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“Where the **world** goes to school”

About MYP Assessment Criteria

The use of assessment criteria gives teachers, students and parents a framework to determine a student's success. To explain how criteria are used, please read through the exemplar information below, taken from the humanities curriculum.

In the humanities (group 3) there are four criteria used to assess a child's progress:

Assessment Criteria	Maximum Level of Achievement
Criterion A: Knowledge	10
Criterion B: Concepts	10
Criterion C: Skills	10
Criterion D: Organization of Information	8

We have identified **four learning objectives** (knowledge, concepts, skills and organization of information) as the focus of our teaching, and a student's success in meeting each of these four objectives is measured using descriptors.

Teaching and learning strategies are developed so that students will develop the skills needed to meet each of our four learning objectives. Assessment tasks are prepared that will allow a student to demonstrate, and a teacher to judge, a level of achievement against each criterion.

Look at the example below (Criterion C: Skills). When a student submits a piece of work we ask the question: **which descriptor best fits the student's work?** So, for each criterion, we decide on a descriptor and then award the corresponding level of achievement.

Humanities Criterion C: Skills

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1 – 2	The student can select and use some relevant information. The student displays minimal analytical skills . The student's arguments, decisions or judgments are not always relevant , or may be absent . The student attempts to carry out investigations, demonstrating few skills .
3 – 4	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis . The student makes some relevant arguments, decisions or judgments though these are unsupported . The student demonstrates basic investigative skills.

- 5 – 6** The student selects and uses **relevant** information. Work shows **satisfactory evidence of analysis**. Arguments, decisions and judgments are **supported and balanced but superficial**. The student demonstrates **adequate** investigative skills.
- 7 – 8** The student selects and uses a **range of relevant** information. Work shows a **good level of critical analysis**. Arguments, decisions and judgments are **well supported and balanced**. The student demonstrates **effective** investigative skills.
- 9 - 10** The student selects and uses a **wide range of relevant** information. Work shows a **high level of critical analysis**. Arguments, decisions and judgments are **fully supported and well balanced**. The student demonstrates **sophisticated** investigative skills.

The intention is to give students **clear learning objectives**. Students can reflect on their work, study the criteria and the levels of achievement that have been awarded, and then identify any weaknesses or areas for improvement. This is **formative assessment** or assessment for learning, encouraging each student to take ownership of his/her own learning and promoting the attributes of the Learner Profile.

To ensure that each student has a variety of opportunities to meet the criteria

- all students have a copy of the assessment criteria and are aware of the aims of each task
- the teacher will provide a variety of assessment opportunities, such as oral presentation, extended and short-answer writing, group or project work, quizzes or other formal written assessment, exhibition or performance (particularly in the arts), research assignments (independent study), home- and class-work, role play, etc
- In grades 9 and 10 a student's best work in each criterion will be included in the student's portfolio which may be sent to the IB for monitoring of ISP assessment practice.

Semester Grades

At the end of each semester, students will be awarded a final level of achievement for each criterion in each subject. This level will represent their most consistent level of achievement throughout the semester and is, therefore, not based on an average of previous recorded levels. These criteria scores are then translated into a 1 (low) – 7 (high) final semester grade.

Group 1: Language A Assessment Criteria

Criterion A	Content	Maximum 10
Criterion B	Organization	Maximum 10
Criterion C	Style and Language Usage	Maximum 10

Criterion A: Content

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates very limited understanding of the topic or theme. The work lacks detail, development and support. Creative pieces do not reflect imagination and sensitivity. The student’s response to literature demonstrates little or no awareness of the author’s intention or techniques.
3–4	The student demonstrates a limited understanding of the relevant aspects of the topic or theme. The work displays insufficient detail, development and support. Creative pieces reflect limited imagination and sensitivity. The student’s response to literature sometimes demonstrates an awareness of the author’s intention and techniques.
5–6	The student demonstrates a sufficient understanding of the relevant aspects of the topic or theme. The work displays adequate detail, development and support. Creative pieces reflect a degree of imagination and sensitivity. The student’s response to literature demonstrates an awareness of the author’s intention and techniques.
7–8	The student demonstrates a good understanding of the relevant aspects of the topic or theme. The work displays substantial detail, development and support. Creative pieces reflect substantial imagination and sensitivity. The student’s response to literature demonstrates a good appreciation of the author’s intention and techniques.
9–10	The student demonstrates a perceptive understanding of the relevant aspects of the topic or theme. The work consistently displays illustrative detail, development and support. Creative pieces reflect a high degree of imagination and sensitivity. The student’s response to literature demonstrates a sophisticated analysis of the author’s intention and techniques.

