



# OEIRAS INTERNATIONAL SCHOOL

## MYP SUBJECTS - ASSESSMENT GUIDE 2017 - 2018

*Year Six and Year Seven*



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## Purpose of this Guide

This guide is primarily designed to act as a point of reference for parents of students involved in the Middle Years Programme at Oeiras International School (OIS) in understanding the assessment principles and practices associated with the International Baccalaureate Middle Years Programme (MYP).

Teaching methodologies and assessment employed at OIS have evolved in recent years to reflect the International Baccalaureate Organisation (IBO) requirements and excellence in middle schooling.

The emphasis on assessment in the Middle Years is on utilizing assessment as a tool to objectively and constructively give students information on their performance against a set criteria peculiar to the task and/or subject. The levels of achievement in each criterion provide a means of monitoring the student against internationally recognized standards and provides students with a scaffold on which to further develop their skills.

## The MYP Curriculum

The MYP curriculum model is one based on a thorough involvement in each of the nine learning areas identified in the model below including the study of a second language.

The model is unique in that it encourages interdisciplinary interaction by means of the **Global Contexts** and identified **Key Concepts**. The Global Contexts (Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalisation and Sustainability, Fairness and Development) form the basis for interdisciplinary teaching and give a special focus for the subjects throughout the MYP.

Students in the final year of the MYP (Year 11) complete a major self-directed project called the **Personal Project**, which is researched and developed in conjunction with a staff member acting as a supervisor. The Personal Project carries the same weight as a full subject. All students in the MYP also undertake an Interdisciplinary Unit which is assessed and reported on in the term two report.

## Criteria Summary

The MYP assessment criteria across subject groups can be summarized as follows.

Subject	A	B	C	D
Language and literature	Analysing	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 analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Unit	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

## **Criteria and Achievement Levels**

Each of the nine learning areas detailed on the following pages have a four criteria specific to the subject, which form the basis of assessment in each subject. Each of these criteria has associated with it a level of achievement and associated descriptors by which the student's work is assessed.

Teachers will set tasks to address one or more criteria and will assess students against the pertinent criteria by matching the student's performance against the descriptor that best reflects the performance of that student.

Most criteria identify two levels against each descriptor to discriminate between higher and lower levels of attainment in each level.

The student's final grade is established by totaling the levels for each subject and applying the IB grade boundaries (page 63) This grade is then cross referenced with the general grade descriptor (page 63) to ensure it is an appropriate reflection of the student's achievement.

## Calculating a Grade

Each of the nine learning areas will formally assess your child throughout the year. The number of assessments will differ for each area. However, throughout the year each criterion listed on the following pages will be assessed at least twice.

Below is an example from Individuals and Societies.

Tasks Criterion	Criterion A (8)	Criterion B (8)	Criterion C (8)	Criterion D (8)
Project	8	8		4
Poster	7	7		
Leaflet	8	7	8	
Oral Presentation			7	5
Examination/Test			8	5
FINAL LEVEL	8	7	8	5

You will see above that the first assignment mentioned is a project. This particular project assessed only three criterion, A, B & D. You will also see that each of the four criterion were assessed 3 times throughout the year.

Once a final level for each criterion is established, they are added together

$$8 + 7 + 8 + 5$$

This equals a total of 28 out of a possible score of 32 for Individuals and Societies. Referring to the Grade boundaries on page 63 it can be seen that this equates to a final grade of 7.

Referring to the Grade related descriptors on page 63, this student's performance is interpreted as:

*"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." (Grade descriptor p63)*

## Glossary of command terms in the MYP

The command terms listed are used to define the thinking skills that MYP students are expected to demonstrate. The definitions may vary when used in other contexts.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	To evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.



Command term	Definition
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

**Arts – Visual & Performing Arts**  
**Criterion A: Knowing and understanding**

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language</li> <li>ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language</li> <li>ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language</li> <li>ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language</li> <li>ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context</li> <li>iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.</li> </ul>

## Criterion B: Developing skills

Maximum: 8

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

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li></ol>

### Criterion C: Thinking creatively

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. identifies a <b>limited</b> artistic intention</li><li>ii. identifies <b>limited</b> alternatives and perspectives</li><li>iii. demonstrates <b>limited</b> exploration of ideas.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. identifies an <b>adequate</b> artistic intention</li><li>ii. identifies <b>adequate</b> alternatives and perspectives</li><li>iii. demonstrates <b>adequate</b> exploration of ideas.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. identifies a <b>substantial</b> artistic intention</li><li>ii. identifies <b>substantial</b> alternatives and perspectives</li><li>iii. demonstrates <b>substantial</b> exploration of ideas.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. identifies an <b>excellent</b> artistic intention</li><li>ii. identifies <b>excellent</b> alternatives and perspectives</li><li>iii. demonstrates <b>excellent</b> exploration of ideas.</li></ul>

