UWC EAST AFRICA

MYP Handbook 2024/25

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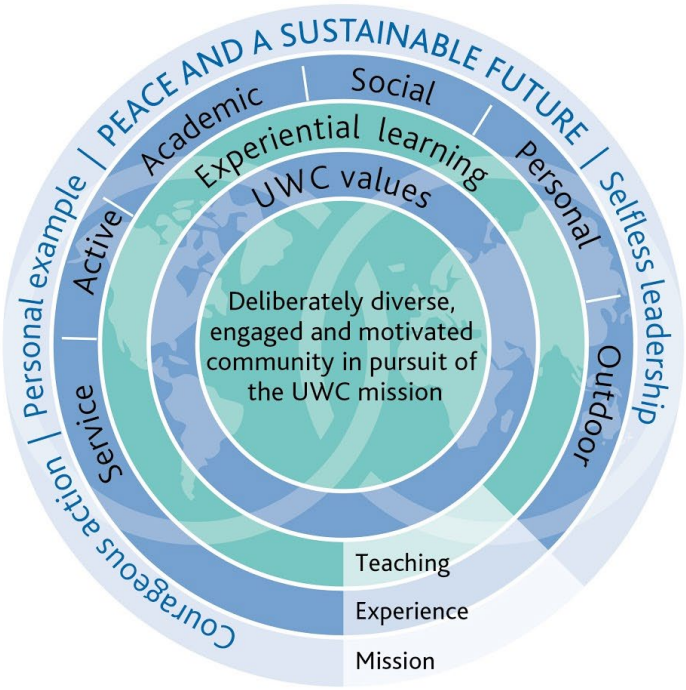
UWC East Africa – Guiding Statements



UWC Mission
UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values
International and intercultural understanding | The celebration of difference
Personal responsibility and integrity | Mutual responsibility and respect
Compassion and service | Respect for the environment
A sense of idealism | Personal challenge | Action and personal example

UWC Common Code of Conduct

Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.

At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse.

The common code of conduct is required to make expectations clear. Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others.

The following are not tolerated:

- Illicit drugs
- Tobacco
- Alcohol on school property and school sponsored activities
- Sexual activity in any public area, including student rooms
- Hazing, bullying or harassment
- Assault
- Stealing or 'borrowing without permission'

Additionally, each college will have clear expectations regarding:

- Attendance (at all classes and activities)
- Academic integrity
- Respect for curfew and/or quiet time
- Alcohol 'off-campus'

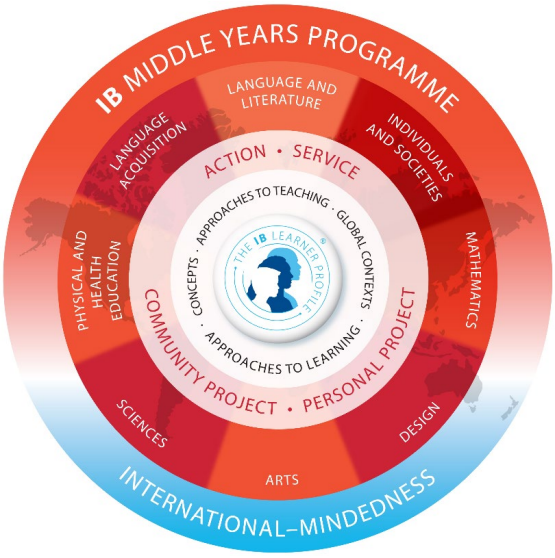
Individual UWC schools and colleges may have additional standards on these issues that reflect the laws and cultural norms of the country in which they are located. The expectation is that the UWC Common Code of Conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC school or college.

This document was approved by the UWC International Board of Directors, 17 October 2010

The MYP Framework

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. The MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects.

The MYP is guided by three principles. These include holistic learning, intercultural awareness and communication. These fundamental concepts of the programme provide a strong foundation for teaching and learning in the MYP. They establish a philosophy of international education.



MYP Curriculum Model

In the programme model for the MYP, the student is at the centre. The model describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. They include approaches to learning (ATL), approaches to teaching that include collaborative learning through inquiry, concepts and context. The second ring describes important outcomes of the programme which espouse inquiry-based learning.

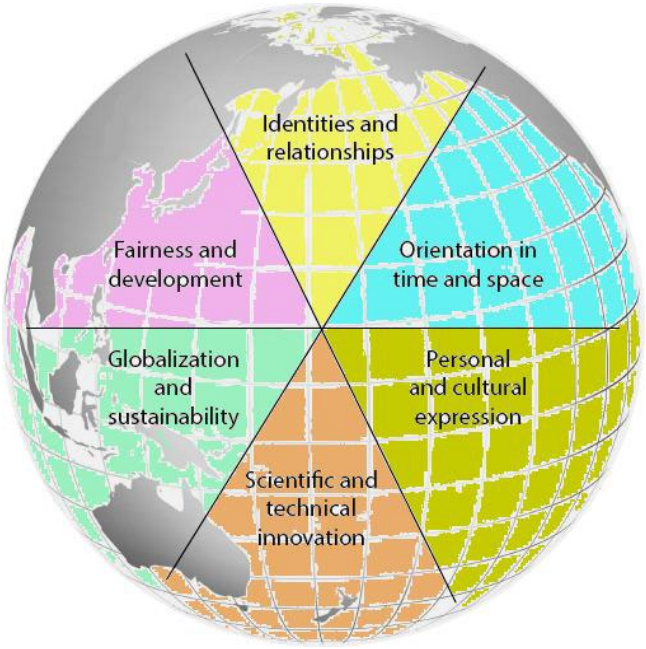
Such learning may result in student-initiated action, sometimes involving service within the community. The MYP culminates in the personal project (for students in MYP year 5).

A Concept-driven Curriculum

The International Baccalaureate (IB) values education more as the transformation of personal understanding and the collaborative construction of meaning. The MYP offers a curriculum framework and courses that are broad and balanced, conceptual and connected. This enables students to engage with a defined set of key and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP. Some of the concepts explored include Aesthetics, Change, Communication Communities, Connections, Creativity, Culture, Development, Form, Global Interactions, Identity, Logic, Perspective, Relationships, Systems, Time, Place and Space.

Contextual Understanding: Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the programme. The six Global Contexts include Identities and Relationships, Orientation in Time and Space, Personal and Cultural Expression, Scientific and Technical Innovation, Fairness and Development, Globalization and Sustainability. MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded; framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.



Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum. The ATL skills categories are organized into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self, knowledge and skills they need to enjoy a lifelong learning.

ATL skills directly support the attainment of subject-group objectives.

Communication	**I. Communication skills**	
	Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information	How can students communicate through interaction? How can students demonstrate communication through language?
Social	**II. Collaboration skills**	
		How can students collaborate?
Self-Management	**III. Organization skills**	
		How can students demonstrate organization skills?
	IV. Affective skills	
	Managing state of mind: Mindfulness, perseverance, emotional management, self-motivation and resilience	How can students manage their own state of mind?
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	**VI. Information literacy skills**	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media literacy skills	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	**VIII. Critical thinking skills**	
	Analyzing and evaluating issues and ideas	How can students think critically?
	IX. Creative thinking skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer skills	
	Using skills and knowledge in multiple contexts and knowledge across disciplines	How can students transfer skills and subject groups?

Service as Action (SA)

Service as Action is a requirement for IB MYP. In Grades M1-M5, students are encouraged to participate in service-based activities where the students have to take action. In all grades, groups of students will be given several Service as Action opportunities and typically work in groups. It is recommended that students use and build upon their own interest and experiences while deciding service groups to join. Students must keep a journal or portfolio of evidence of their Service as Action activities and write reflections on Toddle.

The Personal Project

The Personal Project (PP) is a student driven, extended, independent piece of work completed by every student in the last year of the program. Project topics, ideally, reflect a student's personal interests. Students develop a goal for their project based on their interest as inspired by a relevant Global Context. They work to achieve the goal through the making of a 'product' (for example a video, website, or event) or coming up with an outcome.

Assessment of the Personal Project is through the report which is internally assessed and externally moderated by the IB. In this piece of written work, students detail how they engaged with the process of completing the project and reflect on the process, the outcome, and what they learned. All stages of the process are documented by students in a process journal. This is a key element of the project, as students use excerpts from their journal to demonstrate how they used ATL skills during the project.

To celebrate the end of the PP process, the students make presentations in a Personal Project Exhibition.

The third ring in the model describes the MYP's broad and balanced curriculum consisting of eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. In many cases, discrete or integrated disciplines may be taught and assessed within a subject group. The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Subject Groups

Group 1: Language and Literature
English, Swahili [Moshi Campus]; English [Arusha Campus]

Language and Literature is either a student's mother tongue language or one in which he/she has near native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Main Objectives

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Knowledge Areas

Literary forms in MYP language and literature courses typically include poetry, prose (short stories and novels from a variety of genres), mythology and drama. Additional forms of literature may be included too. Written and visual texts of sufficient complexity are chosen that allow students to encounter a range of age-appropriate styles in which they can explore linguistic devices, literary devices, visual devices and supportive tools.

Group 2: Language Acquisition
French, Swahili (M1-M3) [Moshi Campus]; French, Swahili [Arusha Campus]

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation.

Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

Assessment
Teaching and learning in Language Acquisition is organized into three levels of proficiency. The levels represent a developmental continuum of additional language learning and are not tied to a specific age or year in school. Students may commence their Language Acquisition course in any level on the continuum and may exit from any level on the continuum. The table below provides guidelines on progression through the IB language courses.

Level	MYP	DP
Emergent		Ab initio or Language B SL
Capable		Language B SL/HL
Proficient	It is recommended that students have at least one semester in MYP Language and Literature before starting these DP courses.	Language A SL/HL

Language Placement

Language learners are either grouped as Language Acquisition students or Language and Literature students in Swahili. The school's goal is that all Language Acquisition learners should progress steadily through the phases as they continue through the MYP. The teachers will use students' academic results to move students to a new phase so that students are provided with the proper level of challenge needed to develop their language skills. Teachers will assign students to classes based on their current language level.

For all students, it is important to develop their English skills as this is the primary language of instruction at UWCEA.

**** On Moshi Campus, students in M4/M5 may choose to continue studying French (Language Acquisition) or, if they are Swahili speakers, to study Swahili (Language and Literature).***
**** On Arusha Campus, students in M4 choose either French or Swahili as their Language Acquisition and continue with it in M5.***

Group 3: Individuals and Societies
Individuals & Societies (M1-M5)

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills; contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Knowledge Areas

Knowledge areas include demographics and human movements; settlement and urban morphology; superpowers, empires and supra-national alliances and organizations; significant individuals; warfare and peacekeeping; rights and social protest; trade, aid and exchange; economic agents and their interests and role in the economy: consumers, producers, governments, banks; measurements and trends; ecological relationships; industrialization and technological developments and resource management.

Assessment

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Group 4: Experimental Sciences
Integrated Science (M1-M3), Biology, Chemistry and Physics (M4-5).

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP sciences aim to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments. At UWCEA, students study integrated sciences from M1-M3. In M4-M5, they learn Biology, Chemistry and Physics as individual subjects. This prepares them adequately for these courses at the Diploma.

Knowledge

The knowledge areas included in MYP sciences are prescribed by the IB.

Assessment

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics
Extended Mathematics, Standard Mathematics.

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Levels of Mathematics

At UWCEA, all students follow the prescribed skills framework in M1-M3. In M4-M5 the concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics. At the end of M3 teachers will recommend the placement of students based on their academic achievement. Students will be reassessed throughout M4 and may switch levels as needed to provide the appropriate level of challenge needed to progress in mathematics.

• Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics. This level is a foundation for students preparing for Mathematics SL in the DP.

• Extended mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, one of the higher-level mathematics courses as part of the IB Diploma Programme.

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics; number; algebra; geometry and trigonometry; statistics and probability.

Assessment

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: The Arts
Visual Art, Drama, Music

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

At UWCEA, M1-M3 students are exposed to Drama, Music and Visual Arts. On Moshi Campus, in M4, they study Visual Arts together with either Music or Drama. In M5, they only chose one Art subject. However, the chosen Art subject in M5 must have been studied the previous year. On Arusha Campus, students in M4 choose either Visual Art, Drama or Music and continue with this discipline in M5.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts.

Assessment
Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

Group 7: Physical and Health Education

UWCEA's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

Skills and Knowledge
One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

Assessment
Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

Group 8: Design

For M1-M5 [Moshi Campus]; For M1-M3 [Arusha Campus]

MYP Design covers two areas, digital design and product design.

Skills
In M1-M5**,** students learn skills which they then apply to given projects. In M4-M5, they are given projects for which they choose suitable techniques and some of the materials. The skills covered in Product Design are correct use of hand and power tools; marking, shaping and finishing wood and plastics, together with presentation techniques.

Knowledge
Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification, progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Assessment
Students are assessed throughout the year in shorter and longer projects, with focused tasks used to address particular skills. All work is formatively assessed, and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Life Skills

UWCEA requires each MYP student to participate in a weekly Life Skills class. The general focus of this class is to look at areas that will help students to be successful in and out of the classroom.

Topics covered over the program include healthy and balanced lifestyles; time management and study skills; relationships; rules, rights and responsibilities among other topics. The program is designed with the needs and developmental age of the students taken into consideration.

Home Learning and Guidance time

Home Learning is a necessary adjunct to classroom teaching, and all students can expect to do work on a regular basis. It is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

For more on Home Learning refer to Secondary Students' Handbook.

Academic Integrity

UWCEA is committed to academic integrity. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard. A detailed policy document, called the UWCEA Academic Integrity Policy outlines the expectation.

For more on Academic Integrity refer to Secondary Students' Handbook and the Academic Integrity Policy.

