

## IBMYP Assessment: Criteria and Exit Level Tasks

SUBJECT AREA	ASSESSMENT CRITERIA	10 <sup>TH</sup> GRADE MINIMUM TASKS
<b>ARTS</b> <ul style="list-style-type: none"> <li>• Theatre</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	A. Knowledge and Understanding (8) B. Application (10) C. Reflection and Evaluation (8) D. Personal Engagement (8)	<ul style="list-style-type: none"> <li>📁 Selection from the developmental workbook</li> <li>🖼️ Representation of finished artwork/ performance (including evidence of preparation and underlying theory)</li> </ul>
<b>LANGUAGE A ENGLISH</b>	A. Content- receptive & productive (10) B. Organization- (10) C. Style and Language Mechanics- (10)	<ul style="list-style-type: none"> <li>✍️ Essay (500-1000 words: literary, argumentative, persuasive, or analytical)</li> <li>📖 One response to literature (500-1000 words or 3-5 minutes in length, demonstrating independent approach)</li> <li>✍️ One piece of creative writing (poetry, dramatic scene, story, 1000 words max, plus optional 300 word rationale)</li> </ul>
<b>LANGUAGE B</b> <ul style="list-style-type: none"> <li>• Spanish</li> <li>• French</li> <li>• Arabic</li> </ul>	A. Speaking & Listening - message & interaction (8) B. Speaking -language (8) C. Writing - message & organization (8) D. Writing - language (8) E. Reading comprehension (8)	<ul style="list-style-type: none"> <li>✍️ 1 in-class writing assignment</li> <li>📖 Two reading comprehension exercises</li> <li>🎧 Recording of an oral activity</li> <li>+ at least one task must reflect one or more areas of interaction, or cultural/ international issue</li> <li>+ 1 judgment each Criteria A-D; 2 judgments for Criterion E</li> </ul>
<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>• US History</li> <li>• Civics/ Econ</li> </ul>	A. Knowledge (10) B. Concepts (10) C. Skills (10) D. Organization and presentation (8)	<ul style="list-style-type: none"> <li>✍️ Piece of extended writing (700-1200 words)</li> <li>📖 Unit or end of semester/term/year test including paragraph writing</li> <li>📖 Piece of class work or homework</li> </ul>
<b>MATHEMATICS</b>	A. Knowledge and understanding (8) B. Investigating patterns (8) C. Communication in mathematics (6) D. Reflection in mathematics (6)	<ul style="list-style-type: none"> <li>📖 Broad-based classroom test/examination</li> <li>✍️ Mathematical investigation (test)</li> <li>✍️ Real life problem (with reflection)</li> </ul>
<b>PHYSICAL EDUCATION</b>	A. Use of knowledge (8) B. Movement composition (6) C. Performance (10) D. Social skills & personal engagement (8)	<ul style="list-style-type: none"> <li>📹 Evidence of student's composition and performance (Criterion D); evidence of a second physical activity (videos)</li> <li>✍️ 2 pieces of written work illustrating the use of PE knowledge</li> </ul>
<b>SCIENCE</b>	A. One World (6) B. Communication in Science (6) C. Knowledge and Understanding (6) D. Scientific Inquiry (6) E. Processing Data (6) F. Attitudes in Science (6)	<ul style="list-style-type: none"> <li>🔍 An experimental investigation written fully by the student</li> <li>📖 A unit or end-of term examination</li> <li>✍️ Text (essay) written by the student, dealing with the application of science in society (700-1,200 words in length, with documented sources)</li> </ul>
<b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• ICT</li> <li>• Design</li> <li>• FACS</li> </ul>	A. Investigate (6) B. Design (6) C. Plan (6) D. Create (6) E. Evaluate (6) F. Attitudes in Technology (6)	<ul style="list-style-type: none"> <li>📁 Two completed units of work, each of which includes all stages of the design cycle; organized into a 5-part design folder; the product (or visual representation); information about the student's attitude throughout the unit</li> </ul>

(Numbers in parentheses) represent weighted maximum achievement levels for each criterion.  
 Except as noted above, assessment requires at least two judgments against each subject area criterion.

