

**LaSalle Community Comprehensive High School  
   
2011-2012**

IB Standardized criteria

# Contents

[Contents 1](#_Toc310190204)

[ARTS 7](#_Toc310190205)

[MODIFIED ASSESSMENT CRITERIA IN THE ARTS – MYP 1st year 8](#_Toc310190206)

[A: Knowledge and Understanding 8](#_Toc310190207)

[B: Application 9](#_Toc310190208)

[C: Reflection and Evaluation 10](#_Toc310190209)

[D: Personal Engagement 11](#_Toc310190210)

[MODIFIED ASSESSMENT CRITERIA IN THE ARTS – MYP 3rd year 12](#_Toc310190211)

[A : Knowledge and Understanding 12](#_Toc310190212)

[B : Application 13](#_Toc310190213)

[C: Reflection and Evaluation 14](#_Toc310190214)

[D: Personal Engagement 15](#_Toc310190215)

[ASSESSMENT CRITERIA IN THE ARTS – MYP 5th year 16](#_Toc310190216)

[A : Knowledge and Understanding 16](#_Toc310190217)

[B : Application 17](#_Toc310190218)

[C: Reflection and Evaluation 18](#_Toc310190219)

[D: Personal Engagement 19](#_Toc310190220)

[SCIENCES HUMAINES 20](#_Toc310190221)

[CRITÈRES D'éVALUATION MODIFIÉS EN SCIENCES HUMAINES - 1E ANNÉE DU ppcs 21](#_Toc310190222)

[Critère A : connaissances 21](#_Toc310190223)

[Critère B : concepts 22](#_Toc310190224)

[Critère C: compétences 24](#_Toc310190225)

[Critère D : organisation et présentation 26](#_Toc310190226)

[CRITÈRES D'éVALUATION MODIFIÉS EN SCIENCES HUMAINES - 3E ANNÉE DU ppcs 27](#_Toc310190227)

[Critère A : connaissances 27](#_Toc310190228)

[Critère B : concepts 28](#_Toc310190229)

[Critère C: compétences 30](#_Toc310190230)

[Critère D : organisation et présentation 32](#_Toc310190231)

[CRITÈRES D'éVALUATION EN SCIENCES HUMAINES - 5E ANNÉE DU ppcs 34](#_Toc310190232)

[Critère A : connaissances 34](#_Toc310190233)

[Critère B : concepts 36](#_Toc310190234)

[Critère C: compétences 38](#_Toc310190235)

[Critère D : organisation et présentation 40](#_Toc310190236)

[LANGUAGE A 42](#_Toc310190237)

[MODIFIED ASSESSMENT CRITERIA IN LANGUAGE A – MYP 1st year 43](#_Toc310190238)

[Criterion A : Content 43](#_Toc310190239)

[Criterion B : Organization 45](#_Toc310190240)

[Criterion C: Style and Language Mechanics 46](#_Toc310190241)

[MODIFIED ASSESSMENT CRITERIA IN LANGUAGE A – MYP 3rd year 48](#_Toc310190242)

[Criterion A : Content 48](#_Toc310190243)

[Criterion B : Organization 50](#_Toc310190244)

[Criterion C: Style and Language Mechanics 51](#_Toc310190245)

[ASSESSMENT CRITERIA IN LANGUAG A – MYP 5th year 53](#_Toc310190246)

[Criterion A : Content 53](#_Toc310190247)

[Criterion B : Organization 55](#_Toc310190248)

[Criterion C: Style and Language Mechanics 56](#_Toc310190249)

[LANGUEs B 58](#_Toc310190250)

[MODIFICADOS Criterios de evaluación de Lengua B nivel inicial 59](#_Toc310190251)

[Criterio A: Expresión oral y comprensión oral–mensaje e interacción 59](#_Toc310190252)

[Criterio B: Expresión oral–lenguaje 61](#_Toc310190253)

[Criterio C: Expresión escrita–mensaje y organización 63](#_Toc310190254)

[Criterio D: Expresión escrita–lenguaje 65](#_Toc310190255)

[Criterio E: Comprensión de lectura 67](#_Toc310190256)

[CRITÈRES D'ÉVALUATION MODIFIÉS EN LANGUE B NIVEAU ANVANCÉ - 1E ANNÉE DU PPCS 69](#_Toc310190257)

[Critère A : communication orale – message et interaction 69](#_Toc310190258)

[Critère B : communication orale – style et qualité de la langue 70](#_Toc310190259)

[Critère C : expression écrite – message et organisation 71](#_Toc310190260)

[Critère D : expression écrite – style et qualité de la langue 72](#_Toc310190261)

[Critère E : interprétation de texte 73](#_Toc310190262)

[CRITÈRES D'ÉVALUATION MODIFIÉS EN LANGUE B NIVEAU ANVANCÉ - 3E ANNÉE DU PPCS 74](#_Toc310190263)

[Critère A : communication orale – message et interaction 74](#_Toc310190264)

[Critère B : communication orale – style et qualité de la langue 75](#_Toc310190265)

[Critère C : expression écrite – message et organisation 76](#_Toc310190266)

[Critère D : expression écrite – style et qualité de la langue 77](#_Toc310190267)

[Critère E : interprétation de texte 78](#_Toc310190268)

[CRITÈRES D'ÉVALUATION EN LANGUE B NIVEAU ANVANCÉ - 5E ANNÉE DU PPCS 79](#_Toc310190269)

[Critère A : communication orale – message et interaction 79](#_Toc310190270)

[Critère B : communication orale – style et qualité de la langue 81](#_Toc310190271)

[Critère C : expression écrite – message et organisation 82](#_Toc310190272)

[Critère D : expression écrite – style et qualité de la langue 83](#_Toc310190273)

[Critère E : interprétation de texte 85](#_Toc310190274)

[MATHEMATICS 87](#_Toc310190275)

[MODIFIED ASSESSMENT IN MATHEMATICS - MYP 1ST YEAR 88](#_Toc310190276)

[A : Knowledge and Understanding 88](#_Toc310190277)

[B: Investigating Patterns 89](#_Toc310190278)

[C: Communication in Mathematics 90](#_Toc310190279)

[D: Reflection in Mathematics 91](#_Toc310190280)

[MODIFIED ASSESSMENT CRITERIA IN MATHEMATICS – MYP 3rd year 92](#_Toc310190281)

[A : Knowledge and Understanding 92](#_Toc310190282)

[B: Investigating Patterns 93](#_Toc310190283)

[C: Communication in Mathematics 94](#_Toc310190284)

[D: Reflection in Mathematics 95](#_Toc310190285)

[ASSESSMENT CRITERIA IN MATHEMATICS – MYP 5th year 96](#_Toc310190286)

[A : Knowledge and Understanding 96](#_Toc310190287)

[B: Investigating Patterns 97](#_Toc310190288)

[C: Communication in Mathematics 99](#_Toc310190289)

[D: Reflection in Mathematics 100](#_Toc310190290)

[PHYSICAL EDUCATION 101](#_Toc310190291)

[MODIFIED ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 1st year 102](#_Toc310190292)

[Criterion A: Use of knowledge 102](#_Toc310190293)

[Criterion B: Movement composition 103](#_Toc310190294)

[Criterion C: Performance 104](#_Toc310190295)

[Criterion D: Social skills and personal engagement 105](#_Toc310190296)

[MODIFIED ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 3rd year 107](#_Toc310190297)

[Criterion A: Use of knowledge 107](#_Toc310190298)

[Criterion B: Movement composition 108](#_Toc310190299)

[Criterion C: Performance 109](#_Toc310190300)

[Criterion D: Social skills and personal engagement 110](#_Toc310190301)

[ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 5th year 111](#_Toc310190302)

[Criterion A: Use of knowledge 111](#_Toc310190303)

[Criterion B: Movement composition 112](#_Toc310190304)

[Criterion C: Performance 113](#_Toc310190305)

[Criterion D: Social skills and personal engagement 115](#_Toc310190306)

[SCIENCES 117](#_Toc310190307)

[MODIFIED ASSESSMENT CRITERIA IN SCIENCE – MYP 1st year 118](#_Toc310190308)

[A : One World 118](#_Toc310190309)

[B : Communication in Science 119](#_Toc310190310)

[C: Knowledge and Understanding of Science 120](#_Toc310190311)

[D: Scientific Inquiry 122](#_Toc310190312)

[E: Processing Data 124](#_Toc310190313)

[F : Attitudes in Science 126](#_Toc310190314)

[MODIFIED ASSESSMENT CRITERIA IN SCIENCE – MYP 3rd year 127](#_Toc310190315)

[A : One World 127](#_Toc310190316)

[B : Communication in Science 128](#_Toc310190317)

[C: Knowledge and Understanding of Science 129](#_Toc310190318)

[D: Scientific Inquiry 131](#_Toc310190319)

[E : Processing Data 133](#_Toc310190320)

[F : Attitudes in Science 135](#_Toc310190321)

[ASSESSMENT CRITERIA SCIENCE – MYP 5th year 136](#_Toc310190322)

[A : One World 136](#_Toc310190323)

[B : Communication in Science 138](#_Toc310190324)

[C: Knowledge and Understanding of Science 139](#_Toc310190325)

[D: Scientific Inquiry 141](#_Toc310190326)

[E: Processing Data 143](#_Toc310190327)

[F : Attitudes in Science 145](#_Toc310190328)

[TECHNOLOGY 146](#_Toc310190329)

[MODIFIED ASSESSMENT CRITERIA IN TECHNOLOGY – MYP 1st year 147](#_Toc310190330)

[A : Investigate 147](#_Toc310190331)

[B : Design 148](#_Toc310190332)

[C : Plan 149](#_Toc310190333)

[D: Create 150](#_Toc310190334)

[E: Evaluate 151](#_Toc310190335)

[F : Attitudes in Technology 152](#_Toc310190336)

[MODIFIED ASSESSMENT CRITERIA IN TECHNOLOGY – MYP 3rd year 153](#_Toc310190337)

[A : Investigate 153](#_Toc310190338)

[B : Design 154](#_Toc310190339)

[C : Plan 155](#_Toc310190340)

[D : Create 156](#_Toc310190341)

[E : Evaluation 157](#_Toc310190342)

[F : Attitudes in Technology 158](#_Toc310190343)

[ASSESSMENT CRITERIA IN TECHNOLOGY – MYP5th year 159](#_Toc310190344)

[A : Investigate 159](#_Toc310190345)

[B : Design 160](#_Toc310190346)

[C : Plan 161](#_Toc310190347)

[D : Create 162](#_Toc310190348)

[E : Evaluation 163](#_Toc310190349)

[F : Attitudes in Technology 164](#_Toc310190350)

# ARTS

## MODIFIED ASSESSMENT CRITERIA IN THE ARTS – MYP 1st year

|  |  |  |
| --- | --- | --- |
| A: Knowledge and Understanding *Maximum: 8*  By the end of Cycle 1 you should be able to:   * demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts; * demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes; * communicate a critical understanding of the art form studied in the context of your own artwork. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below. | |
| 1-2 | I demonstrate a limited awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence my current work. I demonstrate limited use of some basic language and have a simple understanding of some of the concepts and processes that support my current work. I express a limited opinion of the art form studied, in the context of my own work | |
| 3-4 | I demonstrate a satisfactory awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence my current work. I demonstrate satisfactory use of some basic language and have a simple understanding of some of the concepts and processes that support my work. I express satisfactory opinion of the art form studied in the context of my own work although some opportunities are not pursued. | |
| 5-6 | I demonstrate a good awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence my current work. I demonstrate good use of some basic language and have a simple understanding of some of the concepts and processes that support my current work. I express a good level of opinion of the art form studied, in the context of my own work. | |
| 7-8 | I demonstrate an excellent awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence my current work. I demonstrate excellent use of some basic language and have a simple understanding of some of the concepts and processes that support my current work. I express a well developed opinion of the art form studied, in the context of my own work | |
| B: Application *Maximum: 10*  By the end of Cycle 1 you should be able to:   * develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating your artistic intentions; * apply skills, techniques and processes to create, perform and/or present art. | | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I demonstrate very limited expression in my current work that has not reached a point of realization. I demonstrate very limited use of some skills and techniques in my current work. I attempt to apply the artistic process. |
| 3-4 | I demonstrate limited expression in my current work that may not have reached a point of realization. I demonstrate limited use of some skills and techniques in my current work. I attempt to apply the artistic process. |
| 5-6 | I satisfactorily demonstrate expression in my current work that has reached a point of realization. I demonstrate a satisfactory use of the required skills and techniques in my current work. The artistic process is applied satisfactorily. |
| 7-8 | I develop the topic of my current work to a point of realization and satisfactorily demonstrate expression and communication. I demonstrate a good level of proficiency in their use of the required skills and techniques in their current work. The artistic process is applied in an appropriate manner. |
| 9-10 | I develop the topic of my current work to a point of realization. I demonstrate personal expression and communication effectively. I demonstrate a very good level of proficiency in their use of the required skills and techniques in my current work. The artistic process is clearly applied in a proper manner |

|  |  |
| --- | --- |
| C: Reflection and Evaluation *Maximum: 8*  By the end of Cycle 1 you should be able to:   * reflect critically on your own artistic development and processes at different stages of your work; * evaluate your work; * use feedback to inform your own artistic development and processes. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I record my artistic developments with minimal reflection. With guidance, I carry out a limited evaluation of my work. |
| 3-4 | I reflect on my artistic development and processes. I carry out a satisfactory evaluation of my work. Some aspects of the evaluation may be unrealistic or incomplete. With guidance, I attempt to use feedback in my artistic development. |
| 5-6 | I reflect on my artistic development at different stages of my work. I carry out a good evaluation of my work. The evaluation includes an identification of some areas of improvement. With little guidance, I use feedback in my artistic development which informs my own artistic development |
| 7-8 | I reflect in depth on my artistic development at different stages of my work. I carry out an excellent evaluation of my work. This includes details of improvements that could be made. I intentionally use feedback in my artistic development. |

|  |  |
| --- | --- |
| D: Personal Engagement *Maximum: 8*  By the end of Cycle 1 you should be able to:   * show commitment in using your own artistic processes; * demonstrate curiosity, self motivation, initiative and a willingness to take informed risks; * support, encourage and work with your peers in a positive way; * be receptive to art practices and artworks from various cultures, including your own. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I show limited commitment to developing artistic processes. I demonstrate a limited curiosity, enthusiasm and initiative. With encouragement, I work with my peers in a positive way. |
| 3-4 | I show satisfactory commitment in developing artistic processes. I demonstrate satisfactory curiosity, enthusiasm and initiative. With encouragement, I support, encourage and work with my peers in a positive way. |
| 5-6 | I show good commitment in developing artistic processes. I generally demonstrate curiosity, enthusiasm and initiative. With encouragement, I support, encourage and work with my peers in a positive way. |
| 7-8 | I show excellent commitment in developing artistic processes. I actively demonstrate curiosity, enthusiasm and initiative. I actively support, encourage and work with my peers in a positive way. |

## MODIFIED ASSESSMENT CRITERIA IN THE ARTS – MYP 3rd year

|  |  |  |
| --- | --- | --- |
| A : Knowledge and Understanding *Maximum: 8*  By the end of Cycle 2 you should be able to:   * demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts; * demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes; * communicate a critical understanding of the art form studied in the context of your own artwork. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I show limited knowledge and understanding of the art form studied in relation to some aspects of societal or cultural or historical or personal contexts. I demonstrate limited knowledge and understanding of some elements of the art form studied. I demonstrate a limited informed opinion of the art form studied, in the context of my own work or historical or personal contexts. | |
| 3-4 | I demonstrate satisfactory knowledge and understanding of the art form studied in relation to some aspects of societal or cultural or historical or personal contexts. I demonstrate satisfactory knowledge and understanding of some elements of the art form studied. I demonstrate a satisfactory informed opinion of the art form studied, in the context of my own work although some opportunities are not pursued. | |
| 5-6 | I demonstrate good knowledge and understanding of the art form studied in relation to some aspects of societal or cultural or historical or personal contexts. I demonstrate good knowledge and understanding of some elements of the art form studied. I demonstrate a good informed opinion of the art form studied, in the context of my own work. | |
| 7-8 | I demonstrate excellent knowledge and understanding of the art form studied in relation to some aspects of societal or cultural or historical or personal contexts. I demonstrate excellent knowledge and understanding of some elements of the art form studied. I demonstrate an excellent informed opinion of the art form studied, in the context of my own work. | |
| B : Application *Maximum: 10*  By the end of Cycle 2 you should be able to:   * develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating your artistic intentions; * apply skills, techniques and processes to create, perform and/or present art. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I demonstrate very limited expression and communication in their current work that may not have reached a point of realization. I demonstrate very limited use of skills and techniques in my current work. There is some attempt to apply the artistic process. |
| 3-4 | | I demonstrate limited expression and communication of artistic intentions in my current work that has reached a point of realization. I demonstrate limited use of skills and techniques in my current work. There is some attempt to apply the artistic process |
| 5-6 | | I demonstrate satisfactory expression and communication of artistic intentions in my current work that has reached a point of realization .I demonstrate a satisfactory level of proficiency in my use of skills and techniques in my current work. The artistic process is applied satisfactorily. |
| 7-8 | | I develop the topic of my current work to a point of realization. There is evidence of good expression and communication of artistic intentions. I demonstrate a good level of proficiency in my use of skills and techniques in my current work and applies the artistic process appropriately. |
| 9-10 | | I develop the topic of my current work to a point of realization. There is evidence of good expression and purposeful and effective communication of artistic intentions. I demonstrate a very good level of proficiency in my use of skills and techniques in my current work. I intentionally apply the artistic process appropriately. |

|  |  |
| --- | --- |
| C: Reflection and Evaluation *Maximum: 8*  By the end of Cycle 2 you should be able to:   * reflect critically on your own artistic development and processes at different stages of your work; * evaluate your work; * use feedback to inform your own artistic development and processes. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I record my artistic development and processes with minimal reflection. With guidance, I carry out a limited evaluation of my work. |
| 3-4 | I reflect on my artistic development and processes. I carry out a satisfactory evaluation of my work. Some aspects of the evaluation may be unrealistic or incomplete With guidance, I attempt to use feedback in my artistic development and processes. |
| 5-6 | I reflect on my artistic development and processes at different stages of my work. I carry out a good evaluation of my work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. I use feedback in my artistic development with little guidance, which informs my own artistic development and processes. |
| 7-8 | I reflect in depth on my artistic development and processes at different stages of my work .I carry out an excellent evaluation of my work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. I intentionally use feedback in my artistic development, which shows an appropriate consideration of my artistic processes. |

|  |  |
| --- | --- |
| D: Personal Engagement *Maximum: 8*  By the end of Cycle 2 you should be able to:   * show commitment in using your own artistic processes; * demonstrate curiosity, self motivation, initiative and a willingness to take informed risks; * support, encourage and work with your peers in a positive way; * be receptive to art practices and artworks from various cultures, including your own. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I show limited commitment in using my own artistic processes. I demonstrate limited curiosity, self-motivation and initiative. I work with my peers in a positive way, with encouragement. I am rarely receptive to art practices and artworks from various cultures, including my own. |
| 3-4 | I show satisfactory commitment in using my own artistic processes. I demonstrate satisfactory curiosity, self-motivation and initiative. I support, encourage and work with my peers in a positive way, with encouragement. I am occasionally receptive to art practices and artworks from various cultures, including my own. |
| 5-6 | I show good commitment in using my own artistic processes. I generally demonstrate curiosity, self-motivation and initiative. I support, encourage and work with my peers in a positive way, with little encouragement. I generally receptive to art practices and artworks from various cultures, including my own. |
| 7-8 | I show excellent commitment in using my own artistic processes. I actively demonstrate curiosity, self-motivation and initiative. I actively support, encourage and work with my peers in a positive way. I am actively receptive to art practices and artworks from various cultures, including my own. |

## ASSESSMENT CRITERIA IN THE ARTS – MYP 5th year

|  |  |
| --- | --- |
| A : Knowledge and Understanding *Maximum: 8*  In the final year of the MYP you should be able to:   * demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts; * demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes; * communicate a critical understanding of the art form studied in the context of your own artwork. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I show limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. I demonstrate limited knowledge and understanding of the elements of the art form studied I communicate a limited critical understanding of the art form studied, in the context of my own work. |
| 3-4 | I demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. I demonstrate satisfactory knowledge and understanding of the elements of the art form studied. I communicate satisfactory critical understanding of the art form studied, in the context of my own work although some opportunities are not pursued. |
| 5-6 | I demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. I demonstrate good knowledge and understanding of the elements of the art form studied I communicate a good level of critical understanding of the art form studied, in the context of my own work. |
| 7-8 | I demonstrate excellent knowledge and understanding of the art form studied in relation to some aspects of societal or cultural or historical or personal contexts. I demonstrate excellent knowledge and understanding of some elements of the art form studied. I communicate a well developed critical understanding of the art form studied, in the context of my own work |
| B : Application *Maximum: 10*  In the final year of the MYP you should be able to:   * develop an idea, a theme or a personal interpretation to a point of realization; expressing and communicating your artistic intentions; * apply skills, techniques and processes to create, perform and/or present art. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I demonstrate a very limited expression and communication of artistic intentions in my work, which may not have reached a point of realization. Skills and techniques are applied at a very limited level of proficiency. I attempt to apply the artistic processes. |
| 3-4 | I demonstrate limited expression and communication of artistic intentions in my work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. I attempt to apply the artistic processes. |
| 5-6 | I elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions. Skills and techniques are applied at a satisfactory level of proficiency. I show a satisfactory ability to apply the artistic processes involved in creating art. |
| 7-8 | I elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Skills and techniques are applied at a good level of proficiency. I show a good ability to apply the artistic processes involved in creating art. |
| 9-10 | I elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions. Skills and techniques are applied at a high level of proficiency. I show an excellent ability to apply the artistic processes involved in creating art. |

|  |  |
| --- | --- |
| C: Reflection and Evaluation *Maximum: 8*  In the final year of the MYP you should be able to:   * reflect critically on your own artistic development and processes at different stages of your work; * evaluate your work; * use feedback to inform your own artistic development and processes. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I record my artistic development and processes with little reflection. I carry out a limited evaluation of my work, with guidance |
| 3-4 | I reflect on my artistic development and processes. I carry out a satisfactory evaluation of my work. Some aspects of the evaluation may be unrealistic or incomplete. I attempt to use feedback in my artistic development and processes, with guidance. |
| 5-6 | I reflect critically on my artistic development and processes at different stages of my work. I carry out a good evaluation of my work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. I use feedback in my artistic development with little guidance, which informs my own artistic development and processes. |
| 7-8 | I reflect critically and in depth on my artistic development and processes at different stages of my work. I carry out an excellent evaluation of my work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made I intentionally use feedback in my artistic development, which shows an appropriate consideration of my artistic processes. |

|  |  |
| --- | --- |
| D: Personal Engagement *Maximum: 8*  In the final year of the MYP you should be able to:   * show commitment in using your own artistic processes; * demonstrate curiosity, self motivation, initiative and a willingness to take informed risks; * support, encourage and work with your peers in a positive way; * be receptive to art practices and artworks from various cultures, including your own. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I show limited commitment in using my own artistic processes. I demonstrate limited curiosity, self-motivation and initiative. I work with my peers in a positive way, with encouragement. I am rarely receptive to art practices and artworks from various cultures, including my own. |
| 3-4 | I show satisfactory commitment in using my own artistic processes. I demonstrate satisfactory curiosity, self-motivation and initiative. I support, encourage and work with my peers in a positive way, with encouragement. I am occasionally receptive to art practices and artworks from various cultures, including my own. |
| 5-6 | I show good commitment in using my own artistic processes. I generally demonstrate curiosity, self-motivation and initiative. I support, encourage and work with my peers in a positive way, with little encouragement. I generally receptive to art practices and artworks from various cultures, including my own. |
| 7-8 | I show excellent commitment in using my own artistic processes. I actively demonstrate curiosity, self-motivation and initiative. I actively support, encourage and work with my peers in a positive way. I am actively receptive to art practices and artworks from various cultures, including my own. |