Criterion B: Organization

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's work is generally disorganized and confused, and arguments are not presented in a logical manner. Paragraph structure and transitions are very weak. When such devices are required, no attention is paid to critical apparatus.
3–4	The student's work shows the beginnings of organization, but lacks significant logical order. Paragraphs and transitions are weak. When such devices are required, little attention is paid to critical apparatus.
5–6	The student's work is basically organized, clear and coherent, and arguments are presented in a logical manner. Paragraph structure and transitions are apparent. When such devices are required, some attention is paid to critical apparatus.
7–8	The student's work is usually well organized, clear and coherent, and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions help to develop the ideas. When such devices are required, sufficient attention is paid to critical apparatus.
9–10	The student's work is consistently well organized, clear and coherent, and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions effectively develop and substantiate the ideas being expressed. When such devices are required, critical conventions and apparatus are used in a sophisticated manner.

Criterion C: Style and Language Usage

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's use of vocabulary is often inappropriate and limited. Very frequent errors in spelling, pronunciation, punctuation and syntax persistently hinder communication. Little attempt has been made to use a register suitable to the intention and audience.

- 3–4 The student’s use of vocabulary is sometimes inappropriate and somewhat varied. Regular errors in spelling, pronunciation, punctuation and syntax hinder communication. The student attempts to use a register suitable to intention and audience.
- 5–6 The student’s use of vocabulary is usually appropriate and generally varied. Some errors in spelling, pronunciation, punctuation and syntax sometimes hinder communication. The student often uses a register suitable to intention and audience.
- 7–8 The student’s use of vocabulary is appropriate and varied. Occasional errors in spelling, pronunciation, punctuation and syntax rarely hinder communication. The student consistently uses a register suitable to intention and audience.
- 9–10 The student’s use of vocabulary is always appropriate and greatly varied with very infrequent errors in spelling, pronunciation, punctuation and syntax. The student has mastered the use of a register suitable to intention and audience.

Group 2: Language B (Foundation) Assessment Criteria

Criterion A	Speaking and listening—message and interaction	Maximum 8
Criterion B	Speaking—language	Maximum 8
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
Criterion E	Reading comprehension	Maximum 16

Criterion A: Speaking and listening—message and interaction

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information some of the time, on a limited variety of aspects within common/everyday topics. The student’s responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate. The student’s ideas are not always relevant; little or no detail is given. Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.
3–4	The student communicates information most of the time, on a limited variety of aspects within common/everyday topics. The student’s responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate. The student’s ideas are relevant though they contain limited detail. Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.
5–6	The student communicates information most of the time, on a variety of aspects within common/everyday topics. The student’s responses show understanding of most questions/comments and are usually appropriate. The student’s ideas are relevant and contain some detail where appropriate. The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.
7–8	The student consistently communicates information, on a variety of aspects within common/everyday topics. The student’s responses show understanding of most questions/comments and are almost always

appropriate. The student's ideas are relevant and detailed where appropriate. The student rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.

Criterion B: Speaking—language

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's pronunciation and intonation have many errors and make understanding difficult throughout the exchange. The student uses a limited vocabulary, and has difficulty in finding words. The student makes frequent errors when using basic grammatical structures.
3–4	The student's pronunciation and intonation have some errors, some of which make understanding difficult. The student uses a basic range of vocabulary, though there is some inappropriate word choice. The student uses basic grammatical structures, though with some errors.
5–6	The student's pronunciation and intonation have some errors, though these don't interfere with comprehensibility. The student makes good use of a basic range of vocabulary. The student uses basic grammatical structures, generally accurately. There are some attempts at more complex structures.
7–8	The student's pronunciation and intonation are clear and make communication easy. The student makes excellent use of a basic range of vocabulary. The student uses basic and more complex grammatical structures, generally accurately.

Criterion C: Writing—message and organization

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information some of the time, on a limited variety of aspects within common/everyday topics. The student's ideas are basic and/or repetitive; they are not always relevant and little or no detail is given. There is little or no formal structure, making the information/ideas difficult to follow.

- 3–4 The student communicates information most of the time, on a limited variety of aspects within common/everyday topics. The student’s ideas are usually relevant, though they contain limited detail and/or support. The presentation shows a good attempt at structure, though there are some lapses. The student uses few cohesive devices.
- 5–6 The student communicates information most of the time, on a variety of aspects within common/everyday topics. The student’s ideas are relevant and contain some detail and/or support where appropriate. The presentation follows a logical structure. The student uses a basic range of cohesive devices.
- 7–8 The student always communicates information, on a variety of aspects within common/everyday topics. The student’s ideas are relevant and detailed and/or supported where appropriate. The presentation follows a logical structure. The student uses cohesive devices that add clarity to the message.

