Rockville Centre Public Schools

MYP Rubrics Guide

2017-2018

ib

ib **Middle Years Programme**

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South Side Middle School
and the
International Baccalaureate (IB)
Middle Years Programme (MYP)

The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - qualities that are essential for life in the 21st century.

South Side Middle School is an IB World School* offering the Middle Years Programme. IB World Schools share a common philosophy: a commitment to high quality, challenging, international education that South Side Middle School believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-related Programme (CP). For further information about the IB and its programmes, visit http://www.ibo.org

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with school, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

IB Learner Profile Attributes

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers/Courageous
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

South Side Middle School

Mission Statement

South Side Middle School is a learning environment that provides students with opportunities to move toward the goal of being independent learners and thinkers. Our goal is to provide experiences to help students understand their unique aptitudes and interests and be able to adjust to their rapidly changing environment, while meeting their unique physical, intellectual, social, and emotional needs.

We strive to create a climate that enables students to develop a sense of self-worth, and have compassion and respect for others by valuing individual differences. We facilitate a caring learning environment where students feel safe, important and engaged. Our students demonstrate responsible global citizenship, and are cognizant of their place within the school community.

In this success-oriented environment, we provide opportunities for exploration and risk-taking. The structure of the school day is designed to permit students to reach the standards established by the New York State Board of Regents, while adhering to the Common Core State Standards and embracing the framework of the IB Middle Years Programme. Our vision is to create life-long learners who seek to attain balance in all that they do.

What is the IB Middle Years Programme?

The MYP is designed for students aged 11-16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. The MYP fosters the development of skills for communication, intercultural understandings and global engagement – essential qualities for young people who are become global leaders.

What does assessment in the MYP look like?

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. As an IB World School offering the MYP, South Side Middle School (SSMS) implements the MYP Year 1-3 model:

Year 1 = 6th grade
Year 2 = 7th grade
Year 3 = 8th grade

Students at SSMS take the following **MYP core courses**:
Arts = Art 6 & 7 and Studio in Art 8; Music 6 & 7, Studio in Music 8 and all Ensembles
Design = Home and Careers 6, Technology 7, Creative Living 8, CORE Creative Living 8 and Food Science 8
Individuals and Societies = Social Studies 6, 7 & 8
Language Acquisition = French 6, 7 & 8 and Spanish 6, 7 & 8
Language and Literature = English Language Arts 6, 7 & 8
Mathematics = Math 6 & 7 and Algebra 8
Physical and Health Education = Physical Education 6, 7 & 8, Health 7 & 8 and Health Plus 8
Sciences = Science 6 & 7 and Earth Science 8

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement.

Teachers use summative assessments which are internationally benchmarked for middle school students and are criteria-related. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

SSMS's MYP Year 1-3 model uses the prescribed, subject-specific MYP rubrics benchmarked for Year 1 and 3, the Community Project rubric for Year 3 and Phase 1-3 rubrics for Language Acquisition. All eighteen MYP rubrics are included in this guide for reference.

What is a rubric?

A rubric is an instructional document or tool that describes varying levels of quality, from excellent to poor, for a specific assignment. It is usually used with a relatively complex assignment, such as a long-term project, an essay, or a research paper. Its purposes are to give students informative feedback about their works in progress and to give detailed evaluations of their final products.

Although the format of an instructional rubric can vary, all rubrics have two features in common: (1) a list of criteria, or "what counts" in a project or assignment; and (2) gradations of quality, with descriptions of strong, middling, and problematic student work, (www.ascd.org).

What are MYP criterion-related assessments?

Criterion-related assessments are used to determine whether each individual student has achieved the desired results of a specific skill or concept in a given task or learning scenario through performance. SSMS uses MYP subject-specific assessment which supports individual student learning journeys and lends itself to differentiation.   SSMS's assessment practices are concerned with finding out how much a student knows before instruction begins and after it has finished. SSMS is invested in the student's personal learning journey. SSMS uses MYP year 1 criteria for 6th grade assessments and MYP Year 3 for 8th grade assessments. The assessments for 7th grade (MYP Year 2) are an age-appropriate combination of MYP Year 1 and 3 criteria used at the discretion of the subject-area teachers. All 6 Language Acquisition Phases are used, at the discretion of both French and Spanish teachers. There are four MYP criteria for each subject. Annually, in every year of SSMS's MYP model, all four criteria will be addressed in each subject and all supporting criteria strands will be addressed at least twice. The 8th grade (Year 3) MYP Community Project criteria is also used and can also be found in the *SSMS - Community Project Student Guide 2016-2017*.

SSMS believes in the strength of criterion-related assessments as they encourage individually meaningful and relevant learning while providing performance feedback. Scoring can be expressed as a percentage or an achievement level with MYP qualifiers and boundaries. Student achievement is reported for the purpose of informing students and parents of individual skill development and how the items presented for evidencing achievement performance parallel in difficulty.

All 21 MYP rubrics, with achievement levels with score qualifiers descriptors, are included in this guide.

Arts assessment criteria: Year 1

Arts = Art 6, beginning of Art 7; Music 6, beginning of Music 7, 6th grade Ensembles and beginning of 7th grade Ensembles

Criterion A: Knowing and understanding

Maximum: 8

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

i. demonstrate awareness of the art form studied, including the use of appropriate language

ii. demonstrate awareness of the relationship between the art form and its context

iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** awareness of the art form studied, including **limited** use of appropriate language ii. demonstrates **limited** awareness of the relationship between the art form and its context iii. demonstrates **limited** awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates **adequate** awareness of the art form studied, including **adequate** use of appropriate language ii. demonstrates **adequate** awareness of the relationship between the art form and its context iii. demonstrates **adequate** awareness of the links between the knowledge acquired and artwork created.
5–6	The student: i. demonstrates **substantial** awareness of the art form studied, including **substantial** use of appropriate language ii. demonstrates **substantial** awareness of the relationship between the art form and its

	context
	iii. demonstrates **substantial** awareness of the links between the knowledge acquired and artwork created.
7–8	The student:
	i. demonstrates **excellent** awareness of the art form studied, including **excellent** use of appropriate language
	ii. demonstrates **excellent** awareness of the relationship between the art form and its context
	iii. demonstrates **excellent** awareness of the links between the knowledge acquired and artwork created.

Arts assessment criteria: Year 1

Criterion B: Developing skills

Maximum: 8

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

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.
3–4	The student:
	i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.

5–6	The student:
	i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.
7–8	The student:
	i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.

Arts assessment criteria: Year 1

Criterion C: Thinking creatively

Maximum: 8

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

i. identify an artistic intention

ii. identify alternatives and perspectives

iii. demonstrate the exploration of ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. identifies a **limited** artistic intention
	ii. identifies **limited** alternatives and perspectives
	iii. demonstrates **limited** exploration of ideas.
3–4	The student:
	i. identifies an **adequate** artistic intention
	ii. identifies **adequate** alternatives and perspectives
	iii. demonstrates **adequate** exploration of ideas.
5–6	The student:

	i. identifies a **substantial** artistic intention
	ii. identifies **substantial** alternatives and perspectives
	iii. demonstrates **substantial** exploration of ideas.
7–8	The student:
	i. identifies an **excellent** artistic intention
	ii. identifies **excellent** alternatives and perspectives
	iii. demonstrates **excellent** exploration of ideas .

Arts assessment criteria: Year 1

Criterion D: Responding

Maximum: 8

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

i. identify connections between art forms, art and context, or art and prior learning

ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. identifies **limited** connections between art forms, art and context, or art and prior learning
	ii. demonstrates **limited** recognition that the world contains inspiration or influence for art
	iii. presents a **limited** evaluation of certain elements of artwork.
3–4	The student:
	i. identifies **adequate** connections between art forms, art and context, or art and prior learning
	ii. demonstrates **adequate** recognition that the world contains inspiration or influence for art
	iii. presents an **adequate** evaluation of certain elements of artwork.