# SCIENCES HUMAINES

## CRITÈRES D'éVALUATION MODIFIÉS EN SCIENCES HUMAINES - 1E ANNÉE DU ppcs

|  |  |  |  |
| --- | --- | --- | --- |
| Critère A : connaissances *Maximum 10*  Les connaissances sont fondamentales pour l’étude des sciences humaines et sont le point de départ pour l’exploration de concepts et le développement de compétences.  À la fin de la première secondaire, tu devras être capable :   * de connaître et d’utiliser la terminologie des sciences humaines en contexte ; * de démontrer une connaissance et une compréhension du contenu du programme d’études, en utilisant pour ce faire des descriptions et des explications, étayées par des faits et des exemples pertinents, et éventuellement démontrer d’autres formes de savoir.   Ce critère sera évalué au moyen de tâches diverses faisant appel à la mémorisation ou à la description de faits et à leur explication Cela peut être des tests, des examens, des travaux écrits, des entretiens et des présentations orales, des travaux écrits approfondis, des projets et des expositions. | | | |
| Niveau de réussite | Descripteur de niveaux | | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | | |
| 1 – 2 | Mon vocabulaire est incorrect. J’utilise des faits ou des exemples inappropriés ou qui ne démontrent pas ma compréhension du sujet. Mes descriptions et mes explications sont inexistantes ou superficielles. | | |
| 3 – 4 | Mon vocabulaire est généralement approprié. J’utilise des faits ou des exemples simples qui démontrent habituellement ma compréhension du sujet. Mes descriptions et mes explications sont généralement adéquates mais parfois superficielles. | | |
| 5 – 6 | Mon vocabulaire est approprié. J’utilise des faits ou des exemples simples pour démontrer ma compréhension du sujet. Mes descriptions et mes explications sont adéquates mais développées de façon incomplète. | | |
| 7 – 8 | Mon vocabulaire est varié et approprié. J’utilise une variété de faits ou d’exemples simples pour démontrer ma compréhension du sujet. Mes descriptions sont détaillées et mes explications sont développées. | | |
| 9 – 10 | Je démontre une certaine maîtrise du vocabulaire. J’utilise une grande variété de faits ou d’exemples simples pour démontrer ma compréhension du sujet. Mes descriptions sont précises et détaillées et mes explications sont bien développées. | | |
| Critère B : concepts *Maximum 10*  Les concepts sont des idées importantes qui sont pertinentes au niveau disciplinaire et interdisciplinaire. Tout au long du cours, tu dois pouvoir approfondir de plus en plus ta compréhension des concepts clés suivants.  Temps  Tu dois comprendre que le concept de temps ne se réfère pas simplement et uniquement à la mesure des années ou des époques, mais également au continuum des événements importants du passé. Tu comprendras mieux le concept de temps en étudiant les peuples, problèmes, événements, systèmes, cultures, sociétés et milieux à travers différentes époques.  À la fin de la première secondaire, tu devras être capable :   * de te situer personnellement dans un contexte spatiotemporel ; * de comprendre les différentes perceptions du concept de temps ; * de démontrer que tu comprends les gens ayant vécu dans les sociétés du passé ; * de démontrer une compréhension de la chronologie qui relie les peuples, les lieux et les événements à travers les âges ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les peuples, les lieux et les événements des différentes époques.   Lieu et espace  Le concept de lieu et d’espace fait référence à la conscience que tu as de la façon dont le lieu et l’espace sont classés par catégorie, et de leur importance dans les disciplines des sciences humaines.  À la fin de la première secondaire, tu devras être capable :   * de reconnaître, de décrire et d’expliquer les structures et les relations dans l’espace, y compris les environnements naturels et humains ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les lieux ; * de comprendre les contraintes et les avantages que présente le milieu ; * de comprendre les problèmes liés au lieu et à l’espace, à l’échelle locale, nationale et mondiale.   Changement  Pour comprendre ce concept, il est nécessaire d’examiner les forces qui façonnent le monde. Le changement peut être considéré comme positif ou négatif selon la façon dont les gens le perçoivent. Le concept de changement traite à la fois des processus du changement (naturels et artificiels) et de ses conséquences (intentionnelles et non intentionnelles).  À la fin de la première secondaire, tu devras être capable :   * de comprendre et d’expliquer les causes à court terme et à long terme du changement ; * d’établir des liens entre les causes, les processus et les conséquences, et de les expliquer ; * de reconnaître et d’expliquer la continuité et le changement ; * de reconnaître que le changement est inévitable et que son rythme est lié au contexte ; * de comprendre qu’à mesure que les gens interagissent avec leur milieu, les deux changent ; * de comprendre et d’expliquer comment les interactions qui existent entre et au sein des domaines écologiques, politiques, économiques et sociaux peuvent modifier les niveaux du développement durable.   Systèmes  Le concept de systèmes fait référence à la prise de conscience que chaque chose est liée à un ou des systèmes. Les systèmes fournissent une structure et un ordre à la fois au domaine naturel et au domaine artificiel.  À la fin de la première secondaire, tu devras être capable de comprendre, de déterminer et de comparer :   * la façon dont les systèmes, les modèles et les institutions fonctionnent ; * les structures et contrôles sociaux ; * la nature complexe et sans cesse changeante des systèmes ; * les différents types d’équilibre présents dans les systèmes ; * les systèmes des sociétés locales, nationales et mondiales ; * les droits et responsabilités au sein de chaque système ; * la coopération au sein de chaque système et entre eux.   Ouverture au monde  Le concept d’ouverture au monde te place dans un contexte plus général et mondial, et t’encourage à comprendre et à respecter les autres sociétés et cultures. Ce concept met également l’accent sur le besoin de comprendre sa propre culture afin de comprendre celle des autres.  À la fin de la première secondaire, tu devras être capable :   * d’expliquer les différentes perceptions des lieux, sociétés et milieux ; * de démontrer qu’ils comprennent comment la culture et la perception des individus peuvent affecter l’ouverture interculturelle ; * de démontrer une compréhension de l’interdépendance des sociétés ; * de démontrer une ouverture internationale et une compréhension internationale et interculturelle ; * d’explorer les problèmes auxquels la communauté internationale est confrontée ; * de reconnaître les problèmes d’équité, de justice et de responsabilité ; * de savoir comment et quand agir de manière responsable.   Les tâches suivantes peuvent être utilisées pour évaluer ce critère : travaux écrits approfondis, présentations orales, projets de recherche, études de cas, compositions écrites et tests. | | | |
| Niveau de réussite | | | Descripteur de niveaux |
| 0 | | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | | Mon application des concepts est inappropriée. Je démontre une certaine connaissance des concepts et je reconnais des liens élémentaires avec le sujet. |
| 3 – 4 | | | Mon application des concepts n’est pas toujours appropriée. Je démontre ma connaissance des concepts et je les décris en faisant des liens élémentaires avec le sujet. |
| 5 – 6 | | | Mon application des concepts est appropriée mais superficielle. Je démontre ma connaissance des concepts et je décris des liens avec le sujet. Je tente d’appliquer les concepts à d’autres situations, mais je ne réussis pas toujours. |
| 7 – 8 | | | Mon application des concepts est appropriée et cohérente. Je démontre ma connaissance des concepts et j’explique en faisant des liens avec le sujet. J’applique les concepts à d’autres situations. |
| 9 – 10 | | | Mon application des concepts est appropriée et recherchée. Je démontre ma connaissance des concepts et j’explique en détail en faisant des liens avec le sujet. J’applique efficacement les concepts à d’autres situations. |
| Critère C: compétences *Maximum 10*  L’acquisition de compétences en sciences humaines est essentielle car elle te permet d’entreprendre des recherches et de démontrer que tu comprends les connaissances et concepts. Durant le cours de sciences humaines, tu dois être capable de démontrer une maîtrise sans cesse croissante des compétences suivantes.  Compétences techniques  À la fin de la première secondaire, tu dois être capable :   * d’examiner, de sélectionner et d’enregistrer les informations pertinentes provenant d’un large éventail de sources ; * d’utiliser diverses techniques et technologies pour rechercher, sélectionner, interpréter et communiquer des données ; * d’utiliser de manière critique des sources telles que les cartes, graphiques, tableaux, atlas, photographies et statistiques ; * de représenter des informations à l’aide de cartes, maquettes et diagrammes, en utilisant notamment une échelle, des graphiques et des tableaux.   Compétences analytiques  À la fin de la première secondaire, tu devras être capable :   * d’analyser et d’interpréter des informations provenant d’un large éventail de sources ; * d’identifier les questions, problèmes et sujets clés ; * d’évaluer de manière critique la valeur et les limites des sources ; * de comparer et de contraster les événements, les problèmes, les idées, les modèles et les arguments dans divers contextes.   Aptitude à prendre des décisions  À la fin de la première secondaire, tu devras être capable :   * de développer des stratégies appropriées pour résoudre des problèmes ; * de formuler des arguments clairs, solides et valables, d’émettre des jugements équilibrés sur les événements et de tirer des conclusions, notamment en ce qui concerne les conséquences ; * de prendre des décisions qui sont justifiées et de les appliquer dans des contextes réels.   Compétences de recherche  À la fin de la première secondaire, tu devras être capable :   * de tester des hypothèses et/ou des idées, et de les modifier le cas échéant ; * de planifier, d’effectuer et de présenter des recherches, seuls ou en groupe ; * d’effectuer un travail de terrain pour compléter une recherche.   Ce critère pourra être évalué lors des tâches suivantes : des travaux de terrain, des analyses de données, des analyses de cartes, des évaluations de sources et/ou de preuves, des travaux de recherche ou d’autres travaux écrits approfondis de même nature, des études de cas et des présentations orales / d’entretiens. | | | |
| Niveau de réussite | | Descripteur de niveaux | |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | | Je sélectionne et j’utilise quelques informations pertinentes. Mon travail ne démontre aucune analyse de l’information. Mes arguments, mes décisions et mes jugements ne sont pas toujours pertinents ou peuvent être inexistants. Je tente d’effectuer des recherches. | |
| 3 – 4 | | Je sélectionne et j’utilise des informations qui sont en majorité pertinentes. L’analyse de l’information est insuffisante. Mes arguments, mes décisions et mes jugements sont pertinents, mais sont peu détaillés. Je fais preuve de compétences de recherche élémentaires. | |
| 5 – 6 | | Je sélectionne et j’utilise des informations pertinentes. Mon travail montre un niveau d’analyse de l’information satisfaisant. Mes arguments, mes décisions et mes jugements sont détaillées et réfléchis, mais superficiels. Je fais preuve de compétences de recherche adéquates. | |
| 7 – 8 | | Je sélectionne et j’utilise un éventail d’informations pertinentes. Mon travail montre un bon niveau d’analyse de l’information. Mes arguments, mes décisions et mes jugements sont bien détaillées et réfléchis. Je fais preuve de bonnes compétences de recherche. | |
| 9 – 10 | | Je sélectionne et j’utilise un large éventail d’informations pertinentes. Mon travail montre un très bon niveau d’analyse de l’information. Mes arguments, mes décisions et mes jugements sont très bien détaillées et réfléchis. Je fais preuve de très bonnes compétences de recherche. | |

|  |  |
| --- | --- |
| Critère D : organisation et présentation Maximum 8  Tu dois pouvoir utiliser avec aisance toute une variété de présentations pour organiser et présenter ton travail (notamment des présentations orales, des compositions, des rapports, des expositions), ainsi que diverses techniques et technologies. Tu dois comprendre que chaque présentation est unique et montre de ce fait ta nouvelle vision.  À la fin de la première secondaire, tu devras être capable :   * de communiquer des informations qui ont un rapport avec le sujet ; * d’organiser les informations dans un ordre logique et approprié au format utilisé ; * de présenter et d’exprimer clairement et précisément des informations et des idées, en utilisant un langage, un style et des représentations visuelles appropriés ; * d’utiliser des références et une bibliographie pour documenter clairement les sources de leurs informations, et ce en utilisant des conventions appropriées.   Ce critère sera évalué lors de travaux approfondis tels que les travaux de terrain, les projets de recherche ou les compositions écrites. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je communique des informations qui ne s’avèrent pas toujours pertinentes. J’essaie d’organiser des informations simples mais je ne réussis pas toujours. Je présente et j’exprime de façon peu claire et peu précise des informations et des idées simples. Mes sources d’informations sont peu nombreuses. |
| 3 – 4 | Je communique des informations qui sont pour la plupart pertinentes. J’organise des informations simples mais je ne réussis pas toujours. Je présente et j’exprime de façon peu claire des informations et des idées simples. Mes sources d’informations sont présentées selon les règles méthodologiques établies avec, toutefois, des omissions ou des erreurs constantes. |
| 5 – 6 | Je communique des informations pertinentes. J’organise souvent des informations simples dans un ordre logique. Je présente et j’exprime clairement des informations et des idées simples. Mes sources d’informations sont présentées selon les règles méthodologiques établies avec, toutefois, des erreurs occasionnelles. |
| 7 – 8 | Je communique des informations toujours pertinentes. J’organise toujours des informations simples dans un ordre logique. Je présente et j’exprime clairement et précisément des informations et des idées simples. Mes sources d’informations sont présentées selon les règles méthodologiques établies. |

## CRITÈRES D'éVALUATION MODIFIÉS EN SCIENCES HUMAINES - 3E ANNÉE DU ppcs

|  |  |  |  |
| --- | --- | --- | --- |
| Critère A : connaissances *Maximum 10*  Les connaissances sont fondamentales pour l’étude des sciences humaines et sont le point de départ pour l’exploration de concepts et le développement de compétences.  À la fin de la troisième secondaire, tu devras être capable :   * de connaître et d’utiliser la terminologie des sciences humaines en contexte ; * de démontrer une connaissance et une compréhension du contenu du programme d’études, en utilisant pour ce faire des descriptions et des explications, étayées par des faits et des exemples pertinents, et éventuellement démontrer d’autres formes de savoir.   Ce critère sera évalué au moyen de tâches très diverses faisant appel à la mémorisation ou à la description de faits et à leur explication. Ces tâches peuvent prendre la forme de tests, d’examens, de travaux écrits, d’entretiens et de présentations orales, de travaux écrits approfondis, de projets et d’expositions. | | | |
| Niveau de réussite | | Descripteur de niveaux | |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | | Mon vocabulaire est incorrect ou ne fais pas de sens. Je n’utilise pas de fait ou d’exemples ou ceux que j’utilise ne parviennent pas à démontrer que je comprends bien mon sujet. Mes descriptions et mes explications sont inexistantes ou superficielles. | |
| 3 – 4 | | Mon vocabulaire est la plupart du temps correct et approprié même si je fais quelques erreurs. J’utilise des faits et des exemples simples qui démontrent ma compréhension du sujet. Mes descriptions sont simples et adéquates mais manquent de détails. | |
| 5 – 6 | | Mon vocabulaire est correct et approprié. J’utilise quelques faits et des exemples pertinents qui démontrent bien ma compréhension du sujet. Mes descriptions et mes explications sont précises et adéquates mais contiennent peu de détails. | |
| 7 – 8 | | Mon vocabulaire est varié, correct et approprié. J’utilise plusieurs faits et exemples pertinents qui démontrent très bien ma compréhension du sujet. Mes descriptions sont précises et détaillées et mes explications sont bien développées. | |
| 9 – 10 | | Mon vocabulaire est très varié. J’utilise beaucoup de faits et exemples pertinents qui démontrent très bien ma compréhension du sujet. Mes explications sont très précises et détaillées et mes explications sont très bien développées. | |
| Critère B : concepts *Maximum 10*  Les concepts sont des idées importantes qui sont pertinentes au niveau disciplinaire et interdisciplinaire. Tout au long du cours, tu dois pouvoir approfondir de plus en plus ta compréhension des concepts clés suivants.  Temps  Tu dois comprendre que le concept de temps ne se réfère pas simplement et uniquement à la mesure des années ou des époques, mais également au continuum des événements importants du passé. Tu comprendras mieux le concept de temps en étudiant les peuples, problèmes, événements, systèmes, cultures, sociétés et milieux à travers différentes époques.  À la fin de la troisième secondaire, tu devras être capable :   * de te situer personnellement dans un contexte spatiotemporel ; * de comprendre les différentes perceptions du concept de temps ; * de démontrer que tu comprends les gens ayant vécu dans les sociétés du passé ; * de démontrer une compréhension de la chronologie qui relie les peuples, les lieux et les événements à travers les âges ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les peuples, les lieux et les événements des différentes époques.   Lieu et espace  Le concept de lieu et d’espace fait référence à la conscience que tu as de la façon dont le lieu et l’espace sont classés par catégorie, et de leur importance dans les disciplines des sciences humaines.  À la fin de la troisième secondaire, tu devras être capable :   * de reconnaître, de décrire et d’expliquer les structures et les relations dans l’espace, y compris les environnements naturels et humains ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les lieux ; * de comprendre les contraintes et les avantages que présente le milieu ; * de comprendre les problèmes liés au lieu et à l’espace, à l’échelle locale, nationale et mondiale.   Changement  Pour comprendre ce concept, il est nécessaire d’examiner les forces qui façonnent le monde. Le changement peut être considéré comme positif ou négatif selon la façon dont les gens le perçoivent. Le concept de changement traite à la fois des processus du changement (naturels et artificiels) et de ses conséquences (intentionnelles et non intentionnelles).  À la fin de la troisième secondaire, tu devras être capable :   * de comprendre et d’expliquer les causes à court terme et à long terme du changement ; * d’établir des liens entre les causes, les processus et les conséquences, et de les expliquer ; * de reconnaître et d’expliquer la continuité et le changement ; * de reconnaître que le changement est inévitable et que son rythme est lié au contexte ; * de comprendre qu’à mesure que les gens interagissent avec leur milieu, les deux changent ; * de comprendre et d’expliquer comment les interactions qui existent entre et au sein des domaines écologiques, politiques, économiques et sociaux peuvent modifier les niveaux du développement durable.   Systèmes  Le concept de systèmes fait référence à la prise de conscience que chaque chose est liée à un ou des systèmes. Les systèmes fournissent une structure et un ordre à la fois au domaine naturel et au domaine artificiel.  À la fin de la troisième secondaire, tu devras être capable de comprendre, de déterminer et de comparer :   * la façon dont les systèmes, les modèles et les institutions fonctionnent ; * les structures et contrôles sociaux ; * la nature complexe et sans cesse changeante des systèmes ; * les différents types d’équilibre présents dans les systèmes ; * les systèmes des sociétés locales, nationales et mondiales ; * les droits et responsabilités au sein de chaque système ; * la coopération au sein de chaque système et entre eux.   Ouverture au monde  Le concept d’ouverture au monde te place dans un contexte plus général et mondial, et t’encourage à comprendre et à respecter les autres sociétés et cultures. Ce concept met également l’accent sur le besoin de comprendre sa propre culture afin de comprendre celle des autres.  À la fin de la troisième secondaire, tu devras être capable :   * d’expliquer les différentes perceptions des lieux, sociétés et milieux ; * de démontrer qu’ils comprennent comment la culture et la perception des individus peuvent affecter l’ouverture interculturelle ; * de démontrer une compréhension de l’interdépendance des sociétés ; * de démontrer une ouverture internationale et une compréhension internationale et interculturelle ; * d’explorer les problèmes auxquels la communauté internationale est confrontée ; * de reconnaître les problèmes d’équité, de justice et de responsabilité ; * de savoir comment et quand agir de manière responsable.   Les tâches suivantes peuvent être utilisées pour évaluer ce critère : travaux écrits approfondis, présentations orales, projets de recherche, études de cas, compositions écrites et tests. | | | |
| Niveau de réussite | Descripteur de niveaux | | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | | |
| 1 – 2 | Mon application des concepts est inappropriée. Je démontre une bonne connaissance des concepts et je reconnais des liens élémentaires avec le sujet. | | |
| 3 – 4 | Mon application des concepts n’est pas toujours appropriée. Je démontre ma connaissance des concepts et je les appuie en faisant des liens élémentaires avec le sujet. | | |
| 5 – 6 | Mon application des concepts est appropriée mais superficielle. Je démontre ma connaissance des concepts et je décris certains liens avec le sujet. Je tente d’appliquer les concepts à d’autres situations, mais je ne réussis pas toujours. | | |
| 7 – 8 | Mon application des concepts est appropriée et cohérente et je démontre que j’y ai réfléchi. Je démontre ma connaissance des concepts et j’explique en faisant des liens assez clairs et précis avec le sujet. J’applique les concepts à d’autres situations. | | |
| 9 – 10 | Mon application des concepts est appropriée et recherchée. Je démontre ma bonne connaissance des concepts et j’explique en détail en faisant des liens clairs et précis avec le sujet. J’applique efficacement les concepts à d’autres situations. | | |
| Critère C: compétences *Maximum 10*  L’acquisition de compétences en sciences humaines est essentielle car elle te permet d’entreprendre des recherches et de démontrer que tu comprends les connaissances et concepts. Durant le cours de sciences humaines, tu dois être capable de démontrer une maîtrise sans cesse croissante des compétences suivantes.  Compétences techniques  À la fin de la troisième secondaire, tu dois être capable :   * d’examiner, de sélectionner et d’enregistrer les informations pertinentes provenant d’un large éventail de sources ; * d’utiliser diverses techniques et technologies pour rechercher, sélectionner, interpréter et communiquer des données ; * d’utiliser de manière critique des sources telles que les cartes, graphiques, tableaux, atlas, photographies et statistiques ; * de représenter des informations à l’aide de cartes, maquettes et diagrammes, en utilisant notamment une échelle, des graphiques et des tableaux.   Compétences analytiques  À la fin de la troisième secondaire, tu devras être capable :   * d’analyser et d’interpréter des informations provenant d’un large éventail de sources ; * d’identifier les questions, problèmes et sujets clés ; * d’évaluer de manière critique la valeur et les limites des sources ; * de comparer et de contraster les événements, les problèmes, les idées, les modèles et les arguments dans divers contextes.   Aptitude à prendre des décisions  À la fin de la troisième secondaire, tu devras être capable :   * de développer des stratégies appropriées pour résoudre des problèmes ; * de formuler des arguments clairs, solides et valables, d’émettre des jugements équilibrés sur les événements et de tirer des conclusions, notamment en ce qui concerne les conséquences ; * de prendre des décisions qui sont justifiées et de les appliquer dans des contextes réels.   Compétences de recherche  À la fin de la troisième secondaire, tu devras être capable :   * de tester des hypothèses et/ou des idées, et de les modifier le cas échéant ; * de planifier, d’effectuer et de présenter des recherches, seuls ou en groupe ; * d’effectuer un travail de terrain pour compléter une recherche.   Ce critère pourra être évalué lors des tâches suivantes : des travaux de terrain, des analyses de données, des analyses de cartes, des évaluations de sources et/ou de preuves, des travaux de recherche ou d’autres travaux écrits approfondis de même nature, des études de cas et des présentations orales / d’entretiens. | | | |
| Niveau de réussite | | | Descripteur de niveaux |
| 0 | | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | | Je sélectionne et j’utilise quelques informations pertinentes. Mon travail démontre une analyse de l’information minimale. Mes arguments, mes décisions et mes jugements ne sont pas toujours pertinents ou peuvent être inexistants. Je tente d’effectuer des recherches et bien que mal complétées je démontre quelques compétences. |
| 3 – 4 | | | Je sélectionne et j’utilise des informations qui sont en majorité pertinentes. Mon travail présente une analyse peu approfondie et insuffisante. Mes arguments, mes décisions et mes jugements sont pertinents, mais sont détaillés de façon insuffisante. Je fais preuve de compétences de recherche élémentaires. |
| 5 – 6 | | | Je sélectionne et j’utilise des informations pertinentes. Mon travail montre un niveau d’analyse de l’information satisfaisant. Mes arguments, mes décisions et mes jugements sont détaillées et présentent un bon équilibre, mais demeurent superficiels. Je fais preuve de compétences de recherche adéquates. |
| 7 – 8 | | | Je sélectionne et j’utilise des informations variées et pertinentes. Mon travail montre un bon niveau d’analyse de l’information. Mes arguments, mes décisions et mes jugements sont bien détaillées, réfléchis et démontrent une certaine profondeur. Je fais preuve de bonnes compétences de recherche. |
| 9 – 10 | | | Je sélectionne et j’utilise un large éventail d’informations pertinentes. Mon travail montre un très bon niveau d’analyse de critique. Mes arguments, mes décisions et mes jugements sont très bien détaillées, réfléchis et démontrent une profondeur. Je fais preuve de très bonnes compétences de recherche. |