## Arts Assessment Rubric

MYP Objective/ Assessment Criteria	Level of Achievement				
	1-2	3-4	5-6	7-8	9-10
<b><i>A-Knowledge &amp; understanding</i></b> form, elements, context	limited	satisfactory	good	excellent well-developed	
<b><i>B-Application</i></b> ideas, themes skills, techniques, processes	very limited attempts	limited expression	realized satisfactory expression, application, proficiency	good communication good expression, application, proficiency	purposeful effective highly proficient excellent application
<b><i>C-Reflection &amp; evaluation</i></b> artistic development self-evaluation using feedback	little limited needs guidance	satisfactory attempts to use feedback	critical across stages identifies areas for improvement uses feedback independently	in-depth excellent considered intentional appropriate	
<b><i>D-Personal engagement</i></b> commitment, initiative, support, cultural sensitivity	limited motivation cooperates when encouraged rarely receptive	some initiative cooperates when encouraged occasionally receptive	generally motivated takes risks cooperates with little encouragement generally receptive to other cultures	excellent commitment highly curious and self- motivated actively supports others very receptive	

## Humanities Assessment Rubric

MYP Objective/ Assessment Criteria	Level of Achievement				
	1-2	3-4	5-6	7-8	9-10
<b>A- Knowledge</b> terminology, facts, example	inconsistent incorrect irrelevant	insufficient mostly usually	basic superficial adequate	appropriate relevant detailed	command extensive fully-developed
<b>B- Concepts</b> connections, applications	inappropriate some awareness recognizes	awareness describes	superficial attempts	appropriate deep applies	sophisticated detailed effective
<b>C- Skills</b> analysis, argument, investigation	few minimal selects	unsupported basic uses	logical clear documents	relevant balanced criticizes	wide-ranging fully-supported analyzes
<b>D- Organization/ Presentation</b> structure, style, documentation	unclear imprecise	omissions errors attempts	clear appropriate aware of audience	organized concise well-developed	

# Language A Assessment Rubric

Assessment Criteria/ MYP Objectives	Levels of Achievement				
	1-2	3-4	5-6	7-8	9-10
<p><b>A</b></p> <p><b><i>Content</i></b> <i>(receptive &amp; productive)</i></p> <p>Language, content, structures, themes, terms, author's intent &amp; artistry</p>	<p>very limited rarely missing inconsistent</p>	<p>limited attempts sometimes</p>	<p>sufficient aware adequate usually</p>	<p>good substantial relevant imaginative</p>	<p>perceptive illustrative consistent extensive</p>
<p><b>B</b></p> <p><b><i>Organization</i></b></p> <p>argument, structure, ideas, transitions, references</p>	<p>disorganized unclear incoherent inappropriate missing</p>	<p>sometimes beginning limited</p>	<p>usually clear generally coherent</p>	<p>well-organized consistently correctly</p>	<p>coherent sophisticated integrated effective</p>
<p><b>C</b></p> <p><b><i>Style &amp; language mechanics</i></b></p> <p>Register, word choice, idiom, grammar/syntax, sentence structure; spelling, purpose</p>	<p>very limited little or no evidence very frequent errors</p>	<p>limited some evidence frequent errors</p>	<p>generally often occasional errors</p>	<p>appropriate consistently accurate</p>	<p>widely varied effective very infrequent errors mastery</p>