5–6	The student:
	i. identifies **substantial** connections between art forms, art and context, or art and prior learning
	ii. demonstrates **substantial** recognition that the world contains inspiration or influence for art
	iii. presents a **substantial** evaluation of certain elements of artwork.
7–8	The student:
	i. identifies **excellent** connections between art forms, art and context, or art and prior learning
	ii. demonstrates **excellent** recognition that the world contains inspiration or influence for art
	iii. presents an **excellent** evaluation of certain elements or principles of artwork.

Arts assessment criteria: Year 3

Arts = End of Art 7, Studio in Art 8; end of Music 7, end of 7th grade Ensembles, Music Studio 8, 8th grade Ensembles

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

ii. demonstrate knowledge of the role of the art form in original or displaced contexts

iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. demonstrates **limited** knowledge of the art form studied, including concepts, processes, and **limited** use of appropriate language
	ii. demonstrates **limited** knowledge of the role of the art form in original or displaced

	contexts
	iii. demonstrates **limited** use of acquired knowledge to inform his or her artwork.
3–4	The student:
	i. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language
	ii. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts
	iii. demonstrates **adequate** use of acquired knowledge to inform his or her artwork.
5–6	The student:
	i. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language
	ii. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts
	iii. demonstrates **substantial** use of acquired knowledge to inform his or her artwork.
7–8	The student:
	i. demonstrates **excellent** knowledge of the art form studied, including concepts, processes, and **excellent** use of appropriate language
	ii. demonstrates **excellent** knowledge of the role of the art form in original or displaced contexts
	iii. demonstrates **excellent** use of acquired knowledge to inform his or her artwork.

Arts assessment criteria: Year 3

Criterion B: Developing skills

Maximum: 8

At the end of year 3, students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

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

1–2	The student:
	i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.
3–4	The student:
	i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.
5–6	The student:
	i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.
7–8	The student:
	i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied
	ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.

Arts assessment criteria: Year 3

Criterion C: Thinking creatively

Maximum: 8

At the end of year 3, students should be able to:

i. outline a clear and feasible artistic intention

ii. outline alternatives, perspectives, and imaginative solutions

iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. presents a **limited** outline of an artistic intention, which may lack clarity or feasibility ii. presents a **limited** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **limited** exploration of ideas through the developmental process, which may lack a point of realization.
3–4	The student: i. presents an **adequate** outline of a clear and/or feasible artistic intention ii. presents an **adequate** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **adequate** exploration of ideas through the developmental process to a point of realization.
5–6	The student: i. presents a **substantial** outline of a clear and feasible artistic intention ii. presents a **substantial** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **substantial** exploration of ideas through the developmental process to a point of realization.
7–8	The student: i. presents an **excellent** outline of a clear and feasible artistic intention ii. presents an **excellent** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **excellent** exploration of ideas through the developmental process to a point of realization.

Arts assessment criteria: Year 3

Criterion D: Responding

Maximum: 8

At the end of year 3, students should be able to:

i. outline connections and transfer learning to new settings

ii. create an artistic response inspired by the world around them

iii. evaluate the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. presents a **limited** outline of connections and **may** transfer learning to new settings ii. creates a **limited** artistic response which is **possibly** inspired by the world around him or her iii. presents a **limited** evaluation of the artwork of self and others.
3–4	The student: i. presents an **adequate** outline of connections and **occasionally** transfers learning to new settings ii. creates an **adequate** artistic response which is **occasionally** inspired by the world around him or her **to some degree** iii. presents an **adequate** evaluation of the artwork of self and others.
5–6	The student: i. presents a **substantial** outline of connections and **regularly** transfers learning to new settings ii. creates a **substantial** artistic response which is **considerably** inspired by the world around him or her iii. presents a **substantial** evaluation of the artwork of self and others.
7–8	The student: i. presents an **excellent** outline of connections **with depth and insight,** and **effectively** transfers learning to new settings ii. creates an **excellent** artistic response which is **effectively** inspired by the world around him or her iii. presents an **excellent** evaluation of the artwork of self and others.

Community Project assessment criteria: Year 3 (only)

All 8th grade students.

Criterion A: Investigating

Maximum: 8

At the end of year 3, students should be able to:

i. define a goal to address a need within a community, based on personal interests.

ii. identify prior learning and subject-specific knowledge relevant to the project.

iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth and accessibility. ii. identifies prior learning and subject-specific knowledge but this may be **limited in** occurrence or relevance. iii. demonstrates **limited** research skills.
3–4	The student: i. **outlines** an **adequate** goal to address a need within a community, based on personal interests. ii. identifies **basic** prior learning and subject-specific knowledge that is **relevant to some areas** of the project. iii. demonstrates **adequate** research skills.
5–6	The student: i. **defines** a clear **and highly challenging** goal to address a need within a community, based on personal interests. ii. identifies prior learning and subject-specific knowledge that is **generally relevant** to the project. iii. demonstrates **substantial** research skills.

7–8	i. **defines** a clear **and highly challenging** goal to address a need within a community, based on personal interests.
	ii. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project.
	iii. demonstrates **excellent** research skills.

Community Project assessment criteria: Year 3 (only)

Criterion B: Planning

Maximum: 8

At the end of year 3, students should be able to:

i. develop a proposal for action to serve the need I the community.

ii. plan and record the development process of the project.

iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. develops a **limited** proposal for action to serve the need in the community.
	ii. presents a **limited or partial** plan and record of the development process of the project.
	iii. demonstrates **limited** self-management skills and **did not meet deadlines**.
3–4	The student:
	i. develops an **adequate** proposal for action to serve the need in the community.
	ii. presents an **adequate** plan and record of the development process of the project.
	iii. demonstrates **adequate** self-management skills but **did not meet all deadlines**.
5–6	The student:
	i. develops a **suitable** proposal for action to serve the need in the community.
	ii. presents a **substantial** plan and record of the development process of the project.
	iii. demonstrates **substantial** self-management skills and **met most deadlines**.
7–8	i. develops a **detailed, appropriate and thoughtful** proposal for action to serve the need

	in the community.
	ii. presents a **detailed and accurate** plan and record of the development process of the project.
	iii. demonstrates **excellent** self-management skills and **met all deadlines**.

Community Project assessment criteria: Year 3 (only)

Criterion C: Taking action

Maximum: 8

At the end of year 3, students should be able to:

i. demonstrate service as action as a result of the project.

ii. demonstrate thinking skills.

iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** service as action as a result of the project. ii. demonstrates **limited** thinking skills. iii. demonstrates **limited** communication and social skills.
3–4	The student: i. demonstrates **adequate** service as action as a result of the project. ii. demonstrates **adequate** thinking skills. iii. demonstrates **adequate** communication and social skills.
5–6	i. demonstrates **substantial** service as action as a result of the project. ii. demonstrates **substantial** thinking skills. iii. demonstrates **substantial** communication and social skills.
7–8	The student: i. demonstrates **excellent** service as action as a result of the project. ii. demonstrates **excellent** thinking skills. iii. demonstrates **excellent** communication and social skills.

Community Project assessment criteria: Year 3 (only)

Criterion D: Reflecting

Maximum: 8

At the end of year 3, students should be able to:

i. evaluate the quality of the service as action against the proposal.

ii. reflect on how completing the project has extended their knowledge and understanding of service learning.

iii. reflect on their devilment of ATL skills.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	i. presents a **limited** evaluation of the quality of the service as action against the proposal with **very few Process Journal extracts**. ii. present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning. iii. present **limited** reflections on their development of ATL (Approaches to Learning) skills.
3–4	i. presents an **adequate** evaluation of the quality of the service as action against the proposal with **some Process Journal extracts**. ii. presents **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning. iii. presents **adequate** reflections on their development of ATL (Approaches to Learning) skills.
5–6	i. presents a **substantial** evaluation of the quality of the service as action against the proposal with **the required amount of Process Journal extracts**. ii. presents **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning. iii. presents **substantial** reflections on their development of ATL (Approaches to Learning) skills.
7–8	The student:

	i. presents an **excellent** evaluation of the quality of the service as action against the proposal with **the required amount of**(or additional) **Process Journal extracts**.
	ii. presents **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning.
	iii. presents **detailed and accurate** reflections on their development of ATL (Approaches to Learning) skills.