|  |  |
| --- | --- |
| Critère D : organisation et présentation *Maximum 8*  Tu dois pouvoir utiliser avec aisance toute une variété de présentations pour organiser et présenter ton travail (notamment des présentations orales, des compositions, des rapports, des expositions), ainsi que diverses techniques et technologies. Tu dois comprendre que chaque présentation est unique et montre de ce fait ta nouvelle vision.  À la fin de la troisième secondaire, tu devras être capable :   * de communiquer des informations qui ont un rapport avec le sujet ; * d’organiser les informations dans un ordre logique et approprié au format utilisé ; * de présenter et d’exprimer clairement et précisément des informations et des idées, en utilisant un langage, un style et des représentations visuelles appropriés ; * d’utiliser des références et une bibliographie pour documenter clairement les sources de leurs informations, et ce en utilisant des conventions appropriées.   Ce critère sera évalué lors de travaux approfondis tels que les travaux de terrain, les projets de recherche ou les compositions écrites. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je communique des informations qui ne s’avèrent pas toujours pertinentes. J’essaie d’organiser mon travail mais je ne réussis pas toujours à bien le structurer. Je présente et j’exprime de façon peu claire et peu précise des informations et des idées simples. Mes sources d’informations sont peu nombreuses et mes références incomplètes. |
| 3 – 4 | Je communique des informations qui sont pour la plupart pertinentes. J’organise des informations simples mais je ne réussis pas toujours à bien structurer mon contenu. Je présente et j’exprime de façon peu claire des informations et des idées simples. Mes sources d’informations limitées sont présentées selon les règles méthodologiques établies avec, toutefois, des omissions ou des erreurs constantes. |
| 5 – 6 | Je communique des informations pertinentes. Je structure bien des informations simples dans un ordre logique. Je présente et j’exprime clairement des informations et des idées simples qui sont appropriées à mon auditoire et présentent un style approprié. Mes sources d’informations provenant de sources variées sont présentées selon les règles méthodologiques établies avec, toutefois, des erreurs occasionnelles. |
| 7 – 8 | Je communique des informations toujours pertinentes. Je structure très bien des informations pertinentes dans un ordre logique. Je présente et j’exprime clairement et précisément des informations et des idées complexes. Mes sources d’informations sont présentées selon les règles méthodologiques établies. |

## CRITÈRES D'éVALUATION EN SCIENCES HUMAINES - 5E ANNÉE DU ppcs

|  |  |
| --- | --- |
| Critère A : connaissances *Maximum 10*  Les connaissances sont fondamentales pour l’étude des sciences humaines et sont le point de départ pour l’exploration de concepts et le développement de compétences.  À la fin de la cinquième secondaire, tu devras être capable :   * de connaître et d’utiliser la terminologie des sciences humaines en contexte ; * de démontrer une connaissance et une compréhension du contenu du programme d’études, en utilisant pour ce faire des descriptions et des explications, étayées par des faits et des exemples pertinents, et éventuellement démontrer d’autres formes de savoir.   Ce critère sera évalué au moyen de tâches très diverses faisant appel à la mémorisation ou à la description de faits et à leur explication. Ces tâches peuvent prendre la forme de tests, d’examens, de travaux écrits, d’entretiens et de présentations orales, de travaux écrits approfondis, de projets et d’expositions. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | J’utilise un vocabulaire incohérent ou incorrect. Je n’utilise aucun fait ou exemple, ou bien ceux que j’utilise sont inappropriés ou ne démontrent pas ma compréhension du sujet. Je fournis des descriptions qui sont inexactes ou insuffisamment détaillées; mes explications sont inexistantes ou superficielles. |
| 3 – 4 | J’utilise un vocabulaire en majorité correct et généralement approprié, mais quelques erreurs subsistent. J’utilise des faits et des exemples qui sont la plupart du temps pertinents, et démontrent habituellement ma compréhension du sujet. Je fournis des descriptions élémentaires qui pourraient être plus détaillées ; mes explications sont généralement adéquates mais parfois superficielles. |
| 5 – 6 | J’utilise un vocabulaire correct et approprié. J’utilise des faits et des exemples pertinents pour démontrer ma compréhension du sujet. Je fournis des descriptions précises ; mes explications sont adéquates mais pas bien développées. |
| 7 – 8 | J’utilise un vocabulaire varié de manière correcte et appropriée. J’utilise une variété de faits et d’exemples pertinents pour démontrer ma compréhension du sujet. Je fournis des descriptions précises et détaillées ; mes explications sont développées. |
| 9 – 10 | Je fais preuve d’une excellente maîtrise d’un large vocabulaire et je l’utilise de manière appropriée. J’utilise une grande variété de faits et d’exemples pertinents pour démontrer ma compréhension du sujet. Mes descriptions sont précises et détaillées, et mes explications sont développées de façon complète. |

|  |  |  |
| --- | --- | --- |
| Critère B : concepts *Maximum 10*  Les concepts sont des idées importantes qui sont pertinentes au niveau disciplinaire et interdisciplinaire. Tout au long du cours, tu dois pouvoir approfondir de plus en plus ta compréhension des concepts clés suivants.  Temps  Tu dois comprendre que le concept de temps ne se réfère pas simplement et uniquement à la mesure des années ou des époques, mais également au continuum des événements importants du passé. Tu comprendras mieux le concept de temps en étudiant les peuples, problèmes, événements, systèmes, cultures, sociétés et milieux à travers différentes époques.  À la fin de la cinquième secondaire, tu devras être capable :   * de te situer personnellement dans un contexte spatiotemporel ; * de comprendre les différentes perceptions du concept de temps ; * de démontrer que tu comprends les gens ayant vécu dans les sociétés du passé ; * de démontrer une compréhension de la chronologie qui relie les peuples, les lieux et les événements à travers les âges ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les peuples, les lieux et les événements des différentes époques.   Lieu et espace  Le concept de lieu et d’espace fait référence à la conscience que tu as de la façon dont le lieu et l’espace sont classés par catégorie, et de leur importance dans les disciplines des sciences humaines.  À la fin de la cinquième secondaire, tu devras être capable :   * de reconnaître, de décrire et d’expliquer les structures et les relations dans l’espace, y compris les environnements naturels et humains ; * de reconnaître et d’expliquer les similarités et les différences qui existent entre les lieux ; * de comprendre les contraintes et les avantages que présente le milieu ; * de comprendre les problèmes liés au lieu et à l’espace, à l’échelle locale, nationale et mondiale.   Changement  Pour comprendre ce concept, il est nécessaire d’examiner les forces qui façonnent le monde. Le changement peut être considéré comme positif ou négatif selon la façon dont les gens le perçoivent. Le concept de changement traite à la fois des processus du changement (naturels et artificiels) et de ses conséquences (intentionnelles et non intentionnelles).  À la fin de la cinquième secondaire, tu devras être capable :   * de comprendre et d’expliquer les causes à court terme et à long terme du changement ; * d’établir des liens entre les causes, les processus et les conséquences, et de les expliquer ; * de reconnaître et d’expliquer la continuité et le changement ; * de reconnaître que le changement est inévitable et que son rythme est lié au contexte ; * de comprendre qu’à mesure que les gens interagissent avec leur milieu, les deux changent ; * de comprendre et d’expliquer comment les interactions qui existent entre et au sein des domaines écologiques, politiques, économiques et sociaux peuvent modifier les niveaux du développement durable.   Systèmes  Le concept de systèmes fait référence à la prise de conscience que chaque chose est liée à un ou des systèmes. Les systèmes fournissent une structure et un ordre à la fois au domaine naturel et au domaine artificiel.  À la fin de la cinquième secondaire, tu devras être capable de comprendre, de déterminer et de comparer :   * la façon dont les systèmes, les modèles et les institutions fonctionnent ; * les structures et contrôles sociaux ; * la nature complexe et sans cesse changeante des systèmes ; * les différents types d’équilibre présents dans les systèmes ; * les systèmes des sociétés locales, nationales et mondiales ; * les droits et responsabilités au sein de chaque système ; * la coopération au sein de chaque système et entre eux.   Ouverture au monde  Le concept d’ouverture au monde te place dans un contexte plus général et mondial, et t’encourage à comprendre et à respecter les autres sociétés et cultures. Ce concept met également l’accent sur le besoin de comprendre sa propre culture afin de comprendre celle des autres.  À la fin de la cinquième secondaire, tu devras être capable :   * d’expliquer les différentes perceptions des lieux, sociétés et milieux ; * de démontrer qu’ils comprennent comment la culture et la perception des individus peuvent affecter l’ouverture interculturelle ; * de démontrer une compréhension de l’interdépendance des sociétés ; * de démontrer une ouverture internationale et une compréhension internationale et interculturelle ; * d’explorer les problèmes auxquels la communauté internationale est confrontée ; * de reconnaître les problèmes d’équité, de justice et de responsabilité ; * de savoir comment et quand agir de manière responsable.   Les tâches suivantes peuvent être utilisées pour évaluer ce critère : travaux écrits approfondis, présentations orales, projets de recherche, études de cas, compositions écrites et tests. | | |
| Niveau de réussite | Descripteur de niveaux | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | J’applique les concepts de façon inappropriée. Je démontre que je suis conscient des concepts et que je les comprends en reconnaissant des liens élémentaires avec le sujet. | |
| 3 – 4 | J’applique les concepts de façon pas toujours appropriée. Je démontre que je suis conscient des concepts et que je les comprends en décrivant des liens élémentaires avec le sujet. | |
| 5 – 6 | J’applique les concepts de façon appropriée mais superficielle. Je démontre que je suis conscient des concepts et que je les comprends en décrivant des liens avec le sujet. Je tente d’appliquer les concepts à d’autres situations mais je ne réussis pas toujours. | |
| 7 – 8 | J’applique les concepts de façon appropriée et montre une certaine réflexion. Je démontre que je suis conscient des concepts et que je les comprends en expliquant les liens avec le sujet. J’applique les concepts à d’autres situations. | |
| 9 – 10 | J’applique les concepts de façon appropriée et recherchée. Je démontre que je suis conscient des concepts et que je les comprends en expliquant en détail des liens avec le sujet. J’applique efficacement les concepts à d’autres situations. | |
| Critère C: compétences *Maximum 10*  L’acquisition de compétences en sciences humaines est essentielle car elle te permet d’entreprendre des recherches et de démontrer que tu comprends les connaissances et concepts. Durant le cours de sciences humaines, tu dois être capable de démontrer une maîtrise sans cesse croissante des compétences suivantes.  Compétences techniques  À la fin de la cinquième secondaire, tu dois être capable :   * d’examiner, de sélectionner et d’enregistrer les informations pertinentes provenant d’un large éventail de sources ; * d’utiliser diverses techniques et technologies pour rechercher, sélectionner, interpréter et communiquer des données ; * d’utiliser de manière critique des sources telles que les cartes, graphiques, tableaux, atlas, photographies et statistiques ; * de représenter des informations à l’aide de cartes, maquettes et diagrammes, en utilisant notamment une échelle, des graphiques et des tableaux.   Compétences analytiques  À la fin de la cinquième secondaire, tu devras être capable :   * d’analyser et d’interpréter des informations provenant d’un large éventail de sources ; * d’identifier les questions, problèmes et sujets clés ; * d’évaluer de manière critique la valeur et les limites des sources ; * de comparer et de contraster les événements, les problèmes, les idées, les modèles et les arguments dans divers contextes.   Aptitude à prendre des décisions  À la fin de la cinquième secondaire, tu devras être capable :   * de développer des stratégies appropriées pour résoudre des problèmes ; * de formuler des arguments clairs, solides et valables, d’émettre des jugements équilibrés sur les événements et de tirer des conclusions, notamment en ce qui concerne les conséquences ; * de prendre des décisions qui sont justifiées et de les appliquer dans des contextes réels.   Compétences de recherche  À la fin de la cinquième secondaire, tu devras être capable :   * de tester des hypothèses et/ou des idées, et de les modifier le cas échéant ; * de planifier, d’effectuer et de présenter des recherches, seuls ou en groupe ; * d’effectuer un travail de terrain pour compléter une recherche.   Ce critère pourra être évalué lors des tâches suivantes : des travaux de terrain, des analyses de données, des analyses de cartes, des évaluations de sources et/ou de preuves, des travaux de recherche ou d’autres travaux écrits approfondis de même nature, des études de cas et des présentations orales / d’entretiens. | | |
| Niveau de réussite | | Descripteur de niveaux |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | Je suis capable de sélectionner et d’utiliser quelques informations pertinentes. Je fais preuve d’un minimum de compétences analytiques. Mes arguments, décisions ou jugements ne sont pas toujours pertinents ou peuvent être inexistants. Je tente d’effectuer des recherches et démontre quelques compétences. |
| 3 – 4 | | Je sélectionne et utilise des informations qui sont, en majorité, pertinentes. Mon travail n’a pas la profondeur d’analyse requise. Je présente quelques arguments, décisions ou jugements pertinents, mais ceux-ci ne sont pas étayés. Je fais preuve de compétences de recherche élémentaires. |
| 5 – 6 | | Je sélectionne et utilise des informations pertinentes. Mon travail montre un niveau d’analyse satisfaisant. Mes arguments, décisions et jugements sont étayés et équilibrés mais superficiels. Je fais preuve de compétences de recherche adéquates. |
| 7 – 8 | | Je sélectionne et utilise un éventail d’informations pertinentes. Mon travail montre un bon niveau d’analyse critique. Mes arguments, décisions et jugements sont bien étayés et équilibrés. Je fais preuve de bonnes compétences de recherche. |
| 9 – 10 | | Je sélectionne et utilise un large éventail d’informations pertinentes. Mon travail montre un très bon niveau d’analyse critique. Mes arguments, décisions et jugements sont parfaitement étayés et bien équilibrés. Je fais preuve de très bonnes compétences de recherche. |

|  |  |
| --- | --- |
| Critère D : organisation et présentation *Maximum 8*  Tu dois pouvoir utiliser avec aisance toute une variété de présentations pour organiser et présenter ton travail (notamment des présentations orales, des compositions, des rapports, des expositions), ainsi que diverses techniques et technologies. Tu dois comprendre que chaque présentation est unique et montre de ce fait ta nouvelle vision.  À la fin de la cinquième secondaire, tu devras être capable :   * de communiquer des informations qui ont un rapport avec le sujet ; * d’organiser les informations dans un ordre logique et approprié au format utilisé ; * de présenter et d’exprimer clairement et précisément des informations et des idées, en utilisant un langage, un style et des représentations visuelles appropriés ; * d’utiliser des références et une bibliographie pour documenter clairement les sources de leurs informations, et ce en utilisant des conventions appropriées.   Ce critère sera évalué lors de travaux approfondis tels que les travaux de terrain, les projets de recherche ou les compositions écrites. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je communique des informations qui ne s’avèrent pas toujours pertinentes. J’essaie de structurer mon travail, mais la structure est peu claire et/ou ne convient pas au format requis. La présentation et l’expression sont peu claires et peu précises. Mon travail peut contenir quelques références à la documentation consultée. |
| 3 – 4 | Je communique des informations qui sont pour la plupart pertinentes. J’essaie de structurer mon travail et d’en organiser le contenu mais ne réussis pas toujours. La présentation et l’expression sont parfois peu claires. Les sources des informations utilisées sont documentées, bien qu’il puisse y avoir des omissions ou des erreurs constantes dans la façon d’appliquer les conventions. |
| 5 – 6 | Je communique des informations qui sont pertinentes. J’utilise une structure appropriée à la tâche et organise le contenu de mon travail de manière logique. La présentation et l’expression sont claires ; je tiens compte de l’auditoire et de l’objet du travail en utilisant un langage, un style et des représentations visuelles appropriés. Les sources des informations utilisées sont documentées avec, toutefois, des erreurs occasionnelles dans la façon d’appliquer les conventions. |
| 7 – 8 | Je communique des informations qui sont toujours pertinentes. Le contenu est organisé de manière réfléchie et logique ; la structure est appropriée au format requis. La présentation et l’expression sont claires, concises et efficaces, et le langage, le style et les représentations visuelles utilisés sont toujours appropriés à l’auditoire et à l’objet. Les sources de toutes les informations utilisées sont documentées selon une convention reconnue. |

# LANGUAGE A

## MODIFIED ASSESSMENT CRITERIA IN LANGUAGE A – MYP 1st year

|  |  |
| --- | --- |
| Criterion A: Content *Maximum: 10*  How well can you:   * understand and analyze language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts? * compare and contrast works, and connect themes across and within genres? * analyse the effects of the author’s choices on an audience? * express an informed and independent response to literary and non-literary texts? * compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention? * apply language A terminology in context?   This criterion can be applied to oral, written and visual work. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I demonstrate very limited understanding of the text and topic, and little or no awareness of the author’s choices. There is little or no detail, development or support. In creative work, pieces show very limited imagination or sensitivity; I rarely employ literary features, or employ literary and/or non-literary features that do not serve the context or intention. The use of terminology is missing, inconsistent and/or incorrect. |
| 3-4 | I demonstrate only basic understanding of the text and topic, and sometimes show an awareness of the author’s choices, although detail, development and/or support are insufficient. In creative work, pieces show very limited imagination or sensitivity; I make some attempt to employ literary and/or non-literary features that sometimes serve the context and intention. The use of terminology is sometimes accurate and appropriate. |
| 5-6 | I demonstrate sufficient understanding of the text and topic, and show some awareness of the author’s choices, although detail, development and/or support may lack detail. In creative work, pieces show some imagination or sensitivity; I attempt to employ literary and/or non-literary features these sometimes serve the context and intention. Terminology is usually accurate and appropriate. |
| 7-8 | I demonstrate a reasonable understanding of the text, topic and the author’s choices, consistently using helpful and important detail, development and support. In creative work, pieces reflect some imagination and sensitivity; I generally employ literary and/or non literary features that serve the context and intention. I show a good command of relevant terminology, and usually use it appropriately. |
| 9-10 | I demonstrate a good understanding of the text, topic and the author’s choices, consistently using helpful and important detail, development and support. In creative work, pieces reflect imagination and sensitivity; I employ literary and/or non literary features that serve the context and intention. I show a good command of relevant terminology, and use it appropriately. |

|  |  |  |
| --- | --- | --- |
| Criterion B : Organization *Maximum: 10*  How well can you:   * create work that employs organisational structures and language-specific conventions throughout a variety of text types? * organize ideas and arguments in a sustained, coherent and logical manner? * employ appropriate critical apparatus (quotations, citations, references, footnotes, bibliographies, table of   contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting) ?  This criterion can be applied to oral, written or visual work. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I rarely employ organisational structures and/or language-specific conventions, or use those that do not serve the context and intention. The work is generally disorganized, unclear and/or incoherent. I employ critical apparatus inappropriately or not at all. | |
| 3-4 | I attempt to employ basic organisational structures and/or language specific conventions that serve the context and intention. The work shows some attempt at organisation, but is generally disorganized, unclear and/or incoherent. I attempt to employ critical apparatus. | |
| 5-6 | I sometimes employ basic organisational structures and/or language specific conventions that serve the context and intention. The work shows basic organisation but lacks coherence. I employ critical apparatus with some success. | |
| 7-8 | I usually employ organisational structures and language-specific conventions that serve the context and intention. The work is generally organized, clear and coherent. I usually employ critical apparatus correctly. | |
| 9-10 | I consistently employ organisational structures and language specific conventions that serve the context and intention. The work is generally organized, clear and coherent. I frequently employ critical apparatus correctly. | |
| Criterion C: Style and Language Mechanics *Maximum: 10*  How well can you:   * use appropriate and varied register, vocabulary and idiom? * use correct grammar and syntax? * use appropriate and varied sentence structure? * use correct spelling/writing (in a standard form of English)? * use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings? * use language accurately?   Notes: “Oratory technique” refers to a combination of pronunciation (clarity not accent) intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture, eye contact, as applicable to English.  This criterion can be applied to oral, written and visual work. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I employ a very limited and repetitive range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. There is very little or no evidence of a register and style that serve the context and intention. There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique. |
| 3-4 | | I employ a limited range of occasionally appropriate vocabulary, idiom and sentence structure. There are frequent errors and/or a lack of variety in grammar and syntax, which hinder communication. I make an attempt to use register and style that serve context and intention. There are regular errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is limited competence in oratory technique. |
| 5-6 | | I sometimes employ a range of appropriate and somewhat varied vocabulary, idiom and sentence structure. Grammar and syntax are usually varied and correct; some errors may sometimes hinder communication. I sometimes use a register and style that serve the context and intention. Punctuation and spelling/writing are largely correct, but contain some errors, which sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique. |
| 7-8 | | I employ a range of generally appropriate use of vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors rarely hinder communication. I use a generally appropriate register and style that serve the context and intention. Punctuation and spelling/writing are largely correct; infrequent errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique. |
| 9-10 | | I employ an appropriate and effective range of vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. I demonstrate excellent choice of a register and style that serve the context and intention. Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique. |