## Criterion D: Responding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents a <b>limited</b> evaluation of certain elements of artwork.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents an <b>adequate</b> evaluation of certain elements of artwork.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents a <b>substantial</b> evaluation of certain elements of artwork.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning</li><li>ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art</li><li>iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.</li></ol>

## Individuals and Societies

### Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. recognizes some vocabulary</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>uses some</b> vocabulary</li><li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. uses considerable relevant vocabulary, often accurately</li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. consistently uses relevant vocabulary accurately</li><li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li></ol>

## Criterion B: Investigating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> a research question</li> <li>ii. follows an action plan in a <b>limited way</b> to explore a research question</li> <li>iii. collects and records information, to a limited extent</li> <li>iv. <b>with guidance</b>, reflects on the research process and results, to a <b>limited extent</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question</li> <li>ii. <b>partially</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information</li> <li>iv. <b>with guidance</b>, reflects on the research process and results with <b>some</b> depth.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the choice of a research question <b>in detail</b></li> <li>ii. <b>mostly</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information</li> <li>iv. <b>reflects</b> on the research process and results.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the choice of a research question</li> <li>ii. <b>effectively</b> follows an action plan to explore a research question</li> <li>iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information</li> <li>iv. <b>thoroughly</b> reflects on the research process and results.</li> </ol>

### Criterion C: Communicating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i: communicates information and ideas in a style that is <b>not always</b> clear ii: organizes information and ideas <b>in a limited way</b> iii. <b>inconsistently</b> lists sources, not following the task instructions.
3–4	The student: i: communicates information and ideas in a way that is <b>somewhat</b> clear ii: <b>somewhat</b> organizes information and ideas iii. lists sources in a way that <b>sometimes</b> follows the task instructions.
5–6	The student: i: communicates information and ideas in a way that is <b>mostly</b> clear ii: <b>mostly</b> organizes information and ideas iii. lists sources in a way that <b>often</b> follows the task instructions.
7–8	The student: i. communicates information and ideas in a way that is <b>completely</b> clear <b>ii.</b> <b>completely</b> organizes information and ideas <b>effectively</b> iii. lists sources in a way that <b>always</b> follows the task instructions.



## Criterion D: Thinking critically

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b></li> <li>ii. <b>rarely</b> uses information to justify opinions</li> <li>iv. identifies the origin and purpose of <b>limited</b> sources/data</li> <li>iv. identifies some different views.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. identifies <b>some</b> main points of ideas, events, visual representation or arguments</li> <li>ii. justifies opinions with <b>some</b> information</li> <li>iii. <b>identifies</b> the origin and purpose of sources/data</li> <li>iv. identifies <b>some</b> different views and suggests <b>some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. gives <b>sufficient</b> justification of opinions using information</li> <li>iii. identifies the origin and purpose of a <b>range</b> of sources/data</li> <li>iv. identifies different views and <b>most</b> of their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments</li> <li>ii. gives <b>detailed</b> justification of opinions using information</li> <li>iii. <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose</li> <li>iv. <b>consistently</b> identifies different views and their implications</li> </ol>

## Interdisciplinary Unit

### Criterion A: Disciplinary grounding

Maximum: 8

In the Interdisciplinary unit, students should:

- i. demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. demonstrates <b>limited</b> relevant disciplinary grounding.
3–4	The student: i. demonstrates <b>some</b> relevant disciplinary grounding.
5–6	The student: i. demonstrates <b>most necessary</b> disciplinary grounding.
7–8	The student: i. demonstrates <b>extensive necessary</b> disciplinary grounding.

## Criterion B: Synthesizing

Maximum: 8

In the Interdisciplinary unit, students should:

- i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>establishes few and/or superficial</b> connections between disciplinary knowledge.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent</b> interdisciplinary understanding.</li></ol>

### Criterion C: Communicating

Maximum: 8

In the Interdisciplinary unit, students should:

- ii. use appropriate strategies to communicate interdisciplinary understanding effectively
- iii. document sources using recognized conventions.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. communicates interdisciplinary understanding in a <b>limited way</b> .
3–4	The student: i. communicates interdisciplinary understanding with <b>some</b> clarity.
5–6	The student: i. communicates interdisciplinary understanding in a way that is <b>mostly</b> clear ii. <b>identifies</b> sources.
7–8	The student: i. communicates interdisciplinary understanding with clarity, <b>organization and coherence</b> ii. acknowledges relevant sources.