Design assessment criteria: Year 1

Design = Home and Careers 6, beginning of Technology 7

Criterion A: Inquiring and analyzing

Maximum: 8

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

i. explain and justify the need for a solution to a problem

ii. state and prioritize the main points of research needed to develop a solution to the problem

iii. describe the main features of one existing product that inspires a solution to the problem

iv. present the main findings of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states** the findings of research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states some** points of research needed to **develop** a solution, **with some guidance** iii. **states** the main features of an existing product that inspires a solution to the problem iv. **outlines some of** the main findings of research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the

	problem, **with some guidance**
	iii. **outlines** the main features of an existing product that inspires a solution to the problem
	iv. **outlines** the main findings of relevant research.
7–8	The student:
	i. **explains** and **justifies** the need for a solution to a problem
	ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance**
	iii. **describes** the main features of an existing product that inspires a solution to the problem
	iv. **presents** the main findings of relevant research.

Design assessment criteria: Year 1

Criterion B: Developing ideas

Maximum: 8

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

i. develop a list of success criteria for the solution

ii. present feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design

iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **states one** basic success criterion for a solution
	ii. **presents one** design idea, which can be interpreted by others
	iii. **creates** an incomplete planning drawing/diagram.
3–4	The student:
	i. **states a few** success criteria for the solution
	ii. **presents more than one** design idea, using an appropriate medium(s) or labels key

	features, which can be interpreted by others iii. **states** the key features of the chosen design iv. **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5–6	The student: i. **develops a few** success criteria for the solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. **presents** the chosen design **stating** the key features iv. **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7–8	The student: i. **develops a list of** success criteria for the solution ii. **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. **presents** the chosen design **describing** the key features iv. **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.

Design assessment criteria: Year 1

Criterion C: Creating the solution

Maximum: 8

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

i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution

iv. present the solution as a whole.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form.**
3–4	The student: i. **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **states one change** made to the chosen design **or** plan when making the solution.
5–6	The student: i. **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **states one change** made to the chosen design **and** plan when making the solution.
7–8	The student: i. **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions as **intended** and is presented **appropriately** iv. **lists the changes** made to the chosen design and plan when making the solution.

Design assessment criteria: Year 1

Criterion D: Evaluating

Maximum: 8

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

i. outline simple, relevant testing methods, which generate data, to measure the success of the solution

ii. outline the success of the solution against the design specification

iii. outline how the solution could be improved

iv. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **defines** a testing method, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on the results of **one relevant** test iii. **states one way** in which the solution could be improved iv. **states one way** in which the solution can impact the client/target audience.
5–6	The student: i. **defines relevant** testing **methods**, which generate data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on **relevant** product testing iii. **outlines one way** in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **outlines simple, relevant** testing methods, which generate data, to measure the success

	of the solution
	ii. **outlines** the success of the solution against the design specification based on **authentic** product testing
	iii. **outlines** how the solution could be improved
	iv. **outlines** the impact of the solution on the client/target audience.

Design assessment criteria: Year 3

Design = End of Technology 7, Creative Living 8, CORE Creative Living 8 and Food Science 8

Criterion A: Inquiring and analyzing

Maximum: 8

At the end of year 3, students should be able to:

i. explain and justify the need for a solution to a problem

ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem

iii. analyse a group of similar products that inspire a solution to the problem

iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of** relevant research.
5–6	The student: i. **explains** the need for a solution to a problem

	ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance**
	iii. **describes** a group of similar products that inspire a solution to the problem
	iv. **develops** a design brief, which **outlines** the **findings** of relevant research.
7–8	The student:
	i. **explains** and **justifies** the need for a solution to a problem
	ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently**
	iii. **analyses** a group of similar products that inspire a solution to the problem
	iv. **develops** a design brief, which **presents** the **analysis** of relevant research.

Design assessment criteria: Year 3

Criterion B: Developing ideas

Maximum: 8

At the end of year 3, students should be able to:

i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected

ii. present a range of feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design and outline the reasons for its selection

iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **lists** a few basic success criteria for the design of a solution
	ii. **presents** one design idea, which can be interpreted by others
	iii. **creates** incomplete planning drawings/diagrams.
3–4	The student:
	i. **constructs** a list of the success criteria for the design of a solution

	ii. **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others
	iii. **outlines** the **main** reasons for choosing the design with reference to the design specification
	iv. **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.
5–6	i. **develops** design specifications, which **identify** the success criteria for the design of a solution
	ii. **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others
	iii. **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification
	iv. **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.
7–8	The student:
	i. **develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected
	ii. **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others
	iii. **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification
	iv. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Design assessment criteria: Year 3

Criterion C: Creating the solution

Maximum: 8

At the end of year 3, students should be able to:

i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution

iv. present the solution as a whole.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
3–4	The student: i. **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **outlines** changes made to the chosen design **or** plan when making the solution.
5–6	The student: i. **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **outlines** changes made to the chosen design **and** plan when making the solution.
7–8	The student: i. **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** iv. **explains** changes made to the chosen design and plan when making the solution.

Design assessment criteria: Year 3

Criterion D: Evaluating

Maximum: 8

At the end of year 3, students should be able to:

i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

ii. explain the success of the solution against the design specification

iii. describe how the solution could be improved

iv. describe the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.

7–8	The student:
	i. **describes detailed and relevant** testing **methods**, which generate accurate data, to measure the success of the solution
	ii. **explains** the success of the solution against the design specification based on **authentic** product testing
	iii. **describes** how the solution could be improved
	iv. **describes** the impact of the solution on the client/target audience.

Individuals and societies assessment criteria: Year 1

Individuals and Societies = Social Studies 6, beginning of Social Studies 7

Criterion A: Knowing and understanding

Maximum: 8

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

i. use vocabulary in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **recognizes some** vocabulary
	ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student:
	i. **uses some** vocabulary
	ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples.
5–6	The student:
	i. **uses considerable relevant** vocabulary, **often accurately**

	ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: i. **consistently** uses **relevant** vocabulary **accurately** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and examples.

Individuals and societies assessment criteria: Year 1

Criterion B: Investigating

Maximum: 8

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

i. explain the choice of a research question

ii. follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv. reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question ii. follows an action plan in a **limited way** to explore a research question iii. **collects** and **records** information, to a **limited extent** iv. **with guidance**, reflects on the research process and results, to a **limited extent**.
3–4	The student: i. **describes** the choice of a research question ii. **partially** follows an action plan to explore a research question iii. **uses** a method or methods to collect and record **some relevant** information iv. **with guidance**, reflects on the research process and results with **some** depth.
5–6	The student: i. **describes** the choice of a research question **in detail**

	ii. **mostly** follows an action plan to explore a research question
	iii. **uses** method(s) to collect and record **often relevant** information
	iv. **reflects** on the research process and results.
7–8	The student:
	i. **explains** the choice of a research question
	ii. **effectively** follows an action plan to explore a research question
	iii. **uses** methods to collect and record **consistently relevant** information
	iv. **thoroughly** reflects on the research process and results.

Individuals and societies assessment criteria: Year 1

Criterion C: Communicating

Maximum: 8

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

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions.

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

	iii. lists sources in a way that **often** follows the task instructions.
7–8	The student:
	i. communicates information and ideas in a way that is **completely** clear
	ii. **completely** organizes information and ideas **effectively**
	iii. lists sources in a way that **always** follows the task instructions.