## MODIFIED ASSESSMENT CRITERIA IN LANGUAGE A – MYP 3rd year

|  |  |
| --- | --- |
| Criterion A : Content *Maximum: 10*  How well can you:   * understand and analyze language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts? * compare and contrast works, and connect themes across and within genres? * analyse the effects of the author’s choices on an audience? * express an informed and independent response to literary and non-literary texts? * compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention? * apply language A terminology in context?   This criterion can be applied to oral, written and visual work. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I demonstrate very limited understanding of the text and topic, and little or no awareness of the author’s choices. There is little or no detail, development or support. In creative work, pieces show very limited imagination or sensitivity; I rarely employ literary features, or employs literary and/or non-literary features that do not serve the context or intention. The use of terminology is missing, inconsistent and/or incorrect. |
| 3-4 | I demonstrate very limited understanding of the text and topic, and sometime show an awareness of the author’s choices, although detail, development and/or support are insufficient. In creative work, pieces show limited imagination or sensitivity; I attemptF to employ literary and/or non-literary features that sometimes serve the context and intention. The use of terminology is sometimes accurate and appropriate. |
| 5-6 | I demonstrate satisfactory understanding of the text and topic, and show some awareness of the author’s choices, using adequate detail, development and support. In creative work, pieces show some imagination or sensitivity; the student attempts to employ literary and/or non-literary features these sometimes serve the context and intention. Terminology is usually accurate and appropriate |
| 7-8 | I demonstrate a good understanding of the text, topic and the author’s choices, using helpful and important detail, development and support. In creative work, pieces reflect some imagination and sensitivity; the student usually employs literary and/or non-literary features that serve the context and intention. Relevant terminology is usually used accurately and appropriately. |
| 9-10 | I demonstrate a very good understanding of the text, topic and the author’s choices, consistently using helpful and important detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. The student shows a very good command of relevant terminology, and uses it appropriately. |

|  |  |  |
| --- | --- | --- |
| Criterion B : Organization *Maximum: 10*  How well can you:   * create work that employs organisational structures and language-specific conventions throughout a variety of text types? * organize ideas and arguments in a sustained, coherent and logical manner? * employ appropriate critical apparatus (quotations, citations, references, footnotes, bibliographies, table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting) ?   This criterion can be applied to oral, written or visual work. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I rarely employ organisational structures and/or language-specific conventions, or use those that do not serve the context and intention. The work is generally disorganized, unclear and/or incoherent. I employ critical apparatus inappropriately or not at all. |
| 3-4 | | I attempt to employ organisational structures and/or language specific conventions that serve the context and intention. The work shows some attempt at organisation, but is generally disorganized, unclear and/or incoherent. I attempt to employ critical apparatus. |
| 5-6 | | I generally employ organisational structures and/or language specific conventions that serve the context and intention. The work shows basic organisation but lacks some coherence. I employ critical apparatus with some success. |
| 7-8 | | I frequently employ organisational structures and language specific conventions that serve the context and intention. The work is generally organized, clear and coherent and the ideas being expressed sometimes build on each other. I generally employ critical apparatus correctly. |
| 9-10 | | I consistently employ organisational structures and language specific conventions that serve the context and intention. The work is usually well organized, clear and coherent and the ideas being expressed build on each other. I employ critical apparatus correctly and effectively. |
| Criterion C: Style and Language Mechanics *Maximum: 10*  How well can you:   * use appropriate and varied register, vocabulary and idiom? * use correct grammar and syntax? * use appropriate and varied sentence structure? * use correct spelling/writing (in a standard form on English) ? * use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings? * use language accurately?   Notes: “Oratory technique” refers to a combination of pronunciation (clarity over accent), intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture, eye contact, as applicable to English.  This criterion can be applied to oral, written and visual work. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I employ a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. There is little or no evidence of a register and style that serve the context and intention. There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique. | |
| 3-4 | I employ a limited range of occasionally appropriate vocabulary, idiom and sentence structure. There are frequent errors and/or a lack of variety in grammar and syntax, which hinder communication. There is limited evidence of a register and style that serve the context and intention. There are regular errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is limited competence in oratory technique. | |
| 5-6 | I usually employ an appropriate and somewhat varied range of vocabulary, idiom and sentence structure. Grammar and syntax are usually varied and correct. Some errors may sometimes hinder communication. I usually use a register and style that serve the context and intention. Punctuation and spelling/writing are largely correct, but may contain some errors, which sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique. | |
| 7-8 | I employ a range of generally appropriate vocabulary, idiom and sentence structure. Grammar and syntax are mostly accurate; occasional errors rarely hinder communication. I use an appropriate register and style that serve the context and intention. Punctuation and spelling/writing are largely correct; occasional errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique. | |
| 9-10 | I employ an appropriate and effective range of vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. I demonstrate excellent use of a register and style that serve the context and intention. Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique. | |

## ASSESSMENT CRITERIA IN LANGUAG A – MYP 5th year

|  |  |
| --- | --- |
| Criterion A : Content *Maximum: 10*  How well can you:   * understand and analyze language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts? * compare and contrast works, and connect themes across and within genres? * analyse the effects of the author’s choices on an audience? * express an informed and independent response to literary and non-literary texts? * compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention? * apply language A terminology in context?   This criterion can be applied to oral, written and visual work. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I demonstrate very limited understanding of the text and topic, and little or no awareness of the author’s choices. There is little or no detail, development or support. In creative work, pieces show very limited imagination or sensitivity; I rarely employ literary features, or employs literary and/or non literary features that do not serve the context or intention. The use of terminology is missing, inconsistent and/or incorrect. |
| 3-4 | I demonstrate limited understanding of the text and topic, and sometimes show an awareness of the author’s choices, although detail, development and/or support are insufficient. In creative work, pieces show limited imagination or sensitivity; I attempt to employ literary and/or non-literary features; these sometimes serve the context and intention. The use of terminology is sometimes accurate and appropriate. |
| 5-6 | I demonstrate a sufficient understanding of the text and topic, and an awareness of the author’s choices, using adequate detail, development and support. In creative work, pieces reflect some imagination and sensitivity; I generally employ literary and/or non-literary features that serve the context and intention. Terminology is usually accurate and appropriate |
| 7-8 | I demonstrate a good understanding of the text, topic and the author’s choices, using substantial detail, development and support. In creative work, pieces reflect imagination and sensitivity; I employ literary and/or non-literary features that serve the context and intention. Relevant terminology is used accurately and appropriately |
| 9-10 | I demonstrate a perceptive understanding of the text, topic and the author’s choices, consistently using illustrative detail, development and support. In creative work, pieces reflect a lot of imagination and sensitivity; I employ literary and/or non-literary features effectively that serve the context and intention. I show a sophisticated command of relevant terminology, and use it appropriately. |

|  |  |  |
| --- | --- | --- |
| Criterion B : Organization *Maximum: 10*  How well can you:   * create work that employs organisational structures and language-specific conventions throughout a variety of text types? * organize ideas and arguments in a sustained, coherent and logical manner? * employ appropriate critical apparatus (quotations, citations, references, footnotes, bibliographies, table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting) ?   This criterion can be applied to oral, written or visual work. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I rarely employ organisational structures and/or language-specific conventions, or use those that do not serve the context and intention. The work is generally disorganized, unclear and/or incoherent. I employ critical apparatus inappropriately or not at all. |
| 3-4 | | I sometimes employ organisational structures and/or language specific conventions that serve the context and intention. The work shows the beginnings of organisation but lacks coherence. I employ critical apparatus with limited success. |
| 5-6 | | I usually employ organisational structures and language-specific conventions that serve the context and intention. The work is generally organized, clear and coherent. I generally employ critical apparatus correctly apparatus with some success. |
| 7-8 | | I consistently employ organisational structures and language specific conventions that serve the context and intention. The work is usually well organized, clear and coherent and the ideas being expressed build on each other. I employ critical apparatus correctly. |
| 9-10 | | I consistently employ sophisticated organisational structures and language-specific conventions that serve the context and intention. The work is consistently well-organized, clear and coherent and the ideas being expressed build on each other in a sophisticated manner. I integrate critical apparatus correctly and effectively. |
| Criterion C: Style and Language Mechanics *Maximum: 10*  How well can you:   * use appropriate and varied register, vocabulary and idiom? * use correct grammar and syntax? * use appropriate and varied sentence structure? * use correct spelling/writing (in a standard form of English) ? * use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings? * use language accurately?   Notes: “Oratory technique” refers to a combination of pronunciation (clarity not accent), intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture, eye contact, as applicable to English.  This criterion can be applied to oral, written and visual work. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I employ a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. There is little or no evidence of a register and style that serve the context and intention. There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique | |
| 3-4 | I employ a limited range of appropriate vocabulary, idiom and sentence structure. There are frequent errors in grammar and syntax, which hinder communication. There is some evidence of a register and style that serve the context and intention. There are frequent errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is some competence in oratory technique. | |
| 5-6 | I generally employ a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication. I often use a register and style that serve the context and intention. Punctuation and spelling/writing are generally accurate; occasional errors sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique. | |
| 7-8 | I employ a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication. I consistently use a register and style that serve the context and intention. Punctuation and spelling/writing are accurate; occasional errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique. | |
| 9-10 | I employ a wide and effective range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. I demonstrate mastery of a register and style that serve the context and intention. Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique. | |

# LANGUEs B

## MODIFICADOS Criterios de evaluación de Lengua B nivel inicial

à noter : espagnol, langue tierce, seulement deux années

|  |  |
| --- | --- |
| Criterio A: Expresión oral y comprensión oral–mensaje e interacción *Máximo: 8*  ¿En qué medida muestra el alumno capacidad para comunicar ideas, interactuar y mantener la fluidez de la conversación?  ¿En qué medida el alumno:   * pide o proporciona información adecuada a la tarea? * entiende preguntas y afirmaciones y responde a ellas? * presenta sus ideas, dando detalles cuando corresponde? * demuestra capacidad para mantener una conversación coherente y fluida?   Para evaluar trabajos con los criterios A y B a menudo se utilizan las siguientes tareas: dramatizaciones, diálogos, trabajo por parejas, entrevistas, exposiciones orales con rondas de preguntas y respuestas, etc. Estas tareas ofrecen a los alumnos las máximas posibilidades de demostrar una interacción real y espontánea | |
| Nivel de logro | Descriptor de nivel |
| 0 | No presentado. |
| 1–2 | Comunico información en algunas ocasiones, sobre una gama reducida de aspectos. Mis ideas no son pertinentes, y se tratan con poco o ningún detalle. Mi frecuente necesidad de ayuda, o mis frecuentes titubeos, afectan constantemente a la fluidez de mi mensaje y la interacción. |
| 3–4 | Comunico información en la mayoría de las ocasiones, sobre una gama reducida de aspectos. Mis ideas son pertinentes, aunque escasos detalles. Mi necesidad de ayuda, o de titubeos, afectan a veces a la fluidez de mi mensaje y mi interacción. |
| 5–6 | Comunico información en la mayoría de las ocasiones, sobre una gama variada de aspectos. Mis ideas son pertinentes y contienen algunos detalles. Mi necesidad de ayuda, o de muy pocos titubeos no afectan a la fluidez de mi mensaje y mi interacción. |
| 7–8 | Comunico constantemente información sobre una gama variada de aspectos. Mis ideas son pertinentes y detalladas cuando corresponde. Mi rara necesidad de ayuda, o de muy pocos titubeos no afectan a la fluidez de mi mensaje y mi interacción. Todas mis pausas son naturales. Tengo muchas informaciones suplementarias. |

Notas

La lectura de textos preparados o la utilización de discursos memorizados no constituye una interacción real, según los objetivos específicos de Lengua B.

Los profesores deben tener en cuenta las distintas pautas culturales y prácticas aceptables que rigen para una conversación en la lengua objeto de estudio.

|  |  |
| --- | --- |
| Criterio B: Expresión oral–lenguaje *Máximo*: 8  ¿En qué medida muestra el alumno capacidad para utilizar la lengua con eficacia y corrección?  ¿En qué medida el alumno:   * utiliza una pronunciación y una entonación claras? * utiliza correctamente un vocabulario variado? * utiliza correctamente estructuras gramaticales variadas?   Para evaluar trabajos con los criterios A y B a menudo se utilizan las siguientes tareas: dramatizaciones, diálogos, trabajo por parejas, entrevistas, exposiciones orales con rondas de preguntas y respuestas, etc. Estas tareas ofrecen a los alumnos las máximas posibilidades de demostrar su capacidad para utilizar la lengua | |
| Nivel de logro | Descriptor de nivel |
| 0 | No presentado. |
| 1–2 | Mi pronunciación y mi entonación contienen muchos errores y dificultan la comprensión durante el intercambio. Utilizo un vocabulario reducido y tengo dificultad para encontrar las palabras. Cometo errores frecuentemente cuando utilizo estructuras gramaticales elementales. No hablo español o hay demasiado frases en inglés o francés. |
| 3–4 | Tengo algunos errores de pronunciación y entonación, algunos de los cuales dificultan la comprensión. Utilizo un vocabulario elemental y a veces elijo palabras no adecuadas. Yo utilizo estructuras gramaticales elementales, aunque con algunos errores. No hablo suficiente español o hay mucho vocabulario francés o inglés. |
| 5–6 | Tengo algunos errores de pronunciación y entonación, aunque éstos no dificultan la comprensión. Utilizo correctamente un vocabulario elemental. Utilizo estructuras gramaticales elementales, generalmente con corrección. Hago algunos intentos de estructuras más complejas. Hablo español, no hay mucho vocabulario inadecuado. |
| 7–8 | Mi pronunciación y mi entonación son claras y facilitan la comunicación. Utilizo excelentemente un vocabulario elemental. Yo utilizo estructuras gramaticales elementales y también más complejas, generalmente con corrección. Hablo en español. |

#### Notas

* Pronunciación/entonación: debe tenerse en cuenta la claridad de la expresión más que las cuestiones de acento.

.

|  |  |
| --- | --- |
| Criterio C: Expresión escrita–mensaje y organización *Máximo: 8*  ¿En qué medida muestra el alumno capacidad para comunicar, organizar y fundamentar ideas pertinentes?  ¿En qué medida el alumno:   * proporciona información e ideas? * desarrolla las ideas? * utiliza un formato y una estructura adecuados a la tarea?   Para evaluar trabajos con los criterios C y D a menudo se utilizan las siguientes tareas: cartas, anuncios publicitarios, redacciones, escritura creativa, presentaciones, etc. Estas tareas ofrecen a los alumnos las máximas posibilidades de demostrar su capacidad para comunicar ideas | |
| Nivel de logro | Descriptor de nivel |
| 0 | Texto no hecho. |
| 1–2 | Texto incompleto: Mis ideas pueden no ser pertinentes o ser muy repetitivas. Tengo errores en la estructura que dificultan el desarrollo de las ideas. |
| 3–4 | Texto descuidado: Mi información es básica y tengo dificultades con información más compleja; mis ideas no son siempre pertinentes. La estructura es en su mayor parte adecuada; tengo algunos errores, pero no dificultan el desarrollo de las ideas. |
| 5–6 | Texto correcto: Comunico con facilidad la mayor parte de la información, aunque puedo tener cierta dificultad con información compleja; mis ideas son pertinentes y están generalmente fundamentadas. La estructura es adecuada y utilizo bien los recursos de cohesión. |
| 7–8 | Texto completo: Comunico información compleja; mis ideas son pertinentes, centradas y lustras con ejemplos cuando corresponde. La estructura es clara, eficaz y contribuye a la transmisión del mensaje; los recursos de cohesión facilitan el desarrollo de las ideas. |

#### Notas

* Estructura: formato o distribución de las partes de un texto escrito. Por ejemplo, podrá consistir en una introducción, un desarrollo y una conclusión.
* Recursos de cohesión: elementos gramaticales o léxicos que unen los diferentes componentes de un texto.
* Los profesores deben asegurarse de que los alumnos conozcan las diferentes normas y prácticas de escritura en la lengua objeto de estudio cuando les planteen tareas de expresión escrita.

|  |  |
| --- | --- |
| Criterio D: Expresión escrita–lenguaje Máximo: 8  ¿En qué medida muestra el alumno capacidad para utilizar la lengua con eficacia y corrección?  ¿En qué medida el alumno:   * utiliza correctamente un vocabulario variado? * utiliza correctamente diversas estructuras gramaticales? * utiliza correctamente la ortografía y la caligrafía?   Para evaluar trabajos con los criterios C y D a menudo se utilizan las siguientes tareas: cartas, anuncios publicitarios, redacciones, escritura creativa, presentaciones, etc. Estas tareas ofrecen a los alumnos las máximas posibilidades de demostrar su capacidad para utilizar la lengua. | |
| Nivel de logro | Descriptor de nivel |
| 0 | Texto no hecho. |
| 1–2 | Texto incompleto: Utilizo un vocabulario poco variados; mi gramática es a menudo incorrecta o inadecuada. Algunos errores de ortografía/caligrafía ocasionalmente interfieren en mi comunicación. |
| 3–4 | Texto descuidado: Utilizo un vocabulario variado, aunque a veces no es el adecuado al contexto; tengo algunos errores de gramática elemental y compleja. Errores ocasionalmente de ortografía/caligrafía, pero no interfieren en mi comunicación. |
| 5–6 | Texto correcto: Utilizo un vocabulario variado y adecuado con algunas expresiones idiomáticas. La gramática elemental es correcta, pero tengo algunos errores de gramática compleja que no afectan a la comprensibilidad. La ortografía/caligrafía contribuye a la calidad de mi trabajo. |
| 7–8 | Texto completo: Utilizo un vocabulario variado, sofisticado e idiomático. Utilizo gramática compleja, que contribuye al estilo de mi texto. Muestro capacidad para manipular el lenguaje. La ortografía/caligrafía contribuye a la calidad de mi trabajo. |

#### Notas

La importancia que se concede a la evaluación de la ortografía y la caligrafía variará de acuerdo con la lengua. Por ejemplo, las técnicas de caligrafía serán particularmente importantes en lenguas como el chino o el japonés, mientras que la ortografía tendrá más importancia en el inglés o el ruso.

|  |  |
| --- | --- |
| Criterio E: Comprensión de lectura *Máximo: 16* (8 x 2)  ¿En qué medida muestra el alumno capacidad para comprender un texto escrito en la lengua objeto de estudio?  ¿En qué medida el alumno:   * reconoce información textual específica? * reconoce ideas principales y secundarias? * extrae conclusiones?   Para evaluar trabajos con el criterio E a menudo se utilizan las siguientes tareas: cartas, anuncios publicitarios, artículos de revista y periódico, prosa, etc. Las preguntas de comprensión deben abordar cada descriptor de nivel para que los alumnos tengan la posibilidad de alcanzar todos los niveles. | |
| Nivel de logro | Descriptor de nivel |
| 0 | El alumno no alcanza ninguno de los niveles especificados por los descriptores que figuran a continuación. |
| 1–2 | El alumno reconoce datos elementales en textos escritos en un lenguaje que le resulta familiar.  El alumno muestra escasa comprensión del texto o textos en su conjunto. |
| 3–4 | El alumno reconoce datos elementales y más complejos en textos escritos en un lenguaje que le resulta familiar, y reconoce la idea principal.  El alumno muestra que comprende algunas partes del texto o textos. |
| 5–6 | El alumno reconoce datos elementales y más complejos en textos escritos en un lenguaje que le resulta tanto familiar como no familiar, y reconoce la idea principal y las ideas secundarias.  El alumno muestra que comprende la mayoría de las partes del texto o textos. |
| 7–8 | El alumno reconoce datos elementales y más complejos en textos escritos en un lenguaje que le resulta tanto familiar como no familiar, reconoce la idea principal y las ideas secundarias, y extrae conclusiones.  El alumno muestra que comprende bien el texto o textos en su conjunto. |

#### Notas

* Téngase en cuenta que el nivel final del criterio E debe multiplicarse por dos a fin de ponderar por igual las habilidades de comprensión y de expresión. No obstante, esto solo se debe hacer cuando se calcule la calificación final (véase la sección “Cómo determinar la calificación final” para más información).
* Los profesores deben elegir textos y tareas que permitan a los alumnos alcanzar los máximos niveles en este criterio: las preguntas de comprensión deben referirse a los aspectos que abordan los descriptores.
* Cuando los alumnos respondan en la lengua objeto de estudio, no deben ser penalizados por los errores lingüísticos.

