

Individuals & Societies

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses relevant vocabulary accurately <input type="checkbox"/> demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses a range of terminology accurately <input type="checkbox"/> demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses a wide range of terminology effectively <input type="checkbox"/> demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses considerable relevant vocabulary often accurately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses considerable and relevant terminology accurately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a range of terminology accurately and appropriately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses some vocabulary <input type="checkbox"/> demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses some terminology accurately <input type="checkbox"/> demonstrates a satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses some terminology accurately and appropriately <input type="checkbox"/> demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognizes some vocabulary <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes limited use of terminology <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses limited relevant terminology <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Investigating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains the choice of a research question <input type="checkbox"/> effectively follows an action plan to explore a research question <input type="checkbox"/> uses methods to collect and record consistently relevant information <input type="checkbox"/> thoroughly reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and explains its relevance <input type="checkbox"/> formulates and effectively follows a consistent action plan to investigate a research question <input type="checkbox"/> uses methods to collect and record appropriate and varied relevant information <input type="checkbox"/> with guidance, provides a detailed evaluation of the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and justifies its relevance <input type="checkbox"/> formulates and effectively follows a comprehensive action plan to investigate a research question <input type="checkbox"/> uses research methods to collect and record appropriate, varied and relevant information <input type="checkbox"/> thoroughly evaluates the process and results of the investigation
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the choice of a research question in detail <input type="checkbox"/> mostly follows an action plan to explore a research question <input type="checkbox"/> uses method(s) to collect and record often relevant information <input type="checkbox"/> reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and describes its relevance in detail <input type="checkbox"/> formulates and mostly follows a sufficiently developed action plan to investigate a research question <input type="checkbox"/> uses methods to collect and record appropriate relevant information <input type="checkbox"/> with guidance, evaluates the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and explains its relevance <input type="checkbox"/> formulates and follows a substantial action plan to investigate a research question <input type="checkbox"/> uses research method(s) to collect and record appropriate, relevant information <input type="checkbox"/> evaluates of the process and results of the investigation
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the choice of a research question <input type="checkbox"/> partially follows an action plan to explore a research question <input type="checkbox"/> uses a method or methods to collect and record some relevant information <input type="checkbox"/> with guidance, reflects on the research process and results with some depth 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and describes its relevance <input type="checkbox"/> formulates and occasionally follows a partial action plan to investigate a research question <input type="checkbox"/> uses a method(s) to collect and record some relevant information <input type="checkbox"/> with guidance, reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and describes its relevance in detail <input type="checkbox"/> formulates and somewhat follows a partial action plan to investigate a research question <input type="checkbox"/> uses a research method(s) to collect and record mostly relevant information <input type="checkbox"/> evaluates some aspects of the process and results of the investigation
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a research question 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a research question that is clear, focused and relevant. 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a research question that is clear or focused and describes its relevance

	<ul style="list-style-type: none"> <input type="checkbox"/> follows an action plan in a limited way to explore a research question <input type="checkbox"/> collects and records information, to a limited extent <input type="checkbox"/> with guidance, reflects on the research process and results to a limited extent 	<ul style="list-style-type: none"> <input type="checkbox"/> formulates a limited action plan or does not follow a plan <input type="checkbox"/> collects and records limited or sometimes irrelevant information <input type="checkbox"/> with guidance, reflects on the research process and results in a limited way 	<ul style="list-style-type: none"> <input type="checkbox"/> formulates a limited action plan to investigate a research question or does not follow a plan <input type="checkbox"/> collects and records limited information, not always consistent with the research question <input type="checkbox"/> makes a limited evaluation of the process and results of the investigation
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Thinking critically