Individuals and societies assessment criteria: Year 1

Criterion D: Thinking critically

Maximum: 8

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

i. identify the main points of ideas, events, visual representation or arguments

ii. use information to give an opinion

iii. identify and analyse a range of sources/data in terms of origin and purpose

iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. identifies the main points of ideas, events, visual representation or arguments to **a limited extent**
	ii. uses information to give **limited** opinions
	iii. identifies the origin and purpose of **limited** sources/data
	iv. identifies **some** different views.
3–4	The student:
	i. identifies **some** main points of ideas, events, visual representation or arguments
	ii. uses information to give **adequate** opinions
	iii. **identifies** the origin and purpose of sources/data
	iv. identifies **some** different views and suggests **some** of their implications.
5–6	The student:
	i. **identifies** the main points of ideas, events, visual representation or arguments

	ii. uses information to give **substantial** opinions
	iii. identifies the origin and purpose of **a range** of sources/data
	iv. identifies different views and **most** of their implications.
7–8	The student:
	i. identifies **in detail** the main points of ideas, events, visual representation or arguments
	ii. uses information to give **detailed** opinions
	iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose
	iv. **consistently** identifies different views and their implications.

Individuals and societies assessment criteria: Year 3

Individuals and Societies = End of Social Studies 7, Social Studies 8

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. use a range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. makes **limited** use of terminology
	ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student:
	i. uses **some** terminology **accurately**
	ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5–6	The student:

	i. uses **considerable** and **relevant** terminology **accurately**
	ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	i. **consistently** uses **a range of** terminology **accurately**
	ii. demonstrates **detailed** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples.

Individuals and societies assessment criteria: Year 3

Criterion B: Investigating

Maximum: 8

At the end of year 3, students should be able to:

i. formulate/choose a clear and focused research question, explaining its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use methods to collect and record relevant information

iv. evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question that is clear, focused and relevant ii. formulates a **limited** action plan or does not follow a plan iii. **collects** and **records limited** or **sometimes irrelevant** information iv. with guidance, **reflects** on the research process and results in a **limited** way.
3–4	The student: i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question iii. **uses** a method(s) to collect and record **some relevant** information

	iv. with guidance, **reflects** on the research process and results.
5–6	The student: i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question iii. uses methods to collect and record **appropriate relevant** information iv. with guidance, **evaluates** on the research process and results.
7–8	The student: i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question iii. uses methods to collect and record **appropriate** and **varied relevant** information iv. with guidance, provides a **detailed evaluation** of the research process and results.

Individuals and societies assessment criteria: Year 3

Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

i. communicate information and ideas in a way that is appropriate for the audience and purpose

ii. structure information and ideas according to the task instructions

iii. create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. communicates information and ideas in a style that is **not always** clear ii. organizes information and ideas in a **limited** way iii. **lists** sources of information **inconsistently**.
3–4	The student:

	i. communicates information and ideas in a way that is **somewhat** clear
	ii. **somewhat** organizes information and ideas
	iii. **creates** an **adequate** reference list and **sometimes** cites sources.
5–6	The student:
	i. communicates information and ideas in a style that is **mostly** appropriate to the audience and purpose
	ii. **mostly** structures information and ideas according to the task instructions
	iii. creates an **adequate** reference list and **usually** cites sources.
7–8	The student:
	i. communicates information and ideas in a style that is **completely** appropriate to the audience and purpose
	ii. structures information and ideas **completely** according to the task instructions
	iii. creates a **complete** reference list and **always** cites sources.

Individuals and societies assessment criteria: Year 3

Criterion D: Thinking critically

Maximum: 8

At the end of year 3, students should be able to:

i. analyse concepts, issues, models, visual representation and/or theories

ii. summarize information to make valid, well-supported arguments

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way
	ii. **begins to identify** connections between information to make **simple** arguments
	iii. **recognizes** the origin and purpose of **few** sources/data as well as **few** values and

	limitations of sources/data iv. **identifies** different perspectives.
3–4	The student: i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **some adequate** arguments iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** values and limitations iv. **recognizes** different perspectives and **suggests some** of their implications.
5–6	The student: i. completes a **substantial** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information in order to make **usually valid** arguments iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing values and limitations iv. **clearly recognizes** different perspectives and **describes most** of their implications.
7–8	The student: i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **consistent, well-supported** arguments iii. **effectively analyses a range** of sources/data in terms of origin and purpose, **consistently** recognizing values and limitations iv. **clearly recognizes** different perspectives and **consistently explains** their implications.

Language acquisition assessment criteria: Phase 1

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a

personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. **clearly** identifies basic facts, messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and

| | attitudes and by making a personal response to the text. |
| | The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |

Language acquisition assessment criteria: Phase 1

Criterion B: Comprehending written and visual text

Maximum: 8

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

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student:

	i. identifies **most** basic facts, messages, main ideas and supporting details
	ii. has **considerable** awareness of basic aspects of format and style, and author's purpose for writing
	iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. **clearly** identifies basic facts, messages, main ideas and supporting details
	ii. has **excellent** awareness of basic aspects of format and style, and author's purpose for writing
	iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 1

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

Maximum: 8

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

i. respond appropriately to simple short phrases

ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language

iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:
	i. makes **limited** attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are **often inappropriate**
	ii. interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal

	language
	iii. uses **minimal** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics
	iv. communicates with a **limited** sense of audience.
3–4	The student:
	i. responds to simple short phrases and basic information in spoken, written and visual text, though **some responses may be inappropriate**
	ii. interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language
	iii. uses **some** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics
	iv. communicates with **some** sense of audience.
5–6	The student:
	i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text
	ii. interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language
	iii. uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics
	iv. communicates with a **considerable** sense of audience.
7–8	The student:
	i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text
	ii. interacts **confidently** in simple and rehearsed exchanges, using verbal and non-verbal language
	iii. uses basic phrases **effectively** to communicate ideas, feelings and information on **a variety** of aspects of everyday topics
	iv. communicates with an **excellent** sense of audience.

Language acquisition assessment criteria: Phase 1

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

Maximum: 8

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

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize basic information and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information, and basic cohesive devices are **not used** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and uses a **limited** range of basic cohesive devices **accurately**

	iii. **usually** uses language to suit the context.
7–8	The student:
	i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy
	ii. organizes basic information **clearly** and uses a range of basic cohesive devices **accurately**
	iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 2

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i. show understanding of messages, main ideas and supporting details

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. shows **minimal** understanding of messages, main ideas and supporting details
	ii. has **limited** awareness of basic conventions
	iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student:
	i. shows **some** understanding of messages, main ideas and supporting details

	ii. has **some** awareness of basic conventions
	iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of **the** text as a whole.
5–6	The student:
	i. shows **considerable** understanding of messages, main ideas and supporting details
	ii. has **considerable** awareness of basic conventions
	iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. shows **excellent** understanding of messages, main ideas and supporting details
	ii. has **excellent** awareness of basic conventions
	iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 2

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i. identify basic facts, main ideas and supporting details, and draw conclusions

ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:

	i. identifies **minimal** basic facts and main ideas but **few** supporting details; is **not able** to draw conclusions ii. has **limited** awareness of basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions ii. recognizes **some** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. identifies **most** basic facts, main ideas and supporting details, and draws conclusions ii. recognizes **most** basic conventions including aspects of format and style, and author's purpose for writing iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions ii. **clearly** recognizes basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 2

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

Maximum: 8

At the end of phase 2, students should be able to:

i. respond appropriately to spoken, written and visual text

ii. interact in basic structured exchanges

iii. use phrases to communicate ideas, feelings and information in familiar situations

iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in basic structured exchanges iii. uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations iv. communicates with a **limited** sense of audience.
3–4	The student: i. responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in basic structured exchanges iii. uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience.
5–6	The student: i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in **some** familiar

	situations; ideas are relevant and detailed
	iv. communicates with a **considerable** sense of audience.
7–8	The student:
	i. responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text
	ii. interacts **confidently** in basic structured exchanges
	iii. uses phrases **effectively** to communicate ideas, feelings and information in **a variety** of familiar situations; ideas are relevant, detailed and include examples
	iv. communicates with an **excellent** sense of audience.