## Criterion D: Reflecting

Maximum: 8

In the Interdisciplinary unit, students should:

- i. reflect on the development of their own interdisciplinary understanding
- ii. evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>describes</b> strengths and limitations of the interdisciplinary learning process in a <b>limited way</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>describes</b> strengths and limitations of the interdisciplinary learning process</li><li>ii. <b>states some</b> limitations or benefits of disciplinary knowledge in specific situations.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>explains</b> strengths and limitations of the interdisciplinary learning process</li><li>ii. <b>states some</b> limitations <b>and</b> benefits of disciplinary <b>and</b> interdisciplinary knowledge in specific situations.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>evaluates</b> strengths and limitations of the interdisciplinary learning process</li><li>ii. <b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li></ol>

## Language and Literature

### Criterion A: Analysing

Maximum: 8

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

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. provides <b>minimal</b> identification and comment upon significant aspects of texts</li><li>ii. provides <b>minimal</b> identification and comment upon the creator's choices</li><li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses little or no terminology</li><li>iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. provides <b>adequate</b> identification and comment upon significant aspects of texts</li><li>ii. provides <b>adequate</b> identification and comment upon the creator's choices</li><li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li><li>iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b>.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. provides <b>substantial</b> identification and comment upon significant aspects of texts</li><li>ii. provides <b>substantial</b> identification and comment upon the creator's choices</li><li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li><li>iv. <b>describes some</b> similarities and differences in features <b>within and between texts</b>.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="480 264 1361 338">i. provides <b>perceptive</b> identification and comment upon significant aspects of texts</li> <li data-bbox="480 338 1361 412">ii. provides <b>perceptive</b> identification and comment upon the creator’s choices</li> <li data-bbox="480 412 1361 517">iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li data-bbox="480 517 1361 591">iv. <b>compares and contrasts</b> features <b>within and between</b> texts.</li> </ul>

## Criterion B: Organizing

Maximum: 8

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

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

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



### Criterion C: Producing text

Maximum: 8

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

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="491 277 1361 412">i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</li> <li data-bbox="491 412 1361 524">ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li data-bbox="491 524 1361 591">iii. selects <b>extensive</b> relevant details and examples to support ideas.</li> </ul>

## Criterion D: Using language

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors sometimes hinder communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>

## Language Acquisition

### Phase 1

#### Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author 's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>



**Criterion C: Communicating in response to spoken and/or written and/or visual text**

Maximum: 8

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

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

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in de t ail</b> an d <b>appropriately</b> to simple short phrases an d basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non- verbal language</li> <li>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

**Criterion D: Using language in spoken and/or written form**

Maximum: 8

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

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="512 280 1326 414">i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy</li> <li data-bbox="512 418 1318 488">ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices accurately</li> <li data-bbox="512 492 1134 526">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Mathematics

### Criterion A: Knowing and understanding

Maximum: 8

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

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving simple problems in familiar situations</li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving more complex problems in familiar situations</li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving challenging problems in familiar situations</li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>

## Criterion B: Investigating patterns

Maximum: 8

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

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

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

### Criterion C: Communicating

Maximum: 8

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

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

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

### Criterion D: Applying mathematics in real-life contexts

Maximum: 8

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

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. describe whether a solution makes sense in the context of the authentic real-life situation.

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



Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the relevant elements of the authentic real-life situation</li> <li>ii. select adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</li> <li>iv. explain the degree of accuracy of the solution</li> <li>v. describe correctly whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>

## Physical and Health Education

### Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>recalls some</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues</li> <li>iii. <b>recalls</b> physical and health terminology.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding with limited success.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>

Achievement level	Level descriptor
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="528 324 1182 392">i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li data-bbox="528 398 1278 495">ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in familiar and unfamiliar situations</li> <li data-bbox="528 501 1286 568">iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>

## Criterion B: Planning for performance

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> plans for improving health or physical activity</li><li>ii. <b>states</b> the effectiveness of a plan.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines a basic</b> plan for improving health or physical activity</li><li>ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b>.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> a plan for improving health or physical activity</li><li>ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b>.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>constructs</b> and <b>outlines</b> a plan for improving health or physical activity</li><li>ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b>.</li></ol>

### Criterion C: Applying and performing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>recalls some</b> skills and techniques</li><li>ii. <b>recalls some</b> strategies and movement concepts</li><li>iii. <b>applies</b> information to perform with limited success.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>recalls</b> skills and techniques</li><li>ii. <b>recalls</b> strategies and movement concepts</li><li>iii. <b>applies</b> information to perform.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>recalls and applies</b> skills and techniques</li><li>ii. <b>recalls and applies</b> a range of strategies and movement concepts</li><li>iii. <b>applies</b> information to perform <b>effectively</b>.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>recalls and applies a range</b> of skills and techniques</li><li>ii. <b>recalls and applies a range</b> of strategies and movement concepts</li><li>iii. <b>recalls and applies</b> information to perform <b>effectively</b>.</li></ol>

## Criterion D: Reflecting and improving performance

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> a strategy to enhance interpersonal skills</li><li>ii. <b>states</b> a goal to enhance performance</li><li>iii. <b>describes</b> performance.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>lists</b> strategies to enhance interpersonal skills</li><li>ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li><li>iii. <b>summarizes</b> performance.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> strategies to enhance interpersonal skills</li><li>ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>describes</b> and <b>summarizes</b> performance.</li></ol>

## Science

### Criterion A: Knowing and understanding

Maximum: 8

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

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments.

