Language & Literature
(English & Arabic)

Criterion A: Analyzing

Achievement levels	Descriptors		
	MYP 1	**MYP 2-3**	**MYP 4-5**
7-8	The student: ☐ provides **perceptive** identification and comment upon significant aspects of texts ☐ provides **perceptive** identification and comment upon the creator's choices ☐ gives **detailed** justification of opinions and ideas with a **range** of examples, **and thorough** explanations; uses **accurate** terminology ☐ **compares and contrasts** features within and between texts	The student: ☐ provides **perceptive** identification **and** explanation of the content, context, language, structure, technique and style, and explains the relationships among texts **thoroughly** ☐ provides **perceptive** identification and explanation of the effects of the creator's choices on an audience ☐ gives **detailed** justification of opinions and ideas with a **range** of examples, **and thorough** explanations; uses **accurate** terminology ☐ **perceptively compares and contrasts** features within and between genres and texts	The student: ☐ provides **perceptive** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ☐ **perceptively** analyzes the effects of the creator's choices on an audience ☐ gives **detailed** justification of opinions and ideas with a **range** of examples **and thorough** explanations; uses **accurate** terminology ☐ **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts
5-6	The student: ☐ provides **substantial** identification and comment upon significant aspects of texts ☐ provides **substantial** identification and comment upon the creator's choices ☐ **sufficiently** justifies opinions and ideas with examples, and explanations; uses **accurate** terminology ☐ **describes some** similarities and differences in features within and between texts	The student: ☐ provides **substantial** identification **and** explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ☐ provides **substantial** identification and explanation of the effects of the creator's choices on an audience ☐ **sufficiently** justifies opinions and ideas with examples, and explanations; uses **accurate** terminology ☐ **competently interprets** similarities and differences in features within and between genres and texts	The student: ☐ **competently** analyzes the content, context, language, structure, technique and style of text(s) and the relationship among texts ☐ **competently** analyzes the effects of the creator's choices on an audience ☐ **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology ☐ **evaluates** similarities and differences by making **substantial** connections in features across and within genres and texts
3-4	The student: ☐ provides **adequate** identification and comment upon significant aspects of texts	The student: ☐ provides **adequate** identification **and** explanation of the content, context, language,	The student: ☐ provides **adequate** analysis of the content, context, language, structure, technique and

		structure, technique and style, and **some** explanation of the relationships among texts	style of text(s) and the relationship among texts
	☐ provides **adequate** identification and comment upon the creator's choices	☐ provides **adequate** identification and explanation of the effects of the creator's choices on an audience	☐ provides **adequate** analysis of the effects of the creator's choices on an audience
	☐ justifies opinions and ideas with **some** examples **and** explanations, though this may not be consistent; uses **some** terminology	☐ justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology	☐ justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology
	☐ **identifies some** similarities and differences in features within and between texts	☐ **interprets some** similarities and differences in features within and between genres and texts	☐ **evaluates some** similarities and differences by making **adequate** connections in features across and within genres and texts
1-2	The student: ☐ provides **minimal** identification and comment upon significant aspects of texts	The student: ☐ provides **minimal** identification **or** explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships among texts	The student: ☐ provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and relationship among texts
	☐ provides **minimal** identification and comment upon the creator's choices	☐ provides **minimal** identification and explanation of the effects of the creator's choices on an audience	☐ provides **limited** analysis of the effects of the creator's choices on an audience
	☐ **rarely** justifies opinions and ideas with examples **or** explanations, though this may not be consistent; uses **some** terminology	☐ **rarely** justifies opinions and ideas with examples **or** explanations; uses **little or no** terminology	☐ **rarely** justifies opinions and ideas with examples **or** explanations; uses **little or no** terminology
	☐ **identifies few** similarities and differences in features within and between texts	☐ **identifies few** similarities and differences in features within and between genres and texts	☐ **evaluates few** similarities and differences in features by making minimal connections across and within genres and texts
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Organizing