Language acquisition assessment criteria: Phase 2

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

Maximum: 8

At the end of phase 2, students should be able to:

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult
	ii. organizes **limited** basic information and ideas, and basic cohesive devices are **not used**
	iii. makes **minimal** use of language to suit the context.
3–4	The student:
	i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and

	intonation with **some errors**, some of which make understanding difficult
	ii. organizes **some** basic information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately**
	iii. uses language to suit the context to **some degree**.
5–6	The student:
	i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility
	ii. organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately**
	iii. **usually** uses language to suit the context.
7–8	The student:
	i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and **excellent** intonation, making communication easy
	ii. organizes basic information and ideas **clearly**, and uses a range of basic cohesive devices **accurately**; **there is a logical structure and cohesive devices add clarity to the message**
	iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 3

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 3, students should be able to:

i. show understanding of information, main ideas and supporting details, and draw conclusions.

ii. understand conventions.

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of messages, main ideas and supporting details, and is **not able** to draw conclusions. ii. has **limited** understanding of conventions. iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions. ii. has **some** understanding of conventions. iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of **the** text as a whole.
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions. ii. has **considerable** understanding of conventions. iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions. ii. has **excellent** understanding of conventions.

	iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 3

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 3, students should be able to:

i. show understanding of information, main ideas and supporting details, and draw conclusions.

ii. understand basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions. ii. has **limited** understanding of basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions. ii. understands **some** basic conventions including aspects of format and style, and author's purpose for writing.

	iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. shows **considerable** understanding of information, main ideas and supporting details, and draws **some** conclusions. ii. understands **most** basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. shows **excellent** understanding of information, main ideas and supporting details, and draws **some** conclusions. ii. **clearly** understands basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **thoroughly** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 3

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

Maximum: 8

At the end of phase 3, students should be able to:

i. respond appropriately to spoken, written and visual text.

ii. interact in rehearsed and unrehearsed exchanges.

iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations.

iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text, responses are **often inappropriate.** ii. interacts **minimally** in rehearsed and unrehearsed exchanges. iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations. iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate.** ii. interacts **to some degree** in rehearsed and unrehearsed exchanges. iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations. iv. communicates with a **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text. ii. interacts **considerably** in rehearsed and unrehearsed exchanges. iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed. iv. communicates with a **considerable** sense of audience and purpose.
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text. ii. interacts **confidently** in rehearsed and unrehearsed exchanges. iii. **effectively** expresses **a wide range** of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations. iv. communicates with an **excellent** sense of audience and purpose.

Language acquisition assessment criteria: Phase 3

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

Maximum: 8

At the end of phase 3, students should be able to:

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.

ii. organize information and ideas and use a range of basic cohesive devices.

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult. ii. organizes **limited** basic information and ideas, and basic cohesive devices are **not used.** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult. ii. organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately.** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility. ii. organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive

	devices **accurately.**
	iii. **usually** uses language to suit the context.
7–8	The student:
	i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and **excellent** intonation, making communication easy
	ii. organizes basic information and ideas **clearly**, and uses a range of basic cohesive devices accurately; there is a **logical** structure and cohesive devices add **clarity** to the message.
	iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 4

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i. construct meaning and draw conclusions from information, main ideas and supporting details.

ii. interpret conventions.

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions.
	ii. has **difficulty** interpreting conventions.
	iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and

	concepts of the text as a whole.
3–4	The student:
	i. constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details.
	ii. interprets **some** conventions.
	iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of **the** text as a whole.
5–6	The student:
	i. constructs **considerable** meaning and draws conclusions from information, main ideas and supporting details.
	ii. interprets **most** conventions.
	iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. constructs **excellent** meaning and draws conclusions from information, main ideas and supporting details.
	ii. interprets conventions.
	iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 4

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i. construct meaning by identifying stated and implied information, main ideas and supporting detail, and draw conclusions.

ii. interpret basic conventions including aspects of format and style, and author's purpose for writing.

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; is **not able** to draw conclusions. ii. **has difficulty** interpreting basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions. ii. interprets **some** basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions. ii. interprets **most** basic conventions including aspects of format and style, and author's purpose for writing.

	iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. constructs **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions. ii. interprets basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **thoroughly** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 4

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

Maximum: 8

At the end of phase 4, students should be able to:

i. respond appropriately to spoken, written and visual text.

ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance.

iii. express ideas and feelings, and communicate information in simple and complex texts.

iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text, responses are **often inappropriate.** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always

	related to topics of personal and global significance. iii. expresses **few** ideas and feelings and communicates **minimal** information in simple and complex texts. iv. communicates with a **limited** sense of audience and purpose.
3–4	The student: i. responds to spoken, written and visual text, though some responses **may be inappropriate.** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance. iii. expresses **some** ideas and feelings and communicates **some** information in simple and complex texts. iv. communicates with **some** sense of audience and purpose.
5–6	The student: i. responds **appropriately** to spoken, written and visual text. ii. engages **considerably** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance. iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed. iv. communicates with **some** sense of audience and purpose.
7–8	The student: i. responds **in detail** and **appropriately** to spoken, written and visual text. ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on topics of personal and global significance. iii. **effectively** expresses **a wide range** of ideas and feelings, and communicates information in simple and complex texts; ideas are **relevant** and **developed**, and opinions are supported by examples and illustrations. iv. communicates with an **excellent** sense of audience and purpose.

Language acquisition assessment criteria: Phase 4

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

Maximum: 8

At the end of phase 4, students should be able to:

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.

ii. organize information and ideas into a structured text; use a wide range of cohesive devices.

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult. ii. organizes **limited** information, and cohesive devices are **not used.** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult. ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately.** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility. ii. organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately.**

	iii. **usually** uses language to suit the context.
7–8	The student:
	i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. When speaking, uses **clear** pronunciation and **excellent** intonation, making communication easy.
	ii. organizes information and ideas **clearly into well-structured text**; and uses a range of cohesive devices accurately, adding **clarity and coherence** to the message.
	iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 5

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i. analyze and draw conclusions from information, main ideas and supporting details.

ii. analyze conventions.

iii. engage with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **has difficulty** analyzing information or main ideas and supporting details; **is not able** to draw conclusions.
	ii. **has difficulty** analyzing conventions.
	iii. engages **minimally** with the spoken and visual text by analyzing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.

3–4	The student:
	i. analyzes **adequately** and draws **some** conclusions from information, main ideas and supporting details.
	ii. analyzes **some** conventions.
	iii. engages **adequately** with the spoken and visual text by analyzing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of **the** text as a whole.
5–6	The student:
	i. analyzes **considerably** and draws conclusions from information, main ideas and supporting details.
	ii. analyzes **most** conventions.
	iii. engages **considerably** with the spoken and visual text by analyzing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. analyzes **thoroughly** and draws conclusions from information, main ideas and supporting details.
	ii. analyzes conventions.
	iii. engages **thoroughly** with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 5

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

i. construct meaning by identifying stated and implied information, main ideas and supporting detail, and draw

conclusions.

ii. interpret basic conventions including aspects of format and style, and author's purpose for writing.

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analyzing information or main ideas and supporting details; is **not able** to draw conclusions. ii. **has difficulty** analyzing basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **minimally** with the written and visual text by analyzing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyzes **adequately** and draws **some** conclusions from information, main ideas and supporting details. ii. analyzes **some** basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **adequately** with the written and visual text by analyzing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. analyzes **considerably** and draws conclusions from information, main ideas and supporting details. ii. analyzes **most** basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **considerably** with the written and visual text by analyzing **most** ideas,

	opinions and attitudes and by making **a** response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. analyzes **thoroughly** and draws conclusions from information, main ideas and supporting details. ii. analyzes basic conventions including aspects of format and style, and author's purpose for writing. iii. engages **thoroughly** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 5

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

Maximum: 8

At the end of phase 5, students should be able to:

i. respond appropriately to spoken, written and visual text.

ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance.

iii. express ideas, opinions and feelings, and communicate information in a wide range of situations.

iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text, responses are **often inappropriate.** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance.

	iii. expresses **few** ideas, opinions and feelings and communicates **minimal** information in various situations. iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though some responses **may be inappropriate.** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance. iii. expresses **some** ideas, opinions and feelings and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed. iv. communicates with **some** sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text. ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. iii. expresses ideas and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed. iv. communicates with **considerable** sense of register, purpose and style.
7–8	The student: i. **responds in detail** and **appropriately** to spoken, written and visual text. ii. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance. iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by example and illustrations. iv. communicates with an **excellent** sense of register, purpose and style.

Language acquisition assessment criteria: Phase 5

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

Maximum: 8

At the end of phase 5, students should be able to:

i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency.

ii. organize information and ideas; use a wide range of cohesive devices.

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many errors** in intonation and pronunciation, affecting fluency and making understanding difficult. ii. organizes **limited** information, and cohesive devices are **not used.** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some errors** in intonation and pronunciation, affecting fluency and sometimes making understanding difficult. ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately.** iii. uses language to suit the context to **some degree**.
5–6	The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors with intonation, though these do not interfere with comprehensibility. ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately.** iii. **usually** uses language to suit the context.

7–8	The student:
	i. writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy.
	ii. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas.
	iii. uses language **effectively** to suit the context.

Language acquisition assessment criteria: Phase 6

Language Acquisition = Used at the discretion of both French and Spanish teachers.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i. evaluate and draw conclusions from information, main ideas and supporting details.

ii. interpret the author's choice of style, format and ideas to suit and intended audience and purpose.

iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions.
	ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **minimally** with the spoken and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.

3–4	The student:
	i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details in social and academic situations.
	ii. **adequately** interprets the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **adequately** with the spoken and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student:
	i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details in social and academic situations.
	ii. interprets **to some degree** the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **considerably** with the spoken and visual text by evaluating **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details in social and academic situations.
	ii. interprets the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **thoroughly** with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 6

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i. evaluate and draw conclusions from information, main ideas and supporting details.

ii. interpret the author's choice of style, format and ideas to suit and intended audience and purpose.

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; is **not able** to draw conclusions. ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit and intended audience and purpose. iii. engages **minimally** with the written and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details. ii. **adequately** interprets the author's choice of style, format and ideas to suit and intended audience and purpose. iii. engages **adequately** with the written and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

5–6	The student:
	i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details.
	ii. interprets **to some degree** the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **considerably** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making **a** response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details.
	ii. interprets the author's choice of style, format and ideas to suit and intended audience and purpose.
	iii. engages **thoroughly** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Language acquisition assessment criteria: Phase 6

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

Maximum: 8

At the end of phase 6, students should be able to:

i. respond appropriately to spoken, written and visual text.

ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance.

iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts.

iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** attempt to respond to spoken, written and visual text, responses are **often inappropriate.** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance. iii. expresses **few** ideas, opinions and feelings and communicates **minimal** information in various social, and academic contexts. iv. communicates with a **limited** sense of register, purpose and style.
3–4	The student: i. responds to spoken, written and visual text, though some responses **may be inappropriate.** ii. engages **to some degree** in rehearsed and unrehearsed complex exchanges to share **some** ideas on topics of personal and global significance. iii. expresses **some** ideas, opinions and feelings and communicates **some** information in a **range** of social and academic contexts; ideas are not always relevant or detailed. iv. communicates with **some** sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken, written and visual text. ii. engages **considerably** in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance. iii. expresses ideas and feelings, and communicates information in **a range** of social and academic contexts; ideas are relevant and detailed. iv. communicates with **considerable** sense of register, purpose and style.
7–8	The student: i. **responds in detail** and **appropriately** to spoken, written and visual text. ii. engages **confidently** in rehearsed and unrehearsed complex exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global

significance.

iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of social and academic contexts; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by example and illustrations.

iv. communicates with an **excellent** sense of register, purpose and style.

Language acquisition assessment criteria: Phase 6

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

Maximum: 8

At the end of phase 6, students should be able to:

i. write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique.

ii. organize information and ideas; use a wide range of cohesive devices.

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many errors** in intonation and pronunciation, affecting fluency and making understanding difficult. ii. organizes **limited** information, and cohesive devices are **not used.** iii. makes **minimal** use of language to suit the context.
3–4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** oratory technique. ii. organizes **some** information and ideas, and uses a range of cohesive devices, not always **appropriately.** iii. uses language to suit the context to **some degree**.

5–6	The student:
	i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; uses **good** oratory technique.
	ii. organizes information and ideas **well**, and uses a w**ide range** of cohesive devices **accurately.**
	iii. **usually** uses language to suit the context.
7–8	The student:
	i. writes/speaks **effectively** using a **wide range** of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** oratory technique.
	ii. organizes information and ideas **into a logical and well-structured text**; uses a wide range of cohesive devices **accurately am effectively**.
	iii. uses language **effectively** to suit the context.

Language and literature assessment criteria: Year 1

Language and Literature = English Language Arts 6, beginning of English Language Arts 7

Criterion A: Analyzing

Maximum: 8

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

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. provides **minimal** identification and comment upon significant aspects of texts
	ii. provides **minimal** identification and comment upon the creator's choices
	iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no**

	terminology
	iv. **identifies few** similarities and differences in features **within and between texts**
3–4	The student:
	i. provides **adequate** identification and comment upon significant aspects of texts
	ii. provides **adequate** identification and comment upon the creator's choices
	iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology
	iv. **identifies some** similarities and differences in features **within and between texts**.
5–6	The student:
	i. provides **substantial** identification and comment upon significant aspects of texts
	ii. provides **substantial** identification and comment upon the creator's choices
	iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology
	iv. **describes some** similarities and differences in features across and **within and between texts**.
7–8	The student:
	i. provides **perceptive** identification and comment upon significant aspects of texts
	ii. provides **perceptive** identification and comment upon the creator's choices
	iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology
	iv. **compares and contrasts** features **within and between texts**.

Language and literature assessment criteria: Year 1

Criterion B: Organizing

Maximum: 8

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

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a **logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Language and literature assessment criteria: Year 1

Criterion C: Producing text

Maximum: 8

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

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to support ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas

	ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience
	iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student:
	i. produces texts that demonstrate **a high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas
	ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience
	iii. selects **extensive** relevant details and examples to support ideas.

Language and literature assessment criteria: Year 1

Criterion D: Using language

Maximum: 8

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

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. uses a **limited** range of appropriate vocabulary and forms of expression
	ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention
	iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication
	iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication

	v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Language and literature assessment criteria: Year 3

Language and Literature = End of English Language Arts 7, English Language Arts 8

Criterion A: Analyzing

Maximum: 8

At the end of year 3, students should be able to:

i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts

ii. identify and explain the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships among texts ii. provides **minimal** identification and explanation of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The student: i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationships among texts ii. provides **adequate** identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. interprets **some** similarities and differences in features within and between genres and

	texts.
5–6	The student:
	i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts
	ii. provides **substantial** identification and explanation of the effects of the creator's choices on an audience
	iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology
	iv. **competently** interprets similarities and differences in features within and between genres and texts.
7–8	The student:
	i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts **thoroughly**
	ii. provides **perceptive** identification and explanation of the effects of the creator's choices on an audience
	iii. gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology
	iv. **perceptively compares and contrasts** features within and between genres and texts.

Language and literature assessment criteria: Year 3

Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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

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

Language and literature assessment criteria: Year 3

Criterion C: Producing text

Maximum: 8

At the end of year 3, students should be able to:

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new

perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **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 ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few relevant** details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and

	perceptive exploration and consideration of new perspectives and ideas
	ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience
	iii. selects **extensive** relevant details and examples to develop ideas with precision.

Language and literature assessment criteria: Year 3

Criterion D: Using language

Maximum: 8

At the end of year 3, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and

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

Mathematics assessment criteria: Year 1

Mathematics = Math 6, beginning of Math 7

Criterion A: Knowing and understanding

Maximum: 8

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

i. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. **apply** the selected mathematics successfully when solving problems

iii. **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** appropriate mathematics when solving simple problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
3–4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply t**he selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
5–6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
7–8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.