IB MYP Assessment and Criteria

Assessment in MYP is criterion–related and takes place in the context of MYP Units of study. These units take a number of weeks to complete and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be graded against all or any combination of MYP criteria by the summative assessment task, which will specify the task itself, the criteria, and an estimate of the time needed to undertake the task. Levels achieved under the various criteria in each subject are converted to an overall achievement score on a scale of 1–7, with 7 being the highest grade achievable. All unit assessments and their reporting will be recorded on the online system.

Assessment Tasks

Teachers create assessment tasks that are aligned to their subject's objectives and are placed in context, as guided by the Global Contexts. These tasks aim to gather information about the students' learning and may be completed in class and/or at home. They may include: projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, role–plays, other creative tasks and examinations.

eAssessment

Formal examinations in the form of eAssessments are offered by the IB and take place in M5. The eAssessments provide IB-validated grades for MYP subjects. This procedure is required for schools wishing the IB to issue the IB MYP Certificate and Course Results based on the eAssessments results only. In addition, students will receive the UWC East Africa MYP Certificate based on the overall coursework results throughout M5.

There are two kinds of MYP eAssessments:

- on-screen examinations for English Language and Literature, Individuals & Societies, Mathematics, Sciences, French Language Acquisition, Swahili Literature and Interdisciplinary learning (externally marked)
- ePortfolios for Design (Moshi Campus), Arts (Arusha Campus) and the Personal Project (internally marked and externally moderated).

Please note that the IB does not currently offer Swahili Language Acquisition as an eAssessment course. Students will still receive the MYP Course Results from the IB in addition to the UWC East Africa MYP Certificate.

The IB will issue an MYP certificate to each student who satisfies the following conditions:

- participated in the programme for a minimum of one year (MYP year 5)
- gained at least a grade 3 for the personal project
- gained at least a grade 3 in at least one subject from each subject group
- completed the school's requirement for community service
- gained a grade total of at least 28 (out of a possible 56) from the following six subject groups (English Language and Literature; Second Language - French Language Acquisition or Swahili Language and Literature; Individuals and Societies; Mathematics; Sciences; Arts, Design or Physical and Health Education) plus the Personal Project and the Interdisciplinary on-screen examination.

If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP Course Results Certificate.

Some of our M5 students, depending on certain nationalities, are required to receive official recognition and grade equivalence for Grade 10. There must be some form of external validation of results especially when applying for certain universities later on. **Therefore, UWC East Africa Arusha campus requires eAssessments for all M5 students while on UWC East Africa Moshi campus, the eAssessments are optional and are at the discretion of parents/guardians and the students based on their needs.**

Summary of the Subject-Specific Assessment Criteria

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting

The following is a summary of all subjects together with their assessment criteria including the Personal Project.

Awarding Grades

At the end of a unit/assessment period, students will undertake a range of formative and summative assessment tasks over the course of a unit/assessment period. The award of a particular grade at the end of this time is a matter of professional judgement, and the teacher will take into account many factors, especially if a student's performance has been varied. Where a year group is taught a subject by different teachers, summative assessments and grades will be standardized. All the work of MYP students is internally assessed by teachers according to a criterion–based approach. To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

MYP Grade Descriptors

Grade	Mark Bands	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The following table provides a sample of how to convert the criterion levels total into a grade based on a scale of 1–7. Let us assume that Yusuf achieves the grades below in each Criterion of Mathematics Subject.

CRITERIA	YUSUF'S GRADE	OUT OF
Criterion A: Knowing and Understanding	6	Maximum 8
Criterion B: Investigating Patterns	6	Maximum 8
Criterion C: Communicating	4	Maximum 8
Criterion D: Applying Mathematics in real-life Contexts	5	Maximum 8
Criterion Total	**21**	**Maximum 32**

From the sample table above, Yusuf's total from the criteria is **21** which from the grade descriptors above, lies in the Boundary **(19-23)**. Yusuf's grade will therefore be a **5** (Good) in Mathematics. Each MYP Subject will use the **Mark Bands** column in the **MYP Grade Descriptors** table above for conversion of criteria grade totals.

Reporting to Parents

Full school reports are issued in December and June. Parent-teacher conferences are held at the end of each quarter. Parents are also able to communicate less formally at any point during the year by appointment with any member of staff.

End of Programme Assessment

All the work of MYP students is internally assessed by teachers according to a criterion–related approach. Students graduating from the MYP will be eligible for a Middle Years Programme Certificate, indicating a grade from 1 – 7 for each of the eight subject groups.

Awards and Recognition

Throughout the academic year, students work very hard to achieve the best that they can. At the end of each semester, students' academic achievements are celebrated. However, every semester, the Secondary School comes together to formally recognize and celebrate our most outstanding achievements. The following is a guide to the awards to be given during the ceremony. At the end of each semester, the following awards are given to students:

Academic Honours Award –This award is given to any student who achieves a minimum academic average in all subjects either at the end of a semester or academic year. This award is divided into two: High Honours and Honours. There is no limit to the number of students who can receive either High Honours or Honours Award. The threshold for Honours is set lower than that of High Honours. The following are the thresholds:

Award	**High Honours**	**Honours**
MYP	6.0 and above	5.5 – 5.9

Learner Profile Award: This award is given to a student who has shown demonstrable IB learner profile attributes in each Year Group as prescribed by the Curriculum Committee in each Semester. The students are nominated by the teachers.

School Website	http://www.uwcea.org
School Director	Dr Anna Marsden: annamarsden@uwcea.org

Moshi Campus

Physical address	UWC East Africa, Moshi P.O. Box 733 Moshi, Kilimanjaro, Tanzania.
Phone numbers	+255-27- 275 5004, 275 5005, 275 1850
Fax	+255-27-275 2877
Email	school@uwcea.org
Head of Campus	Bob Cofer: bobcofer@uwcea.org
Deputy Head of Campus	Ben Morley: benmorley@uwcea.org
MYP Coordinator	Farah Fawaz: farahfawaz@uwcea.org
Sports & Activities Coordinator	Josh Pickell: joshpickell@uwcea.org
Socio-emotional Counselor	Frida Marealle: fridamarealle@uwcea.org
Socio-emotional Counselor	Keziah Kamau: keziahkamau@uwcea.org
University Counselor	Megan Morris: counselor_moshi@uwcea.org

Arusha Campus

Physical address	UWC East Africa, Arusha Dodoma Road, P.O. Box 2691 Arusha, Tanzania.
Phone numbers	+255 27 2505029, 2505030
Email address	adminarusha@uwcea.org
Head of Campus	Phil Bowen: philbowen@uwcea.org
MYP Coordinator	Anoek van der Vinne: anoekvandervinne@uwcea.org
Sports & Activities Coordinator	Caitrin Trappe: caitrintrappe@uwcea.org
Socio-emotional Counselor	Dr Robin Peterson: robinpeterson@uwcea.org
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Subject Assessment Criteria —- Click the links in the table to see Rubrics and here to see grade boundaries How to read the rubrics

- Items highlighted in **bold** are the skills (also called command terms) being assessed - Observe how these skills develop both down the rubric (to higher marks) and across the rubric (by year level progression).
- Items highlighted by underlining are the relative competency of the skills being assessed - Observe how these terms develop both down the rubric (to higher marks) and across the rubric (by year level progression).
- These rubrics are the MYP official generic rubrics - some assignments will use these generic rubrics and some assignments will adapt them to task specific rubrics when very specific applications are being assessed. Neither the skills nor the competencies will adjust in such situations.

IMPORTANT TAKEAWAY Success in MYP is largely dependent on students adapting to higher level skills with greater levels of competency and progression in *both* the **bold** and underlined terms.

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Investigating	Developing	Creating / Performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	applying mathematics in
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	applying and performing	Reflecting and improving performance
Interdisciplinary units	Evaluating	Synthesising	Reflecting	There is no Criteria D

Language and Literature - Criteria A - Analysing

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. provides minimal **identification and comment** upon significant aspects of texts	i. provides minimal **identification or explanation** of the content, context, language, structure, technique and style, and does not **explain** the relationship among texts	i. provides limited **analysis** of the content, context, language, structure, technique and style of text(s) and the relationship among texts
	ii. provides minimal **identification and comment** upon the creator's choices	ii. provides minimal **identification and explanation** of the effects of the creator's choices on an audience	ii. provides limited **analysis** of the effects of the creator's choices on an audience
	iii. rarely **justifies** opinions and ideas with examples or explanations; **uses** little or no terminology	iii. rarely **justifies** opinions and ideas with examples or explanations; **uses** little or no terminology	iii. rarely **justifies** opinions and ideas with examples or explanations; **uses** little or no terminology
	iv. **identifies** few similarities and differences in features within and between texts.	iv. **interprets** few similarities and differences in features within and between genres and texts.	iv. **evaluates** few similarities and differences by making minimal **connections** in features across and within genres and texts.
3-4	i. provides adequate **identification and comment** upon significant aspects of texts	i. provides adequate **identification and explanation** of the content, context, language, structure, technique and style, and some explanation of the relationship among texts	i. provides adequate **analysis** of the content, context, language, structure, technique and style of text(s) and the relationship among texts
	ii. provides adequate **identification** and comment upon the creator's choices	ii. provides adequate identification and **explanation** of the effects of the creator's choices on an audience	ii. provides adequate **analysis** of the effects of the creator's choices on an audience
	iii. **justifies** opinions and ideas with some examples and explanations, though this may not be consistent; **uses** some terminology	iii. **justifies** opinions and ideas with some examples and explanations, though this may not be consistent; **uses** some terminology	iii. **justifies** opinions and ideas with some examples and explanations, though this may not be consistent; **uses** some terminology
	iv. **identifies** some similarities and differences in features within and between texts.	iv. **interprets** some similarities and differences in features within and between genres and texts.	iv. **evaluates** some similarities and differences by making adequate **connections** in features across and within genres and texts.

5-6	i.	provides substantial **identification and comment** upon significant aspects of texts	i.	provides substantial **identification and explanation** of the content, context, language, structure, technique and style, and explains the relationship among texts	i.	competently **analyses** the content, context, language, structure, technique, style of text(s) and the relationship among texts
	ii.	provides substantial **identification and comment** upon the creator's choices	ii.	provides substantial **identification and explanation** of the effects of the creator's choices on an audience	ii.	competently **analyses** the effects of the creator's choices on an audience
	iii.	sufficiently **justifies** opinions and ideas with examples and explanations; **uses** accurate terminology	iii.	sufficiently **justifies** opinions and ideas with examples and explanations; **uses** accurate terminology	iii.	sufficiently **justifies** opinions and ideas with examples and explanations; **uses** accurate terminology
	iv.	**describes** some similarities and differences in features within and between texts.	iv.	competently **interprets** similarities and differences in features within and between genres and texts.	iv.	**evaluates** similarities and differences by making substantial **connections** in features across and within genres and texts.
7-8	i.	provides perceptive **identification and comment** upon significant aspects of texts	i.	provides perceptive **identification and explanation** of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly	i.	provides perceptive **analysis** of the content, context, language, structure, technique, style of text(s) and the relationship among texts
	ii.	provides perceptive **identification and comment** upon the creator's choices	ii.	provides perceptive **identification and explanation** of the effects of the creator's choices on an audience	ii.	perceptively **analyses** the effects of the creator's choices on an audience
	iii.	gives detailed **justification** of opinions and ideas with a range of examples, and thorough explanations; **uses** accurate terminology	iii.	gives detailed **justification** of opinions and ideas with a range of examples, and thorough explanations; **uses** accurate terminology	iii.	gives detailed **justification** of opinions and ideas with a range of examples, and thorough explanations; **uses** accurate terminology
	iv.	compares and contrasts features within and **between texts**.	iv.	perceptively compares and contrasts features within and **between genres** and texts.	iv.	perceptively compares and contrasts by making **extensive connections** in features **across and within genres and texts**.

Language and Literature - Criteria B - Organising

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. makes minimal use of organizational **structures**, though these may not always serve the context and intention	i. makes minimal use of organizational **structures** though these may not always serve the context and intention	i. makes minimal use of organizational **structures** though these may not always serve the context and intention
	ii. **organizes** opinions and ideas with a minimal degree of logic	ii. **organizes** opinions and ideas with a minimal degree of coherence and logic	ii. **organizes** opinions and ideas with a minimal degree of coherence and logic
	iii. makes minimal use of referencing and formatting tools to **create a presentation style** that may not always be suitable to the context and intention.	iii. makes minimal use of referencing and formatting tools to **create a presentation style** that may not always be suitable to the context and intention.	iii. makes minimal use of referencing and formatting tools to **create a presentation style** that may not always be suitable to the context and intention.
3-4	i. makes adequate use of organizational **structures** that serve the context and intention	i. makes adequate use of organizational **structures** that serve the context and intention	i. makes adequate use of organizational **structures** that serve the context and intention
	ii. **organizes** opinions and ideas with some degree of logic	ii. **organizes** opinions and ideas with some degree of coherence and logic	ii. **organizes** opinions and ideas with some degree of coherence and logic
	iii. makes adequate use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.	iii. makes adequate use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.	iii. makes adequate use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.
5-6	i. makes competent use of organizational **structures** that serve the context and intention	i. makes competent use of organizational **structures** that serve the context and intention	i. makes competent use of organizational **structures** that serve the context and intention
	ii. **organizes** opinions and ideas in a logical manner, with ideas building on each other	ii. **organizes** opinions and ideas in a coherent and logical manner with ideas building on each other	ii. **organizes** opinions and ideas in a coherent and logical manner with ideas building on each other
	iii. makes competent use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.	iii. makes competent use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.	iii. makes competent use of referencing and formatting tools to **create a presentation style** suitable to the context and intention.