Criterion D: Writing—language

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and grammatical structures; there are frequent errors that interfere with communication. Spelling/writing often impede communication.
3–4	The student uses a basic range of vocabulary and grammatical structures; there are some errors that interfere with communication. There are some errors in spelling/writing that sometimes interfere with communication.
5–6	The student makes good use of a basic range of vocabulary and grammatical structures. Vocabulary and grammar are generally accurate. There are some attempts at more complex structures. There are some errors in spelling/writing, but these do not interfere with communication.
7–8	The student makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more complex structures. Vocabulary and grammar are accurate. There may be occasional errors in spelling/writing, but these do not interfere with communication.

Criterion E: Reading comprehension

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic facts in texts with familiar language. The student shows a limited understanding of the text(s) overall.
3–4	The student identifies basic and more complex facts in texts with familiar language, and identifies the main idea. The student shows an understanding of some parts of the text(s).
5–6	The student identifies basic and more complex facts in texts with familiar and unfamiliar language, and identifies the main idea and supporting details. The student shows an understanding of most parts of the text(s).
7–8	The student identifies basic and more complex facts in texts with familiar and unfamiliar language, identifies the main idea and supporting details, and draws conclusions. The student shows good understanding of the text(s) overall.

Group 2: Language B (Standard) Assessment Criteria

Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—language	Maximum 8
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
Criterion E	Reading comprehension	Maximum 16

Criterion A: Oral communication—message and interaction

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s communication of information is incoherent; ideas are generally irrelevant and/or repetitive; opinions are unsupported. The student has difficulty in responding, even in familiar situations. The student often needs prompting to encourage a response; conversation/dialogue does not flow.
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive; some opinions are supported. The student shows understanding through responding correctly in familiar situations. The student needs occasional prompting to encourage a response, and this contributes to some lapses in the flow of conversation.
5–6	The student communicates information clearly, though there is some difficulty with more complex ideas. The student’s ideas are relevant but not always developed; opinions are usually justified. The student shows understanding through responding correctly in familiar and some spontaneous situations. The student can maintain the flow of conversation, and may show some active and/or spontaneous engagement. The student needs occasional prompting but this does not disturb the flow of conversation.
7–8	The student communicates information clearly and effectively; both simple and complex ideas are relevant and developed; opinions are justified. The student shows understanding through responding correctly in familiar and

spontaneous situations. The student contributes to the coherent flow of conversation; and is actively and spontaneously engaged. Any prompting is natural and does not disturb the flow.

Criterion B: Oral communication—language

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s pronunciation and/or intonation are inaccurate and consistently interfere with comprehensibility. The student’s range of vocabulary and structures is limited and/or is used inappropriately or incorrectly. Errors interfere frequently.
3–4	The student’s pronunciation and/or intonation have mistakes that sometimes interfere with comprehensibility. The student uses a basic range of vocabulary and structures, with occasional mistakes. Errors sometimes interfere.
5–6	The student’s pronunciation and/or intonation have occasional mistakes but these rarely interfere with comprehensibility. The student uses a range of vocabulary and structures appropriately; and attempts to use idiom and register appropriate to the context. Errors rarely interfere.
7–8	The student’s pronunciation and/or intonation have occasional mistakes, but these do not interfere with comprehensibility. The student uses a wide range of vocabulary and varied structures appropriately, including idiom and register appropriate to context. Errors do not interfere.

Criterion C: Writing—message and organization

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student’s communication of information is incoherent; ideas are generally irrelevant and/or repetitive; opinions are unsupported. The lack of structure contributes to the poor clarity of the message.
3–4	The student has some difficulty in communicating information; ideas are

sometimes irrelevant and/or repetitive; opinions are often unsupported. The student makes an attempt at structuring the work, and uses some basic cohesive devices.

- 5–6 The student communicates information clearly, though there is some difficulty with more complex ideas. The student's ideas are relevant but not always supported; opinions are sometimes justified. The student structures the work appropriately, which adds to the clarity of the message; there is an appropriate use of cohesive devices.
- 7–8 The student communicates information clearly and effectively; both simple and complex ideas are relevant and supported; opinions are justified. The student structures the work clearly and effectively, which adds to the clarity and coherence of the message; there is effective use of cohesive devices.