## CRITÈRES D'ÉVALUATION MODIFIÉS EN LANGUE B NIVEAU ANVANCÉ - 1E ANNÉE DU PPCS

|  |  |  |
| --- | --- | --- |
| Critère A : communication orale – message et interaction *Maximum : 8*  Tu dois être capable de communiquer des idées, d’intervenir dans un échange et de soutenir la conversation.  À la fin de la première année, tu dois être capable :   * de communiquer des informations, des idées et des points de vue; * de répondre et de réagir à des questions et à des idées (dans des situations familières et spontanées); * d’intervenir dans la conversation et de participer activement;   Ce critère sera évalué lors de discussions, de débats et de travaux par groupe. | | |
| Niveau de réussite | Descripteur de niveaux | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | Je communique des informations superficielles. Mes idées et points de vue sont hors sujet et répétitifs. Mes réponses et mes réactions démontrent que j’ai une compréhension limitée du sujet. J’ai besoin d’aide pour participer à la conversation. Mes idées ne sont pas claires et ne me permettent pas d’avoir une bonne interaction. | |
| 3 – 4 | Je communique facilement des informations simples mais j’ai de la difficulté quand mes informations sont plus compliquées. Mes idées et mes points de vue ne sont pas toujours pertinents. Mes réponses et mes réactions démontrent que je comprends le sujet, mais la discussion reste parfois superficielle. Je participe à la conversation, mais j’ai parfois besoin d’aide. Mes idées sont assez claires et permettent d’avoir une interaction. | |
| 5–6 | Je communique facilement la plupart de toutes mes informations. Mes idées et points de vue sont pertinents et développés. Mes réponses et mes réactions démontrent une bonne compréhension du sujet. Je participe activement à la conversation. Mon message permet toujours d’avoir une interaction. | |
| 7 – 8 | Je communique facilement toutes mes informations. Mes idées et points de vue sont pertinents et bien développés (avec exemples). Mes réponses et mes réactions démontrent une compréhension complète du sujet. Je participe activement à la conversation et ma contribution est importante. Je structure mes idées de façon logique pour faire progresser l’interaction. | |
| Critère B : communication orale – style et qualité de la langue *Maximum : 8*  Tu dois être capable d’utiliser la langue avec efficacité.  À la fin de la première année, tu devras être capable :   * d’utiliser une prononciation et/ou une intonation claires; * d’utiliser correctement un vocabulaire varié ; * d’utiliser correctement des structures grammaticales variées; * de démontrer ton aptitude à adapter le registre et le style à la situation.   Ce critère sera évalué lors de discussions, de débats et de travaux de groupe. | | |
| Niveau de réussite | | Descripteur de niveaux |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | Je m’exprime avec une intonation incorrecte et/ou hésite souvent. J’utilise un vocabulaire peu varié, ainsi qu’une grammaire souvent inexacte ou inappropriée. |
| 3 – 4 | | Je fais quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, ce qui gêne mon message. J’utilise un vocabulaire varié mais parfois inapproprié. Je fais quelques erreurs dans les structures grammaticales. |
| 5 – 6 | | Je fais quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, mais cela ne gêne pas mon message. J’utilise un vocabulaire varié et généralement correct. J’utilise correctement les structures grammaticales simples mais je fais quelques erreurs dans les structures grammaticales complexes. J’essaie de respecter le registre de langue. |
| 7 – 8 | | Je m’exprime avec aisance. J’utilise un vocabulaire varié, approprié et parfois idiomatique. J’utilise des structures grammaticales simples et complexes de façon exacte. Je respecte souvent le registre de langue. |

|  |  |
| --- | --- |
| Critère C : expression écrite – message et organisation *Maximum : 8*  Tu dois être capable de communiquer, d’organiser et de soutenir des idées pertinentes.  À la fin de la première année tu devras être capable :   * de fournir des informations et de communiquer des idées ; * de traiter un sujet de manière approfondie et de développer des idées ; * d’utiliser une présentation et une structure appropriées à la tâche pour organiser son travail.   Ce critère sera évalué lors de rédactions de textes, de comptes rendus, de compositions, de créations littéraires, etc. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je communique des informations superficielles. Mes idées peuvent être hors sujet et/ou souvent répétitives. Je démontre un faible niveau de compréhension du sujet. La structure de mon texte est absente ou empêche de passer mon message. |
| 3 – 4 | Je communique facilement les informations simples. Mes idées ne sont pas toujours pertinentes et/ou mes points de vue ne sont pas développés. Je démontre une certaine compréhension du sujet, mais mon message est parfois superficiel. La structure de mon texte est plutôt appropriée et permet de passer mon message. |
| 5 – 6 | Je communique facilement la plupart des informations mais j’ai quelques difficultés lorsque mes informations sont complexes. Mes idées et points de vue sont pertinents. Je montre que je comprends le sujet. La structure de mon texte est appropriée et j’utilise quelques connecteurs logiques. |
| 7 – 8 | Je communique des informations simples et complexes. Mes idées et points de vue sont pertinents et parfois développés à l’aide d’exemples. Je montre que je comprends bien le sujet. La structure de mon texte est claire et efficace. J’utilise les connecteurs logiques. |

|  |  |  |
| --- | --- | --- |
| Critère D : expression écrite – style et qualité de la langue *Maximum : 8*  Tu dois être capable d’utiliser la langue avec efficacité.  À la fin de la première année, tu seras capable :   * d’utiliser correctement un vocabulaire et des expressions idiomatiques variés ; * d’utiliser correctement des structures grammaticales et une syntaxe variées ; * d’orthographier correctement les mots; * de rédiger un texte en tenant compte du public visé.   Ce critère sera évalué lors de rédactions de textes, de comptes rendus, de compositions, de créations littéraires, etc. | | |
| Niveau de réussite | Descripteur de niveaux | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | J’utilise un vocabulaire peu varié. Je fais quelques fautes d’orthographe d’usage ou grammaticales qui gênent souvent le message. Je tente de tenir compte du public visé. | |
| 3 – 4 | J’utilise un vocabulaire varié mais parfois inapproprié. Je fais quelques fautes d’orthographe d’usage et grammaticales mais cela n’a pas de conséquence sur le message. Je fais de rares fautes d’orthographe, mais elles ne gênent pas mon message. J’essaie de tenir compte du public visé. | |
| 5 – 6 | J’utilise un vocabulaire la plupart du temps varié et approprié. J’utilise correctement les structures grammaticales simples et je tente d’en utiliser des plus complexes même si je ne le fais pas toujours bien. Mon orthographe est généralement correcte et aide à mieux comprendre mon message. Je réussis à tenir compte du public visé. | |
| 7 – 8 | J’utilise un vocabulaire varié et complexe. J’utilise correctement des structures grammaticales de base et parfois complexes. Je démontre par mon texte que je connais bien la langue française. Mon orthographe est correcte ce qui aide à comprendre mon texte. Je réussis à tenir compte du public visé tout au long de mon texte. | |
| Critère E : interprétation de texte *Maximum : 16* (8 x 2)  Tu dois être capable de montrer ta compréhension d’un texte écrit en français.  À la fin de la première année, tu devras être capable:   * d’identifier des informations explicites et implicites; * d’identifier les idées principales et les informations complémentaires; * de tirer des conclusions, de déduire des informations et de reconnaître des points de vue et des attitudes implicites; * d’interpréter les aspects du style.   Ce critère sera évalué lors de lecture et d’appréciation de lettres, d’annonces publicitaires, d’articles de magazines et de journaux, des textes littéraires, de textes poétiques, etc. | | |
| Niveau de réussite | | Descripteur de niveaux |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | Je démontre que je comprends des informations simples dans les textes écrits dans un langage de tous les jours et, ou peu familier. J’identifie les idées principales, mais j’ai de la difficulté à comprendre les informations complémentaires. Je peux faire des déductions simples. Je démontre une compréhension superficielle du texte. |
| 3 – 4 | | Je démontre que je comprends des informations explicites, des idées principales et certaines informations complémentaires dans les textes écrits dans un langage courant et peu familier. Je peux comprendre certaines idées complexes. Je fais quelques déductions superficielles. Je démontre une compréhension générale du texte. |
| 5 – 6 | | Je démontre que je comprends des informations explicites et même parfois implicites. J’identifie les idées principales et certaines informations complémentaires présentes dans des textes écrits dans un langage courant et peu familier. Je comprends les idées complexes. Je fais des déductions assez exactes. Je démontre une bonne compréhension de la majeure partie du texte. |
| 7 – 8 | | Je démontre que je comprends des informations explicites et implicites. Je comprends les idées principales et les informations complémentaires présentes dans des textes écrits dans un langage courant et peu familier. Je comprends les idées complexes et certaines subtilités. Je fais des déductions exactes. Je peux identifier quelques aspects du style. Je démontre une compréhension subtile de tout le texte. |

## CRITÈRES D'ÉVALUATION MODIFIÉS EN LANGUE B NIVEAU ANVANCÉ - 3E ANNÉE DU PPCS

|  |  |  |
| --- | --- | --- |
| Critère A : communication orale – message et interaction *Maximum : 8*  Tu dois être capable de communiquer des idées, d’intervenir dans un échange et de soutenir la conversation.  À la fin de la troisième année, tu dois être capable :   * de communiquer des informations, des idées et des points de vue ; * de répondre et de réagir à des questions et à des idées (dans des situations familières et spontanées) ; * d’intervenir dans la conversation et de participer activement ;   Ce critère sera évalué lors de discussions, de débats et de travaux de groupe. | | |
| Niveau de réussite | Descripteur de niveaux | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | Je communique des informations superficielles. Mes idées et points de vue sont hors sujet et répétitifs. Mes réponses et mes réactions démontrent que j’ai une compréhension limitée du sujet. J’ai besoin d’aide pour participer à la conversation. Mes idées sont rarement structurées et cela nuit à la cohérence du message. | |
| 3 – 4 | Je communique facilement des informations simples mais j’ai de la difficulté quand mes informations sont plus difficiles. Mes idées et mes points de vue ne sont pas toujours pertinents. Parfois, mes idées et mes points de vue ne sont pas fondés. Mes réponses et mes réactions démontrent que je comprends le sujet, mais la discussion reste parfois superficielle. Je participe à la conversation, mais j’ai parfois besoin d’aide. Mes idées sont assez claires et permettent d’avoir une interaction. Toutefois, mes idées ne sont pas toujours structurées et cela ne nuit pas à la cohérence du message. | |
| 5–6 | Je communique facilement la plupart de toutes mes informations sauf lorsqu’elles sont plus complexes. Mes idées et points de vue sont pertinents, développés et parfois fondés. Mes réponses et mes réactions démontrent une bonne compréhension du sujet. Je participe activement à la conversation. Mes idées sont structurées et mon message est plutôt cohérent. | |
| 7 – 8 | Je communique facilement toutes mes informations, même les plus complexes. Mes idées et points de vue sont pertinents et bien développés (avec exemples). Mes réponses et mes réactions démontrent une compréhension complète et assez approfondie du sujet. Je participe activement à la conversation et ma contribution est importante. Je structure mes idées de façon logique ce qui rend mon message cohérent. | |
| Critère B : communication orale – style et qualité de la langue *Maximum : 8*  Tu dois être capable d’utiliser la langue avec efficacité.  À la fin de la troisième année, tu devras être capable :   * d’utiliser une prononciation et/ou une intonation claires; * d’utiliser correctement un vocabulaire varié; * d’utiliser correctement des structures grammaticales variées; * de démontrer ton aptitude à adapter le registre et le style à la situation.   Ce critère sera évalué lors de discussions, de débats et de travaux de groupe. | | |
| Niveau de réussite | | Descripteur de niveaux |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | Je m’exprime avec une intonation incorrecte et/ou hésite souvent. J’utilise un vocabulaire peu varié, ainsi qu’une grammaire souvent inexacte ou inappropriée. Mon message est difficile à comprendre. |
| 3 – 4 | | Je fais quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, ce qui gêne mon message. J’utilise un vocabulaire varié mais parfois inapproprié. Je fais quelques erreurs dans les structures grammaticales. Je suis capable d’utiliser des structures simples et complexes lorsque je m’exprime même si je fais des erreurs lorsque je les utilise. |
| 5 – 6 | | Je fais quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, mais cela ne gêne pas mon message. J’utilise un vocabulaire varié et généralement correct et j’utilise quelques idiomes. J’utilise correctement les structures grammaticales simples mais je fais quelques erreurs dans les structures grammaticales complexes. J’essaie de respecter le registre de langue. |
| 7 – 8 | | Je m’exprime avec aisance ce qui rend mon message efficace. J’utilise un vocabulaire varié, approprié et parfois idiomatique. J’utilise des structures grammaticales simples et complexes de façon exacte. Je respecte le registre de langue. |

|  |  |  |  |
| --- | --- | --- | --- |
| Critère C : expression écrite – message et organisation *Maximum : 8*  Tu dois être capable de communiquer, d’organiser et de soutenir des idées pertinentes.  À la fin de la troisième année tu devras être capable :   * de fournir des informations et de communiquer des idées; * de traiter un sujet de manière approfondie et de développer des idées; * d’utiliser une présentation et une structure appropriées à la tâche pour organiser son travail.   Ce critère sera évalué lors de rédactions de textes, de comptes rendus, de compositions, de créations littéraires, etc. | | | |
| Niveau de réussite | | | Descripteur de niveaux |
| 0 | | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | | Je communique des informations superficielles. Mes idées peuvent être hors sujet et/ou souvent répétitives. Mes opinions sont peu pertinentes et parfois hors sujet. Je démontre un faible niveau de compréhension du sujet. La structure de mon texte comporte plusieurs défauts qui empêchent de passer mon message. |
| 3 – 4 | | | Je communique facilement les informations simples mais j’éprouve souvent des difficultés avec les informations plus complexes. Mes idées ne sont pas toujours pertinentes et/ou mes points de vue ne sont pas développés. Je démontre une certaine compréhension du sujet, mais mon message est parfois superficiel. La structure de mon texte est appropriée et permet de passer mon message. |
| 5 – 6 | | | Je communique facilement la plupart des informations mais j’ai quelques difficultés lorsque mes informations sont complexes. Mes idées et points de vue sont pertinents et appuyés par des faits. Je montre que je comprends le sujet. La structure de mon texte est appropriée et j’utilise quelques connecteurs logiques. |
| 7 – 8 | | | Je communique efficacement des informations simples et complexes. Mes idées et points de vue sont pertinents, soutenus par des exemples et toujours appuyés sur des faits. Je montre que je maîtrise le sujet. La structure de mon texte est claire et efficace, ce qui rend mon message facile à comprendre. J’utilise les connecteurs logiques qui aident à développer mes idées. |
| Critère D : expression écrite – style et qualité de la langue *Maximum : 8*  Tu dois être capable d’utiliser la langue avec efficacité.  À la fin de la troisième année, tu seras capable :   * d’utiliser correctement un vocabulaire et des expressions idiomatiques variés ; * d’utiliser correctement des structures grammaticales et une syntaxe variées ; * d’orthographier correctement les mots; * de rédiger un texte en tenant compte du public visé.   Ce critère sera évalué lors de rédactions de textes, de comptes rendus, de compositions, de créations littéraires, etc. | | | |
| Niveau de réussite | Descripteur de niveaux | | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | | |
| 1 – 2 | J’utilise un vocabulaire peu varié. Je fais quelques fautes d’orthographe d’usage ou grammaticales qui gênent parfois le message. Je tente de tenir compte du public visé. Je fais de nombreuses erreurs de style. | | |
| 3 – 4 | J’utilise un vocabulaire varié mais parfois inapproprié au contexte. Je fais quelques fautes d’orthographe d’usage et grammaticales mais cela n’a pas de conséquence sur le message. Je fais de rares fautes d’orthographe, mais elles ne gênent pas mon message. Je tiens habituellement compte du public visé. J’utilise le style de façon irrégulière. | | |
| 5 – 6 | J’utilise un vocabulaire varié et approprié. Je peux utiliser quelques expressions. J’utilise correctement les structures grammaticales simples et je tente d’en utiliser des plus complexes. Mon orthographe est généralement correcte et aide à mieux comprendre mon message. Je réussis à tenir compte du public visé. J’utilise un style approprié. | | |
| 7 – 8 | J’utilise un vocabulaire varié et complexe. J’utilise correctement des expressions. J’utilise correctement des structures grammaticales de base et complexes. Je démontre par mon texte que je connais bien la langue française. Mon orthographe est correcte ce qui améliore mon texte. Je réussis à tenir compte du public ciblé tout au long de mon texte. J’utilise toujours un style approprié. Je suis capable d’utiliser la langue de façon créative. | | |
| Critère E : interprétation de texte *Maximum : 16* (8 x 2)  Tu dois être capable de montrer ta compréhension d’un texte écrit en français.  À la fin de la troisième année, tu devras être capable:   * d’identifier des informations explicites et implicites; * d’identifier les idées principales et les informations complémentaires; * de tirer des conclusions, de déduire des informations, et de reconnaître des points de vue et des attitudes implicites; * d’interpréter les aspects du style.   Ce critère sera évalué lors de lecture / appréciation de lettres, d’annonces publicitaires, d’articles de magazines et de journaux, des textes littéraires, de textes poétiques, etc. | | | |
| Niveau de réussite | | Descripteur de niveaux | |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | | Je démontre que je comprends des informations simples dans les textes écrits dans un langage de tous les jours et peu familier. J’identifie les idées principales, mais j’ai de la difficulté à comprendre les informations complémentaires. Je peux faire des déductions simples. Je démontre une compréhension superficielle du texte. | |
| 3 – 4 | | Je démontre que je comprends des informations explicites et certaines informations implicites, des idées principales et certaines informations complémentaires dans les textes écrits dans un langage courant et peu familier. Je peux comprendre certaines idées complexes. Je fais quelques déductions peu fondées. Je démontre une compréhension générale du texte. | |
| 5 – 6 | | Je démontre que je comprends des informations explicites et plusieurs informations implicites. J’identifie les idées principales et plusieurs informations complémentaires présentes dans des textes écrits dans un langage courant et peu familier. Je comprends les idées complexes. Je fais des déductions fondées sur des détails du texte. Je démontre une bonne compréhension de la majeure partie du texte. | |
| 7 – 8 | | Je démontre que je comprends des informations explicites et implicites. Je comprends les idées principales et les informations complémentaires présentes dans des textes écrits dans un langage courant et peu familier. Je comprends les idées complexes et plusieurs subtilités. Je fais des déductions exactes fondées sur des détails pertinents du texte. Je peux identifier quelques aspects du style. Je démontre une compréhension subtile de tout le texte. | |

## CRITÈRES D'ÉVALUATION EN LANGUE B NIVEAU ANVANCÉ - 5E ANNÉE DU PPCS

|  |  |
| --- | --- |
| Critère A : communication orale – message et interaction *Maximum : 8*  Tu es capable de communiquer des idées, d’intervenir dans un échange et de soutenir la conversation.  À la fin de ta cinquième année, tu devras être capable :   * de communiquer des informations, des idées et des points de vue; * de répondre et de réagir à bon escient à des questions et à des idées (dans des situations familières et spontanées); * d’intervenir dans la conversation et d’y participer activement; * de soutenir la conversation grâce à une fluidité des idées et en assurant une continuité logique;   Ce critère sera évalué lors de discussions, de débats, de travaux par groupe de deux, d’entretiens, de présentations suivies de séances de questions-réponses, etc. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je communique des informations superficielles. Mes idées peuvent être hors de propos et/ou souvent répétitives. Mes idées et points de vue sont fondés sur des éléments peu pertinents ou hors de propos. Mes réponses et mes réactions démontrent une compréhension limitée ou une absence de compréhension du sujet. J’ai besoin qu’on m’aide pour participer à la conversation. Il y a des défauts dans la cohésion de mes idées et cela gêne la cohérence de mon message et de l’interaction. |
| 3 – 4 | Je communique facilement les informations simples mais j’éprouve des difficultés lorsque les informations se font plus complexes. Mes idées ne sont pas toujours pertinentes. Mes idées et points de vue ne sont pas suffisamment fondés. Mes réponses et mes réactions démontrent une certaine compréhension du sujet, mais la discussion est parfois superficielle. Je participe à la conversation, mais j’ai parfois besoin qu’on m’aide. J’ai quelques défauts dans la cohésion de mes idées, mais cela ne gêne pas la cohérence du message ni de l’interaction. |
| 5–6 | Je communique facilement la plupart des informations mais je peux éprouver quelques difficultés lorsque les informations se font plus complexes. Mes idées et mes points de vue sont pertinents et généralement fondés. Mes réponses et mes réactions démontrent une bonne compréhension du sujet. Je participe activement à la conversation. Mon message et mon interaction sont généralement cohérents. |
| 7 – 8 | Je communique facilement les informations simples et complexes. Mes idées et points de vue sont pertinents, ciblés et étayés d’exemples et d’illustrations. Mes réponses et mes réactions de l’élève démontrent une compréhension complète et approfondie du sujet. Je participe activement à la conversation et sa contribution est importante. Je structure mes idées de façon logique ce qui permet la cohérence du message et de l’interaction. |

|  |  |
| --- | --- |
| Critère B : communication orale – style et qualité de la langue *Maximum : 8*  Tu es capable d’utiliser la langue avec efficacité et correction.  À la fin de ta cinquième année, tu devras être capable :   * d’utiliser une prononciation et/ou une intonation claires; * d’utiliser correctement un vocabulaire varié; * d’utiliser correctement des structures grammaticales variées; * de démontrer son aptitude à adapter le registre et le style à la situation.   Ce critère sera évalué lors de discussions, de travaux par groupe de deux, d’entretiens, de présentations suivies de séances de questions-réponses, etc. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je m’exprime avec une intonation incorrecte et/ou hésite souvent, ce qui gêne l’intelligibilité. J’utilise un vocabulaire et un idiome peu variés, ainsi qu’une grammaire souvent inexacte ou inappropriée. Je démontre une faible appréciation du registre ou du style. |
| 3 – 4 | Je commets quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, ce qui gêne quelquefois l’intelligibilité. J’utilise un vocabulaire varié mais parfois inapproprié au contexte et commets quelques erreurs dans les structures grammaticales simples et complexes. Le registre et le style sont évidents mais ils sont utilisés de façon irrégulière et/ou inappropriée. |
| 5 – 6 | Je commets quelques erreurs d’intonation et/ou m’exprime parfois de manière hésitante, mais cela ne gêne pas la communication. J’utilise un vocabulaire varié et généralement correct, ainsi que quelques expressions idiomatiques. J’utilise correctement les structures grammaticales simples mais commets quelques erreurs dans les structures grammaticales complexes. Le registre et le style sont généralement appropriés à la tâche. |
| 7 – 8 | Mon intonation et mon aisance contribuent à l’efficacité de la communication. J’utilise un vocabulaire varié, approprié et idiomatique. J’utilise des structures grammaticales simples et complexes de façon exacte. Le registre et le style sont efficaces et appropriés à la tâche. |

|  |  |  |
| --- | --- | --- |
| Critère C : expression écrite – message et organisation *Maximum : 8*  Tu es capable de communiquer, d’organiser et de soutenir des idées pertinentes.  À la fin de ta cinquième année, tu seras capable :   * de fournir des informations et de communiquer des idées; * de traiter un sujet de manière approfondie et de développer des idées; * d’utiliser une présentation et une structure appropriées à la tâche pour organiser son travail.   Ce critère sera évalué lors de rédactions de lettres, de comptes rendus, d’articles d’informations, d’éditoriaux, de compositions, de créations littéraires, etc. Ces tâches t’offrent de meilleures occasions de démontrer ta capacité à communiquer tes idées. | | |
| Niveau de réussite | Descripteur de niveaux | |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. | |
| 1 – 2 | Je communique des informations superficielles. Mes idées peuvent être hors de propos et/ou souvent répétitives. Mes points de vue sont fondés sur des éléments peu pertinents ou hors de propos. Je démontre un faible niveau de compréhension superficielle du sujet. La structure de mon texte comporte des défauts qui gênent le développement des idées. | |
| 3 – 4 | Je communique facilement les informations simples mais j’éprouve des difficultés lorsque les informations se font plus complexes. Mes idées ne sont pas toujours pertinentes et/ou mes points de vue ne sont pas suffisamment fondés. Je démontre un certain niveau de compréhension du sujet, mais mon message est parfois superficiel. La structure de mon texte est majoritairement appropriée ; elle comporte quelques défauts mais ils ne gênent pas le développement de mes idées. | |
| 5 – 6 | Je communique facilement la plupart des informations mais je peux éprouver quelques difficultés lorsque les informations sont complexes. Mes idées et points de vue sont pertinents et généralement fondés. Je démontre un niveau satisfaisant de compréhension du sujet. La structure de mon texte est appropriée et j’utilise correctement les connecteurs logiques. | |
| 7 – 8 | Je communique des informations complexes. Mes idées et points de vue sont pertinents, ciblés et étayés d’exemples et d’illustrations, lorsque cela s’avère approprié. Je démontre une compréhension approfondie et complète du sujet. La structure de mon texte est claire et efficace, et facilite la transmission du message. J’utilise des connecteurs logiques qui améliorent le développement de mes idées. | |
| Critère D : expression écrite – style et qualité de la langue *Maximum : 8*  J’utilise la langue avec efficacité et correction ?  À la fin de la cinquième année tu seras capable:   * d’utiliser correctement un vocabulaire et des expressions idiomatiques variés ? * d’utiliser correctement des structures grammaticales et une syntaxe variées ? * d’orthographier correctement les mots ou de bien former les caractères ? * de rédiger un texte en tenant compte du public visé ?   Ce critère sera évalué lors de rédactions de lettres, d’annonces publicitaires, de compositions, de créations littéraires et de présentations. Ces tâches t’offrent de meilleures occasions de démontrer ta capacité à utiliser la langue. | | |
| Niveau de réussite | | Descripteur de niveaux |
| 0 | | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | | J’utilise un vocabulaire et un idiome peu variés. Ma grammaire est souvent inexacte ou inappropriée, mais cela n’a pas de conséquence sur l’intelligibilité. Je commets quelques fautes d’orthographe ou erreurs d’écriture qui gênent parfois la communication. Je tente de tenir compte du public visé. Cependant, j’utilise souvent le registre et/ou le style de façon irrégulière et/ou inappropriée. |
| 3 – 4 | | Le vocabulaire que je choisis est varié mais parfois inapproprié au contexte. Je commets quelques erreurs dans les structures grammaticales simples et complexes, mais cela n’a pas de conséquence sur l’intelligibilité. Je commets de rares fautes d’orthographe ou erreurs d’écriture mais celles-ci ne gênent pas la communication. Je tente sérieusement de tenir compte du public visé. Cependant, j’utilise parfois le registre et/ou le style de façon irrégulière et/ou inappropriée. |
| 5 – 6 | | Le vocabulaire que je choisis est varié et approprié, et comprend quelques expressions idiomatiques. J’utilise correctement les structures grammaticales simples et bien que je commette quelques erreurs dans les structures grammaticales complexes, cela n’a pas de conséquence sur l’intelligibilité. L’orthographe et/ou l’écriture contribuent à la qualité de mon travail. Je démontre clairement mon intention de tenir compte du public visé. Le registre et le style sont appropriés à la tâche. |
| 7 – 8 | | J’utilise un vocabulaire varié, complexe et idiomatique. J’utilise des structures grammaticales complexes qui enrichissent le style du texte. Je démontre mon aptitude à manipuler la langue. L’orthographe et/ou l’écriture contribuent à la qualité de mon travail. Je démontre clairement mon intention de tenir compte du public visé. Le registre et le style sont efficaces. Lorsque la tâche le permet, je peux utiliser la langue de manière créative ou faire preuve d’humour ou d’ironie. |