7-8	i.	makes sophisticated use of organizational **structures** that serve the context and intention effectively	i.	makes sophisticated use of organizational **structures** that serve the context and intention effectively	i.	makes sophisticated use of organizational **structures** that serve the context and intention effectively
	ii.	effectively **organizes** opinions and ideas in a logical manner with ideas building on each other in a sophisticated way	ii.	effectively **organizes** opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way	ii.	effectively **organizes** opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
	iii.	makes excellent use of referencing and formatting tools to **create an** effective **presentation style**.	iii.	makes excellent use of referencing and formatting tools to **create an** effective **presentation style.**	iii.	makes excellent use of referencing and formatting **tools** to **create an** effective **presentation style.**

Language and Literature - Criteria C - Producing Texts

Lvl	At the end of Year 1 a student is able to		At the end of Year 3 a student is able to		At the end of Year 5 a student is able to	
1-2	i.	**produces** texts that demonstrate limited personal **engagement** with the creative process; **demonstrates** a limited degree of thought or **imagination** and minimal **exploration** of new perspectives and ideas	i.	**produces** texts that demonstrate limited personal **engagement** with the creative process; **demonstrates** a limited degree of thought, imagination and **sensitivity** and minimal exploration and **consideration** of new perspectives and ideas	i.	**produces** texts that demonstrate limited personal **engagement** with the creative process; **demonstrates** a limited degree of **insight**, imagination and sensitivity and minimal exploration of, and critical **reflection** on, new perspectives and ideas
	ii.	makes minimal **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating limited **awareness** of impact on an audience	ii.	makes minimal **stylistic choice**s in terms of linguistic, literary and visual devices, demonstrating limited **awareness** of impact on an audience	ii.	makes minimal **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating limited **awareness** of impact on an audience
	iii.	selects few relevant details and **examples** to support ideas.	iii.	selects few relevant details and **examples** to develop ideas.	iii.	selects few relevant details and **examples** to develop ideas.
3-4	i.	produces texts that demonstrate adequate personal **engagement** with the creative process; **demonstrates** some thought or **imagination** and some **exploration** of new perspectives and ideas	i.	produces texts that demonstrate adequate personal **engagement** with the creative process; **demonstrates** some degree of thought, imagination and **sensitivity** and some exploration and **consideration** of new perspectives and ideas	i.	produces texts that demonstrate adequate personal **engagement** with the creative process; **demonstrates** some **insight**, imagination and sensitivity and some exploration of, and critical **reflection** on, new perspectives and ideas
	ii.	makes some **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating some **awareness** of impact on an audience	ii.	makes some **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating adequate **awareness** of impact on an audience	ii.	makes some **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating adequate **awareness** of impact on an audience
	iii.	selects some relevant details and **examples** to support ideas.	iii.	selects some relevant details and **examples** to develop ideas.	iii.	selects some relevant details and **examples** to develop ideas.

5-6	i.	produces texts that demonstrate considerable personal **engagement** with the creative process; **demonstrates** considerable thought or **imagination** and substantial **exploration** of new perspectives and ideas	i.	produces texts that demonstrate considerable personal **engagement** with the creative process; **demonstrates** considerable thought, imagination and **sensitivity** and substantial exploration and **consideration** of new perspectives and ideas	i.	produces texts that demonstrate considerable personal **engagement** with the creative process; **demonstrates** considerable **insight**, imagination and sensitivity and substantial exploration of, and critical **reflection** on, new perspectives and ideas
	ii.	makes thoughtful **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating good **awareness** of impact on an audience	ii.	makes thoughtful **stylistic choices i**n terms of linguistic, literary and visual devices, demonstrating good **awareness** of impact on an audience	ii.	makes thoughtful **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating good **awareness** of impact on an audience
	iii.	selects sufficient relevant details and **examples** to support ideas.	iii.	selects sufficient relevant details and **examples** to develop ideas.	iii.	selects sufficient relevant details and **examples** to develop ideas.
7-8	i.	produces texts that demonstrate a high degree of personal **engagement** with the creative process; **demonstrates** a high degree of thought or **imagination** and perceptive **exploration** of new perspectives and ideas	i.	produces texts that demonstrate a high degree of personal **engagement** with the creative process; **demonstrates** a high degree of thought, imagination and **sensitivity** and perceptive exploration and **consideration** of new perspectives and ideas	i.	produces texts that demonstrate a high degree of personal **engagement** with the creative process; **demonstrates** a high degree of **insight**, imagination and sensitivity and perceptive exploration of, and critical **reflection** on, new perspectives and ideas
	ii.	makes perceptive **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating clear **awareness** of impact on an audience	ii.	makes perceptive **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating clear **awareness** of impact on an audience	ii.	makes perceptive **stylistic choices** in terms of linguistic, literary and visual devices, demonstrating clear **awareness** of impact on an audience
	iii.	selects extensive relevant details and **examples** to support ideas.	iii.	selects extensive relevant details and **examples** to develop ideas with precision.	iii.	selects extensive relevant details and **examples** to develop ideas with precision.

Language and Literature - Criteria D - Using Language

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **uses** a limited range of appropriate vocabulary and forms of expression	i. **uses** a limited range of appropriate vocabulary and forms of expression	i. **uses** a limited range of appropriate vocabulary and forms of expression
	ii. **writes and speaks** in an inappropriate register and style that do not serve the context and intention	ii. **writes and speaks** in an inappropriate register and style that do not serve the context and intention	ii. **writes and speaks** in an inappropriate register and style that do not serve the context and intention
	iii. **uses** grammar, syntax and punctuation with limited accuracy; errors often hinder communication	iii. **uses** grammar, syntax and punctuation with limited accuracy; errors often hinder communication	iii. **uses** grammar, syntax and punctuation with limited accuracy; errors often hinder communication
	iv. spells/writes and pronounces with limited accuracy; errors often hinder communication	iv. spells/writes and pronounces with limited accuracy; errors often hinder communication	iv. spells/writes and pronounces with limited accuracy; errors often hinder communication
	v. makes limited and/or inappropriate use of non-verbal communication techniques.	v. makes limited and/or inappropriate use of non-verbal communication techniques.	v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	i. **uses** an adequate range of appropriate vocabulary, sentence structures and forms of expression	i. **uses** an adequate range of appropriate vocabulary, sentence structures and forms of expression	i. **uses** an adequate range of appropriate vocabulary, sentence structures and forms of expression
	ii. sometimes **writes and speaks** in a register and style that serve the context and intention	ii. sometimes **writes and speaks** in a register and style that serve the context and intention	ii. sometimes **writes and speaks** in a register and style that serve the context and intention
	iii. **uses** grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder	iii. **uses** grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder	iii. **uses** grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder
	iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication	iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication	iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication
	v. makes some use of appropriate non-verbal communication techniques.	v. makes some use of appropriate non-verbal communication techniques.	v. makes some use of appropriate non-verbal communication techniques.

5-6	i.	**uses** a varied range of appropriate vocabulary, sentence structures and forms of expression competently	i.	**uses** a varied range of appropriate vocabulary, sentence structures and forms of expression competently	i.	**uses** a varied range of appropriate vocabulary, sentence structures and forms of expression competently
	ii.	**writes and speaks** competently in a register and style that serve the context and intention	ii.	**writes and speaks** competently in a register and style that serve the context and intention	ii.	**writes and speaks** competently in a register and style that serve the context and intention
	iii.	**uses** grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication	iii.	**uses** grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication	iii.	**uses** grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication
	iv.	spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication	iv.	spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication	iv.	spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication
	v.	makes sufficient use of appropriate non-verbal communication techniques.	v.	makes sufficient use of appropriate non-verbal communication techniques.	v.	makes sufficient use of appropriate non-verbal communication techniques.
7-8	i.	effectively **uses** a range of appropriate vocabulary, sentence structures and forms of expression	i.	effectively **uses** a varied range of appropriate vocabulary, sentence structures and forms of expression		
	ii.	**writes and speaks** in a consistently appropriate register and style that serve the context and intention	ii.	**writes and speaks** in a consistently appropriate register and style that serve the context and intention		
	iii.	**uses** grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective	iii.	**uses** grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective		
	iv.	spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective	iv.	spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective		
	v.	makes effective use of appropriate non-verbal communication techniques.	v.	makes effective use of appropriate non-verbal communication techniques.		

Language Acquisition - Criteria A - Listening

Lvl	At the Emergent level a student is able to		At the Capable level a student is able to		At the Proficient level a student is able to	
1-2	i.	**identifies** minimal **state**d information (facts, opinions, messages) in simple authentic texts	i.	**identifies** minimal **state**d information (facts, opinions, messages) in simple and some complex authentic texts	i.	**identifies** minimal **state**d information (facts, opinions, messages) in complex authentic texts
	ii.	**identifies** basic conventions in simple authentic texts	ii.	**identifies** basic conventions in simple and some complex authentic texts	ii.	**identifies** basic conventions in complex authentic texts
	iii.	**identifies** basic connections in simple authentic texts	iii.	**identifies** basic connections in simple and some complex authentic texts.	iii.	**identifies** basic connections in complex authentic texts.
3-4	i.	**identifies** some **state**d information (facts, opinions, messages) in simple authentic texts	i.	**identifies** some **state**d information (facts, opinions, messages) in simple and some complex authentic texts	i.	**identifies** some **state**d information (facts, opinions, messages) in complex authentic texts
	ii.	**identifies** basic conventions in simple authentic texts	ii.	**identifies** basic conventions in simple and some complex authentic texts	ii.	**identifies** basic conventions in complex authentic texts
	iii.	**identifies** basic connections in simple authentic texts.	iii.	**identifies** basic connections in simple and some complex authentic texts.	iii.	**identifies** basic connections in complex authentic texts.
5-6	i.	**identifies** most **state**d information (facts, opinions, messages and supporting details) in a variety of simple authentic texts	i.	**identifies** most **state**d information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	i.	**identifies** most **state**d information (facts, opinions, messages and supporting details) in complex authentic texts
	ii.	**interprets** conventions in simple authentic texts	ii.	**interprets** conventions in simple and some complex authentic texts	ii.	**interprets** conventions in complex authentic texts
	iii.	**interprets** connections in simple authentic texts	iii.	**interprets** connections in simple and some complex authentic texts.	iii.	**interprets** connections in complex authentic texts.

7-8	i.	**identifies** explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple authentic texts	i.	**identifies** explicit and implicit information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	i.	**identifies** explicit and implicit information (facts, opinions, messages and supporting details) in complex authentic texts
	ii.	**analyses** conventions in simple authentic texts	ii.	**analyses** conventions in simple and some complex authentic texts	ii.	**analyses** conventions in complex authentic texts
	iii.	**analyses** connections in simple authentic texts	iii.	**analyses** connections in simple and some complex authentic texts.	iii.	**analyses** connections in complex authentic texts.

Language Acquisition - Criteria B – Reading

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **identifies** minimal **state**d information (facts, opinions, messages) in a variety of simple authentic texts	i. **identifies** minimal **state**d information (facts, opinions, messages) in simple and some complex authentic texts	i. **identifies** minimal **state**d information (facts, opinions, messages) in complex authentic texts
	ii. **identifies** basic conventions in simple authentic texts	ii. **identifies** basic conventions in simple and some complex authentic texts	ii. **identifies** basic conventions in complex authentic texts
	iii. **identifies** basic connections in simple authentic texts.	iii. **identifies** basic connections in simple and some complex authentic texts.	iii. **identifies** basic connections in complex authentic texts.
3-4	i. **identifies** some **state**d information (facts, opinions, messages) in simple authentic texts	i. **identifies** some **state**d information (facts, opinions, messages) in simple and some complex authentic texts	i. **identifies** some **state**d information (facts, opinions, messages) in complex authentic texts
	ii. **identifies** basic conventions in simple authentic texts	ii. **identifies** basic conventions in simple and some complex authentic texts	ii. **identifies** basic conventions in complex authentic texts
	iii. **identifies** basic connections in simple authentic texts.	iii. **identifies** basic connections in simple and some complex authentic texts.	iii. **identifies** basic connections in complex authentic texts.
5-6	i. **identifies** most **state**d information (facts, opinions, messages and supporting details) in a variety of simple authentic texts	i. **identifies** most **state**d information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	i. **identifies** most **state**d information (facts, opinions, messages and supporting details) in complex authentic texts
	ii. **interprets** conventions in simple authentic texts	ii. **interprets** conventions in simple and some complex authentic texts	ii. **interprets** conventions in complex authentic texts
	iii. **interprets** connections in simple authentic texts	iii. **interprets** connections in simple and some complex authentic texts.	iii. **interprets** connections in complex authentic texts.
7-8	i. **identifies** explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple authentic texts	i. **identifies** explicit and implicit information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	i. **identifies** explicit and implicit information (facts, opinions, messages and supporting details) in complex authentic texts

	ii.	**analyses** conventions in <u>simple</u> authentic texts	ii.	**analyses** conventions in <u>simple</u> and <u>some</u> complex authentic texts	ii.	**analyses** conventions in complex authentic texts
	iii.	**analyses** connections in <u>simple</u> authentic texts	iii.	**analyses** connections in <u>simple</u> and <u>some</u> complex authentic texts.	iii.	**analyses** connections in complex authentic texts.