# Language B Assessment Rubric

Assessment Criteria/ MYP Objectives	Levels of Achievement			
	1-2	3-4	5-6	7-8
<p><b>A Speaking and listening- message and interaction</b></p> <p>ideas, conversation, continuity</p>	<p>incoherent, repetitive difficulty in responding needs prompting no flow of ideas</p>	<p>difficulty in communicating responds in familiar situations occasion prompting some lapses in conversation</p>	<p>responds well in familiar situations communicates basic information justifies opinions maintains flow with little prompting</p>	<p>clear, effective, complex ideas responds spontaneously contributes to conversation</p>
<p><b>B Speaking- language</b></p> <p>vocabulary, range &amp; register, grammar, pronunciation</p>	<p>-limited vocabulary -frequent errors in pronunciation -fluency hinders comprehension</p>	<p>-basic vocabulary -some inappropriate words -occasional errors in pronunciation -basic grammar with errors</p>	<p>-errors do not affect comprehensibility -basic range of vocabulary -accurate basic grammar -attempts at complex structures</p>	<p>clear pronunciation wide range of vocabulary basic &amp; more complex grammar idiom and register</p>
<p><b>C Writing— message &amp; organization</b></p> <p>relevance, clarity, logic, connections</p>	<p>basic ideas, lacking detail repetitive unclear structure poor connections hard to follow</p>	<p>relevant ideas but little detail attempt at structure basic connections</p>	<p>relevant ideas with some details opinions sometimes justified logical structure appropriate connections</p>	<p>examples and illustrations clear presentation excellent structure clear connections (cohesive devices)</p>
<p><b>D Writing—language</b></p> <p>vocabulary &amp; idiom; grammar</p>	<p>limited vocabulary inaccurate spelling no sense of audience</p>	<p>some mistakes variety of vocabulary attempts to use register</p>	<p>few mistakes range of vocabulary attempts at idiom good sense of audience</p>	<p>wide vocabulary idiomatic excellent spelling consistent use of register</p>
<p><b>E Reading comprehension</b></p> <p>interpretation, understanding, syntax, vocabulary &amp; style</p>	<p>limited ability to find factual information in familiar text  recognizes basic nature of text</p>	<p>some ability to find specific info/ opinions  identifies main idea and some supporting details</p>	<p>identifies stated and implied information, draws conclusions  understands unfamiliar language and complex ideas</p>	<p>understand whole text  identifies opinions and attitudes  recognizes format &amp; style</p>

## Mathematics Assessment Rubric

MYP Objective/ Assessment Criteria	1-2	3-4	5-6	7-8
<p><b>A- Knowledge &amp; understanding</b></p> <p>concepts, deductions, problem solving,</p>	attempts simple familiar contexts	sometimes appropriate more complex familiar contexts	generally appropriate challenging variety of contexts	consistent challenging unfamiliar situations
<p><b>B- Investigating patterns</b></p> <p>recognize relationships, draw conclusions</p>	needs guidance sees simple patterns	applies techniques suggests rules	draws conclusions sees patterns as relationships	justifies
<p><b>C- Communication in mathematics</b></p> <p>symbols, language</p>	basic unclear reasoning	sufficient; clear but not always logical or complete	good use of language and notation; concise, logical, complete	
<p><b>D- Reflection in mathematics</b></p> <p>explanation, importance, accuracy, ideas for improvements</p>	attempts to explain and describe importance	brief but correct describes real life connections	critical, detailed explains importance justifies accuracy suggests improvements	