Criterion D: Writing—language

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses a limited range of vocabulary and structures; these may be used inappropriately or incorrectly. Errors interfere frequently. Spelling/writing are inaccurate and interfere with communication. The writing does not reflect a sense of audience.
3–4	The student uses a basic range of vocabulary and structures, with occasional mistakes. Errors sometimes interfere. There are occasional mistakes in spelling/writing that sometimes interfere with communication. There is an attempt to use appropriate register, which shows some evidence of a sense of audience.
5–6	The student uses a range of vocabulary and structures appropriately; and attempts to use idiom appropriate to the context. Errors rarely interfere. There are occasional mistakes in spelling/writing but these do not interfere with communication. The student shows a sense of audience, though there may be some lapses in using the appropriate register.
7–8	The student uses a wide range of vocabulary and varied structures appropriately and uses idiom appropriate to the context. Errors do not interfere. The student shows a good command of spelling/writing. The student shows a clear sense of audience by consistently using an appropriate register.

Criterion E: Reading comprehension

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student identifies basic information stated in texts with familiar language. The student shows a limited understanding of the text(s) overall.
3–4	The student identifies stated information, main ideas and some supporting details in texts with familiar language. The student shows an understanding of some parts of the text(s).
5–6	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student draws conclusions. The student shows an understanding of most parts of the text(s).
7–8	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student draws conclusions and recognizes opinions and attitudes implied within the text. The student identifies some aspects of format and style where appropriate. The student shows a good understanding of the text(s) overall.

Group 2: Language B (Advanced) Assessment Criteria

Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—style and language use	Maximum 8
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—style and language use	Maximum 8
Criterion E	Text interpretation	Maximum 16

Criterion A: Oral communication—message and interaction

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; ideas and opinions have little or no relevant support. The student shows little or no understanding of the topic through their responses and reactions. The student needs prompting to engage in conversation. There are lapses in coherence of ideas and these interfere with the flow of the message and interaction.
3–4	The student communicates basic information easily but has difficulty with more complex information; ideas are not always relevant; ideas and opinions are insufficiently supported. The student shows some understanding of the topic through their responses and reactions, though some of the discussion remains superficial. The student engages in conversation, but needs prompting at times. There are some lapses in coherence of ideas but these do not interfere with the flow of the message and interaction.
5–6	The student communicates most information with ease, though there may be some difficulty with more complex information; ideas and opinions are relevant and generally supported. The student shows a good understanding of the topic through their responses and reactions. The student actively engages in conversation. The message and interaction generally flow coherently.
7–8	The student communicates basic and complex information with ease; ideas and opinions are relevant, focused and supported by examples and

illustrations. The student shows a complete and sophisticated understanding of the topic through their responses and reactions. The student is actively engaged and contributes much to the conversation. The student's coherent structuring of ideas enables the flow of the message and interaction.

Criterion B: Oral communication—style and language use

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses inaccurate intonation and/or frequently hesitates, which interferes with comprehensibility. The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate. There is little sense of register or style.
3–4	The student makes some errors in intonation and/or shows some lapses in fluency, which sometimes interferes with comprehensibility. The student's vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar. Register and style are apparent but are inconsistent and/or inappropriate.
5–6	The student makes some errors in intonation and/or shows some lapses in fluency, but this does not interfere with communication. The student's vocabulary is varied and generally correct, with some idiomatic expressions; basic grammar is accurate, though some errors occur with complex grammar. Register and style are generally appropriate to the task.
7–8	The student's intonation and fluency contribute effectively to communication. The student's vocabulary is varied, appropriate and idiomatic. The student uses basic and complex grammar with a good degree of accuracy. Register and style are effective and appropriate to the task.

Criterion C: Writing—message and organization

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; opinions have little or no relevant support. The student shows little depth in understanding of the topic. There are lapses in structure and these interfere with the development of ideas.

- 3–4 The student communicates basic information easily but has difficulty with more complex information; ideas are not always relevant and/or opinions are insufficiently supported. The student shows some depth in understanding of the topic, though some of the message remains superficial. The structure is mostly appropriate: there are some lapses but these do not interfere with the development of ideas.
- 5–6 The student communicates most information with ease, though there may be some difficulty with complex information; ideas and opinions are relevant and generally supported. The student shows satisfactory depth in understanding of the topic. There is an appropriate structure and the student makes good use of cohesive devices.
- 7–8 The student communicates complex information; ideas and opinions are relevant, focused and supported by examples and illustrations where appropriate. The student shows a sophisticated, in-depth understanding of the topic. The structure is clear and effective and adds to the message being conveyed; cohesive devices enhance the development of ideas.