Language Acquisition - Criteria C – Speaking

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **uses** a limited range of vocabulary	i. **uses** a limited range of vocabulary	i. **uses** a limited range of vocabulary
	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication
	iii. **uses** pronunciation and intonation with many errors which often hinder comprehension	iii. **uses** pronunciation and intonation with many errors which often hinder comprehension	iii. **uses** pronunciation and intonation with many errors which often hinder comprehension
	iv. **communicates** limited relevant information	iv. **communicates** limited relevant information.	iv. **communicates** limited relevant information
3-4	i. **uses** a basic range of vocabulary	i. **uses** a basic range of vocabulary	i. **uses** a basic range of vocabulary
	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication
	iii. **uses** pronunciation and intonation with some errors which sometimes hinder comprehension	iii. **uses** pronunciation and intonation with some errors which sometimes hinder comprehension	iii. **uses** pronunciation and intonation with some errors which sometimes hinder comprehension
	iv. **communicates** some relevant information.	iv. **communicates** some relevant information.	iv. **communicates** some relevant information.
5-6	i. **uses** a range of vocabulary	i. **uses** a range of vocabulary	i. **uses** a range of vocabulary

	ii.	**uses** a range of grammatical structures with a few errors which do not hinder communication	ii.	**uses** a range of grammatical structures with a few errors which do not hinder communication	ii.	**uses** a range of grammatical structures with a few errors which do not hinder communication
	iii.	**uses** pronunciation and intonation with a few errors. However, these do not hinder comprehension	iii.	**uses** pronunciation and intonation with a few errors. However, these do not hinder comprehension	iii.	**uses** pronunciation and intonation with a few errors. However, these do not hinder comprehension
	iv.	**communicates** most relevant information.	iv.	**communicates** most relevant information.	iv.	**communicates** most relevant information.
7-8	i.	**uses** a wide range of vocabulary	i.	**uses** a wide range of vocabulary	i.	**uses** a wide range of vocabulary
	ii.	**uses** a wide range of grammatical structures generally accurately	ii.	**uses** a wide range of grammatical structures generally accurately	ii.	**uses** a wide range of grammatical structures generally accurately
	iii.	**uses** clear pronunciation and intonation which makes the communication easy to comprehend	iii.	**uses** clear pronunciation and intonation which makes the communication easy to comprehend	iii.	**uses** clear pronunciation and intonation which makes the communication easy to comprehend
	iv.	**communicates** almost all the required information clearly and effectively.	iv.	**communicates** almost all the required information clearly and effectively.	iv.	**communicates** almost all the required information clearly and effectively.

Language Acquisition - Criteria D - Writing

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **uses** a limited range of vocabulary	i. **uses** a limited range of vocabulary	i. **uses** a limited range of vocabulary
	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication
	iii. **presents** some information in a partially-recognizable format using some basic cohesive devices	iii. **presents** some information in a partially-recognizable format using some basic cohesive devices	iii. **presents** some information in a partially-recognizable format using some basic cohesive devices
	iv. **communicates** limited relevant information with some sense of audience and purpose to suit the context	iv. **communicates** limited relevant information with some sense of audience and purpose to suit the context	iv. **communicates** limited relevant information with some sense of audience and purpose to suit the context
3-4	i. **uses** a basic range of vocabulary	i. **uses** a basic range of vocabulary	i. **uses** a basic range of vocabulary
	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication	ii. **uses** a basic range of grammatical structures with some errors which sometimes hinder communication
	iii. **organizes** information in a recognizable format using a range of basic cohesive devices	iii. **organizes** information in a recognizable format using a range of basic cohesive devices	iii. **organizes** information in a recognizable format using a range of basic cohesive devices
	iv. **communicates** some relevant information with some sense of audience and purpose to suit the context.	iv. **communicates** some relevant information with some sense of audience and purpose to suit the context.	iv. **communicates** some relevant information with some sense of audience and purpose to suit the context.
5-6	i. **uses** a range of vocabulary	i. **uses** a range of vocabulary	i. **uses** a range of vocabulary
	ii. **uses** a range of grammatical structures with a few errors which do not hinder communication	ii. **uses** a range of grammatical structures with a few errors which do not hinder communication	ii. **uses** a range of grammatical structures with a few errors which do not hinder communication

	iii.	**organizes** information in an appropriate format using simple and some complex cohesive devices	iii.	**organizes** information in an appropriate format using simple and some complex cohesive devices	iii.	**organizes** information in an appropriate format using simple and some complex cohesive devices
	iv.	**communicates** most relevant information with a sense of audience and purpose to suit the context.	iv.	**communicates** most relevant information with a sense of audience and purpose to suit the context.	iv.	**communicates** most relevant information with a sense of audience and purpose to suit the context.
7-8	i.	**uses** a wide range of vocabulary	i.	**uses** a wide range of vocabulary	i.	**uses** a wide range of vocabulary
	ii.	**uses** a wide range of grammatical structures generally accurately	ii.	**uses** a wide range of grammatical structures generally accurately	ii.	**uses** a wide range of grammatical structures generally accurately
	iii.	**organizes** information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices	iii.	**organizes** information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices	iii.	**organizes** information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
	iv.	**communicates** almost all the required information with a clear sense of audience and purpose to suit the context.	iv.	**communicates** almost all the required information with a clear sense of audience and purpose to suit the context.	iv.	**communicates** almost all the required information with a clear sense of audience and purpose to suit the context.

Individuals and Societies - Criteria A - Knowing and Understanding

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **recognizes** some vocabulary	i. **makes** limited use of terminology	i. **uses** limited relevant terminology
	ii. **demonstrates** basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	ii. **demonstrates** basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	ii. **demonstrates** basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	i. **uses** some vocabulary	i. **uses** some terminology accurately	i. **uses** some terminology accurately and appropriately
	ii. **demonstrates** satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	ii. **demonstrates** satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	ii. **demonstrates** adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5-6	i. **uses** considerable relevant vocabulary, often accurately	i. **uses** considerable and relevant terminology accurately	i. **uses** a range of terminology accurately and appropriately
	ii. **demonstrates** substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	ii. **demonstrates** substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	ii. **demonstrates** substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	i. consistently **uses** relevant vocabulary accurately	i. consistently **uses** a range of terminology accurately	i. consistently **uses** a wide range of terminology effectively
	ii. **demonstrates** excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	ii. **demonstrates** excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	ii. **demonstrates** excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Individuals and Societies - Criteria B - Investigating

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **identifies** a research question	i. **identifies** a research question that is clear, focused and relevant	i. **formulates** a research question that is clear or focused and **describes** its relevance
	ii. **follows** an action plan in a limited way to explore a research question	ii. **formulates** a limited action plan or does not follow a plan	ii. **formulates** a limited action plan to investigate a research question or does not follow a plan
	iii. **collects and records** information, to a limited extent	iii. **collects and records** limited or sometimes irrelevant information	iii. **collects and records** limited information, not always consistent with the research question
	iv. with guidance, **reflects** on the research process and results, to a limited extent.	iv. with guidance, **reflects** on the research process and results in a limited way.	iv. makes a limited **evaluation** of the process and results of the investigation.
3-4	i. **describes** the choice of a research question	i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance	i. **formulates** a research question that is clear and focused and **describes** its relevance in detail
	ii. partially **follows** an action plan to explore a research question	ii. **formulates** and occasionally **follows** a partial action plan to investigate a research question	ii. **formulates** and somewhat **follows** a partial action plan to investigate a research question
	iii. **uses** a method or methods to collect and record some relevant information	iii. **uses** a method(s) to collect and record some relevant information	iii. **uses** a research method(s) to collect and record mostly relevant information
	iv. with guidance, **reflects** on the research process and results with some depth.	iv. with guidance, **reflects** on the research process and results.	iv. **evaluates** some aspects of the process and results of the investigation.
5-6	i. **describes** the choice of a research question in detail	i. **formulates/chooses** a clear and focused research question and **describes** its relevance in detail	i. **formulates** a clear and focused research question and **explains** its relevance
	ii. mostly **follows** an action plan to explore a research question	ii. **formulates** and mostly **follows** a sufficiently developed action plan to investigate a research question	ii. **formulates** and **follows** a substantial action plan to investigate a research question

	iii.	**uses** method(s) to collect and record <u>often relevant</u> information	iii.	**uses** methods to collect and record <u>appropriate, relevant</u> information	iii.	**uses** research method(s) to collect and record <u>appropriate, relevant</u> information
	iv.	**reflects** on the research process and results.	iv.	<u>with guidance</u>, **evaluates** on the research process and results.	iv.	**evaluates** the process and results of the investigation.
7-8	i.	**explains** the choice of a research question	i.	**formulates/chooses** a <u>clear and focused</u> research question and **explains** its relevance	i.	**formulates** a <u>clear and focused</u> research question and **justifies** its relevance
	ii.	<u>effectively</u> **follows** an action plan to explore a research question	ii.	**formulates** and <u>effectively</u> **follows** a consistent action plan to investigate a research question	ii.	**formulates** and <u>effectively</u> **follows** a comprehensive action plan to investigate a research question
	iii.	**uses** methods to collect and record <u>consistently relevant</u> information	iii.	**uses** methods to collect and record <u>appropriate, varied and relevant</u> information	iii.	**uses** research methods to collect and record <u>appropriate, varied and relevant</u> information
	iv.	<u>thoroughly</u> **reflects** on the research process and results.	iv.	<u>with guidance</u>, provides a detailed **evaluation** of the research process and results.	iv.	<u>thoroughly</u> **evaluates** the investigation process and results.

Individuals and Societies - Criteria C - Communicating

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **communicates** information and ideas in a style that is not always clear	i. **communicates** information and ideas in a way that is not always appropriate to the audience and purpose	i. **communicates** information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose
	ii. **organizes** information and ideas in a limited way	ii. **organizes** information and ideas in a limited way	ii. **structures** information and ideas according to the specified format in a limited way
	iii. inconsistently **lists** sources, not following the task instructions.	iii. **lists** sources of information inconsistently.	iii. **documents** sources of information in a limited way.
3-4	i. **communicates** information and ideas in a way that is somewhat clear	i. **communicates** information and ideas in a way that is somewhat appropriate to the audience and purpose	i. **communicates** information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose
	ii. somewhat **organizes** information and ideas	ii. somewhat **organizes** information and ideas	ii. **structures** information and ideas in a way that is somewhat appropriate to the specified format
	iii. lists sources in a way that sometimes follows the task instructions.	iii. creates an adequate reference list and sometimes cites sources.	iii. sometimes documents sources of information using a recognized convention.
5-6	i. **communicates** information and ideas in a way that is mostly clear	i. **communicates** information and ideas in a way that is mostly appropriate to the audience and purpose	i. **communicates** information and ideas accurately by using a style that is mostly appropriate to the audience and purpose
	ii. mostly **organizes** information and ideas	ii. mostly **structures** information and ideas according to the task instructions	ii. **structures** information and ideas in a way that is mostly appropriate to the specified format
	iii. **lists** sources in a way that often follows the task instructions.	iii. **creates** an adequate reference list and usually cites sources.	iii. often **documents** sources of information using a recognized convention.
7-8	i. **communicates** information and ideas in a way that is completely clear	i. **communicates** information and ideas in a way that is completely appropriate to the audience and purpose	i. **communicates** information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose

	ii.	completely **organizes** information and ideas effectively	ii.	**structures** information and ideas completely according to the task instructions	ii.	**structures** information and ideas in a way that is completely appropriate to the specified format
	iii.	**lists** sources in a way that always follows the task instructions.	iii.	**creates** a complete reference list and always cites sources.	iii.	consistently **documents** sources of information using a recognized convention.

Individuals and Societies - Criteria D - Thinking Critically

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **identifies** the main points of ideas, events, visual representation or arguments to a limited extent	i. begins to **analyse** concepts, issues, models, visual representation and/or theories in a limited way	i. **analyses** concepts, issues, models, visual representation and theories to a limited extent
	ii. rarely **uses** information to **justify** opinions	ii. begins to **identify** connections between information to make simple arguments	ii. **summarizes** information to a limited extent to make arguments
	iii. **identifies** the origin and purpose of limited sources/data	iii. **recognizes** the origin and purpose of few sources/data as well as nominal value and limitations of sources/data	iii. **describes** a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations
	iv. **identifies** some different views.	iv. **identifies** different perspectives.	iv. **identifies** different perspectives and minimal implications.
3-4	i. **identifies** some main points of ideas, events, visual representation or arguments	i. completes a simple **analysis** of concepts, issues, models, visual representation and/or theories	i. **analyses** concepts, issues, models, visual representation and theories
	ii. **justifies** opinions with some information	ii. **summarizes** information to make some adequate arguments	ii. **summarizes** information to make arguments
	iii. **identifies** the origin and purpose of sources/data	iii. **analyses** sources/data in terms of origin and purpose, **recognizing** some value and limitations	iii. **analyses** and/or evaluates sources/data in terms of origin and purpose, **recognizing** some value and limitations
	iv. **identifies** some different views and suggests some of their implications.	iv. **recognizes** different perspectives and suggests some of their implications.	iv. **interprets** different perspectives and some of their implications.
5-6	i. **identifies** the main points of ideas, events, visual representation or arguments	i. completes a substantial **analysis** of concepts, issues, models, visual representation and/or theories	i. **discusses** concepts, issues, models, visual representation and theories

	ii.	gives sufficient **justification** of opinions using information	ii.	**summarizes** information in order to make usually valid arguments	ii.	**synthesizes** information to make valid arguments
	iii.	**identifies** the origin and purpose of a range of sources/data	iii.	**analyses** sources/data in terms of origin and purpose, usually **recognizing** value and limitations	iii.	effectively **analyses** and evaluates a range of sources/data in terms of origin and purpose, usually **recognizing** value and limitations
	iv.	**identifies** different views and most of their implications.	iv.	clearly recognizes different perspectives and **describes** most of their implications.	iv.	**interprets** different perspectives and their implications.
7-8	i.	**identifies** in detail the main points of ideas, events, visual representation or arguments	i.	completes a detailed **analysis** of concepts, issues, models, visual representation and/or theories	i.	completes a detailed **discussion** of concepts, issues, models, visual representation and theories
	ii.	gives detailed **justification** of opinions using information	ii.	**summarizes** information to make consistent, well-supported arguments	ii.	**synthesizes** information to make valid, well-supported arguments
	iii.	consistently **identifies** and **analyses** a range of sources/data in terms of origin and purpose	iii.	effectively **analyses** a range of sources/data in terms of origin and purpose, consistently **recognizing** value and limitations	iii.	effectively **analyses** and evaluates a range of sources/data in terms of origin and purpose, consistently **recognizing** value and limitations
	iv.	consistently **identifies** different views and their implications	iv.	clearly **recognizes** different perspectives and consistently explains their implications.	iv.	thoroughly **interprets** a range of different perspectives and their implications.