# Physical Education Assessment Rubric

Assessment Criteria/ MYP Objectives	Levels of Achievement				
	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
<b>A</b> <b>Use of knowledge</b> knowing and understanding physical activities and topics solving problems	-inconsistent or incorrect terms -limited knowledge of rules -sometimes solves familiar problems	- basic terms sometimes inaccurately -basic knowledge of rules and strategies -uses knowledge to solve familiar problems	-accurately uses a range of terms -good knowledge of concepts, strategies, rules -solves problems in familiar and some unfamiliar situations	-uses a wide range of PE terms accurately -thorough knowledge of concepts, principles, techniques, strategies, rules -wisely analyzes and solves familiar and unfamiliar problems	
<b>B</b> <b>Movement composition</b> creating pleasing and appropriate sequences of movement	-some appropriate moves - simple use of space/time/force/flow - limited creativity	- authentic & appropriate moves -competent use of space/time/force/flow - mostly coherent - some creativity	- select / adapt/ create wide range of moves - sophisticated sequence -coherent, imaginative, stylish		
<b>C</b> <b>Performance</b> showing skills and techniques applying tactics and strategies alone and in groups	-little competence in basic moves -some awareness of rules -little precision and energy	-competent in basic moves -difficulty in applying rules and strategies -some precision and energy	-competent basic moves and some complex skills -applies some tactics -mostly precise and energetic	-competent basic moves and many complex skills -applies tactics and strategies appropriately -very precise and highly energetic	-highly competent in basic and complex skills and plays - applies tactics, strategies, and rules critically -precise, energetic performance with style and flair
<b>D</b> <b>Social skills and personal engagement</b> respecting and supporting others evaluating performance	-attitudes and strategies maintain communication -little enthusiasm or commitment -difficulty in goal setting and self-evaluation	-attitudes and strategies maintain communication -respect to self, others, and environment most of the time -responsible for own learning -reflects and sets goals but needs encouragement	-attitudes and strategies improve communication - usually enthusiastic and committed -sets some appropriate goals and takes some action toward achieving them	-attitudes and strategies deepen relationships -consistently shows high degree of respect -enthusiastic and committed -critical reflection, goals to enhance learning, and action toward achieving them	

## Sciences Assessment Rubric

MYP Objective/ Assessment Criteria	Level of Achievement		
	1-2	3-4	5-6
<b><i>A- One World</i></b> perspectives, impact, benefits, culture, moral/ethic dimensions	some awareness	reasonable some understanding	range of thought good insight
<b><i>B- Communication</i></b> scientific vocabulary and language	basic some skill	reasonable range appropriate form	wide range detailed, complex effective
<b><i>C- Scientific Knowledge &amp; Concepts</i></b> ideas, information, understanding	some recall simple problems	good knowledge some insight	synthesize evaluate appreciate
<b><i>D- Scientific Inquiry</i></b> solutions, procedures, evaluation	somewhat relevant straightforward	identify suggest mostly relevant	hypothesize formulate comment
<b><i>E- Processing Data</i></b> numbers, tables, graphs, diagrams	simple obvious	manipulate detect attempt	interpret infer explain
<b><i>F- Performance in Experiments</i></b> equipment, measurement, safety	simple straightforward reminded	competent multi-step accurate	precise reliable highly cooperative

# Technology Assessment Rubric

Assessment Criteria/ MYP Objectives	Levels of Achievement		
	1-2	3-4	5-6
<b>A</b> <b>Investigate</b> Identify, develop, formulate, acknowledge and document	states problem/product investigates collects lists specifications	describes problem/product investigates acknowledges source(s) describes evaluation	explains relevance critically investigates acknowledges range of sources describes evaluation with detail
<b>B</b> <b>Design</b> create and evaluate design plans	proposes one design attempt to justify	proposes a few designs justify one design as best fully evaluates designs	proposes a range of designs evaluates each design critically justifies one with detail
<b>C</b> <b>Plan</b> logical, efficient	provides some detail	describes logical steps attempts to evaluate	detailed logical steps considers time and resources evaluates critically justifies suggested modifications
<b>D</b> <b>Create</b> document and explain, evaluate and modify	partially creates from plan	uses appropriate means plan guides modifications good quality results	competent use of appropriate means justifies modifications appropriate quality results
<b>E</b> <b>Evaluate</b> objective evaluation of contemporary impact, explain possible improvements	self-evaluation some attempt to test results	after self-evaluation, suggests improvements tests results	objectively evaluates each stage of design cycle suggests improvements considers users & evaluates impact
<b>F</b> <b>Attitudes in            technology</b> personal engagement and consideration of others	occasionally engaged or considerate	frequently engaged and considerate	consistently engaged and considerate