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

## Criterion B: Inquiring and designing

Maximum: 8

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

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

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



7-8	<p>The student is able to:</p> <ul style="list-style-type: none"><li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>outline</b> a testable prediction <b>using scientific reasoning</b></li><li>iii. <b>out line</b> how to manipulate the variables, and <b>out line</b> how <b>sufficient, relevant data</b> will be collected</li><li>iv. design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment.</b></li></ul>
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### Criterion C: Processing and evaluating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>interpret</b> data</li> <li>iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation, <b>with limited success</b></li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation, <b>with limited success</b></li> <li>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation, <b>with limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>outline</b> results</li> <li>iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>

Achievement level	Level descriptor
5–6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>outline</b> results <b>using</b> scientific reasoning</li> <li>iii. <b>outline</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret data</b> and <b>outline</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a prediction based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

### Criterion D: Reflecting on the impacts of science

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to, <b>with limited success</b> : i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>apply</b> scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>sometimes apply</b> scientific language to communicate understanding iv. <b>sometimes</b> document sources correctly.
5–6	The student is able to: i. <b>outline</b> the ways in which science is used to address a specific problem or issue ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. <b>usually</b> document sources correctly.

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe and summarize</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding clearly and precisely</li> <li>iv. document sources <b>completely</b>.</li> </ul>

## Design

### Criterion A: Inquiring and analysing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> the need for a solution to a problem</li><li>ii. <b>states</b> the findings of research.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> the need for a solution to a problem</li><li>ii. <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b></li><li>iii. <b>states</b> the main features of an existing product that inspires a solution to the problem</li><li>iv. <b>outlines some of</b> the main findings of research.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>explains</b> the need for a solution to a problem</li><li>ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li><li>iii. <b>outlines</b> the main features of an existing product that inspires a solution to the problem</li><li>iv. <b>outlines</b> the main findings of relevant research.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>explains and justifies</b> the need for a solution to a problem</li><li>ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b></li><li>iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem</li><li>iv. <b>presents</b> the main findings of relevant research.</li></ol>

## Criterion B: Developing ideas

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states one</b> basic success criterion for a solution</li> <li>ii. <b>presents one</b> design idea, which can be interpreted by others</li> <li>iii. <b>creates</b> an incomplete planning drawing/diagram.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>states a few</b> success criteria for the solution</li> <li>ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others</li> <li>iii. <b>states</b> the key features of the chosen design</li> <li>iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>develops a few</b> success criteria for the solution</li> <li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>stating</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops a list of</b> success criteria for the solution</li> <li>ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others</li> <li>iii. <b>presents</b> the chosen design <b>describing</b> the key features</li> <li>iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.</li> </ol>

### Criterion C: Creating the solution

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates minimal</b> technical skills when making the solution</li> <li>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution</li> <li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li>iv. <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution</li> <li>ii. <b>demonstrates competent</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented appropriately</li> <li>iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.</li> </ol>



Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="491 322 1310 421">i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution</li> <li data-bbox="491 430 1267 495">ii. <b>demonstrates excellent</b> technical skills when making the solution</li> <li data-bbox="491 504 1283 568">iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b></li> <li data-bbox="491 577 1230 642">iv. <b>lists the changes</b> made to the chosen design and plan when making the solution.</li> </ul>

## Criterion D: Evaluating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>defines</b> a testing method, which is used to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>defines a relevant testing method</b>, which generates data, to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant test</b></li> <li>iii. <b>states one way</b> in which the solution could be improved</li> <li>iv. <b>states one way</b> in which the solution can impact the client/target audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>defines relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution against the design specification based on <b>relevant product testing</b></li> <li>iii. <b>outlines one way</b> in which the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>outlines simple, relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>authentic product testing</b></li> <li>iii. <b>outlines</b> how the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li> </ol>

## Grade Descriptors and Boundaries

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. This total is then compared against the boundary guidelines to assign a final grade. The grade descriptor is used as a check to ensure that the numerical value awarded reflects the qualities of the student’s work.

The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	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.