Arts - Criteria A - Investigating

Lvl	At the end of Year 1/Novice a student is able to	At the end of Year 3/Intermediate a student is able to	At the end of Year 5/Competent a student is able to	Possible Characteristics
1-2	i. **provides** minimal or irrelevant information that is not related to the statement of inquiry	i. **provides** limited information that is not always related to the statement of inquiry	i. **provides** limited information that is not always related to the statement of inquiry	Basic
	ii. **identifies** features of an artwork or performance including some elements or techniques.	ii. **identifies** features of an artwork or performance including two from elements, techniques and context.	ii. **outlines** features of an artwork or performance including two from elements, techniques and context.	Incomplete
3-4	i. **provides** limited information that is not always related to the statement of inquiry	i. **provides** mostly relevant information that is related to the statement of inquiry	i. **provides** mostly relevant information that is related to the statement of inquiry	adequate
	ii. **identifies** features of an artwork or performance including two from elements, techniques and context.	ii. **outlines** features of an artwork or performance including two from elements, techniques and context.	ii. **describes** features of an artwork or performance including two from elements, techniques and context.	Acceptable
5-6	i. **provides** mostly relevant information that is related to the statement of inquiry	i. **provides** relevant information that is related to the statement of inquiry	i. **provides** relevant information that is related to the statement of inquiry	Focused
	ii. **outlines** features of an artwork or performance including two from elements, techniques and context.	ii. **describes** features of an artwork or performance including two from elements, techniques and context.	ii. **analyses** features of an artwork or performance including elements, techniques and context.	Detailed
7-8	i. **provides** relevant information that is related to the statement of inquiry	i. **provides** comprehensive, relevant information that is related to the statement of inquiry	i. **provides** comprehensive, relevant information that is related to the statement of inquiry	Thorough
	ii. **describes** features of an artwork or performance including two from elements, techniques and context.	ii. **analyses** features of an artwork or performance including elements, techniques and context.	ii. critiques an artwork or performance including elements, techniques and context.	Perceptive

Arts - Criteria B - Developing

Lvl	At the end of Year 1/Novice a student is able to	At the end of Year 3/Intermediate a student is able to	At the end of Year 5/Competent a student is able to	Possible Characteristics
1-2	i. **demonstrates** limited practical exploration of an idea or ideas	i. **demonstrates** limited practical exploration of an idea or ideas	i. **demonstrates** limited practical exploration of an idea or ideas	Basic
	ii. **states** some artistic choices but the artistic intention is unclear.	ii. **presents** a clear artistic intention and **states** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **states** artistic choices.	Undeveloped
3-4	i. **demonstrates** sufficient practical exploration of an idea or ideas	i. **demonstrates** sufficient practical exploration of an idea or ideas	i. **demonstrates** sufficient practical exploration of an idea or ideas	adequate
	ii. **presents** a clear artistic intention and **states** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **states** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **describes** artistic choices.	Reasonable
5-6	i. **demonstrates** substantial practical exploration of an idea or ideas	i. **demonstrates** substantial practical exploration of an idea or ideas	i. **demonstrates** substantial practical exploration of an idea or ideas	Focused
	ii. **presents** a clear artistic intention in line with the statement of inquiry and **states** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **describes** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **explains** artistic choices.	Thoughtful
7-8	i. **demonstrates** substantial and varied practical exploration of an idea or ideas	i. **demonstrates** extensive and varied practical exploration of an idea or ideas	i. **demonstrates** extensive and varied practical exploration of an idea or ideas	Imaginative
	ii. **presents** a clear artistic intention in line with the statement of inquiry and **describes** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **explains** artistic choices.	ii. **presents** a clear artistic intention in line with the statement of inquiry and **justifies** artistic choices.	Sophisticated

Arts - Criteria C - Creating / Performing

Lvl	At the end of Year 1/Novice a student is able to	At the end of Year 3/Intermediate a student is able to	At the end of Year 5/Competent a student is able to	Possible Characteristics
1-2	i. **demonstrates** limited skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** limited skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** limited skills and techniques through the creation or performance of a finalized work.	Basic Undeveloped
3-4	i. **demonstrates** satisfactory use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** satisfactory use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** satisfactory use of skills and techniques through the creation or performance of a finalized work.	adequate Reasonable
5-6	i. **demonstrates** mostly effective use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** mostly effective use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** mostly effective use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7-8	i. **demonstrates** consistently effective use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** consistently effective use of skills and techniques through the creation or performance of a finalized work.	i. **demonstrates** consistently effective use of skills and techniques through the creation or performance of a finalized work.	Honed Accomplished

Note: The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study.

Arts - Criteria D - Evaluating

Lvl	At the end of Year 1/Novice a student is able to	At the end of Year 3/Intermediate a student is able to	At the end of Year 5/Competent a student is able to	Possible Characteristics
1-2	i. **identifies** some elements of their own artwork or performance	i. **outlines** some elements of their own artwork or performance	i. **describes** their own artwork or performance	Basic
	ii. makes a brief **observation** about their development as an artist.	ii. **identifies** some aspects of their development as an artist.	ii. **outlines** their development as an artist.	Superficial
3-4	i. **outlines** some elements of their own artwork or performance	i. **describes** their own artwork or performance	i. **analyses** their own artwork or performance	adequate
	ii. **identifies** some aspects of their development as an artist.	ii. **outlines** their development as an artist.	ii. **describes** their development as an artist.	Reasonable
5-6	i. **describes** their own artwork or performance	i. **analyses** their own artwork or performance	i. evaluates their own artwork or performance	Thoughtful
	ii. **outlines** their development as an artist.	ii. **describes** their development as an artist.	ii. **analyses** their development as an artist.	Balanced
7-8	i. **analyses** their own artwork or performance	i. **evaluates** their own artwork or performance	i. thoroughly and perceptively **evaluates** their own artwork or performance	Insightful
	ii. **describes** their development as an artist.	ii. **analyses** their development as an artist.	ii. **discusses** their development as an artist.	Comprehensive

Design - Criteria A - Inquiring and analysing

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **states** the need for a solution to a problem	i. **uses** a limited range of vocabulary	i. **uses** a limited range of vocabulary
	ii. **states** the findings of research.	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication	ii. **uses** a limited range of grammatical structures with many errors which often hinder communication
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
	iv. not demonstrated at this level	iv. not demonstrated at this level	iv. not demonstrated at this level
3-4	i. **outlines** the need for a solution to a problem	i. **outlines** the need for a solution to a problem	i. **outlines** the need for a solution to a problem for a specified client/target audience
	ii. **states** some points of research needed to develop a solution, with some guidance	ii. **states** the research needed to develop a solution to the problem, with some guidance	ii. **outlines** a research plan, which **identifies** primary and secondary research needed to develop a solution to the problem, with some guidance
	iii. **states** the main features of an existing product that inspires a solution to the problem	iii. **outlines** one existing product that inspires a solution to the problem	iii. **analyses** one existing product that inspires a solution to the problem
	iv. **outlines** some of the main findings of research.	iv. **develops** a basic design brief, which **outlines** some of the findings of relevant research.	iv. **develops** a design brief, which **outlines** the analysis of relevant research.
5-6	i. **explains** the need for a solution to a problem	i. **explains** the need for a solution to a problem	i. **explains** the need for a solution to a problem for a specified client/target audience
	ii. **states** and prioritizes the main points of research needed to develop a solution to the problem, with some guidance	ii. constructs a research plan, which **states** and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance	ii. constructs a research plan, which **identifies** and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance

	iii.	**outlines** the main features of an existing product that inspires a solution to the problem	iii.	**describes** a group of similar products that inspire a solution to the problem	iii.	**analyses** a range of existing products that inspire a solution to the problem
	iv.	**outlines** the main findings of relevant research.	iv.	**develops** a design brief, which **outlines** the findings of relevant research.	iv.	**develops** a design brief, which explains the analysis of relevant research.
7-8	i.	**explains and justifies** the need for a solution to a problem	i.	**explains and justifies** the need for a solution to a problem	i.	**explains and justifies** the need for a solution to a problem for a client/target audience
	ii.	**states** and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance	ii.	constructs a research plan, which **states** and prioritizes the primary and secondary research needed to develop a solution to the problem independently	ii.	constructs a detailed research plan, which **identifies** and prioritizes the primary and secondary research needed to develop a solution to the problem independently
	iii.	**describes** the main features of an existing product that inspires a solution to the problem	iii.	**analyses** a group of similar products that inspire a solution to the problem	iii.	**analyses** a range of existing products that inspire a solution to the problem in detail
	iv.	**presents** the main findings of relevant research.	iv.	**develops** a design brief, which **presents the analysis** of relevant research.	iv.	**develops** a detailed design brief, which **summarizes the analysis** of relevant research.

Design - Criteria B - Developing Ideas

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **states** one basic success criterion for a solution	i. **lists** a few basic success criteria for the design of a solution	i. **lists** some basic design specifications for the design of a solution
	ii. **presents** one design idea, which can be interpreted by others	ii. **presents** one design idea, which can be interpreted by others	ii. **presents** one design, which can be interpreted by others
	iii. **creates** an incomplete planning drawing/diagram without reasoning	iii. **creates** an incomplete planning drawing/diagram without reasoning	iii. **creates** an incomplete planning drawing/diagram without reasoning
	iv. not demonstrated at this level	iv. not demonstrated at this level	iv. not demonstrated at this level
3-4	i. **states** a few success criteria for the solution	i. **constructs** a list of the success criteria for the design of a solution	i. **lists** some design specifications, which relate to the success criteria for the design of a solution
	ii. **presents** more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others	ii. **presents** a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others	ii. **presents** a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others
	iii. **states** the key features of the chosen design	iii. **outlines** the main reasons for choosing the design with reference to the design specification	iii. **justifies** the selection of the chosen design with reference to the design specification
	iv. **creates** a planning drawing/diagram or lists requirements for the creation of the chosen solution.	iv. **creates** planning drawings/diagrams or lists requirements for the chosen solution.	iv. **creates** planning drawings/diagrams or lists requirements for the creation of the chosen solution.

5-6	i.	**develops** a few success criteria for the solution	i.	**develops** design specifications, which identify the success criteria for the design of a solution	i.	**develops** design specifications, which **outline** the success criteria for the design of a solution
	ii.	**presents** a few feasible design ideas, using an appropriate medium(s) and **labels** key features, which can be interpreted by others	ii.	**presents** a range of feasible design ideas, using an appropriate medium(s) and **explains** key features, which can be interpreted by others	ii.	**develops** a range of feasible design ideas, using an appropriate medium(s) and **annotation**, which can be interpreted by others
	iii.	**presents** the chosen design **stating** the key features	iii.	**presents** the chosen design and **outlines** the main reasons for its selection with reference to the design specification	iii.	**presents** the chosen design and **justifies** its selection with reference to the design specification
	iv.	**creates** a planning drawing/diagram and lists the main details for the creation of the chosen solution.	iv.	**develops** accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.	iv.	**develops** accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	i.	**develops** a list of success criteria for the solution	i.	**develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected	i.	**develops** detailed design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research
	ii.	**presents** feasible design ideas, using an appropriate medium(s) and **outlines** the key features, which can be correctly interpreted by others	ii.	**presents** a range of feasible design ideas, using an appropriate medium(s) and **annotation**, which can be correctly interpreted by others	ii.	**develops** a range of feasible design ideas, using an appropriate medium(s) and detailed **annotation**, which can be correctly interpreted by others
	iii.	**presents** the chosen design **describing** the key features	iii.	**presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification	iii.	**presents** the chosen design and **justifies** fully and critically its selection with detailed reference to the design specification
	iv.	**creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.	iv.	**develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.	iv.	**develops** accurate and detailed planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Design - Criteria C - Creating the Solution

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. not demonstrated at this level	i. not demonstrated at this level	i. not demonstrated at this level
	ii. **demonstrates** minimal technical skills when making the solution	ii. **demonstrates** minimal technical skills when making the solution	ii. **demonstrates** minimal technical skills when making the solution
	iii. **creates** the solution, which functions poorly and is presented in an incomplete form	iii. **creates** the solution, which functions poorly and is presented in an incomplete form	iii. **creates** the solution, which functions poorly and is presented in an incomplete form
	iv. not demonstrated at this level	iv. not demonstrated at this level	iv. not demonstrated at this level
3-4	i. **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution	i. **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution	i. **constructs** a plan that contains some production details, resulting in peers having difficulty following the plan
	ii. **demonstrates** satisfactory technical skills when making the solution	ii. **demonstrates** satisfactory technical skills when making the solution	ii. **demonstrates** satisfactory technical skills when making the solution
	iii. **creates** the solution, which partially functions and is adequately presented	iii. **creates** the solution, which partially functions and is adequately presented	iii. **creates** the solution, which partially functions and is adequately presented
	iv. **states** one change made to the chosen design or plan when making the solution.	iv. **outlines** changes made to the chosen design or plan when making the solution.	iv. **outlines** changes made to the chosen design and plan when making the solution.