Achievement levels	Descriptors		
	MYP 1	**MYP 2-3**	**MYP 4-5**
7-8	The student: ☐ makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ☐ **effectively** organizes opinions and ideas in a **logical manner** with ideas building on each other in a **sophisticated** way ☐ makes **excellent** use of referencing and formatting tools to create an **effective** presentation style	The student: ☐ makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ☐ **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way ☐ makes **excellent** use of referencing and formatting tools to create an **effective** presentation style	The student: ☐ makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ☐ **effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a **sophisticated** way ☐ makes **excellent** use of referencing and formatting tools to create an **effective** presentation style
5-6	The student: ☐ makes **competent** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas in a **logical manner** with ideas building on each other ☐ makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention	The student: ☐ makes **competent** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas in a **coherent and logical manner** with ideas building on each other ☐ makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention	The student: ☐ makes **competent** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other ☐ makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention
3-4	The student: ☐ makes **adequate** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas with **some degree of logic** ☐ makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention	The student: ☐ makes **adequate** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas with **some degree of coherence and logic** ☐ makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention	The student: ☐ makes **adequate** use of organizational structures that serve the context and intention ☐ organizes opinions and ideas with **some degree of coherence and logic** ☐ makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention
1-2	The student: ☐ makes **minimal** use of organizational structures, though these **may not** serve the context and intention ☐ organizes opinions and ideas with a **minimal degree of logic** ☐ makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention	The student: ☐ makes **minimal** use of organizational structures, though these **may not always** serve the context and intention ☐ organizes opinions and ideas with a **minimal degree of coherence and logic** ☐ makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention	The student: ☐ makes **minimal** use of organizational structures, though these **may not always** serve the context and intention ☐ organizes opinions and ideas with a **minimal degree of coherence and logic** ☐ makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention

4

| 0 | The student's work does not reach a standard described by any of the descriptors above. |

Criterion C: Producing text

Achievement levels	Descriptors		
	MYP 1	**MYP 2-3**	**MYP 4-5**
7-8	The student: ☐ produces text that demonstrates a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ☐ makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience ☐ selects **extensive** relevant details and examples to support ideas	The student: ☐ produces text that demonstrates a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination **and** sensitivity, and **perceptive** exploration and consideration of new perspectives and ideas ☐ makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience ☐ selects **extensive** relevant details and examples to develop ideas **with precision**	The student: ☐ produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination or sensitivity, and **perceptive** exploration of and critical reflection on new perspectives and ideas ☐ makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience ☐ selects **extensive** relevant details and examples to develop ideas **with precision**
5-6	The student: ☐ produces text that demonstrates **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ☐ makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience ☐ selects **sufficient** relevant details and examples to support ideas	The student: ☐ produces text that demonstrates **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination **and** sensitivity, and **substantial** exploration and consideration of new perspectives and ideas ☐ makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience ☐ selects **sufficient** relevant details and examples to develop ideas	The student: ☐ produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity, and **substantial** exploration of and critical reflection on new perspectives and ideas ☐ makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience ☐ selects **sufficient** relevant details and examples to develop ideas
3-4	The student: ☐ produces text that demonstrates **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ☐ makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience	The student: ☐ produces text that demonstrates **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination **and** sensitivity, and **some** exploration and consideration of new perspectives and ideas ☐ makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience	The student: ☐ produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity, and **some** exploration of and critical reflection on new perspectives and ideas ☐ makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience

	☐ selects **some** relevant details and examples to support ideas	☐ selects **some** relevant details and examples to develop ideas	☐ selects **some** relevant details and examples to develop ideas
1-2	The student: ☐ produces text that demonstrates **limited** personal engagement with the creative process; demonstrates a **limited degree** of thought or imagination and **minimal** exploration of new perspectives and ideas ☐ makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience ☐ selects **few** relevant details and examples to support ideas	The student: ☐ produces text that demonstrates **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination **or** sensitivity and **minimal** exploration and consideration of new perspectives and ideas ☐ makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience ☐ selects **few** relevant details and examples to develop ideas	The student: ☐ produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity, and **minimal** exploration of and critical reflection on new perspectives and ideas ☐ makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience ☐ selects **few** relevant details and examples to develop ideas
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Using language

The descriptors for this criterion are the same in all five years of the program. Teachers provide students with task-specific rubrics which give detailed descriptions of the grade-level achievement expectations in the skills and techniques explored in each unit.

Achievement levels	Descriptors		
	MYP 1	**MYP 2-3**	**MYP 4-5**
7-8	The student: ☐ **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ☐ writes and speaks in a **consistently appropriate** register and style that serve the context and intention ☐ uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** ☐ spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** ☐ makes **effective** use of appropriate non-verbal communication techniques		
5-6	The student: ☐ uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ☐ writes and speaks **competently** in a register and style that serve the context and intention ☐ uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder effective** communication ☐ spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder effective** communication ☐ makes **sufficient** use of appropriate non-verbal communication techniques		
3-4	The student: ☐ uses an **adequate range** of appropriate vocabulary, sentence structures and forms of expression ☐ **sometimes** writes and speaks **competently** in a register and style that serve the context and intention ☐ uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication ☐ spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication ☐ makes **some** use of appropriate non-verbal communication techniques		
1-2	The student: ☐ uses a **limited range** of appropriate vocabulary and forms of expression ☐ writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention ☐ uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication ☐ spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication ☐ makes **limited and/or inappropriate** use of appropriate non-verbal communication techniques		
0	The student's work does not reach a standard described by any of the descriptors above.		