|  |  |
| --- | --- |
| Critère E : interprétation de texte *Maximum : 16* (8 x 2)  Je montre une aptitude à comprendre un texte écrit en français.  À la fin de la cinquième année, tu es capable :   * d’identifier des informations explicites et implicites; * d’identifier les idées principales et les informations complémentaires; * de tirer des conclusions, de déduire des informations, et de reconnaître des points de vue et des attitudes implicites; * d’interpréter les aspects du style.   Ce critère sera évalué lors de lettres, d’annonces publicitaires, d’articles de magazines et de journaux, de nouvelles, d’extraits de textes littéraires, de poésie, etc. | |
| Niveau de réussite | Descripteur de niveaux |
| 0 | Je n’atteins aucun des niveaux décrits ci-dessous. |
| 1 – 2 | Je démontre une compréhension des informations simples énoncées dans des textes écrits dans un langage courant et dans un langage peu familier. J’identifie les idées principales mais j’éprouve quelques difficultés à comprendre les informations complémentaires. Je fais des déductions simples qui sont rarement fondées. je démontre une compréhension superficielle du texte dans son ensemble. |
| 3 – 4 | Je démontre une compréhension des informations explicites et implicites, des idées principales et de certaines informations complémentaires présentes dans des textes écrits dans un langage courant et dans un langage peu familier, et/ou contenant des idées complexes. Je fais des déductions qui ne sont pas suffisamment fondées et j’éprouve des difficultés à identifier les aspects du style. Je démontre une compréhension générale du texte. |
| 5 – 6 | Je démontre une compréhension des informations explicites et implicites, des idées principales et des informations complémentaires présentes dans des textes écrits dans un langage courant et dans un langage peu familier, et/ou contenant des idées complexes. Je fais des déductions fondées sur des détails du texte et je peux identifier certains aspects du style. Je démontre une bonne compréhension de la majeure partie du texte. |
| 7 – 8 | Je démontre une compréhension des informations explicites et implicites, des idées principales et des informations complémentaires présentes dans des textes écrits dans un langage courant et dans un langage peu familier, et/ou contenant des idées complexes ainsi que des subtilités. Je fais des déductions fondées sur des détails du texte convaincants et je peux interpréter les aspects du style. Je démontre une compréhension subtile de l’ensemble du texte. |

# MATHEMATICS

## MODIFIED ASSESSMENT IN MATHEMATICS - MYP 1ST YEAR

|  |  |  |
| --- | --- | --- |
| A : Knowledge and Understanding *Maximum: 8*  Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects you to use their knowledge and to demonstrate your understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems.  By the end of cycle one you should be able to:   * know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) * use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts * select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.   Assessment tasks for this criterion are likely to be classroom tests, examinations, real-life problems and investigations that may have a variety of solutions.  NOTES :  Unfamiliar situation: challenging questions or instructions set in a new context in which students are required to apply knowledge and/or skills they have been taught.  Deduction: reasoning from the general to the particular/specific to reach a conclusion from the information given.  Context: the situation and the parameters given to a problem. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | With guidance, I attempt to solve familiar problems | |
| 3-4 | I solve simple familiar problems | |
| 5-6 | I solve challenging problems in familiar contexts | |
| 7-8 | I solve challenging problems in unfamiliar situations | |
| B: Investigating Patterns *Maximum: 8*  Through the use of mathematical investigations, you are given the opportunity to apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyze information, find relationships and patterns, describe these mathematically as general rules, and justify or prove them.  By the end of cycle one you should be able to:   * select and apply appropriate inquiry and mathematical problem-solving techniques * recognize patterns * describe patterns as relationships or general rules * draw conclusions consistent with findings * justify or prove mathematical relationships and general rules.   Assessment tasks for this criterion should be mathematical investigations of some complexity, as appropriate to the level of MYP mathematics. Tasks should allow you to choose your own mathematical techniques to investigate problems, and to reason from the specific to the general. Assessment tasks could have a variety of solutions and may be set in real-life contexts. Your teacher should clearly state whether you need to provide a justification or a proof.  Your teacher should include a good balance between tasks done under test conditions and tasks done at home in order to ensure the development of independent mathematical thinking.  Notes:  Pattern: the underlining order, regularity or predictability between the elements of a mathematical system. To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as relationships or generalized rules.  Justification: give valid reasons or evidence to support the conclusion and explain why the rule works.  Proof: a mathematical demonstration of the truth of the relationship or general rule. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | With guidance, I apply mathematical problem-solving techniques to recognize simple patterns. |
| 3-4 | | I select and apply mathematical problem-solving techniques to recognize patterns. |
| 5-6 | | I select and apply mathematical problem-solving techniques to recognize patterns. I describe patterns as relationships or general rules. I draw conclusions consistent with findings. |
| 7-8 | | I select and apply mathematical problem-solving techniques to recognize patterns. I describe patterns as relationships or general rules. I draw conclusions consistent with findings. I provide justification or proofs for conclusions |
| C: Communication in Mathematics *Maximum: 6*  You are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.  By the end of cycle one you should be able to:   * use appropriate mathematical language in both oral and written explanations * use different forms of mathematical representation * communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems.   You are encouraged to choose and use ICT tools as appropriate and, where available, to enhance communication of their mathematical ideas. Some of the possible ICT tools used in mathematics include spreadsheets, graph plotter software, dynamic geometry software, computer algebra systems, mathematics content-specific software, graphic display calculators (GDC), word processing, desktop publishing, graphic organizers and screenshots.  Assessment tasks for this criterion are likely to be real-life problems, tests, examinations and investigations.  Tests and examinations that are to be assessed against criterion C must be designed to allow you to show complete lines of reasoning using mathematical language.  NOTES:  Mathematical language: the use of notation, symbols, terminology and verbal explanations.  Forms of mathematical representation: refers to formulae, diagrams, tables, charts, graphs and models used to represent mathematical information. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below. |
| 1-2 | | I show a basic use of mathematical language and/or forms of mathematical representation. |
| 3-4 | | I show sufficient use of mathematical language and forms of mathematical representation. I use lines of reasoning that clear though not always logical or complete. I move between different forms of representation with some success. |
| 5-6 | | I show good use of mathematical language and forms of mathematical representation. I use lines of reasoning that concise, logical and complete. I move effectively between different forms of representation. |
| D: Reflection in Mathematics *Maximum: 6*  MYP mathematics encourages you to reflect upon their findings and problem-solving processes.  By the end of cycle one you should be able to:   * explain whether your results make sense in the context of the problem * explain the importance of your findings in connection to real life where appropriate * justify the degree of accuracy of your results where appropriate * suggest improvements to the method when necessary.   Assessment tasks are most likely to be mathematical investigations or real-life problems. Generally these types of tasks will provide you with opportunities to use mathematical concepts and skills to solve problems in real-life contexts.  NOTES:  Explain: give a detailed account including reasons or causes.  Describe: give a detailed account. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I attempt to explain whether my results to make sense in the context or problem. I attempt to describe the importance of my findings in connection to real life. |
| 3-4 | | I correctly but briefly explain whether my results to make sense in the context or problem. I describe the importance of my findings in connection to real life. |
| 5-6 | | I critically explain whether my results to make sense in the context or problem. I provide detailed explanation of the importance of my findings in connection to real life. I suggest improvements to the method when necessary |

## MODIFIED ASSESSMENT CRITERIA IN MATHEMATICS – MYP 3rd year

|  |  |  |
| --- | --- | --- |
| A : Knowledge and Understanding *Maximum: 8*  Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects you to use their knowledge and to demonstrate your understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems.  By the end of cycle two you should be able to:   * know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) * use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts * select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.   Assessment tasks for this criterion are likely to be classroom tests, examinations, real-life problems and investigations that may have a variety of solutions.  NOTES :  Unfamiliar situation: challenging questions or instructions set in a new context in which the student is required to apply knowledge and/or skills they have been taught.  Deduction: reasoning from the general to the particular/specific to reach a conclusion from the information given.  Context: the situation and the parameters given to a problem. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I generally make appropriate deductions when solving simple problems in familiar contexts | |
| 3-4 | I generally make appropriate deductions when solving more complex problems in familiar contexts | |
| 5-6 | I generally make appropriate deductions when solving challenging problems in a variety of familiar contexts. | |
| 7-8 | I consistently make appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations. | |
| B: Investigating Patterns *Maximum: 8*  Through the use of mathematical investigations you are given the opportunity to apply mathematical knowledge.  By the end of cycle two you should be able to:   * select and apply appropriate inquiry and mathematical problem-solving techniques * recognize patterns * describe patterns as relationships or general rules * draw conclusions consistent with findings * justify or prove mathematical relationships and general rules.   Assessment tasks for this criterion should be mathematical investigations of some complexity, as appropriate to the level of MYP mathematics. Tasks should allow you to choose your own mathematical techniques to investigate problems, and to reason from the specific to the general. Assessment tasks could have a variety of solutions and may be set in real-life contexts. Your teacher should clearly state whether you need to provide a justification or a proof.  Your teacher should include a good balance between tasks done under test conditions and tasks done at home in order to ensure the development of independent mathematical thinking.  Notes  Pattern: the underlining order, regularity or predictability between the elements of a mathematical system. To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as relationships or generalized rules.  Justification: give valid reasons or evidence to support the conclusion and explain why the rule works.  Proof: a mathematical demonstration of the truth of the relationship or general rule. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below. |
| 1–2 | | I apply, with some guidance, mathematical problem-solving techniques to recognize simple patterns. |
| 3–4 | | I apply mathematical problem-solving techniques to recognize patterns, and suggest relationships or general rules. |
| 5–6 | | I select and apply mathematical problem-solving techniques to recognize patterns, describe them as relationships or general rules, and draw conclusions consistent with findings. |
| 7–8 | | I select and apply mathematical problem-solving techniques to recognize patterns, describe them as relationships or general rules, draw the correct conclusions consistent with the correct findings, and provide justifications or a proof. |
| C: Communication in Mathematics *Maximum: 6*  You are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.  By the end of cycle two you should be able to:   * use appropriate mathematical language in both oral and written explanations * use different forms of mathematical representation * communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems.   You are encouraged to choose and use ICT tools as appropriate and, where available, to enhance communication of their mathematical ideas. Some of the possible ICT tools used in mathematics include spreadsheets, graph plotter software, dynamic geometry software, computer algebra systems, mathematics content-specific software, graphic display calculators (GDC), word processing, desktop publishing, graphic organizers and screenshots.  Assessment tasks for this criterion are likely to be real-life problems, tests, examinations and investigations.  Tests and examinations that are to be assessed against criterion C must be designed to allow you to show complete lines of reasoning using mathematical language.  NOTES:  Mathematical language: the use of notation, symbols, terminology and verbal explanations.  Forms of mathematical representation: refers to formulae, diagrams, tables, charts, graphs and models used to represent mathematical information. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below. | |
| 1–2 | I show basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow. | |
| 3–4 | I show sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. I move between different forms of representation with some success. | |
| 5–6 | I show good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete**.** I move effectively between different forms of representation | |
| D: Reflection in Mathematics *Maximum: 6*  MYP mathematics encourages you to reflect upon their findings and problem-solving processes.  By the end of cycle two you should be able to:   * explain whether your results make sense in the context of the problem * explain the importance of your findings in connection to real life where appropriate * justify the degree of accuracy of your results where appropriate * suggest improvements to the method when necessary.   Assessment tasks are most likely to be mathematical investigations or real-life problems. Generally these types of tasks will provide you with opportunities to use mathematical concepts and skills to solve problems in real-life contexts.  NOTES:  Explain: give a detailed account including reasons or causes.  Describe: give a detailed account. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below. | |
| 1–2 | I attempt to explain whether my results make sense in the context of the problem. I attempt to describe the importance of my findings in connection to real life where appropriate. | |
| 3–4 | I correctly but briefly explain whether my results make sense in the context of the problem. I describe the importance of my findings in connection to real life where appropriate. I attempt to justify the degree of accuracy of my results where appropriate. | |
| 5–6 | I critically explain whether my results make sense in the context of the problem. I provide a detailed explanation of the importance of my findings in connection to real life where appropriate. I justify the degree of accuracy of my results where appropriate. I suggest improvements to my method where appropriate. | |

## ASSESSMENT CRITERIA IN MATHEMATICS – MYP 5th year

|  |  |
| --- | --- |
| A : Knowledge and Understanding *Maximum: 8*  Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects you to use their knowledge and to demonstrate your understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems.  By the end of the final year of the MYP you should be able to:   * know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics) * use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts * select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.   Assessment tasks for this criterion are likely to be classroom tests, examinations, real-life problems and investigations that may have a variety of solutions.  NOTES :  Unfamiliar situation: challenging questions or instructions set in a new context in which students are required to apply knowledge and/or skills they have been taught.  Deduction: reasoning from the general to the particular/specific to reach a conclusion from the information given.  Context: the situation and the parameters given to a problem. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I generally make appropriate deductions when solving simple problems in familiar contexts |
| 3-4 | I generally make appropriate deductions when solving more complex problems in familiar contexts |
| 5-6 | I generally make appropriate deductions when solving challenging problems in a variety of familiar contexts. |
| 7-8 | I consistently make appropriate deductions when solving challenging problems in a variety of contexts including unfamiliar situations**.** |
| B: Investigating Patterns *Maximum: 8*  Through the use of mathematical investigations you are given the opportunity to apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyze information, find relationships and patterns, describe these mathematically as general rules, and justify or prove them.  By the end of the final year of the MYP you should be able to:   * select and apply appropriate inquiry and mathematical problem-solving techniques * recognize patterns * describe patterns as relationships or general rules * draw conclusions consistent with findings * justify or prove mathematical relationships and general rules.   Assessment tasks for this criterion should be mathematical investigations of some complexity, as appropriate to the level of MYP mathematics. Tasks should allow you to choose your own mathematical techniques to investigate problems, and to reason from the specific to the general. Assessment tasks could have a variety of solutions and may be set in real-life contexts. Your teacher should clearly state whether you need to provide a justification or a proof.  Your teacher should include a good balance between tasks done under test conditions and tasks done at home in order to ensure the development of independent mathematical thinking.  Notes  Pattern: the underlining order, regularity or predictability between the elements of a mathematical system. To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as relationships or generalized rules.  Justification: give valid reasons or evidence to support the conclusion and explain why the rule works.  Proof: a mathematical demonstration of the truth of the relationship or general rule. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | Iapply**,** with some guidance, mathematical problem-solving techniques to recognize simple patterns. |
| 3–4 | I apply mathematical problem-solving techniques to recognize patterns, and suggestrelationships or general rules. |
| 5–6 | I select and apply mathematical problem-solving techniques to recognize patterns, describe them as relationships or general rules, and draw conclusions consistent with findings. |
| 7–8 | I select and apply mathematical problem-solving techniques to recognize patterns, describe them as relationships or general rules, draw the correct conclusions consistent with the correct findings, and provide justifications or a proof. |

|  |  |
| --- | --- |
| C: Communication in Mathematics *Maximum: 6*  You are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.  By the end of the final year of the MYP you should be able to:   * use appropriate mathematical language in both oral and written explanations * use different forms of mathematical representation * communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems.   You are encouraged to choose and use ICT tools as appropriate and, where available, to enhance communication of their mathematical ideas. Some of the possible ICT tools used in mathematics include spreadsheets, graph plotter software, dynamic geometry software, computer algebra systems, mathematics content-specific software, graphic display calculators (GDC), word processing, desktop publishing, graphic organizers and screenshots.  Assessment tasks for this criterion are likely to be real-life problems, tests, examinations and investigations.  Tests and examinations that are to be assessed against criterion C must be designed to allow you to show complete lines of reasoning using mathematical language.  NOTES:  Mathematical language: the use of notation, symbols, terminology and verbal explanations.  Forms of mathematical representation: refers to formulae, diagrams, tables, charts, graphs and models used to represent mathematical information. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I show basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow**.** |
| 3–4 | I show sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete**.** I move between different forms of representation with some success. |
| 5–6 | I show good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete**.** I move effectively between different forms of representation. |
| D: Reflection in Mathematics *Maximum*: 6  MYP mathematics encourages you to reflect upon their findings and problem-solving processes.  By the end of the final year of the MYP you should be able to:   * explain whether your results make sense in the context of the problem * explain the importance of your findings in connection to real life where appropriate * justify the degree of accuracy of your results where appropriate * suggest improvements to the method when necessary.   Assessment tasks are most likely to be mathematical investigations or real-life problems. Generally these types of tasks will provide you with opportunities to use mathematical concepts and skills to solve problems in real-life contexts.  NOTES:  Explain: give a detailed account including reasons or causes.  Describe: give a detailed account. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I attempt to explain whether my results make sense in the context of the problem. I attempt to describe the importance of my findings in connection to real life where appropriate. |
| 3–4 | I correctly but briefly explain whether my results make sense in the context of the problem. I describe the importance of my findings in connection to real life where appropriate. I attempt to justify the degree of accuracy of my results where appropriate. |
| 5–6 | I critically explain whether my results make sense in the context of the problem. I provide a detailed explanation of the importance of my findings in connection to real life where appropriate. I justify the degree of accuracy of my results where appropriate. I suggest improvements to my method where appropriate. |

# PHYSICAL EDUCATION

## MODIFIED ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 1st year

|  |  |
| --- | --- |
| Criterion A: Use of knowledge *Maximum 8*  By the end of Secondary 1,  You are expected to have a knowledge and understanding of the physical activities or topics studied. You are also expected to be able to use this knowledge and understanding to help you evaluate what you learned, and you should also apply it to analyze situations and solve problems.  Topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.  Criterion A is best assessed through written or oral activities, and must be assessed in a non-performance/non-playing situation. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | The use of physical education vocabulary is below expectations. I demonstrate an absence of knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I try to use this knowledge to analyze and solve problems in basic familiar situations. |
| 3–4 | The use of physical education vocabulary is basic. I demonstrate a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge to analyze and solve problems in basic familiar situations. |
| 5–6 | The use of physical education vocabulary is increasing. I demonstrate a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I try to use this knowledge to analyze and solve problems in familiar situations. |
| 7–8 | The use of physical education vocabulary is adequate. I demonstrate an adequate knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge appropriately to analyze and solve problems in familiar situations. |
| Criterion B: Movement composition *Maximum 6*  By the end of Secondary 1,  You are expected to be able to compose sequences of body movements. You will explore different movement possibilities and variations along with the principles and concepts of putting these particular body movements together. You will be using different themes as inspiration.  For assessment of this objective, you must perform the sequence. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I try to select some aesthetic moves that are appropriate to the requirements of the task. I have difficulty in adapting and creating moves. The sequence tries to show use of space, time, level, force and flow. The composition does not have meaning and has many long pauses, and shows very little creativity. |
| 3–4 | I select, and I try to adapt and create aesthetic moves that are appropriate to the requirements of the task. The sequence shows basic ability to use space, time, level, force and flow. The composition is has little meaning, and tries to shows some aspects of imagination and creativity. |
| 5–6 | I select, adapt and create a basic range of aesthetic moves that are mostly appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition has meaning, and shows simple aspects of imagination, creativity and style. |

|  |  |
| --- | --- |
| Criterion C: Performance *Maximum 10*  By the end of Secondary 1,  You are expected to be able to perform in a range of activities, and show skills and techniques varying from basic to complex. You should be able to apply tactics, strategies and rules in both individual and group situations.  This objective must be assessed in a performance/playing situation. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate very little competence in basic moves, skills and techniques in the performance or playing situation. I try to show basic awareness of movement concepts, tactics, strategies and rules. I perform with very little precision, synchronization and/or energy. |
| 3–4 | I demonstrate little competence in basic moves, skills and techniques in the performance or playing situation. I show some awareness of movement concepts, tactics, strategies and rules, but have has difficulty in applying them. I perform with little precision, synchronization and/or energy. |
| 5–6 | I demonstrate competence in basic and rarely in complex moves, skills and techniques in the performance or playing situation. I try to apply movement concepts, tactics, strategies and rules. I inconsistently perform with precision, synchronization and energy. |
| 7–8 | I demonstrate competence in basic and a few complex moves, skills and techniques in the performance or playing situation. I apply very little movement concepts, tactics, strategies and rules appropriately. I perform with a basic degree of precision, synchronization and energy. |
| 9–10 | I demonstrate competency in both basic and some complex moves, skills and techniques in the performance or playing situation. I apply movement concepts, tactics, strategies and rules appropriately. I perform with a basic degree of precision, synchronization, energy, style and flair. |
| Criterion D: Social skills and personal engagement *Maximum 8*  By the end of Secondary 1,  You are expected to be able to communicate with others in a way that improves the physical education environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.  As part of taking responsibility for and improving your own learning, you are expected to be able to evaluate your own performance and achievement, including incorporating comments from your teacher as well as from your teammates/partners, and use this to set appropriate and achievable goals for the future. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I rarely show respect and sensitivity to myself, others and the physical environment. I often take responsibility for my own learning, but consistently rarely show enthusiasm and/or commitment to physical education. I constantly show difficulty in reflecting on your achievements and in setting and taking action to achieve goals. |
| 3–4 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I sometimes show respect and sensitivity to myself, others and the physical environment. I sometimes take responsibility for my own learning, and I show some enthusiasm and commitment to physical education. I reflect on my own achievements at a basic level, and I try to set appropriate goals but may need encouragement to take action towards achieving them. |
| 5–6 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I often show respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and I mostly show enthusiasm and/or commitment to physical education. I reflect on my own achievements, set appropriate goals and think of ways of working towards achieving them. |
| 7–8 | I demonstrate attitudes and strategies that increase my communication and relationships with others. I consistently show an adequate degree of respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and regularly show enthusiasm and commitment to physical education. I take the time to reflect on my own achievements, set appropriate goals that will help me learn, and I try to take action towards achieving them. |