Criterion D: Writing—style and language use

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate, though this does not affect comprehensibility. There are some errors in spelling/writing that occasionally interfere with communication. There is an attempt at addressing audience. However, register and/or style are often inconsistent and/or inappropriate.
3–4	The student’s choice of vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar, though these do not affect comprehensibility. There are occasional errors in spelling/writing, but these do not interfere with communication. There is a good attempt at addressing audience. However, register and/or style are sometimes inconsistent and/or inappropriate.
5–6	The student’s choice of vocabulary is varied and appropriate with some idiomatic expressions. Basic grammar is accurate; although some errors occur in complex grammar, these do not affect comprehensibility. Spelling/writing contributes to the quality of the work. There is a clear sense of audience; register and style are appropriate to the task.
7–8	The student’s choice of vocabulary is varied, sophisticated and idiomatic. The student uses complex grammar that adds to the style of the text; he/she

shows the ability to manipulate the language. Spelling/writing contributes to the quality of the work. There is a clear sense of audience; register and style are effective. The student may be creative with the language, or show humor or irony when appropriate to the task.

Criterion E: Text interpretation

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows understanding of basic information stated in texts with familiar and unfamiliar language. The student identifies main ideas but has some difficulty in understanding supporting details. The student makes simple inferences that are rarely supported. The student shows a superficial understanding of the text(s) overall.
3–4	The student shows understanding of stated and implied information, main ideas and some supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student makes inferences that are insufficiently supported and shows difficulty in identifying aspects of style. The student shows general understanding of the text(s).
5–6	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas. The student makes inferences that are supported with details from the text and can identify some aspects of style. The student shows a good understanding of most of the text(s).
7–8	The student shows understanding of stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language, and/or complex ideas and subtleties. The student makes inferences that are convincingly supported with details from the text and can interpret aspects of style. The student shows a perceptive understanding of the text(s) overall.

Group 3: Humanities Assessment Criteria

Criterion A	Knowledge	Maximum 10
Criterion B	Concepts	Maximum 10
Criterion C	Skills	Maximum 10
Criterion D	Organization and presentation	Maximum 8

Criterion A : Knowledge

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The use of terminology is inconsistent or incorrect. Facts and examples are either absent, or those used are irrelevant or do not show understanding. The student provides descriptions that are inaccurate or that have insufficient detail; explanations are absent or superficial.
3–4	The use of terminology is mostly accurate and usually appropriate, though some errors remain. Facts and examples used are mostly relevant, and usually show understanding. The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial.
5–6	Terminology is used accurately and appropriately. Relevant facts and examples are used to show understanding. The student provides accurate descriptions; explanations are adequate but not well developed.
7–8	A range of terminology is used accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed.
9–10	The student shows an excellent command of a wide range of terminology, and uses it appropriately. An extensive range of relevant facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed.

Criterion B: concepts

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	Application of concepts is inappropriate. The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.
3–4	Application of concepts is not always appropriate. The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.
5–6	Application of concepts is appropriate but superficial. The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.
7–8	Application of concepts is appropriate and shows some depth. The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.
9–10	Application of concepts is appropriate and sophisticated. The student demonstrates conceptual awareness and understanding by explaining in detail connections to the subject matter. The student applies concepts effectively to other situations.

Criterion C: skills

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student can select and use some relevant information. The student displays minimal analytical skills. The student's arguments, decisions or judgments are not always relevant, or may be absent. The student attempts to carry out investigations, demonstrating few skills.
3–4	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis. The student makes some relevant arguments, decisions or judgments though these are unsupported. The student demonstrates basic investigative skills.

- 5–6 The student selects and uses relevant information. Work shows satisfactory evidence of analysis. Arguments, decisions and judgments are supported and balanced but superficial. The student demonstrates adequate investigative skills.
- 7–8 The student selects and uses a range of relevant information. Work shows a good level of critical analysis. Arguments, decisions and judgments are well supported and balanced. The student demonstrates effective investigative skills.
- 9–10 The student selects and uses a wide range of relevant information. Work shows a high level of critical analysis. Arguments, decisions and judgments are fully supported and well balanced. The student demonstrates sophisticated investigative skills.