5-6	i.	**lists** the steps in a plan, which considers time and resources, resulting in peers <u>being able</u> to follow the plan to create the solution	i.	**constructs** a plan, which considers time and resources, <u>sufficient</u> for peers to be able to follow to create the solution	i.	**constructs** a <u>logical</u> plan, which considers time and resources, <u>sufficient</u> for peers to be able to follow to create the solution
	ii.	**demonstrates** <u>competent</u> technical skills when making the solution	ii.	**demonstrates** <u>competent</u> technical skills when making the solution	ii.	**demonstrates** <u>competent</u> technical skills when making the solution
	iii.	**creates** the solution, which functions as intended and is presented <u>appropriately</u>	iii.	**creates** the solution, which functions as intended and is presented <u>appropriately</u>	iii.	**creates** the solution, which functions as intended and is presented <u>appropriately</u>
	iv.	**states** <u>one change</u> made to the chosen design and plan when making the solution.	iv.	**outlines** <u>changes</u> made to the chosen design and plan when making the solution.	iv.	**describes** <u>changes</u> made to the chosen design and plan when making the solution.
7-8	i.	**outlines** a plan, which considers the use of resources and time, <u>sufficient</u> for peers to be able to follow to create the solution	i.	**constructs** a <u>logical</u> plan, which **outlines** the efficient use of time and resources, <u>sufficient</u> for peers to be able to follow to create the solution	i.	**constructs** a <u>detailed</u> and logical plan, which **describes** the efficient use of time and resources, <u>sufficient</u> for peers to be able to follow to create the solution
	ii.	**demonstrates** <u>excellent</u> technical skills when making the solution	ii.	**demonstrates** <u>excellent</u> technical skills when making the solution	ii.	**demonstrates** <u>excellent</u> technical skills when making the solution.
	iii.	**follows the plan to create** the solution, which functions as intended and is presented <u>appropriately</u>	iii.	**follows the plan to create** the solution, which functions as intended and is presented <u>appropriately</u>	iii.	**follows the plan** to create the solution, which functions as intended and is presented <u>appropriately</u>
	iv.	**lists** the changes made to the chosen design and plan when making the solution.	iv.	**explains** changes made to the chosen design and plan when making the solution.	iv.	<u>fully</u> **justifies** changes made to the chosen design and plan when making the solution.

Design - Criteria D - Evaluating

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **defines** a testing method, which is used to measure the success of the solution	i. **describes** a testing method, which is used to measure the success of the solution	i. **designs** a testing method, which is used to measure the success of the solution
	ii. **states** the success of the solution.	ii. **states** the success of the solution.	ii. **states** the success of the solution.
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
	iv. not demonstrated at this level	iv. not demonstrated at this level	iv. not demonstrated at this level
3-4	i. **defines** a relevant testing method, which generates data, to measure the success of the solution	i. **describes** a relevant testing method, which generates data, to measure the success of the solution	i. **designs** a relevant testing method, which generates data, to measure the success of the solution
	ii. **states** the success of the solution against the design specification based on the results of one relevant test	ii. **outlines** the success of the solution against the design specification based on relevant product testing	ii. **outlines** the success of the solution against the design specification based on relevant product testing
	iii. **states** one way in which the solution could be improved	iii. **lists** the ways in which the solution could be improved	iii. **outlines** how the solution could be improved
	iv. **states** one way in which the solution can impact the client/target audience.	iv. **outlines** the impact of the solution on the client/target audience.	iv. **outlines** the impact of the solution on the client/target audience.
5-6	i. **defines** relevant testing methods, which generate data, to measure the success of the solution	i. **describes** relevant testing methods, which generate data, to measure the success of the solution	i. **designs** relevant testing methods, which generate data, to measure the success of the solution
	ii. **states** the success of the solution against the design specification based on relevant product testing	ii. **describes** the success of the solution against the design specification based on relevant product testing	ii. **explains** the success of the solution against the design specification based on relevant product testing

	iii.	**outlines** one way in which the solution could be improved	iii.	**outlines** how the solution could be improved	iii.	**describes** how the solution could be improved
	iv.	**outlines** the impact of the solution on the client/target audience, with guidance.	iv.	**describes** the impact of the solution on the client/target audience, with guidance.	iv.	**explains** the impact of the solution on the client/target audience, with guidance.
7-8	i.	**outlines** simple, relevant testing methods, which generate data, to measure the success of the solution	i.	**describes** detailed and relevant testing methods, which generate accurate data, to measure the success of the solution	i.	**designs** detailed and relevant testing methods, which generate data, to measure the success of the solution
	ii.	**outlines** the success of the solution against the design specification based on authentic product testing	ii.	**explains** the success of the solution against the design specification based on authentic product testing	ii.	critically **evaluates** the success of the solution against the design specification based on authentic product testing
	iii.	**outlines** how the solution could be improved	iii.	**describes** how the solution could be improved	iii.	**explains** how the solution could be improved
	iv.	**outlines** the impact of the solution on the client/target audience.	iv.	**describes** the impact of the solution on the client/target audience.	iv.	**explains** the impact of the product on the client/target audience.

Mathematics - Criteria A - Knowing and Understanding

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **select** appropriate mathematics when solving simple problems in familiar situations	i. **select** appropriate mathematics when solving simple problems in familiar situations	i. **select** appropriate mathematics when solving simple problems in familiar situations
	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.
3-4	i. **select** appropriate mathematics when solving more complex problems in familiar situations	i. **select** appropriate mathematics when solving more complex problems in familiar situations	i. **select** appropriate mathematics when solving more complex problems in familiar situations
	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.
5-6	i. **select** appropriate mathematics when solving challenging problems in familiar situations	i. **select** appropriate mathematics when solving challenging problems in familiar situations	i. **select** appropriate mathematics when solving challenging problems in familiar situations
	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.	iii. generally **solve** these problems correctly in a variety of contexts.
7-8	i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations	i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations	i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations

	ii.	**apply** the selected mathematics successfully when solving these problems	ii.	**apply** the selected mathematics successfully when solving these problems	ii.	**apply** the selected mathematics successfully when solving these problems
	iii.	generally **solve** these problems correctly in a variety of contexts.	iii.	generally **solve** these problems correctly in a variety of contexts.	iii.	generally **solve** these problems correctly in a variety of contexts.

Mathematics - Criteria B - Investigating Patterns

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns	i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns	i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns
	ii. **state** predictions consistent with simple patterns.	ii. **state** predictions consistent with patterns.	ii. **state** predictions consistent with patterns.
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
3-4	i. **apply** mathematical problem-solving techniques to recognize patterns	i. **apply** mathematical problem-solving techniques to discover simple patterns	i. **apply** mathematical problem-solving techniques to discover simple patterns
	ii. suggest how these **patterns** work.	ii. suggest **relationships and/or general rules** consistent with findings.	ii. suggest **general rules** consistent with findings.
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
5-6	i. **apply** mathematical problem-solving techniques to **recognize** patterns	i. **select and apply** mathematical problem-solving techniques to **discover** complex patterns	i. **select and apply** mathematical problem-solving techniques to **discover** complex patterns
	ii. **suggest relationships or general rules** consistent with findings	ii. **describe** patterns as **relationships and/or general rules** consistent with findings	ii. **describe** patterns as **general rules** consistent with findings
	iii. **verify** whether **patterns** work for another example.	iii. **verify** these **relationships** and/or general rules.	iii. **verify** the validity of these **general rules.**
7-8	i. **select and apply** mathematical problem-solving techniques to **recognize** correct patterns	i. **select and apply** mathematical problem-solving techniques to **discover** complex patterns	i. **select and apply** mathematical problem-solving techniques to **discover** complex patterns
	ii. **describe** patterns as **relationships or general rules** consistent with correct findings	ii. **describe** patterns as **relationships and/or general rules** consistent with correct findings	ii. **describe** patterns as **general rules** consistent with correct findings
	iii. **verify** whether patterns work for other examples.	iii. **verify and justify** these relationships and/or general rules.	iii. **prove, or verify and justify,** these general rules.

Mathematics - Criteria C – Communicating

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **use** limited mathematical language	i. **use** limited mathematical language	i. **use** limited mathematical language
	ii. **use** limited forms of mathematical representation to present information	ii. **use** limited forms of mathematical representation to present information	ii. **use** limited forms of mathematical representation to present information
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
	iv. **communicate** through lines of reasoning that are difficult to understand.	iv. **communicate** through lines of reasoning that are difficult to interpret.	iv. **communicate** through lines of reasoning that are difficult to interpret.
	v. not demonstrated at this level	v. not demonstrated at this level	v. not demonstrated at this level
3-4	i. **use** some appropriate mathematical language	i. **use** some appropriate mathematical language	i. **use** some appropriate mathematical language
	ii. **use** different forms of mathematical representation to present information adequately	ii. **use** different forms of mathematical representation to present information adequately	ii. **use** appropriate forms of mathematical representation to present information adequately
	iii. not demonstrated at this level	iii. not demonstrated at this level	iii. not demonstrated at this level
	iv. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent	iv. **communicate** through lines of reasoning that are able to be understood, although these are not always clear	iv. **communicate** through lines of reasoning that are complete
	v. adequately **organize** information using a logical structure.	v. adequately **organize** information using a logical structure.	v. adequately **organize** information using a logical structure.

5-6	i.	usually **use** appropriate mathematical language	i.	usually **use** appropriate mathematical language	i.	usually **use** appropriate mathematical language
	ii.	usually **use** different forms of mathematical representation to present information correctly	ii.	usually **use** different forms of mathematical representation to present information correctly	ii.	usually **use** appropriate forms of mathematical representation to present information correctly
	iii.	not demonstrated at this level	iii.	**move** between different forms of mathematical representation with some success	iii.	usually **move** between different forms of mathematical representation
	iv.	**communicate** through lines of reasoning that are usually coherent	iv.	**communicate** through lines of reasoning that are clear although not always coherent or complete	iv.	**communicate** through lines of reasoning that are complete and coherent
	v.	**present work** that is usually organized using a logical structure.	v.	**present** work that is usually organized using a logical structure.	v.	**present work** that is usually organized using a logical structure.
7-8	i.	consistently **use** appropriate mathematical language	i.	consistently **use** appropriate mathematical language	i.	consistently **use** appropriate mathematical language
	ii.	consistently **use** different forms of mathematical representation to present information correctly	ii.	**use** different forms of mathematical representation to consistently present information correctly	ii.	**use** appropriate forms of mathematical representation to consistently present information correctly
	iii.	not demonstrated at this level	iii.	**move** effectively between different forms of mathematical representation	iii.	**move** effectively between different forms of mathematical representation
	iv.	**communicate** clearly through coherent lines of reasoning	iv.	**communicate** through lines of reasoning that are complete and coherent	iv.	**communicate** through lines of reasoning that are complete, coherent and concise
	v.	**present work** that is consistently organized using a logical structure.	v.	**present work** that is consistently organized using a logical structure.	v.	**present work** that is consistently organized using a logical structure.

Mathematics - Criteria D - applying Mathematics in real-world contexts

Lvl	At the end of Year 1 a student is able to		At the end of Year 3 a student is able to		At the end of Year 5 a student is able to	
1-2	i.	**identify** some of the elements of the authentic real-life situation	i.	**identify** some of the elements of the authentic real-life situation	i.	**identify** some of the elements of the authentic real-life situation
	ii.	not demonstrated at this level	ii.	not demonstrated at this level	ii.	not demonstrated at this level
	iii.	**apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.	iii.	**apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.	iii.	**apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
	iv.	not demonstrated at this level	iv.	not demonstrated at this level	iv.	not demonstrated at this level
	v.	not demonstrated at this level	v.	not demonstrated at this level	v.	not demonstrated at this level
3-4	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation
	ii.	not demonstrated at this level	ii.	**select**, with some success, adequate mathematical strategies to model the authentic real-life situation	ii.	**select**, with some success, adequate mathematical strategies to model the authentic real-life situation
	iii.	**apply** mathematical strategies to reach a solution to the authentic real-life situation	iii.	**apply** mathematical strategies to reach a solution to the authentic real-life situation	iii.	**apply** mathematical strategies to reach a solution to the authentic real-life situation
	iv.	not demonstrated at this level	iv.	not demonstrated at this level	iv.	not demonstrated at this level
	v.	**state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.	v.	**describe** whether the solution makes sense in the context of the authentic real-life situation.	v.	**describe** whether the solution makes sense in the context of the authentic real-life situation.

5-6	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation
	ii.	**select** adequate mathematical strategies to model the authentic real-life situation	ii.	**select** adequate mathematical strategies to model the authentic real-life situation	ii.	**select** adequate mathematical strategies to model the authentic real-life situation
	iii.	**apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation	iii.	**apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation	iii.	**apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation
	iv.	**describe** the degree of accuracy of the solution	iv.	**describe** the degree of accuracy of the solution	iv.	**explain** the degree of accuracy of the solution
	v.	**state** correctly whether the solution makes sense in the context of the authentic real-life situation.	v.	**discuss** whether the solution makes sense in the context of the authentic real-life situation.	v.	**explain** whether the solution makes sense in the context of the authentic real-life situation.
7-8	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation	i.	**identify** the relevant elements of the authentic real-life situation
	ii.	**select** adequate mathematical strategies to model the authentic real-life situation	ii.	**select** appropriate mathematical strategies to model the authentic real-life situation	ii.	**select** appropriate mathematical strategies to model the authentic real-life situation
	iii.	**apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation	iii.	**apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation	iii.	**apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation
	iv.	**explain** the degree of accuracy of the solution	iv.	**explain** the degree of accuracy of the solution	iv.	**justify** the degree of accuracy of the solution
	v.	**describe** correctly whether the solution makes sense in the context of the authentic real-life situation.	v.	**explain** whether the solution makes sense in the context of the authentic real-life situation.	v.	**justify** whether the solution makes sense in the context of the authentic real-life situation.