## MODIFIED ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 3rd year

|  |  |  |
| --- | --- | --- |
| Criterion A: Use of knowledge *Maximum 8*  By the end of Secondary 3,  You are expected to have a knowledge and understanding of the physical activities or topics studied. You are also expected to be able to use this knowledge and understanding critically, and apply it to analyze situations and solve problems.  Topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.  Criterion A is best assessed through written or oral activities, and must be assessed in a non-performance/non-playing situation. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below. | |
| 1–2 | The use of terminology is frequently inconsistent, inappropriate or incorrect. I demonstrate a very limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I seldom use this knowledge to analyze and solve problems in some familiar situations. | |
| 3–4 | I use simple terminology that is frequently inaccurate or inappropriate. I demonstrate a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge to analyze and solve problems in some familiar situations. | |
| 5–6 | I use a basic range of terminology often accurately and appropriately in given situations. I demonstrate a fundamental knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge to analyze and solve problems in familiar and some simple unfamiliar situations. | |
| 7–8 | I use a moderate range of physical education terminology accurately and appropriately in many situations. I demonstrate a satisfactory knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge effectively to analyze and solve problems in familiar and some unfamiliar situations. | |
| Criterion B: Movement composition *Maximum 6*  By the end of Secondary 3,  You are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.  For assessment of this objective, you must perform the sequence. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below. |
| 1–2 | | I rarely select some aesthetic moves that are appropriate to the requirements of the task. I often have difficulty in adapting and/or creating moves. The sequence shows a basic use of space, time, level, force and flow. The composition is often incoherent with many pauses, and shows limited creativity. |
| 3–4 | | I frequently select, adapt and create aesthetic moves that are appropriate to the requirements of the task. The sequence shows a moderately competent use of space, time, level, force and flow. The composition is often coherent, and shows some aspects of imagination and creativity. |
| 5–6 | | I select, adapt and create a moderate range of aesthetic moves that are often appropriate to the requirements of the task. The sequence shows an appropriate use of space, time, level, force and flow. The composition is coherent, and shows some aspects of imagination, creativity and style. |

|  |  |
| --- | --- |
| Criterion C: Performance *Maximum 10*  By the end of Secondary 3,  You are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. You should be able to apply tactics, strategies and rules in both individual and group situations.  This objective must be assessed in a performance/playing situation. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate limited competence in basic moves, skills and techniques in the performance or playing situation. I show basic awareness of movement concepts, tactics, strategies and rules, but I show difficulty in applying them. I perform with limited precision, synchronization or energy. |
| 3–4 | I demonstrate some competence in basic moves, skills and techniques in the performance or playing situation. I show awareness of movement concepts, tactics, strategies and rules, but have some difficulty in applying them. I perform with limited precision, synchronization and/or energy. |
| 5–6 | I demonstrate competence in basic and a few complex moves, skills and techniques in the performance or playing situation. I apply few movement concepts, tactics, strategies and rules appropriately. I often perform with precision, synchronization and energy. |
| 7–8 | I demonstrate competence in basic and some complex moves, skills and techniques in the performance or playing situation. I apply some movement concepts, tactics, strategies and rules appropriately. I perform with a moderate degree of precision, synchronization and energy. |
| 9–10 | I show an adequate level of competency in both basic and complex moves, skills and techniques in the performance or playing situation. I apply movement concepts, tactics, strategies and rules in an effective manner. I perform with an adequate degree of precision, synchronization, energy, style and flair. |

|  |  |
| --- | --- |
| Criterion D: Social skills and personal engagement *Maximum 8*  By the end of Secondary 3,  You are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.  As part of taking responsibility for and enhancing your own learning, you are expected to be able to evaluate your own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I seldom show respect and sensitivity to myself, others and the physical environment. I often take responsibility for my own learning, but consistently show little enthusiasm and/or commitment to physical education. I frequently show difficulty in reflecting on my achievements and in setting and taking action to achieve goals. |
| 3–4 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I show respect and sensitivity to myself, others and the physical environment most of the time. I take responsibility for my own learning most of the time, and I show some enthusiasm and commitment to physical education. I reflect on my own achievements to a satisfactory level, usually set appropriate goals but may need encouragement to take action towards achieving them. |
| 5–6 | My attitudes and strategies contribute to the communication and relationships I have with others. I frequently show respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and usually show enthusiasm and/or commitment to physical education. I take time to reflect on my own achievements, set appropriate goals and take some action towards achieving them. |
| 7–8 | I demonstrate attitudes and strategies that increase my communication and relationships with others. I consistently show an adequate degree of respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and frequently show enthusiasm and commitment to physical education. I reflect critically on my own achievements, set appropriate goals that enhance learning, and frequently take action towards achieving them. |

## ASSESSMENT CRITERIA IN PHYSICAL EDUCATION – MYP 5th year

|  |  |
| --- | --- |
| Criterion A: Use of knowledge *Maximum 8*  By the end of Secondary 5,  You are expected to have a knowledge and understanding of the physical activities or topics studied. You are also expected to be able to use this knowledge and understanding critically, and apply it to analyze situations and solve problems.  Topics studied and assessed through criterion A should include not only sport but also sport-related and health-related fitness, and international perspectives on physical activity, sport and health education. Topics should always have a focus on physical activity, and be an integral part of the teaching and learning process.  Criterion A is best assessed through written or oral activities, and must be assessed in a non-performance/non-playing situation. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | The use of terminology is inconsistent, inappropriate or incorrect. I demonstrate a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I sometimes use this knowledge to analyze and solve problems in familiar situations. |
| 3–4 | I use basic terminology that is sometimes inaccurate or inappropriate. I demonstrate a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge to analyze and solve problems in familiar situations. |
| 5–6 | I use a range of terminology accurately and appropriately in some situations. I demonstrate a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge to analyze and solve problems in familiar and some unfamiliar situations. |
| 7–8 | I use a wide range of physical education terminology accurately and appropriately in most situations. I demonstrate a thorough knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. I use this knowledge wisely and effectively to analyze and solve problems in familiar and unfamiliar situations. |

|  |  |
| --- | --- |
| Criterion B: Movement composition *Maximum 6*  By the end of Secondary 5,  You are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.  For assessment of this objective, you must perform the sequence. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I select some aesthetic moves that are appropriate to the requirements of the task. I have some difficulty in adapting and/or creating moves. The sequence shows a simple use of space, time, level, force and flow. The composition is generally incoherent with many pauses, and shows limited creativity. |
| 3–4 | I select, adapt and create aesthetic moves that are appropriate to the requirements of the task. The sequence shows a competent use of space, time, level, force and flow. The composition is mostly coherent, and shows some aspects of imagination and creativity. |
| 5–6 | I select, adapt and create a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent, and shows aspects of imagination, creativity and style. |

|  |  |
| --- | --- |
| Criterion C: Performance *Maximum 10*  By the end of Secondary 5,  You are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. You should be able to apply tactics, strategies and rules in both individual and group situations.  This objective must be assessed in a performance/playing situation. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate little competence in basic moves, skills and techniques in the performance or playing situation. I show some awareness of movement concepts, tactics, strategies and rules. I perform with little precision, synchronization or energy. |
| 3–4 | I demonstrate competence in basic moves, skills and techniques in the performance or playing situation. I show awareness of movement concepts, tactics, strategies and rules, but have difficulty in applying them. I perform with some precision, synchronization and/or energy. |
| 5–6 | I demonstrate competence in basic and some complex moves, skills and techniques in the performance or playing situation. I apply some movement concepts, tactics, strategies and rules. I perform with precision, synchronization and energy most of the time. |
| 7–8 | I demonstrate competence in basic and many complex moves, skills and techniques in the performance or playing situation. I apply movement concepts, tactics, strategies and rules appropriately. I perform with a high degree of precision, synchronization and energy. |
| 9–10 | I show a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. I apply movement concepts, tactics, strategies and rules in a critical and effective manner. I perform with a high degree of precision, synchronization, energy, style and flair. |

|  |  |
| --- | --- |
| Criterion D: Social skills and personal engagement *Maximum 8*  By the end of Secondary 5,  You are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.  As part of taking responsibility for and enhancing your own learning, you are expected to be able to evaluate your own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below. |
| 1–2 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I show respect and sensitivity to myself, others and the physical environment some of the time. I take responsibility for my own learning some of the time, but show little enthusiasm and/or commitment to physical education. I show difficulty in reflecting on my achievements and in setting and taking action to achieve goals. |
| 3–4 | I demonstrate attitudes and strategies that maintain my communication and relationships with others. I show respect and sensitivity to myself, others and the physical environment most of the time. I take responsibility for my own learning most of the time, and I show some enthusiasm and commitment to physical education. I reflect on my own achievements to a satisfactory level, usually set appropriate goals but may need encouragement to take action towards achieving them. |
| 5–6 | I demonstrate attitudes and strategies that improve my communication and relationships with others. I consistently show respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and usually show enthusiasm and commitment to physical education. I reflect critically on my own achievements, set appropriate goals and take some action towards achieving them. |
| 7–8 | I demonstrate attitudes and strategies that deepen and enhance my communication and relationships with others. I consistently show a high degree of respect and sensitivity to myself, others and the physical environment. I take responsibility for my own learning and consistently show enthusiasm and commitment to physical education. I reflect critically on my own achievements, set appropriate goals that enhance learning, and take action towards achieving them. |

# SCIENCES

## MODIFIED ASSESSMENT CRITERIA IN SCIENCE – MYP 1st year

|  |  |  |
| --- | --- | --- |
| A : One World *Maximum: 6*  You should be able to gain a better understanding of the role of science in society and explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.  By the end of Cycle 1 you should be able to:   * explain the ways in which science is applied and used to address a specific problem or issue; * discuss the effectiveness of science and its application in solving the problem or issue; * discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.   Assessment tasks should give you the opportunity to explore how science is used to address a specific problem or issue. I will be able to critically discuss and evaluate the implications associated with the use and application of science by considering moral, ethical, social, economic, political, cultural and environmental factors.  Suitable assessment tasks for criterion A include: Written pieces of work, essays, case studies and research projects, as well as debates, oral and multimedia presentations. | | |
| Achievement level | | Level descriptor |
| 0 | | I do not reach a standard described by any of the descriptors below |
| 1-2 | | I recall an example of a problem or issue that science can help or has helped solve.  I make limited statements on the effectiveness of science and its application in solving specific problems or global issues. |
| 3-4 | | I make some (2) comments on the effectiveness of science solving specific problems or global issues. *(I believe that some of the advantages/disadvantages include...)*  I describe and make some comments on how science interacts with 2 of the following areas: life, society, and/or the world (*I believe that it affects/influences our life/society/world in the following ways...)* |
| 5-6 | | I provide 3 or more examples of how science is applied to solving a specific problem or issue. (*The following examples are...)* I make 3 or more sensible comments on the effectiveness of science solving specific problems or issues. *(I believe that some of the advantages/disadvantages include...)*  I describe and make some comments on how science interacts with 2 of the following areas: life, society, and/or the world (*I believe that it affects/influences our life/society/world in the following ways...)* |
| B : Communication in Science *Maximum: 6*  You should be able to develop the communication skills to become competent and confident when communicating information in science.  You should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings and arguments in science.  By the end of Cycle 1 you should be able to:   * use scientific language correctly; * use appropriate communication modes and formats; * acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.   Suitable assessment tasks for criterion B include: Scientific investigation reports, research essays, case studies, written responses, debates and multimedia presentations among others. | | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I attempt to communicate a limited range of scientific information. I present a limited form of communication mode (oral, written, graphic, symbolic, lab reports, essay, presentations). I provide little recognition for academic honesty. I present a limited range of information with no recognized referencing system. | |
| 3-4 | Most of the time, I use the appropriate scientific language. (proper use of terms and measurements). With guidance, I present scientific information with some effectiveness and a varied and appropriate means of scientific communication modes (oral, written, graphic, symbols when appropriate, lab reports, essays, presentations) that is consistent with the unit covered. Most of the time, I recognize the need for honesty when collecting and processing data by partially acknowledging sources. I used a recognized referencing system. Most of my sources are varied, (depending on the nature of the assignment) and credible. | |
| 5-6 | I sufficiently use the appropriate scientific language correctly (proper use of terms and measurements). With guidance, I effectively present a varied and appropriate mean of scientific communication modes. (oral, written, graphic, symbols when appropriate, lab reports, essays, presentations) that is consistent with the unit covered. I recognize the need for honesty when collecting and processing data by fully and correctly acknowledging sources using a recognized referencing system (MLA). My sources are varied (depending on the nature of assignment), abundant, and credible. (Internet, Books, Magazines, Newspapers, Journals, interviews etc.) | |

|  |  |
| --- | --- |
| C: Knowledge and Understanding of Science *Maximum: 6*  You should be able to demonstrate my understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.  By the end of Cycle 1 you should be able to:   * recall scientific knowledge and use scientific understanding to construct scientific explanations; * apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations; * critically analyse and evaluate information to make judgments supported by scientific understanding.   Suitable assessment tasks for criterion C include: Tests, examinations, case studies, written responses and other assignments that combine a range of problems of different complexity, and opportunities to make scientifically supported judgments.  NOTES:  **Describe**: to give a detailed account  **Analyse**: to identify parts and relationships and to interpret information to reach a conclusion.  **Complex** **problems**: refers to problems that are set in a familiar or unfamiliar context and require analysis. These problems can often be broken down into sub-problems or stages, each of which requires the selection and application of the appropriate principle, rule, equation or method.  **Unfamiliar** **situation**: refers to a problem or situation in which the context or the application is modified so that it is considered unfamiliar for the student.  **Simple** **problems**: refers to straightforward problems that are clearly stated and set in a familiar context, and require the student to apply the appropriate principle, rule, equation or method | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I recognize part of scientific knowledge but recall is limited. I identify simple scientific information to solve problems in familiar situations only. I provide limited analysis, critical information, and limited comments on the validity and quality of the understanding of science. |
| 3-4 | With guidance, I describe and recall most scientific knowledge related to the unit of work. With guidance, I apply scientific information to solve problems in familiar situations. With guidance, I identify basic scientific ideas, concepts, and relationship with appropriate level of complexity to the given unit of work. |
| 5-6 | With guidance, I use scientific information correctly to construct explanations (*Causes and reasons*) which are consistent with the complexity of work covered. I analyze (*parts and relationships*) and evaluate *(assess implications and limitations*) information critically and make comments on the validity, quality, and relationship of the information supported by scientific understanding. I apply scientific understanding to solve complex problems including those in unfamiliar situations. |

|  |  |
| --- | --- |
| D: Scientific Inquiry *Maximum: 6*  You should be able to design and carry out scientific investigations independently.  By the end of Cycle 1 you should be able to:   * state a focused problem or research question to be tested by a scientific investigation; * formulate a testable hypothesis and explain it using scientific reasoning; * design and carry out scientific investigations that include variables and controls, material and/or equipment needed, a method to be followed, and the way in which the data is to be collected and processed; * evaluate the validity and reliability of the method; * judge the validity of the hypothesis based on the outcome of the investigation; * suggest improvements to the method or further inquiry, when relevant.   Suitable assessment tasks for criterion D: Laboratory experiments, investigations and field studies among others.  Notes:  **Reliability of the method**: refers to whether the method allows for the collection of sufficient reliable data to answer the question. This depends upon the selection of the measuring instrument, the precision and accuracy of the measurements, errors associated with the measurement instrument, the size of the sample, the sampling techniques used and the number of readings.  **Validity of the method**: refers to whether the method allows for the collection of sufficient valid data to answer the question. This includes factors such as whether the measuring instrument measures what it is supposed to measure, the conditions of the experiment and the manipulation of variables (fair testing). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance, I can attempt to articulate a problem or research question to be tested by a scientific investigation. With guidance I ask “What if...” questions, but they are not well developed. With guidance, I attempt to identify variables in the investigation but they are limited or incorrect. With guidance I can identify limited materials be used to solve the problem. With guidance, I present a limited procedure which is unclear or not in sequence. (may or may not be in point form) |
| 3-4 | With guidance, I recognize and articulate the problem or research question to be tested by a scientific investigation. With guidance, I identify a logical hypothesis using if ...then statements. I can identify most appropriate materials that will be used to solve the problem. Procedure is simple and well organized. With guidance, I can identify most of the variables that can be measured in the investigation including the control and constant where relevant. With guidance, I make suggestions of improvement and comments when relevant. |
| 5-6 | I recognize and state the problem or research question to be tested by a scientific investigation. I identify a logical hypothesis with clearly identified variables and state a logical explanation for my hypothesis using scientific reasoning. (If...then...because...) I can identify all appropriate materials that will be used to solve the problem. Method is fully complete and concise. I can correctly identify ALL factors that can be measured in the investigation (Independent, Dependent, Constant, Control) where relevant. With guidance, I make suggestions for improvements and comment on the accuracy, method, quality and precision of my data. (selection of measuring instruments and possible errors, sample size, do the results support the research question...) |

|  |  |
| --- | --- |
| E: Processing Data *Maximum: 6*  You should be able to organize, process, and interpret quantitative and qualitative data.  By the end of Cycle 1 you should be able to:   * collect and record data using units of measurement as and when appropriate; * organize, transform and present data using numerical and visual forms; * analyse and interpret the data; * draw conclusions consistent with the data and supported by scientific reasoning.   Suitable assessment tasks for criterion E: Scientific investigations, laboratory reports and studies that provide students with sufficient raw data for processing and further analysis.  NOTES:  **Numerical** **forms**: may include mathematical calculations such as averaging, or determining values from a graph or table.  **Qualitative data**: refers to non-numerical data or information that it is difficult to measure in a numerical way.  **Quantitative data**: refers to numerical measurements of the variables associated with the investigation.  **Transforming data**: involves processing raw data into a form suitable for visual representation. This process may involve, for example, combining and manipulating raw data to determine the value of a physical quantity (such as adding, subtracting, squaring or dividing), and taking the average of several measurements. It might be that the data collected is already in a form suitable for visual representation, for example, distance travelled by a woodlouse. If the raw data is represented in this way and a best-fit line graph is drawn, the raw data has been processed.  **Suitable format**: may include tables with appropriate headings and units, large clearly labelled diagrams or concisely worded observations.  **Visual forms**: may include drawing graphs of various types appropriate to the kind of data being displayed (line graphs, bar graphs, histograms, pie charts, and so on). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance, I organize some data by selecting an appropriate method of display. (table, a graph, chart, numerical, or other visual representation. With guidance, I organize some data using proper measurements. With guidance I identify limited trends, patterns or relationships in the data. My conclusion is very limited. (Barely or only scratches the surface of the content). |
| 3-4 | With guidance, I organize most data by selecting an appropriate method of display. (example: table, a graph, chart, numerical, or other visual representation). With guidance, I organize most of data using proper measurements. With guidance, I identify some trends, patterns or relationships in the data. With guidance, I draw a simple conclusion using scientific reasoning that is supported by the data. |
| 5-6 | I organize all data by selecting an appropriate method of display. (example: table, a graph, chart, numerical or other visual representation). I organize all data using proper measurements. I identify and analyse trends, patterns or relationships in the data. I draw a clear and detailed conclusion based on a reasonable interpretation of the data. |

|  |  |
| --- | --- |
| F : Attitudes in Science *Maximum: 6*  You should be able to develop safe, responsible and collaborative working practices when carrying out experimental work in science.  At each level of the MYP you should be able to:   * work safely and use material and equipment competently; * work responsibly with regards to the living and non-living environment; * work effectively as individuals and as part of a group by collaborating with others.   Evidence of performance for this criterion will be collected from the observation of working individually and in groups.  This criterion should be internally assessed by the teacher. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I can cooperate with others but need reminders. I require guidance and supervision when using lab equipment. I can pay close attention to safety but I need reminders. I can deal responsibly with the living and non-living environment, but I need reminders. |
| 3-4 | I work independently, with guidance; or I generally cooperate well with other students. I use lab equipment with precision and skill but I might require occasional guidance. Most of the time, I pay close attention to safety. Most of the time, I can deal responsibly with the living and non-living environment. |
| 5-6 | I work independently or I consistently work effectively as part of a team, collaborating well with other students and respecting their views. I use lab equipment with precision and skill. I pay close attention to safety. I deal responsibly with the living and non-living environment |