Criterion D: organization and presentation

Achievement Level	Descriptor
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- | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation. |
| 3–4 | The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions. |
| 5–6 | The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions. |
| 7–8 | The student communicates information that is always relevant. The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention. |

Group 4: Experimental Sciences Assessment Criteria

Criterion A	One world	Maximum 6
Criterion B	Communication in science	Maximum 6
Criterion C	Knowledge and understanding of science	Maximum 6
Criterion D	Scientific inquiry	Maximum 6
Criterion E	Processing data	Maximum 6
Criterion F	Attitudes in science	Maximum 6

Criterion A: one world

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student describes how science is applied to addressing a specific local or global issue. The student states some of the benefits or limitations of science in addressing the issue.
3–4	The student describes how science is applied to addressing a specific local or global issue. The student describes some of the benefits or limitations of science in addressing the issue. The student describes how science and its applications interact with at least one of the following factors: social, economic, political, environmental, cultural and ethical.
5–6	The student explains how science is applied to addressing a specific local or global issue. The student explains some of the benefits and limitations of science in solving the issue. The student discusses how science and its applications interact with some of the following factors: social, economic, political, environmental, cultural and ethical.

Criterion B: communication in science

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.

- 1–2 The student attempts to communicate scientific information using some scientific language. The student presents some of the information in an appropriate form using some symbolic or visual representation when appropriate. The student attempts to acknowledge sources of information but this is inaccurate.
- 3–4 The student communicates scientific information using scientific language. The student presents most of the information appropriately using symbolic and/or visual representation according to the task. The student acknowledges sources of information with occasional errors.
- 5–6 The student communicates scientific information effectively using scientific language correctly. The student presents all the information appropriately using symbolic and/or visual representation accurately according to the task. The student acknowledges sources of information appropriately.

Criterion C: knowledge and understanding of science

Achievement Level **Descriptor**

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 The student recalls some scientific ideas and concepts and applies these to solve simple problems.
- 3–4 The student explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar situations. The student analyses scientific information by identifying parts, relationships or causes. The student provides an explanation that shows understanding.
- 5–6 The student explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar and unfamiliar situations. The student analyses and evaluates scientific information by making scientifically supported judgments about the information, the validity of the ideas or the quality of the work.

Criterion D: scientific inquiry

Achievement Level **Descriptor**

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 The student attempts to define the purpose of the investigation and makes references to variables but these are incomplete or not fully developed. The

method suggested is partially complete. The evaluation of the method is either absent or incomplete.

- 3–4 The student defines the purpose of the investigation and provides an explanation/prediction but this is not fully developed. The student acknowledges some of the variables involved and describes how to manipulate them. The method suggested is complete and includes appropriate materials/equipment. The evaluation of the method is partially developed.
- 5–6 The student defines the purpose of the investigation, formulates a testable hypothesis and explains the hypothesis using scientific reasoning. The student identifies the relevant variables and explains how to manipulate them. The student evaluates the method commenting on its reliability and/or validity. The student suggests improvements to the method and makes suggestions for further inquiry when relevant.

Criterion E: processing data

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student organizes and presents data using simple numerical or diagrammatic forms and draws an obvious conclusion.
3–4	The student organizes and transforms data into numerical and diagrammatic forms and presents it using appropriate communication modes. The student draws a conclusion consistent with the data.
5–6	The student organizes and transforms data into numerical and diagrammatic forms and presents it logically and clearly, using appropriate communication modes. The student explains trends, patterns or relationships in the data, comments on the reliability of the data, draws a clear conclusion based on the correct interpretation of the data, and explains it using scientific reasoning.

Criterion F: attitudes in science

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student requires guidance and supervision when using laboratory

equipment. The student can work safely and cooperate with others but may need reminders.

- 3–4 The student uses most equipment competently but might require occasional guidance; on most occasions pays attention to safety and works responsibly with the living and non-living environment. The student generally cooperates well with other students.
- 5–6 The student works largely independently; uses equipment with precision and skill; pays close attention to safety and deals responsibly with the living and non-living environment. The student consistently works effectively as part of a team, collaborating with others and respecting their views.

Group 5: Mathematics Assessment Criteria

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communication in mathematics	Maximum 6
Criterion D	Reflection in mathematics	Maximum 6

Criterion A: knowledge and understanding

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to make deductions when solving simple problems in familiar contexts.
3–4	The student sometimes makes appropriate deductions when solving simple and more-complex problems in familiar contexts.
5–6	The student generally makes appropriate deductions when solving challenging problems in a variety of familiar contexts.
7–8	The student consistently makes appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations.

Criterion B: investigating patterns

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student applies, with some guidance, mathematical problem-solving techniques to recognize simple patterns.
3–4	The student selects and applies mathematical problem-solving techniques to recognize patterns, and suggests relationships or general rules.

- 5–6 The student selects and applies mathematical problem-solving techniques to recognize patterns, describes them as relationships or general rules, and draws conclusions consistent with findings.
- 7–8 The student selects and applies mathematical problem-solving techniques to recognize patterns, describes them as relationships or general rules, draws conclusions consistent with findings, and provides justifications or proofs.

