purpose, usually recognizing values and limitations 4. Clearly recognizes different perspectives and describe most of their implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Completes a detailed analysis of concepts, issues, models, visual representation and/or theories 2. Summarizes information to make consistent, well-supported arguments 3. Effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations 4. Clearly recognizes different perspectives and consistently explains their implications