Science - Criteria A - Knowing and Understanding

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **select** scientific knowledge	i. **recall** scientific knowledge	i. **state** scientific knowledge
	ii. **select** scientific knowledge and understanding to suggest solutions to problems set in familiar situations	ii. **apply** scientific knowledge and understanding to suggest solutions to problems set in familiar situations	ii. **apply** scientific knowledge and understanding to suggest solutions to problems set in familiar situations
	iii. **apply** information to make judgments, with limited success.	iii. **apply** information to make judgments.	iii. **interpret** information to make judgments.
3-4	i. **recall** scientific knowledge	i. **state** scientific knowledge	i. **outline** scientific knowledge
	ii. **apply** scientific knowledge and understanding to **suggest** solutions to problems set in familiar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations
	iii. **apply** information to make judgments.	iii. **apply** information to make scientifically supported judgments.	iii. **interpret** information to make scientifically supported judgments.
5-6	i. **state** scientific knowledge	i. **outline** scientific knowledge	i. **describe** scientific knowledge
	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations
	iii. **apply** information to make scientifically supported judgments.	iii. **interpret** information to make scientifically supported judgments.	iii. **analyse** information to make scientifically supported judgments
7-8	i. **outline** scientific knowledge	i. **describe** scientific knowledge	i. **explain** scientific knowledge
	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar and unfamiliar situations	ii. **apply** scientific knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
	iii. **interpret** information to make scientifically supported judgments.	iii. **analyse** information to make scientifically supported judgments.	iii. **analyse and evaluate** information to make scientifically supported judgments.

Science - Criteria B - Inquiring and Designing

Lvl	At the Emergent level a student is able to	At the Capable level a student is able to	At the Proficient level a student is able to
1-2	i. **state** a problem or question to be tested by a scientific investigation, with limited success	i. **state** a problem or question to be tested by a scientific investigation, with limited success	i. **state** a problem or question to be tested by a scientific investigation, with limited success
	ii. **select** a testable prediction	ii. **state** a testable hypothesis	ii. **outline** a testable hypothesis
	iii. **state** a variable	iii. **state** the variables	iii. **outline** the variables
	iv. **design** a method with limited success.	iv. **design** a method, with limited success.	iv. **design** a method, with limited success.
3-4	i. **state** a problem or question to be tested by a scientific investigation	i. **state** a problem or question to be tested by a scientific investigation	i. **outline** a problem or question to be tested by a scientific investigation
	ii. **state** a testable prediction	ii. **outline** a testable hypothesis using scientific reasoning	ii. **formulate** a testable hypothesis using scientific reasoning
	iii. **state** how to manipulate the variables, and **state** how data will be collected	iii. **outline** how to manipulate the variables, and **state** how relevant data will be collected	iii. **outline** how to manipulate the variables, and **outline** how relevant data will be collected
	iv. **design** a safe method in which he or she **selects** materials and equipment.	iv. **design** a safe method in which he or she **selects** materials and equipment.	iv. **design** a safe method in which he or she **selects** materials and equipment.
5-6	i. **state** a problem or question to be tested by a scientific investigation	i. **outline** a problem or question to be tested by a scientific investigation	i. **describe** a problem or question to be tested by a scientific investigation
	ii. **outline** a testable prediction	ii. **outline** and **explain** a testable hypothesis using scientific reasoning	ii. formulate and **explain** a testable hypothesis using scientific reasoning
	iii. **outline** how to manipulate the variables, and **state** how relevant data will be collected	iii. **outline** how to manipulate the variables, and **outline** how sufficient, relevant data will be collected	iii. **describe** how to manipulate the variables, and **describe** how sufficient, relevant data will be collected

	iv.	**design** a complete and safe method in which he or she **selects** appropriate materials and equipment.	iv.	**design** a complete and safe method in which he or she **selects** appropriate materials and equipment.	iv.	**design** a complete and safe method in which he or she **selects** appropriate materials and equipment.
7-8	i.	**outline** a problem or question to be tested by a scientific investigation	i.	**describe** a problem or question to be tested by a scientific investigation	i.	**explain** a problem or question to be tested by a scientific investigation
	ii.	**outline** a testable prediction using scientific reasoning	ii.	**outline** and **explain** a testable hypothesis using correct scientific reasoning	ii.	formulate and **explain** a testable hypothesis using correct scientific reasoning
	iii.	**outline** how to manipulate the variables, and **outline** how sufficient, relevant data will be collected	iii.	**describe** how to manipulate the variables, and **describe** how sufficient, relevant data will be collected	iii.	**explain** how to manipulate the variables, and **explain** how sufficient, relevant data will be collected
	iv.	**design** a logical, complete and safe method in which he or she **selects** appropriate materials and equipment.	iv.	**design** a logical, complete and safe method in which he or she **selects** appropriate materials and equipment.	iv.	**design** a logical, complete and safe method in which he or she **selects** appropriate materials and equipment.

Science - Criteria C - Processing and Evaluating

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **collect and present** data in numerical and/or visual forms	i. **collect and present** data in numerical and/or visual forms	i. **collect and present** data in numerical and/or visual forms
	ii. **interpret** data	ii. **interpret** data	ii. **interpret** data
	iii. **state** the validity of a prediction based on the outcome of a scientific investigation, with limited success	iii. **state** the validity of a hypothesis with limited reference to a scientific investigation	iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation
	iv. **state** the validity of the method based on the outcome of a scientific investigation, with limited success	iv. **state** the validity of the method with limited reference to a scientific investigation	iv. **state** the validity of the method based on the outcome of a scientific investigation
	v. **state** improvements or extensions to the method that would benefit the scientific investigation, with limited success.	v. **state** limited improvements or extensions to the method.	v. **state** improvements or extensions to the method.
3-4	i. correctly **collect and present** data in numerical and/or visual forms	i. correctly **collect and present** data in numerical and/or visual forms	i. correctly **collect and present** data in numerical and/or visual forms
	ii. accurately **interpret** data and **outline** results	ii. accurately **interpret** data and **describe** results	ii. accurately **interpret** data and **explain** results
	iii. **state** the validity of a prediction based on the outcome of a scientific investigation	iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation	iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation
	iv. **state** the validity of the method based on the outcome of a scientific investigation	iv. **state** the validity of the method based on the outcome of a scientific investigation	iv. **outline** the validity of the method based on the outcome of a scientific investigation
	v. **state** improvements or extensions to the method that would benefit the scientific investigation.	v. **state** improvements or extensions to the method that would benefit the scientific investigation.	v. **outline** improvements or extensions to the method that would benefit the scientific investigation.

5-6	i.	correctly **collect, organize and present** data in numerical and/or visual forms	i.	correctly **collect, organize and present** data in numerical and/or visual forms	i.	correctly **collect, organize and present** data in numerical and/or visual forms
	ii.	accurately **interpret** data and **outline** results using scientific reasoning	ii.	accurately **interpret** data and **describe** results using scientific reasoning	ii.	accurately **interpret** data and **explain** results using scientific reasoning
	iii.	**outline** the validity of a prediction based on the outcome of a scientific investigation	iii.	**outline** the validity of a hypothesis based on the outcome of a scientific investigation	iii.	**discuss** the validity of a hypothesis based on the outcome of a scientific investigation
	iv.	**outline** the validity of the method based on the outcome of a scientific investigation	iv.	**outline** the validity of the method based on the outcome of a scientific investigation	iv.	**discuss** the validity of the method based on the outcome of a scientific investigation
	v.	**outline** improvements or extensions to the method that would benefit the scientific investigation.	v.	**outline** improvements or extensions to the method that would benefit the scientific investigation.	v.	**describe** improvements or extensions to the method that would benefit the scientific investigation.
7-8	i.	correctly **collect, organize, transform and present** data in numerical and/or visual forms	i.	correctly **collect, organize, transform and present** data in numerical and/or visual forms	i.	correctly **collect, organize, transform and present** data in numerical and/or visual forms
	ii.	accurately **interpret** data and **outline** results using correct scientific reasoning	ii.	accurately **interpret** data and **describe** results using correct scientific reasoning	ii.	accurately **interpret** data and **explain** results using correct scientific reasoning
	iii.	**discuss** the validity of a prediction based on the outcome of a scientific investigation	iii.	**discuss** the validity of a hypothesis based on the outcome of a scientific investigation	iii.	**evaluate** the validity of a hypothesis based on the outcome of a scientific investigation
	iv.	**discuss** the validity of the method based on the outcome of a scientific investigation	iv.	**discuss** the validity of the method based on the outcome of a scientific investigation	iv.	**evaluate** the validity of the method based on the outcome of a scientific investigation
	v.	**describe** improvements or extensions to the method that would benefit the scientific investigation.	v.	**describe** improvements or extensions to the method that would benefit the scientific investigation.	v.	**explain** improvements or extensions to the method that would benefit the scientific investigation.

Science - Criteria D - Reflecting on the impacts of science

Lvl	At the Emergent level a student is able to		At the Capable level a student is able to		At the Proficient level a student is able to	
1-2	i.	**state** the ways in which science is used to address a specific problem or issue	i.	**state** the ways in which science is used to address a specific problem or issue	i.	**outline** the ways in which science is used to address a specific problem or issue
	ii.	**state** the implications of using science to solve a specific problem or issue, interacting with a factor	ii.	**state** the implications of the use of science to solve a specific problem or issue, interacting with a factor	ii.	**outline** the implications of using science to solve a specific problem or issue, interacting with a factor
	iii.	**apply** scientific language to **communicate** understanding but does so with <u>limited</u> success	iii.	**apply** scientific language to **communicate** understanding but does so with <u>limited</u> success	iii.	**apply** scientific language to **communicate** understanding but does so with <u>limited</u> success
	iv.	**document** sources, with <u>limited</u> success	iv.	**document** sources, with <u>limited</u> success	iv.	**document** sources, with <u>limited</u> success
3-4	i.	**state** the ways in which science is used to address a specific problem or issue	i.	**outline** the ways in which science is used to address a specific problem or issue	i.	**summarize** the ways in which science is applied and used to address a specific problem or issue
	ii.	**state** the implications of using science to solve a specific problem or issue, interacting with a factor	ii.	**outline** the implications of using science to solve a specific problem or issue, interacting with a factor	ii.	**describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor
	iii.	<u>sometimes</u> **apply** scientific language to **communicate** understanding	iii.	<u>sometimes</u> **apply** scientific language to **communicate** understanding	iii.	<u>sometimes</u> **apply** scientific language to **communicate** understanding
	iv.	<u>sometimes</u> **document** sources correctly.	iv.	<u>sometimes</u> **document** sources correctly.	iv.	<u>sometimes</u> **document** sources correctly.
5-6	i.	**outline** the ways in which science is used to address a specific problem or issue	i.	**summarize** the ways in which science is applied and used to address a specific problem or issue	i.	**describe** the ways in which science is applied and used to address a specific problem or issue

	ii.	**outline** the implications of using science to solve a specific problem or issue, interacting with a factor	ii.	**describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor	ii.	**discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor
	iii.	usually **apply** scientific language to communicate understanding clearly and precisely	iii.	usually **apply** scientific language to communicate understanding clearly and precisely	iii.	usually **apply** scientific language to communicate understanding clearly and precisely
	iv.	usually **document** sources correctly.	iv.	usually **document** sources correctly.	iv.	usually **document** sources correctly.
7-8	i.	**summarize** the ways in which science is applied and used to address a specific problem or issue	i.	**describe** the ways in which science is applied and used to address a specific problem or issue	i.	**explain** the ways in which science is applied and used to address a specific problem or issue
	ii.	**describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor	ii.	**discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor	ii.	**discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor
	iii.	consistently **apply** scientific language to communicate understanding clearly and precisely	iii.	consistently **apply** scientific language to communicate understanding clearly and precisely	iii.	consistently **apply** scientific language to communicate understanding clearly and precisely
	iv.	**document** sources completely.	iv.	**document** sources completely.	iv.	**document** sources completely.

Physical and Health Education - Criteria A - Knowing and Understanding

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **recalls** some physical health education factual, procedural conceptual knowledge	i. **recalls** physical and health education factual, procedural and conceptual knowledge	i. **states** physical and health education factual, procedural and conceptual knowledge
	ii. **identifies** physical and health education knowledge to **outline** issues	ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in familiar situations	ii. **applies** physical and health education knowledge to **investigate** issues and **suggest** solutions to problems set in familiar situations
	iii. **recalls** physical and health terminology.	iii. **applies** physical and health terminology to **communicate** understanding with limited success.	iii. **applies** physical and health terminology to **b** understanding with limited success.
3-4	i. **recall**s physical and health education factual, procedural and conceptual knowledge	i. **states** physical and health education factual, procedural and conceptual knowledge	i. **outlines** physical and health education factual, procedural and conceptual knowledge
	ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in familiar situations	ii. **identifies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations	ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in familiar situations
	iii. **applies** physical and health terminology to **communicate** understanding with limited success.	iii. **applies** physical and health terminology to communicate understanding.	iii. **applies** physical and health terminology to **communicate** understanding.
5-6	i. **states** physical and health education factual, procedural and conceptual knowledge	i. **outlines** physical and health education factual, procedural and conceptual knowledge	i. **identifies** physical and health education factual, procedural and conceptual knowledge
	ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations	ii. **applies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations	ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in familiar and unfamiliar situations
	iii. **applies** physical and health terminology to **communicate** understanding.	iii. **applies** physical and health terminology consistently to **communicate** understanding.	iii. **applies** physical and health terminology consistently to **communicate** understanding.