Criterion C: communication in mathematics

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow.
3–4	The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. The student moves between different forms of representation with some success.
5–6	The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete. The student moves effectively between different forms of representation.

Criterion D: reflection in mathematics

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to explain whether his or her results make sense in the context of the problem. The student attempts to describe the importance of his or her findings in connection to real life.
3–4	The student correctly but briefly explains whether his or her results make sense in the context of the problem and describes the importance of his or her findings in connection to real life. The student attempts to justify the degree of accuracy of his or her results where appropriate.

- 5–6 The student critically explains whether his or her results make sense in the context of the problem and provides a detailed explanation of the importance of his or her findings in connection to real life. The student justifies the degree of accuracy of his or her results where appropriate. The student suggests improvements to the method when necessary.

Group 6: Arts Assessment Criteria

Criterion A	Knowledge and understanding	Maximum 8
Criterion B	Application	Maximum 10
Criterion C	Reflection and evaluation	Maximum 8
Criterion D	Personal engagement	Maximum 8

Criterion A: Knowledge and understanding

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied. The student is able to communicate a limited critical understanding of the art form studied, in the context of his or her own work.
3–4	The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied. The student is able to communicate satisfactory critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.
5–6	The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate good knowledge and understanding of the elements of the art form studied. The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.
7–8	The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied. The student is able to communicate a well-developed critical understanding of the art form

studied, in the context of his or her own work.

Criterion B: Application

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	There is very limited expression and communication of artistic intentions in the student's work, which may not have reached a point of realization. Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes.
3–4	There is limited expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. The student attempts to apply the artistic processes.
5–6	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions. Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art.
7–8	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.
9–10	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions. Skills and techniques are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art.

Criterion C: Reflection and evaluation

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.

- 1–2 The student records his or her artistic development and processes with little reflection. The student carries out a limited evaluation of his or her work, with guidance.
- 3–4 The student reflects on his or her artistic development and processes. The student carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student attempts to use feedback in his or her artistic development and processes, with guidance.
- 5–6 The student reflects critically on his or her artistic development and processes at different stages of his or her work. The student carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. The student uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.
- 7–8 The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work. The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.

Criterion D: Personal engagement

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student shows limited commitment in using his or her own artistic processes. The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks. The student works with his or her peers in a positive way, with encouragement. The student is rarely receptive to art practices and artworks from various cultures, including his or her own.
3–4	The student shows satisfactory commitment in using his or her own artistic processes. The student demonstrates satisfactory curiosity, self-motivation, initiative and a willingness to take informed risks. The student supports, encourages and works with his or her peers in a positive way, with encouragement. The student is occasionally receptive to art practices and

artworks from various cultures, including his or her own.

- 5–6 The student shows good commitment in using his or her own artistic processes. The student generally demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student supports, encourages and works with his or her peers in a positive way, with little encouragement. The student is generally receptive to art practices and artworks from various cultures, including his or her own.
- 7–8 The student shows excellent commitment in using his or her own artistic processes. The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student actively supports, encourages and works with his or her peers in a positive way. The student is actively receptive to art practices and artworks from various cultures, including his or her own.

Group 7: Technology Assessment Criteria

Criterion A	Investigate	Maximum 6
Criterion B	Design	Maximum 6
Criterion C	Plan	Maximum 6
Criterion D	Create	Maximum 6
Criterion E	Evaluate	Maximum 6
Criterion F	Attitudes in technology	Maximum 6

Criterion A: Investigate

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student states the problem. The student investigates the problem, collecting information from sources. The student lists some specifications.
3–4	The student describes the problem, mentioning its relevance. The student investigates the problem, selecting and analysing information from some acknowledged sources. The student describes a test to evaluate the product/solution against the design specification.
5–6	The student explains the problem, discussing its relevance. The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources. The student describes detailed methods for appropriate testing to evaluate the product/solution against the design specification.

Criterion B: Design

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.

- 1–2 The student generates one design, and makes some attempt to justify this against the design specification.
- 3–4 The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.
- 5–6 The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

Criterion C: Plan

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student produces a plan that contains some details of the steps and/or the resources required.
3–4	The student produces a plan that contains a number of logical steps that include resources and time. The student makes some attempt to evaluate the plan.
5–6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design.

Criterion D: Create

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student considers the plan and creates at least part of a product/solution.
3–4	The student uses appropriate techniques and equipment. The student follows the plan and mentions any modifications made, resulting in a product/solution of good quality.