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is completely clear <input type="checkbox"/> completely organizes information and ideas effectively <input type="checkbox"/> lists sources in a way that always follows the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is completely appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas completely according to the task instructions <input type="checkbox"/> creates a complete reference list and always cites sources 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas in a way that is completely appropriate to the specified format <input type="checkbox"/> consistently documents sources of information using a recognized convention
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is mostly clear <input type="checkbox"/> mostly organizes information and ideas <input type="checkbox"/> lists sources in a way that often follows the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is mostly appropriate to the audience and purpose <input type="checkbox"/> mostly structures information and ideas according to the task instructions <input type="checkbox"/> creates an adequate reference list and usually cites sources 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas in a way that is mostly appropriate to the specified format <input type="checkbox"/> often documents sources of information using a recognized convention
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is somewhat clear <input type="checkbox"/> somewhat organizes information and ideas <input type="checkbox"/> lists sources in a way that sometimes follows the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is somewhat clear <input type="checkbox"/> somewhat organizes information and ideas <input type="checkbox"/> creates an adequate reference list and sometimes cites sources 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas in a way that is somewhat appropriate to the specified format <input type="checkbox"/> sometimes documents sources of information using a recognized convention
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is not always clear <input type="checkbox"/> organizes information and ideas in a limited way <input type="checkbox"/> Inconsistently lists sources, not following the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is not always clear <input type="checkbox"/> organizes information and ideas in a limited way <input type="checkbox"/> lists sources of information inconsistently 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose <input type="checkbox"/> structures information and ideas according to the specified format in a limited way <input type="checkbox"/> documents sources of information in a limited way
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Communicating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies in detail the main points of ideas, events, visual representation or arguments <input type="checkbox"/> uses information to give detailed opinions <input type="checkbox"/> consistently identifies and analyzes a range of sources/data in terms of origin and purpose <input type="checkbox"/> consistently identifies different views and their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a detailed analysis of concepts, issues, models, visual representation and/or theories <input type="checkbox"/> summarizes information to make consistent, well-supported arguments <input type="checkbox"/> effectively analyzes a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations <input type="checkbox"/> clearly recognizes different perspectives and consistently explains their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a detailed discussion of concepts, issues, models, visual representation and theories <input type="checkbox"/> synthesizes information to make valid, well-supported arguments <input type="checkbox"/> effectively analyzes and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations <input type="checkbox"/> thoroughly interprets a range of different perspectives and their implications
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies the main points of ideas, events, visual representation or arguments <input type="checkbox"/> uses information to give substantial opinions <input type="checkbox"/> identifies the origin and purpose of a range of sources/data <input type="checkbox"/> identifies different views and most of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a substantial analysis of concepts, issues, models, visual representation and/or theories <input type="checkbox"/> summarizes information to make usually valid arguments <input type="checkbox"/> analyzes sources/data in terms of origin and purpose, usually recognizing values and limitations <input type="checkbox"/> clearly recognizes different perspectives and describes most of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discusses concepts, issues, models, visual representation and theories <input type="checkbox"/> synthesizes information to make valid arguments <input type="checkbox"/> effectively analyzes and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations <input type="checkbox"/> interprets different perspectives and their implications
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some main points of ideas, events, visual representation or arguments <input type="checkbox"/> uses information to give adequate opinions <input type="checkbox"/> identifies the origin and purpose of sources/data <input type="checkbox"/> identifies some different views and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a simple analysis of concepts, issues, models, visual representation and/or theories <input type="checkbox"/> summarizes information to make some adequate arguments <input type="checkbox"/> analyzes sources/data in terms of origin and purpose, recognizing some values and limitations <input type="checkbox"/> recognizes different perspectives and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes concepts, issues, models, visual representation and theories <input type="checkbox"/> summarizes information to make arguments <input type="checkbox"/> analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations <input type="checkbox"/> interprets different perspectives and some of their implications

1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the main points of ideas, events, visual representation or arguments to a limited extent <input type="checkbox"/> uses information to give limited opinions <input type="checkbox"/> identifies the origin and purpose of limited sources/data <input type="checkbox"/> identifies some different views 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begins to analyze concepts, issues, models, visual representation and/or theories in a limited way <input type="checkbox"/> begins to identify connections between information to make simple arguments <input type="checkbox"/> recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data <input type="checkbox"/> identifies different perspectives 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes concepts, issues, models, visual representation and theories to a limited extent <input type="checkbox"/> summarizes information to a limited extent to make arguments <input type="checkbox"/> describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitations <input type="checkbox"/> identifies different perspectives and minimal implications
0	The student's work does not reach a standard described by any of the descriptors above.		