7-8	i.	**outlines** physical and health education factual, procedural and conceptual knowledge	i.	**describes** physical health education factual, procedural and conceptual knowledge	i.	**explains** physical and health education factual, procedural and conceptual knowledge
	ii.	**identifies** physical and health education knowledge to **describe** issues and **solve** problems set in familiar and unfamiliar situations	ii.	applies physical and health education knowledge to **explain** issues and **solve** problems set in familiar and unfamiliar situations	ii.	applies physical and health education knowledge to **analyse** complex issues and to **solve** complex problems set in familiar and unfamiliar situations
	iii.	**applies** physical and health terminology consistently to **communicate** understanding.	iii.	**applies** physical and health terminology consistently and effectively to **communicate** understanding.	iii.	**applies** physical and health terminology consistently and effectively to **communicate** understanding.

Physical and Health Education - Criteria B - Planning for Performance

Lvl	At the end of Year 1/Novice a student is able to	At the end of Year 3/Intermediate a student is able to	At the end of Year 5/Competent a student is able to
1-2	i. **states** a goal to enhance performance	i. **states** a goal to enhance performance	i. **identifies** goals to enhance performance
	ii. **states** a plan for improving physical activity and health.	ii. **outlines** a limited plan for improving physical performance and health.	ii. **constructs** a plan to improve physical performance and health.
3-4	i. **defines** a goal to enhance performance	i. **lists** goals to enhance performance	i. **outlines** goals to enhance performance
	ii. **outlines** a basic plan for improving physical activity and health.	ii. **outlines** a plan for improving physical performance and health.	ii. **constructs and describes** a plan to improve physical performance and health.
5-6	i. **lists** goals to enhance performance	i. **identifies** goals to enhance performance	i. **explains** goals to enhance performance
	ii. **outlines** a plan for improving physical activity and health.	ii. **designs** a plan for improving physical performance and health.	ii. **designs and explains** a plan to improve physical performance and health.
7-8	i. **identifies** goals to enhance performance	i. **outlines** goals to enhance performance	i. **develops** goals to enhance performance
	ii. **constructs** a plan for improving physical activity and health.	ii. **designs and explains** a plan for improving physical performance and health.	ii. **designs, explains and justifies** a plan to improve physical performance and health.

Physical and Health Education - Criteria C - applying and performing

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **recalls** limited skills and techniques	i. **recalls and applies** skills and techniques with limited success	i. **demonstrates and applies** skills and techniques with limited success
	ii. **recalls** limited strategies and movement concepts	ii. **recalls and applies** strategies and movement concepts with limited success	ii. **demonstrates and applies** strategies and movement concepts with limited success
	iii. **recalls** limited information to perform.	iii. **recalls and applies** information to perform.	iii. **recalls** information to perform.
3-4	i. **recalls** some skills and techniques	i. **demonstrates and applies** skills and techniques with limited success	i. **demonstrates and applies** skills and techniques
	ii. **recalls** some strategies and movement concepts	ii. **demonstrates and applies** strategies and movement concepts with limited success	ii. **demonstrates and applies** strategies and movement concepts
	iii. **recalls** some information to perform.	iii. **identifies and applies** information to perform.	iii. **identifies and applies** information to perform.
5-6	i. **recalls and applies** some skills and techniques	i. **demonstrates and applies** skills and techniques	i. **demonstrates and applie**s a range of skills and techniques
	ii. **recalls and applies** some strategies and movement concepts	ii. **demonstrates and applies** strategies and movement concepts	ii. **demonstrates and applies** a range of strategies and movement concepts
	iii. **recalls and applies** some information to **perform** effectively.	iii. **identifies and applies** information to **perform** effectively.	iii. **identifies and applies** information to **perform** effectively.
7-8	i. **recalls and applies** a range of skills and techniques	i. **demonstrates** and applies a range of skills and techniques	i. **demonstrates and applies** a range of complex skills and techniques
	ii. **recalls and applies** a range of strategies and movement concepts	ii. **demonstrates** and applies a range of strategies and movement concepts	ii. **demonstrates and applies** a range of complex strategies and movement concepts
	iii. **recalls and applies** information to **perform** effectively.	iii. **outlines and applies** information to **perform** effectively.	iii. **analyses and applies** information to **perform** effectively.

Physical and Health Education - Criteria D - Reflecting & Improving Performance

Lvl	At the end of Year 1 a student is able to	At the end of Year 3 a student is able to	At the end of Year 5 a student is able to
1-2	i. **identifies** a strategy to enhance interpersonal skills	i. **identifies** strategies to enhance interpersonal skills	i. **identifies and demonstrates** strategies to enhance interpersonal skills
	ii. **identifies** the effectiveness of a plan	ii. **states** the effectiveness of a plan	ii. **outlines** the effectiveness of a plan based on the outcome
	iii. **outlines** performance.	iii. **outlines** performance.	iii. **outlines and summarizes** performance.
3-4	i. **identifies** strategies to enhance interpersonal skills	i. **identifies** and **demonstrates** strategies to enhance interpersonal skills	i. **outlines and demonstrates** strategies to enhance interpersonal skills
	ii. **states** the effectiveness of a plan	ii. **states** the effectiveness of a plan based on the outcome	ii. **explains** the effectiveness of a plan based on the outcome
	iii. **describes** performance.	iii. **outlines and summarizes** performance.	iii. **describes and summarizes** performance.
5-6	i. **identifies** and sometimes **demonstrates** strategies to enhance interpersonal skills	i. **outlines** and **demonstrates** strategies to enhance interpersonal skills	i. **describes and demonstrates** strategies to enhance interpersonal skills
	ii. **describes** the effectiveness of a plan	ii. **describes** the effectiveness of a plan based on the outcome	ii. **analyses** the effectiveness of a plan based on the outcome
	iii. **outlines and summarizes** performance.	iii. **outlines and evaluates** performance.	iii. **explains and evaluates** performance.
7-8	i. **identifies and demonstrates** strategies to enhance interpersonal skills	i. **describes and demonstrates** strategies to enhance interpersonal skills	i. **explains and demonstrates** strategies to enhance interpersonal skills
	ii. **describes** the effectiveness of a plan based on the outcome	ii. **explains** the effectiveness of a plan based on the outcome	ii. **analyses and evaluates** the effectiveness of a plan based on the outcome
	iii. **describes and summarizes** performance.	iii. **explains and evaluates** performance.	iii. **analyses and evaluates** performance.

Interdisciplinary Learning - Criteria A - Evaluating

Lvl	End of Year 1/Novice a student is able to	End of Year 3/Intermediate a student is able to	End of Year 5/Competent a student is able to
1-2	i. attempts to **analyse** by identifying disciplinary knowledge	i. attempts to **analyse** by identifying disciplinary knowledge	i. attempts to **analyse** by identifying disciplinary knowledge
	ii. attempts to **evaluate** by **stating** the strengths or limitations of interdisciplinary perspectives.	ii. attempts to **evaluate** by **stating** the strengths or limitations of interdisciplinary perspectives.	ii. attempts to **evaluate** by **stating** the strengths or limitations of interdisciplinary perspectives.
3-4	i. partially **analyses** by **outlining** the disciplinary knowledge	i. partially **analyses** by **outlining** the disciplinary knowledge	i. partially **analyses** by **outlining** the disciplinary knowledge
	ii. partially **evaluates** by **outlining** the strengths or limitations of interdisciplinary perspectives.	ii. partially **evaluates** by **outlining** the strengths or limitations of interdisciplinary perspectives.	ii. partially **evaluates** by **outlining** the strengths or limitations of interdisciplinary perspectives.
5-6	i. **analyses** by **describing** disciplinary knowledge	i. **analyses** by **describing** disciplinary knowledge	i. **analyses** by **describing** disciplinary knowledge
	ii. **evaluates** by **describing** the strengths and limitations of interdisciplinary perspectives.	ii. **evaluates** by **describing** the strengths and limitations of interdisciplinary perspectives.	ii. **evaluates** by **describing** the strengths and limitations of interdisciplinary perspectives.
7-8	i. fully **analyses** by **explaining** disciplinary knowledge	i. fully **analyses** by **explaining** disciplinary knowledge	i. fully **analyses** by **explaining** disciplinary knowledge
	ii. fully **evaluates** by **explaining** the strengths and limitations of interdisciplinary perspectives.	ii. fully **evaluates** by **explaining** the strengths and limitations of interdisciplinary perspectives.	ii. fully **evaluates** by **explaining** the strengths and limitations of interdisciplinary perspectives.

Interdisciplinary Learning - Criteria B - Synthesizing

Lvl	End of Year 1/Novice a student is able to	End of Year 3/Intermediate a student is able to	End of Year 5/Competent a student is able to
1-2	i. **creates** a product that **selects** disciplinary knowledge in an attempt to **communicate** some interdisciplinary understanding	i. **creates** a product that **selects** disciplinary knowledge in an attempt to **communicate** some interdisciplinary understanding	i. **creates** a product that **selects** disciplinary knowledge in an attempt to **communicate** some interdisciplinary understanding
	ii. **states** how their product **communicates** interdisciplinary knowledge.	ii. **states** how their product **communicates** interdisciplinary knowledge.	ii. **states** how their product **communicates** interdisciplinary knowledge.
3-4	i. **creates** a product that **applies** disciplinary knowledge to partially **communicate** interdisciplinary understanding	i. **creates** a product that **applies** disciplinary knowledge to partially **communicate** interdisciplinary understanding	i. **creates** a product that **applies** disciplinary knowledge to partially **communicate** interdisciplinary understanding
	ii. **outlines** how their product **communicates** interdisciplinary knowledge.	ii. **outlines** how their product **communicates** interdisciplinary knowledge.	ii. **outlines** how their product **communicates** interdisciplinary knowledge.
5-6	i. **creates** a product that **develops** disciplinary knowledge to **communicate** interdisciplinary understanding	i. **creates** a product that **develops** disciplinary knowledge to **communicate** interdisciplinary understanding	i. **creates** a product that **develops** disciplinary knowledge to **communicate** interdisciplinary understanding
	ii. **describes** how their product **communicates** interdisciplinary knowledge.	ii. **describes** how their product **communicates** interdisciplinary knowledge.	ii. **describes** how their product **communicates** interdisciplinary knowledge.
7-8	i. **creates** a product that **synthesizes** disciplinary knowledge to **communicate** effectively purposeful interdisciplinary understanding	i. **creates** a product that **synthesizes** disciplinary knowledge to **communicate** effectively purposeful interdisciplinary understanding	i. **creates** a product that **synthesizes** disciplinary knowledge to **communicate** effectively purposeful interdisciplinary understanding
	ii. **justifies** how their product **communicates** interdisciplinary knowledge.	ii. **justifies** how their product **communicates** interdisciplinary knowledge.	ii. **justifies** how their product **communicates** interdisciplinary knowledge.

Interdisciplinary Learning - Criteria C - Reflecting

Lvl	End of Year 1/Novice a student is able to	End of Year 3/Intermediate a student is able to	End of Year 5/Competent a student is able to
1-2	i. **states** the development of their own interdisciplinary learning	i. **states** the development of their own interdisciplinary learning	i. **states** the development of their own interdisciplinary learning
	ii. **states** how new interdisciplinary understanding enables <u>future</u> action.	ii. **states** how new interdisciplinary understanding enables <u>future</u> action.	ii. **states** how new interdisciplinary understanding enables <u>future</u> action.
3-4	i. **outlines** the development of their own interdisciplinary learning	i. **outlines** the development of their own interdisciplinary learning	i. **outlines** the development of their own interdisciplinary learning
	ii. **outlines** how new interdisciplinary understanding enables action.	ii. **outlines** how new interdisciplinary understanding enables action.	ii. **outlines** how new interdisciplinary understanding enables action.
5-6	i. **describes** the development of their own interdisciplinary learning	i. **describes** the development of their own interdisciplinary learning	i. **describes** the development of their own interdisciplinary learning
	ii. **describes** how new interdisciplinary understanding enables action.	ii. **describes** how new interdisciplinary understanding enables action.	ii. **describes** how new interdisciplinary understanding enables action.
7-8	i. **discusses** the development of their own interdisciplinary learning	i. **discusses** the development of their own interdisciplinary learning	i. **discusses** the development of their own interdisciplinary learning
	ii. **discusses** how new interdisciplinary understanding enables action.	ii. **discusses** how new interdisciplinary understanding enables action.	ii. **discusses** how new interdisciplinary understanding enables action.

***Please note that we use M3 assessment criteria for M2, and M5 assessment criteria for M5.**

Grade Boundaries for 1-7 Grades

Grades are awarded for each subject based on the sum of level marks awarded for each Criteria. As there are 4 criteria each with a maximum score of 8 marks grades are awarded based on a maximum of 32 marks. Every subject is assessed twice in every criteria each year. This means the overall grade is awarded out of a total of 64 marks.

Note: Interdisciplinary Learning (assessed during a single Interdisciplinary Unit) is out of 3 and not 4 Criteria as a result the grade boundaries for Interdisciplinary Learning are out of 24 and not 32 points. Interdisciplinary Learning is only assessed once in a year.

Total number of Marks in a subject in semester 1	Total number of Marks in a subject over the year (sum of semester 1 &2)	Total number of marks awarded in an Interdisciplinary unit	Grade awarded
0-5	0-10	1-3	1
6-9	11-18	4-6	2
10-14	19-28	7-10	3
15-18	29-36	11-13	4
19-23	37-46	14-17	5
24-27	47-54	18-20	6
28-32	55-64	21-24	7