

MYP Individuals and Societies assessment criteria: Year 5

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<p>A. Knowing and understanding</p> <ol style="list-style-type: none"> 1. Use a range of terminology in context 2. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Use limited relevant terminology 2. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Uses some terminology accurately and appropriately 2. Demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples 	<p>The student:</p> <ol style="list-style-type: none"> 1. Uses a range of terminology accurately and appropriately 2. Demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Consistently uses a wide range of terminology effectively 2. Demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples.
<p>B. Investigating</p> <ol style="list-style-type: none"> 1. Formulate a clear and focused research question, and justify its relevance 2. Formulate and follow an action plan to investigate a research question 3. Use methods to collect and record appropriate, varied and relevant information 4. Evaluate the process and results of the investigation. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates a research question that is clear or focused and describes its relevant 2. Formulates a limited action plan to investigate a research question or does not follow a plan 3. Collects and records limited information, not always consistent with the research question 4. Makes a limited evaluation of the process and results of the investigation 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates a research question that is clear and focused and describes its relevance in detail 2. Formulates and somewhat follows a partial action plan to investigate a research question 3. Uses a research method(s) to collect and record mostly relevant information 4. Evaluates some aspects of the process and results of the investigation 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates a clear and focused research question and explain its relevance in detail 2. Formulates and follows a substantial action plan to investigate a research question 3. Uses research method(s) to collect and record appropriate relevant information 4. Evaluates the process and results of the investigation 	<p>The student:</p> <ol style="list-style-type: none"> 1. Formulates a clear and focused research question and justifies its relevance 2. Formulates and effectively follows a comprehensive action plan to investigate a research question 3. Uses research methods to collect and record appropriate and varied relevant information 4. Thoroughly evaluates the investigation process and results

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<p>C. Communicating</p> <ol style="list-style-type: none"> 1. Communicate information and ideas in a way that is appropriate for the audience and purpose 2. Structure information and ideas in a way that is appropriate to the specified format 3. Document sources of information using a recognized convention. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose 2. Structures information and ideas according to the specified format in a limited way 3. Documents sources of information in a limited way 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas satisfactorily, by using a style that is somewhat appropriate to the audience and purpose 2. Structures information and ideas in a way that is somewhat appropriate to the specified format 3. Sometimes documents sources of information using a recognized convention 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas accurately, by using a style that is mostly appropriate to the audience and purpose 2. Structures information and ideas in a way that is mostly appropriate to the specified format 3. Often documents sources of information using a recognized convention 	<p>The student:</p> <ol style="list-style-type: none"> 1. Communicates information and ideas effectively, by using a style that is completely appropriate to the audience and purpose 2. Structures information and ideas in a way that is completely appropriate to the specified format 3. Consistently documents sources of information using a recognized convention
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<p>D. Thinking critically</p> <ol style="list-style-type: none"> 1. Discuss concepts, issues, models, visual representation and theories 2. Synthesize information to make valid, well-supported arguments 3. Analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations 4. Interpret different perspectives and their implications. 	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student:</p> <ol style="list-style-type: none"> 1. Analyses concepts, issues, models, visual representation and theories to a limited extent 2. Summarizes information to a limited extent to make arguments 3. Describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation 4. Identifies different perspectives and minimal implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Analyses concepts, issues, models, visual representation and theories 2. Summarizes information to make arguments 3. Analyses and/or evaluates sources/data in terms of origin and purpose and recognizes some values and limitation 4. Interprets different perspectives and some of their implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Discuss concepts, issues, models, visual representation and theories 2. Synthesizes information to make valid arguments 3. Effectively analyses and evaluates a range of sources/data in terms of origin and purpose and recognizes some values and limitation 4. Interprets different perspectives and their implications. 	<p>The student:</p> <ol style="list-style-type: none"> 1. Completes a detailed discussion concepts, issues, models, visual representation and theories 2. Synthesizes information to make valid, well-supported arguments 3. Effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose and recognizes some values and limitation 4. Thoroughly interprets a range of different perspectives and their implications.
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