- 5–6 The student competently uses appropriate techniques and equipment. The student follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.

Criterion E: Evaluate

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student evaluates the product/solution or his or her own performance. The student makes some attempt to test the product/solution.
3–4	The student evaluates the product/solution and his or her own performance and suggests ways in which these could be improved. The student tests the product/solution to evaluate it against the design specification.
5–6	The student evaluates the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. The student provides an evaluation of his or her own performance at each stage of the design cycle and suggests improvements. The student provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.

Criterion F: Attitudes in technology

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student occasionally displays a satisfactory standard in one of the aspects listed above.
3–4	The student frequently displays a satisfactory standard in both of the aspects listed above.
5–6	The student consistently displays a satisfactory standard in both of the aspects listed above.

Group 8: Physical Education Assessment Criteria

Criterion A	Use of knowledge	Maximum 8
Criterion B	Movement composition	Maximum 6
Criterion C	Performance	Maximum 10
Criterion D	Social skills and personal engagement	Maximum 8

Criterion A: use of knowledge

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The use of terminology is inconsistent, inappropriate or incorrect. Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Sometimes uses this knowledge to analyse and solve problems in familiar situations.
3–4	Uses basic terminology that is sometimes inaccurate or inappropriate. Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar situations.
5–6	Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.
7–8	Uses a wide range of physical education terminology accurately and appropriately in most situations. Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge wisely and effectively to analyse and solve problems in familiar and unfamiliar situations.

Criterion B: movement composition

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student selects some aesthetic moves that are appropriate to the requirements of the task. The student has some difficulty in adapting and/or creating moves. The sequence shows a simple use of space, time, level, force and flow. The composition is generally incoherent with many pauses, and shows limited creativity.
3–4	The student selects, adapts and creates aesthetic moves that are appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition is mostly coherent, and shows some aspects of imagination and creativity.
5–6	The student selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent, and shows aspects of imagination, creativity and style.

Criterion C: performance

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates little competence in basic moves, skills and techniques in the performance or playing situation. The student shows some awareness of movement concepts, tactics, strategies and rules. The student performs with little precision, synchronization or energy.
3–4	The student demonstrates competence in basic moves, skills and techniques in the performance or playing situation. The student shows awareness of movement concepts, tactics, strategies and rules, but has difficulty in applying them. The student performs with some precision, synchronization and/or energy.
5–6	The student demonstrates competence in basic and some complex moves, skills and techniques in the performance or playing situation. The student applies some movement concepts, tactics, strategies and rules. The student performs with precision, synchronization and energy most of the time.

- 7–8 The student demonstrates competence in basic and many complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules appropriately. The student performs with a high degree of precision, synchronization and energy.
- 9–10 The student shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. The student applies movement concepts, tactics, strategies and rules in a critical and effective manner. The student performs with a high degree of precision, synchronization, energy, style and flair.

Criterion D: social skills and personal engagement

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates attitudes and strategies that maintain their communication and relationships with others. The student shows respect and sensitivity to themselves, others and the physical environment some of the time. The student takes responsibility for their own learning some of the time, but shows little enthusiasm and/or commitment to physical education. The student shows difficulty in reflecting on their achievements and in setting and taking action to achieve goals.
3–4	The student demonstrates attitudes and strategies that maintain their communication and relationships with others. The student shows respect and sensitivity to themselves, others and the physical environment most of the time. The student takes responsibility for their own learning most of the time, and shows some enthusiasm and commitment to physical education. The student reflects on their own achievements to a satisfactory level, usually sets appropriate goals but may need encouragement to take action towards achieving them.
5–6	The student demonstrates attitudes and strategies that improve their communication and relationships with others. The student consistently shows respect and sensitivity to themselves, others and the physical environment. The student takes responsibility for their own learning and usually shows enthusiasm and commitment to physical education. The student reflects critically on their own achievements, sets appropriate goals and takes some action towards achieving them.

- 7–8 The student demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others. The student consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment. The student takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education. The student reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.

Personal Project Assessment Criteria

Criterion A	Planning and Development	Maximum 4
Criterion B	Collection of Information/Resources	Maximum 4
Criterion C	Choice and Application of Techniques	Maximum 4
Criterion D	Analysis of Information	Maximum 4
Criterion E	Organization of the Written Work	Maximum 4
Criterion F	Analysis of Process and Outcome	Maximum 4
Criterion G	Personal Engagement	Maximum 4

IB MYP General Levels of Achievement

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	Minimal achievement in terms of the objectives.

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others. It should not be assumed that the overall assessment of the students will produce any particular distribution of scores.