Mathematics assessment criteria: Year 1

Criterion B: Investigating patterns

Maximum: 8

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

i. **apply** mathematical problem-solving techniques to recognize patterns

ii. **describe** patterns as relationships or general rules consistent with correct findings

iii. **verify** whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. **state** predictions consistent with simple patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** how these patterns work.
5–6	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** relationships or general rules consistent with findings iii. **verify** whether patterns work for another example.
7–8	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns ii. **describe** patterns as relationships or general rules consistent with correct findings iii. **verify** whether patterns work for other examples.

Mathematics assessment criteria: Year 1

Criterion C: Communicating

Maximum: 8

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

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to understand.
3–4	The student is able to: i. **use** some appropriate mathematical language ii. **use** different forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately **organize** information using a logical structure.
5–6	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** different forms of mathematical representation to present information correctly iii. **communicate** through lines of reasoning that are usually coherent iv. present work that is usually **organized** using a logical structure.
7–8	The student is able to: i. consistently **use** appropriate mathematical language

	ii. consistently **use** different forms of mathematical representation to present information correctly
	iii. **communicate** clearly through coherent lines of reasoning
	iv. present work that is consistently **organized** using a logical structure.

Mathematics assessment criteria: Year 1

Criterion D: Applying mathematics in real-life

Maximum: 8

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

i. **identify** relevant elements of authentic real-life situations

ii. **select** appropriate mathematical strategies when solving authentic real-life situations

iii. **apply** the selected mathematical strategies successfully to reach a solution

iv. **explain** the degree of accuracy of a solution

v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real- life situation, with limited success.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iii. **state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real- life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic

	real-life situation
	iv. **describe** the degree of accuracy of the solution
	v. **state** correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to:
	i. **identify** the relevant elements of the authentic real-life situation
	ii. **select** adequate mathematical strategies to model the authentic real- life situation
	iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation
	iv. **explain** the degree of accuracy of the solution
	v. **describe** correctly whether the solution makes sense in the context of the authentic real-life situation.

Mathematics assessment criteria: Year 3

Mathematics = End of Math 7, Algebra 8

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

vi. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

vii. **apply** the selected mathematics successfully when solving problems

viii. **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to:
	i. **select** appropriate mathematics when solving simple problems in familiar situations
	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly.
3–4	The student is able to:
	i. **select** appropriate mathematics when solving more complex problems in familiar

	situations
	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly.
5–6	The student is able to:
	i. **select** appropriate mathematics when solving challenging problems in familiar situations
	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly.
7–8	The student is able to:
	i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations
	ii. **apply** the selected mathematics successfully when solving these problems
	iii. generally **solve** these problems correctly.

Mathematics assessment criteria: Year 3

Criterion B: Investigating patterns

Maximum: 8

At the end of year 3, students should be able to:

i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns

ii. **describe** patterns as relationships and/or general rules consistent with findings

iii. **verify** and **justify** relationships and/or general rules.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to:
	i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns
	ii. **state** predictions consistent with patterns.
3–4	The student is able to:
	i. **apply** mathematical problem-solving techniques to discover simple patterns
	ii. **suggest** relationships and/or general rules consistent with findings.

5–6	The student is able to:
	i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
	ii. **describe** patterns as relationships and/or general rules consistent with findings
	iii. **verify** these relationships and/or general rules.
7–8	The student is able to:
	i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
	ii. **describe** patterns as relationships and/or general rules consistent with correct findings
	iii. **verify** and **justify** these relationships and/or general rules.

Mathematics assessment criteria: Year 3

Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

ii. **use** different forms of mathematical representation to present information

iii. move between different forms of mathematical representation

iv. **communicate** complete and coherent mathematical lines of reasoning

v. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to:
	i. **use** limited mathematical language
	ii. **use** limited forms of mathematical representation to present information
	iii. **communicate** through lines of reasoning that are difficult to interpret.
3–4	The student is able to:
	i. **use** some appropriate mathematical language

	ii. **use** different forms of mathematical representation to present information adequately
	iii. **communicate** through lines of reasoning that are able to be understood, although these are not always clear
	iv. adequately **organize** information using a logical structure.
5–6	The student is able to:
	i. usually **use** appropriate mathematical language
	ii. usually **use** different forms of mathematical representation to present information correctly
	iii. move between different forms of mathematical representation with some success
	iv. **communicate** through lines of reasoning that are clear although not always coherent or complete
	v. present work that is usually **organized** using a logical structure.
7–8	The student is able to:
	i. consistently **use** appropriate mathematical language
	ii. **use** different forms of mathematical representation to consistently present information correctly
	iii. move effectively between different forms of mathematical representation
	iv. **communicate** through lines of reasoning that are complete and coherent
	v. present work that is consistently **organized** using a logical structure.

Mathematics assessment criteria: Year 3

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 3, students should be able to:

i. **identify** relevant elements of authentic real-life situations

ii. **select** appropriate mathematical strategies when solving authentic real-life situations

iii. **apply** the selected mathematical strategies successfully to reach a solution

iv. **explain** the degree of accuracy of a solution

v. **explain** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select**, with some success, adequate mathematical strategies to model the authentic real-life situation iii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iv. **describe** whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real- life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **discuss** whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** appropriate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution iv. **explain** the degree of accuracy of the solution v. **explain** whether the solution makes sense in the context of the authentic real-life situation.

Physical and health education assessment criteria: Year 1

Physical and Health Education = Physical Education 6, beginning of Physical Education 7

Criterion A: Knowing and understanding

Maximum: 8

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

i. outline physical health education-related factual, procedural and conceptual knowledge

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. applies physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** some physical health education factual, procedural conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.
3–4	The student: i. **recalls** physical health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding with limited success.
5–6	The student: i. **states** physical health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.
7–8	The student: i. **outlines** physical health education factual, procedural and conceptual knowledge

| | ii. **identifies** physical and health education knowledge to **describe** issues and **solve** problems set in familiar and unfamiliar situations |
| | iii. **applies** physical and health terminology consistently to communicate understanding. |

Physical and health education assessment criteria: Year 1

Criterion B: Planning for performance

Maximum: 8

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

i. construct and outline a plan for improving health or physical activity

ii. describe the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** plans for improving health or physical activity ii. **states** the effectiveness of a plan.
3–4	The student: i. **outlines** a basic plan for improving health or physical activity ii. **states** the effectiveness of a plan based on the outcome.
5–6	The student: i. **outlines** a plan for improving health or physical activity ii. **identifies** the effectiveness of a plan based on the outcome.
7–8	The student: i. **constructs** and **outlines** a plan for improving health or physical activity ii. **describe** the effectiveness of a plan based on the outcome.

Physical and health education assessment criteria: Year 1

Criterion C: Applying and performing

Maximum: 8

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

i. recall and apply a range of skills and techniques effectively

ii. recall and apply a range of strategies and movement concepts

iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** some skills and techniques ii. **recalls** some strategies and movement concepts iii. **applies** information to perform with limited success **.**
3–4	The student: i. **recalls** skills and techniques ii. **recalls** strategies and movement concepts iii. **applies** information to perform.
5–6	The student: i. **recalls** and **applies** skills and techniques ii. **recalls** and **applies** a range of strategies and movement concepts iii. **applies** information to perform effectively.
7–8	The student: i. **recalls** and **applies** a range of skills and techniques ii. **recalls** and **applies** a range of strategies and movement concepts iii. **recalls** and **applies** information to perform effectively.

Physical and health education assessment criteria: Year 1

Criterion D: Reflecting and improving performance

Maximum: 8

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

i. identify and demonstrate strategies to enhance interpersonal skills

ii. identify goals and apply strategies to enhance performance

iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a strategy to enhance interpersonal skills ii. **states** a goal to enhance performance iii. **describes** performance.
3–4	The student: i. **lists** strategies to enhance interpersonal skills ii. **state** a goal and **applies** strategies to enhance performance iii. **summarizes** performance.
5–6	The student: i. **identifies** strategies to enhance interpersonal skills ii. **lists** goals and **applies** strategies to enhance performance iii. **outlines** and **summarizes** performance.
7–8	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **identifies** goals and **applies** strategies to enhance performance iii. **describes** and **summarizes** performance.

Physical and health education assessment criteria: Year 3

Physical and Health Education = End of Physical Education 7, Physical Education 8, Health 7 & 8, Health Plus 8

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. describe physical health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding with limited success.
3–4	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **describe** issues and to **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.
5–6	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **describe** issues to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations iii. **applies** physical and health terminology consistently to communicate understanding.

7–8	The student:
	i. **describes** physical health education factual, procedural and conceptual knowledge
	ii. **applies** physical and health education knowledge to **explain** issues and **solve** problems set in familiar and unfamiliar situations
	iii. **applies** physical and health terminology consistently and effectively to communicate understanding.

Physical and health education assessment criteria: Year 3

Criterion B: Planning for performance

Maximum: 8

At the end of year 3, students should be able to:

i. design and explain a plan for improving physical performance and health

ii. explain the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student:
	i. **outlines** a plan for improving physical performance and health
	ii. **states** the effectiveness of a plan based on the outcome.
3–4	The student:
	i. **constructs and outlines** a plan for improving physical performance and health
	ii. **outlines** the effectiveness of a plan based on the outcome.
5–6	The student:
	i. **constructs** and **explain** a plan for improving physical performance and health
	ii. **describes** the effectiveness of a plan based on the outcome.
7–8	The student:
	i. **designs** and **explains** a plan for improving physical performance and health
	ii. **explains** the effectiveness of a plan based on the outcome.

Physical and health education assessment criteria: Year 3

Criterion C: Applying and performing

Maximum: 8

At the end of year 3, students should be able to:

i. demonstrate and apply a range of skills and techniques

ii. demonstrate and apply a range of strategies and movement concepts

iii. outline and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls** and **applies** skills and techniques with limited success ii. **recalls** and **applies** strategies and movement concepts with limited success iii. **recalls** and **applies** information to perform.
3–4	The student: i. **demonstrates** and **applies** skills and techniques with limited success ii. **demonstrates** and **applies** strategies and movement concepts with limited success iii. **identifies** and **applies** information to perform.
5–6	The student: i. **demonstrates** and **applies** skills and techniques ii. **demonstrates** and **applies** strategies and movement concepts iii. **identifies** and **applies** information to perform effectively.
7–8	The student: i. **demonstrates** and **applies** a range of skills and techniques ii. **demonstrates** and **applies** a range of strategies and movement concepts iii. **outlines and applies** information to perform effectively.

Physical and health education assessment criteria: Year 3

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 3, students should be able to:

i. describe and demonstrate strategies to enhance interpersonal skills

ii. outline goals and apply strategies to enhance performance

iii. explain and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** strategies that enhance interpersonal skills ii. **lists** goals to enhance performance iii. **summarizes** performance.
3–4	The student: i. **identifies** and **demonstrates** strategies that enhance interpersonal skills ii. **identifies** goals to enhance performance iii. **outlines** and **summarizes** performance.
5–6	The student: i. **outlines** and **demonstrates** strategies that enhance interpersonal skills ii. **identifies** goals and **applies** strategies to enhance performance iii. **explains** and **evaluates** performance.
7–8	The student: i. **describes** and **demonstrates** strategies that enhance interpersonal skills ii. **outlines** goals and **applies** strategies to enhance performance iii. **explain** and **evaluates** performance.

Sciences assessment criteria: Year 1

Sciences = Science 6, beginning of Science 7

Criterion A: Knowing and understanding

Maximum: 8

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

i. outline scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations

iii. interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** scientific knowledge ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**, **with limited success**.
3–4	The student is able to: i. **recall** scientific knowledge ii. **apply** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**.
5–6	The student is able to: i. **state** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to **make scientifically supported judgments**.
7–8	The student is able to: i. **outline** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar**

| | **situations** and **suggest solutions** to problems set in **unfamiliar situations** |
| | iii. **interpret** information to **make scientifically supported** |

Sciences assessment criteria: Year 1

Criterion B: Inquiring and designing

Maximum: 8

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

i. outline an appropriate problem or research question to be tested by a scientific investigation

ii. outline a testable prediction using scientific reasoning

iii. outline how to manipulate the variables, and outline how data will be collected

iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** a problem or question to be tested by a scientific investigation ii. **select** a testable prediction iii. **state** a variable iv. design a **method with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **state** a testable prediction iii. **state** how to manipulate the variables, and **state** how data will be collected iv. design a **safe method in which he or she selects materials and equipment**.
5–6	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable prediction iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. **design** a **complete and safe method** in which he or she **selects appropriate materials and equipment**.

7–8	The student is able to:
	i. **outline** a problem or question to be tested by a scientific investigation
	ii. **outline** a testable prediction **using scientific reasoning**
	iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected
	iv. **design** a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

Sciences assessment criteria: Year 1

Criterion C: Processing and evaluating

Maximum: 8

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

i. present collected and transformed data

ii. interpret data and outline results using scientific reasoning

iii. discuss the validity of a prediction based on the outcome of the scientific investigation

iv. discuss the validity of the method

v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to:
	i. **collect and present** data in numerical and/or visual forms
	ii. **interpret** data
	iii. **state** the validity of a prediction based on the outcome of a scientific investigation, **with limited success**
	iv. **state** the validity of the method based on the outcome of a scientific investigation, **with limited success**
	v. **state** improvements or extensions to the method that would benefit the scientific investigation, **with limited success**.
3–4	The student is able to:

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

Sciences assessment criteria: Year 1

Criterion D: Reflecting on the impacts of science

Maximum: 8

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

i. summarize the ways in which science is applied and used to address a specific problem or issue

ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to, **with limited success**: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.
5–6	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources correctly.
7–8	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

Sciences assessment criteria: Year 3

Sciences = End of Science 7, Earth Science 8

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. describe scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **recall** scientific knowledge ii. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to make **judgments**.
3–4	The student is able to: i. **state** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to make **scientifically supported judgments**.
5–6	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to make **scientifically supported judgments**.
7–8	The student is able to: i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **analyse** information to make **scientifically supported judgments**.

Sciences assessment criteria: Year 3

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 3, students should be able to:

i. describe a problem or question to be tested by a scientific investigation

ii. outline a testable hypothesis and explain it using scientific reasoning

iii. describe how to manipulate the variables, and describe how data will be collected

iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **state** a problem or question to be tested by a scientific investigation, with **limited success** ii. **state** a testable hypothesis iii. **state** the variables iv. design **a method, with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment.**
5–6	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected iv. design **a complete and safe method** in which he or she **selects appropriate materials and equipment.**
7–8	The student is able to: i. **describe** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using correct scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant** data will be collected iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

Sciences assessment criteria: Year 3

Criterion C: Processing and evaluating
Maximum: 8
At the end of year 3, students should be able to:
i. present collected and transformed data
ii. interpret data and describe results using scientific reasoning
iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
iv. discuss the validity of the method
v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **accurately interpret** data iii. **state** the validity of a hypothesis **with limited reference** to a scientific investigation iv. **state** the validity of the method **with limited reference** to a scientific investigation

	v. **state limited** improvements or extensions to the method.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results **using scientific reasoning** iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/or visual forms ii. **accurately interpret data** and **describe** results **using correct scientific reasoning** iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.

Sciences assessment criteria: Year 3

Criterion D: Reflecting on the impacts of science
Maximum: 8

At the end of year 3, students should be able to:

i. describe the ways in which science is applied and used to address a specific problem or issue

ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, **with limited success**.
3–4	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor

	iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources **correctly**.
5–6	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources **correctly**.
7–8	The student is able to: i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

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