## MODIFIED ASSESSMENT CRITERIA IN SCIENCE – MYP 3rd year

|  |  |
| --- | --- |
| A : One World *Maximum: 6*  You should be able to gain a better understanding of the role of science in society and explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.  By the end of Cycle 2 you should be able to:   * explain the ways in which science is applied and used to address a specific problem or issue; * discuss the effectiveness of science and its application in solving the problem or issue; * discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.   Assessment tasks should give you the opportunity to explore how science is used to address a specific problem or issue. I will be able to critically discuss and evaluate the implications associated with the use and application of science by considering moral, ethical, social, economic, political, cultural and environmental factors.  Suitable assessment tasks for criterion A include: Written pieces of work, essays, case studies and research projects, as well as debates, oral and multimedia presentations. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I include an example about how science is applied to solving a specific local or global problem. I state some of the benefits (advantages) or limitations (disadvantages) of science in solving problems. |
| 3-4 | I outline how science is applied and used to solve a specific local or global context. I state (to name or provide a brief answer without explanation or calculation) the effectiveness (*benefits and limitations*) of science solving a local or global problem. I state how science affects and interacts with the world in at least 2 of the following areas: moral, ethical, social, environmental. |
| 5-6 | I describe (detailed account) how science is applied to solving a specific local or global context given. I describe some of the benefits and limitations of science in solving the problem. I describe and provide comments on how science affects and interact the world in at least 3 of the following areas: moral, ethical, social, environmental. |
| B : Communication in Science *Maximum: 6*  You should be able to develop the communication skills to become competent and confident when communicating information in science.  You should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings and arguments in science.  By the end of Cycle 2 you should be able to:   * use scientific language correctly; * use appropriate communication modes and formats; * acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.   Suitable assessment tasks for criterion B include: Scientific investigation reports, research essays, case studies, written responses, debates and multimedia presentations among others. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I use a limited range of scientific language to communicate scientific information. I present the scientific information with limited effectiveness and information with no recognized referencing system. I make little attempt to document the information appropriately. |
| 3-4 | Most of the time, I correctly use the appropriate scientific language. Most of the time, I present scientific information in an appropriate way using some methods of scientific communication modes. (oral, written, graphic, symbols when appropriate, lab reports, essays, presentations) that is consistent with the unit covered. Most of the time, I recognize the need for honesty when collecting and processing data. Most of my sources are varied, credible, and partially documented using a known reference method (MLA). |
| 5-6 | I sufficiently use the appropriate scientific language. I present scientific information in an appropriate and effective (*convincing, well structured, evidence, logical*) way using varied methods of scientific communication modes. (oral, written, graphic, symbols when appropriate, lab reports, essays, presentations) that is consistent with the unit covered. I fully recognize the need for honesty when collecting and processing data. My sources are varied, abundant, credible, and fully documented using a known reference method. (MLA) |
| C: Knowledge and Understanding of Science *Maximum: 6*  You should be able to demonstrate my understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.  By the end of Cycle 2 you should be able to:   * recall scientific knowledge and use scientific understanding to construct scientific explanations; * apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations; * critically analyse and evaluate information to make judgments supported by scientific understanding.   Suitable assessment tasks for criterion C include: Tests, examinations, case studies, written responses and other assignments that combine a range of problems of different complexity, and opportunities to make scientifically supported judgments.  NOTES:  **Analyse**: to identify parts and relationships and to interpret information to reach a conclusion  **Describe**: to give a detailed account  **Complex problems**: refers to problems that are set in a familiar or unfamiliar context and require analysis. These problems can often be broken down into sub-problems or stages, each of which requires the selection and application of the appropriate principle, rule, equation or method.  **Unfamiliar situation**: refers to a problem or situation in which the context or the application is modified so that it is considered unfamiliar for the student.  **Simple problems**: refers to straightforward problems that are clearly stated and set in a familiar context, and require the student to apply the appropriate principle, rule, equation or method | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I recognize and recall some scientific knowledge related to the unit of work. I identify limited scientific parts, relationships, and patterns. I provide limited analysis, critical information, and limited comments on the validity and quality of the understanding of Science. |
| 3-4 | I recognize and recall most scientific knowledge related to the unit of work. I apply scientific information to solve problems in familiar situations. I describe and analyse simple basic scientific ideas, concepts, and relationship with appropriate level of complexity to the given unit of work. |
| 5-6 | I use scientific information correctly to construct explanations (*Causes and reasons*). I analyze (*parts and relationships*) and evaluate *(assess implications and limitations*) information critically and make comments on the validity and quality of the information supported by scientific understanding. I apply scientific understanding to solve complex problems including those in unfamiliar situations. |

|  |  |
| --- | --- |
| D: Scientific Inquiry *Maximum: 6*  You should be able to design and carry out scientific investigations independently.  By the end of Cycle 2 you should be able to:   * state a focused problem or research question to be tested by a scientific investigation; * formulate a testable hypothesis and explain it using scientific reasoning; * design and carry out scientific investigations that include variables and controls, material and/or equipment needed, a method to be followed, and the way in which the data is to be collected and processed; * evaluate the validity and reliability of the method; * judge the validity of the hypothesis based on the outcome of the investigation; * suggest improvements to the method or further inquiry, when relevant.   Suitable assessment tasks for criterion D: laboratory experiments, investigations and field studies among others.  NOTES:  **Reliability of the method**: refers to whether the method allows for the collection of sufficient reliable data to answer the question. This depends upon the selection of the measuring instrument, the precision and accuracy of the measurements, errors associated with the measurement instrument, the size of the sample, the sampling techniques used and the number of readings.  **Validity of the method**: refers to whether the method allows for the collection of sufficient valid data to answer the question. This includes factors such as whether the measuring instrument measures what it is supposed to measure, the conditions of the experiment and the manipulation of variables (fair testing). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance I can recognize the problem or research question to be tested by a scientific investigation. With guidance I ask “What if...” questions, but they are not well developed. With guidance I can make predications and provide simple reasoning but they are not well developed. With guidance I can identify some of the factors that can be measured in the investigation (the variables). With guidance I can identify some appropriate materials that will be used to solve the problem and procedure is limited and unclear. |
| 3-4 | I recognize and state the problem or research question to be tested by a scientific investigation. I identify a logical hypothesis with clearly identified variables. I can identify most appropriate materials that will be used to solve the problem along with a partially complete procedure. I can identify most of the factors that can be measured in the investigation (the variables) including the control and constant where relevant. I make suggestions of improvement and comments when relevant |
| 5-6 | I recognize and state the problem or research question to be tested by a scientific investigation. I identify a logical hypothesis with clearly identified variables and state a logical explanation for my hypothesis using scientific reasoning. I can identify all appropriate materials that will be used to solve the problem. Method is fully complete and concise. I can identify ALL factors that can be measured in the investigation (Independent, Dependent, Constant, Control) where relevant. I make suggestions of improvement and comment on the accuracy, method, and precision of the data. |

|  |  |
| --- | --- |
| E : Processing Data *Maximum: 6*  You should be able to organize process and interpret quantitative and qualitative data.  By the end of Cycle 2 you should be able to:   * collect and record data using units of measurement as and when appropriate; * organize, transform and present data using numerical and visual forms; * analyse and interpret the data; * draw conclusions consistent with the data and supported by scientific reasoning.   Suitable assessment tasks for criterion E: Scientific investigations, laboratory reports and studies that provide students with sufficient raw data for processing and further analysis.  NOTES:  Numerical forms: may include mathematical calculations such as averaging, or determining values from a graph or table.  Qualitative data: refers to non-numerical data or information that it is difficult to measure in a numerical way.  Quantitative data: refers to numerical measurements of the variables associated with the investigation.  Transforming data: involves processing raw data into a form suitable for visual representation. This process may involve, for example, combining and manipulating raw data to determine the value of a physical quantity (such as adding, subtracting, squaring or dividing), and taking the average of several measurements. It might be that the data collected is already in a form suitable for visual representation, for example, distance travelled by a woodlouse. If the raw data is represented in this way and a best-fit line graph is drawn, the raw data has been processed.  Suitable format: may include tables with appropriate headings and units, large clearly labelled diagrams or concisely worded observations.  Visual forms: may include drawing graphs of various types appropriate to the kind of data being displayed (line graphs, bar graphs, histograms, pie charts, and so on). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance I organize some data by selecting an appropriate method of display. (example: table, a graph, chart, numerical, or other visual representation. With guidance, I organize some data using proper measurements. With guidance I identify limited trends, patterns or relationships in the data. My conclusion is not well developed. (Barely or only scratches the surface of the content). |
| 3-4 | I organize most data by selecting an appropriate method of display. (example: table, a graph, chart, numerical, or other visual representation. I organize most of data using proper measurements. I identify some trends, patterns or relationships in the data. I draw a conclusion using scientific reasoning that is supported by the data |
| 5-6 | I organize all data by selecting an appropriate method of display. (example: table, a graph, chart, numerical or other visual representation). I organize all data using proper measurements. I identify and analyse trends, patterns or relationships in the data. I draw a clear and detailed conclusion based on a reasonable interpretation of the data. |

|  |  |
| --- | --- |
| F: Attitudes in Science *Maximum: 6*  You should be able to develop safe, responsible and collaborative working practices when carrying out experimental work in science.  At each level of the MYP you should be able to:   * work safely and use material and equipment competently; * work responsibly with regards to the living and non-living environment; * work effectively as individuals and as part of a group by collaborating with others.   Evidence of performance for this criterion will be collected from the observation of working individually and in groups.  This criterion should be internally assessed by the teacher. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I can cooperate with others but need reminders. I require guidance and supervision when using lab equipment. I can pay close attention to safety but I need reminders. I can deal responsibly with the living and non-living environment, but I need reminders . |
| 3-4 | I work independently, with guidance; or I generally cooperate well with other students. I use lab equipment with precision and skill but I might require occasional guidance. Most of the time, I pay close attention to safety. Most of the time, I can deal responsibly with the living and non-living environment. |
| 5-6 | I work independently or I consistently work effectively as part of a team, collaborating well with other students and respecting their views. I use lab equipment with precision and skill. I pay close attention to safety. I deal responsibly with the living and non-living environment. |

## ASSESSMENT CRITERIA SCIENCE – MYP 5th year

|  |  |
| --- | --- |
| A : One World *Maximum: 6*  You should be able to gain a better understanding of the role of science in society and explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.  In the final year of the MYP you should be able to:   * explain the ways in which science is applied and used to address a specific problem or issue; * discuss the effectiveness of science and its application in solving the problem or issue; * discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.   Assessment tasks should give students the opportunity to explore how science is used to address a specific problem or issue. I will be able to critically discuss and evaluate the implications associated with the use and application of science by considering moral, ethical, social, economic, political, cultural and environmental factors.  Suitable assessment tasks for criterion A include: Written pieces of work, essays, case studies and research projects, as well as debates, oral and multimedia presentations.  NOTES:  Describe: to give a detailed account.  Discuss: to give an account including, where possible, a range of arguments for and against the relative importance of various factors and comparisons of alternative hypotheses.  Evaluate: to assess the implications and limitations.  Explain: to give a clear account, including causes and reasons or mechanisms.  State: to give a specific name, value or other brief answer without explanation or calculation | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I state how science is applied and how it may be used to address a specific problem or issue in a local or global context. I state the effectiveness of science and its application in solving the problem or issue. |
| 3-4 | I describe how science is applied and how it may be used to address a specific problem or issue in a local or global context. I describe the effectiveness of science and its application in solving the problem or issue. I describe the implications of the use and application of science interacting with at least one of the following factors: moral, ethical, social, economic, political, cultural and environmental. |
| 5-6 | I explain how science is applied and how it may be used to address a specific problem or issue in a local or global context. I discuss the effectiveness of science and its application in solving the problem or issue. I discuss and evaluate the implications of the use and application of science interacting with at least two of the following factors: moral, ethical, social, economic, political, cultural and environmental |

|  |  |
| --- | --- |
| B : Communication in Science *Maximum: 6*  You should be able to develop the communication skills to become competent and confident when communicating information in science.  You should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings and arguments in science.  In the final year of the MYP you should be able to:   * use scientific language correctly; * use appropriate communication modes and formats; * acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.   Suitable assessment tasks for criterion B include: Scientific investigation reports, research essays, case studies, written responses, debates and multimedia presentations among others.  NOTES:  **Document**: to credit fully all sources of information used by referencing (or citing), following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I use a limited range of scientific language correctly. I communicate scientific information with limited effectiveness. When appropriate to the task, I make little attempt to document sources of information. |
| 3-4 | I use some scientific language correctly. I communicate scientific information with some effectiveness. When appropriate to the task, I partially documents sources of information. |
| 5-6 | I use sufficient scientific language correctly. I communicate scientific information effectively. When appropriate to the task, I fully documents sources of information correctly. |

|  |  |
| --- | --- |
| C: Knowledge and Understanding of Science *Maximum: 6*  You should be able to demonstrate my understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.  In the final year of the MYP you should be able to:   * recall scientific knowledge and use scientific understanding to construct scientific explanations * apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations * critically analyse and evaluate information to make judgments supported by scientific understanding.   Suitable assessment tasks for criterion C include: Tests, examinations, case studies, written responses and other assignments that combine a range of problems of different complexity, and opportunities to make scientifically supported judgments.  NOTES:  Analyse: to identify parts and relationships and to interpret information to reach a conclusion.  Complex problems: refers to problems that are set in a familiar or unfamiliar context and require analysis. These problems can often be broken down into sub-problems or stages, each of which requires the selection and application of the appropriate principle, rule, equation or method.  Evaluate: to assess the implications and limitations; to make judgments about the value of ideas, works, solutions and methods in relation to selected criteria.  Unfamiliar situation: refers to a problem or situation in which the context or the application is modified so that it is considered unfamiliar for the student.  Simple problems: refers to straightforward problems that are clearly stated and set in a familiar context, and require the student to apply the appropriate principle, rule, equation or method | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I recall some scientific ideas, concepts and/or processes. I apply scientific understanding to solve simple problems. |
| 3-4 | I describe scientific ideas, concepts and/or processes. I apply scientific understanding to solve complex problems in familiar situations. I analyse scientific information by identifying parts, relationships or causes. |
| 5-6 | I use scientific ideas, concepts and/or processes correctly to construct scientific explanations. I apply scientific understanding to solve complex problems including those in unfamiliar situations. I analyse and evaluate scientific information and makes judgments supported by scientific understanding. |

|  |  |
| --- | --- |
| D: Scientific Inquiry *Maximum: 6*  You should be able to design and carry out scientific investigations independently.  In the final year of the MYP you should be able to:   * state a focused problem or research question to be tested by a scientific investigation; * formulate a testable hypothesis and explain it using scientific reasoning; * design and carry out scientific investigations that include variables and controls, material and/or equipment needed, a method to be followed, and the way in which the data is to be collected and processed; * evaluate the validity and reliability of the method; * judge the validity of the hypothesis based on the outcome of the investigation; * suggest improvements to the method or further inquiry, when relevant.   Suitable assessment tasks for criterion D: Laboratory experiments, investigations and field studies among others.  NOTES: **Explain**: to give a detailed account of causes, reasons or mechanisms  **Reliability of the method**: refers to whether the method allows for the collection of sufficient reliable data to answer the question. This depends upon the selection of the measuring instrument, the precision and accuracy of the measurements, errors associated with the measurement instrument, the size of the sample, the sampling techniques used and the number of readings.  **Validity of the method**: refers to whether the method allows for the collection of sufficient valid data to answer the question. This includes factors such as whether the measuring instrument measures what it is supposed to measure, the conditions of the experiment and the manipulation of variables (fair testing). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I attempt to state a focused problem or research question. The method suggested is incomplete. I attempt to evaluate the method and respond to the focused problem or research question. |
| 3-4 | I state a focused problem or research question and make a hypothesis but do not explain it using scientific reasoning. I select appropriate materials and equipment and write a mostly complete method, mentioning some of the variables involved and how to manipulate them. I partially evaluate the method. I comment on the validity of the hypothesis based on the outcome of the investigation. I suggest some improvements to the method or makes suggestions for further inquiry when relevant. |
| 5-6 | I state a clear focused problem or research question, formulate a testable hypothesis and explain the hypothesis using scientific reasoning. I select appropriate materials and equipment and write a clear, logical method, mentioning all of the relevant variables involved and how to control and manipulate them, and describe how the data will be collected and processed. I evaluate the method, commenting on its reliability and validity. I comment on the validity of the hypothesis based on the outcome of the investigation. I suggest realistic improvements to the method and make suggestions for further inquiry when relevant. |

|  |  |
| --- | --- |
| E: Processing Data *Maximum: 6*  You should be able to organize process and interpret quantitative and qualitative data.  In the final year of the MYP you should be able to:   * collect and record data using units of measurement as and when appropriate; * organize, transform and present data using numerical and visual forms; * analyse and interpret the data; * draw conclusions consistent with the data and supported by scientific reasoning.   Suitable assessment tasks for criterion E: Scientific investigations, laboratory reports and studies that provide students with sufficient raw data for processing and further analysis.  NOTES:  Numerical forms: may include mathematical calculations such as averaging, or determining values from a graph or table.  Qualitative data: refers to non-numerical data or information that it is difficult to measure in a numerical way.  Quantitative data: refers to numerical measurements of the variables associated with the investigation.  Transforming data: involves processing raw data into a form suitable for visual representation. This process may involve, for example, combining and manipulating raw data to determine the value of a physical quantity such as adding, subtracting, squaring or dividing), and taking the average of several measurements. It might be that the data collected is already in a form suitable for visual representation, for example, distance travelled by a woodlouse. If the raw data is represented in this way and a best-fit line graph is drawn, the raw data has been processed.  Suitable format: may include tables with appropriate headings and units, large clearly labelled diagrams or concisely worded observations.  Visual forms: may include drawing graphs of various types appropriate to the kind of data being displayed (line graphs, bar graphs, histograms, pie charts, and so on). | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I collect some data and attempt to record it in a suitable format. I organize and present data using simple numerical or visual forms. I attempt to identify a trend, pattern or relationship in the data. I attempt to draw a conclusion but this is not consistent with the interpretation of the data. |
| 3-4 | I collect sufficient relevant data and record it in a suitable format. I organize, transform and present data in numerical and/or visual forms, with a few errors or omissions*.* I state a trend, pattern or relationship shown in the data. I draw a conclusion consistent with the interpretation of the data. |
| 5-6 | I collect sufficient relevant data and record it in a suitable format. I organize, transform and present data in numerical and/or visual forms logically and correctly. I describe a trend, pattern or relationship in the data and comments on the reliability of the data. I draw a clear conclusion based on the correct interpretation of the data and explain it using scientific reasoning. |

|  |  |
| --- | --- |
| F : Attitudes in Science *Maximum: 6*  You should be able to develop safe, responsible and collaborative working practices when carrying out experimental work in science.  At each level of the MYP you should be able to:   * work safely and use material and equipment competently; * work responsibly with regards to the living and non-living environment; * work effectively as individuals and as part of a group by collaborating with others.   Evidence of performance for this criterion will be collected from the observation of working individually and in groups.  This criterion should be internally assessed by the teacher. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I require some guidance to work safely and some assistance when using material and equipment. I require some guidance to work responsibly with regards to the living and non-living environment. When working as part of a group, I need frequent reminders to cooperate with others. |
| 3-4 | I require little guidance to work safely and little assistance when using material and equipment. I work responsibly with regards to the living and non-living environment. When working as part of a group I cooperate with others on most occasions. |
| 5-6 | I require no guidance to work safely and uses material and equipment competently. I work responsibly with regards to the living and non-living environment. When working as part of a group, I cooperate with others. |

# TECHNOLOGY

## MODIFIED ASSESSMENT CRITERIA IN TECHNOLOGY – MYP 1st year

|  |  |
| --- | --- |
| A: Investigate *Maximum: 6*  Investigation is an essential stage in the design cycle. You are expected to identify the problem, develop a design brief and formulate a design specification.  You are expected to acknowledge the sources of information and document these appropriately.  NOTES:  **Design brief**: My response to the challenge, showing how you intend to solve the problem you have been presented with. This will guide my investigation as you work to develop a more detailed design specification.  **Design specification**: A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification. | |
| Achievement level | Level descriptor | |
| 0 | I do not reach a standard described by any of the descriptors below | |
| 1-2 | I consider the problem. I investigate the problem. |
| 3-4 | I consider the problem. I investigate the problem, collecting information from some sources. I list some specifications. |
| 5-6 | I consider the problem within a wider context. I investigate the problem, and begin questioning the value of information and many sources. I list specifications that must be met by their product. |

|  |  |
| --- | --- |
| B : Design *Maximum: 6*  You are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.  You are expected to select one design, justify their choice and evaluate this in detail against the design specification. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I attempt to generate an idea. |
| 3-4 | I attempt to generate designs and attempt to explain how my designs meet the specification. |
| 5-6 | I generate designs. (3 OR MORE). I explain how the design meets my specification. I, with guidance, select one design over the others. |

|  |  |
| --- | --- |
| C : Plan *Maximum: 6*  You are expected to construct a plan to create your chosen product/solution that has a series of logical steps, and that makes effective use of your resources and time.  You are expected to evaluate the plan and justify any modifications to the design. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I, with guidance, produce a plan that contains a few steps to create the product/solution. |
| 3-4 | I, with guidance, produce a plan that contains some steps to create the product/solution, including resources and/or time. I consider the effectiveness of the plan. |
| 5-6 | I, with guidance, produce a plan that contains steps to create the product/solution, including resources and time. I consider, in detail, the effectiveness of the plan and makes suitable modifications. |

|  |  |
| --- | --- |
| D: Create *Maximum: 6*  You are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques.  You are expected to follow my plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.  You will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.  NOTES:  **Appropriate quality**: This is the best product/solution that you can produce, taking into account the resources available, the skills and techniques you have used, my educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance, I attempt to create at least one part of a product/solution that at least partly relates to their specification.. |
| 3-4 | With guidance I use a limited range of appropriate techniques and equipment. I consider the plan and create at least part of a product/solution that relates to my specification and is of good quality. I show some evidence of a process journal. |
| 5-6 | With guidance I use techniques and equipment and ensure a safe working environment for myself and others. I follow the plan to produce a product/solution of appropriate quality. I document the process of creating the product/solution and note any necessary changes in the process journal. |

|  |  |
| --- | --- |
| E: Evaluate *Maximum: 6*  You are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment.  You are expected to explain how the product/solution could be improved as a result of these evaluations.  You are expected to evaluate your own performance at each stage of the design cycle and to suggest ways in which your performance could be improved.  NOTES:  **Product testing**: A stage in the design process where versions of products (for example, prototypes) are tested against the need applied to the context and presented to the end-user or target audience. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I make an attempt to test, with guidance, the product / solution or suggests ways to improve their performance |
| 3-4 | I carry out or follow tests, with guidance, to compare the product / solution against the design specification. I, with guidance, reflect on my performance at each stage of the design cycle. |
| 5-6 | I carry out or follow tests to compare the product / solution against the design specification and suggest possible improvements. I reflect on my performance at each stage of the design cycle and identify where my performance could be improved. |

|  |  |
| --- | --- |
| F : Attitudes in Technology *Maximum: 6*  This criterion refers to your attitudes when working in technology. It focuses on an overall assessment of two aspects: personal engagement (motivation, independence, general positive attitude) attitudes towards safety, cooperation and respect for others.  These qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I occasionally display a satisfactory standard in one of the aspects listed above. |
| 3-4 | I frequently displays a satisfactory standard in both of the aspects listed above |
| 5-6 | I consistently display a satisfactory standard in both of the aspects listed above. |

## MODIFIED ASSESSMENT CRITERIA IN TECHNOLOGY – MYP 3rd year

|  |  |
| --- | --- |
| A : Investigate *Maximum: 6*  Investigation is an essential stage in the design cycle. You are expected to identify the problem, develop a design brief and formulate a design specification.  You are expected to acknowledge the sources of information and document these appropriately.  NOTES:  **Design brief**: My response to the challenge, showing how you intend to solve the problem you have been presented with. This will guide my investigation as you work to develop a more detailed design specification.  **Design specification**: A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I state the problem. I investigate the problem. I collect the necessary and relevant information and identify my sources. I list some of the products specifications with some organization |
| 3-4 | I consider the importance of the problem. I investigate the problem, selecting information from some acknowledged sources. With guidance, I carry out some analysis of the selected information. With limited guidance, I write a specification and design one test to use to evaluate the product against the specification. |
| 5-6 | I consider the importance of the problem for life, society and/or the environment. With guidance, I investigate the problem, selecting information from a range of appropriate, acknowledged sources and, evaluate it. With limited guidance, I design a method for testing to evaluate the product against the specification |

|  |  |
| --- | --- |
| B : Design *Maximum: 6*  You are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.  You are expected to select one design, justify their choice and evaluate this in detail against the design specification. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I generate at least one idea and make some attempt to compare it with the specification. |
| 3-4 | I generate several (2-3) designs, justifying the choice of one idea and attempt to compare it with the specification. |
| 5-6 | I generate a range (4 or more) of designs that attempt to meet the design specifications. I compare the designs with the design specification and identify pros and cons of each. I select one design and explain my choice. |

|  |  |
| --- | --- |
| C : Plan *Maximum: 6*  You are expected to construct a plan to create my chosen product/solution that has a series of logical steps, and that makes effective use of your resources and time.  You are expected to evaluate the plan and justify any modifications to the design. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance, I produce a plan that contains some of the logical steps and includes some of the resources needed. |
| 3-4 | With guidance, I produce a plan that contains logical steps that include resources and time. I attempt to analyze the plan |
| 5-6 | With guidance, I produce a plan that contains logical steps that include effective use of resources and time. I analyze the plan and explain the need for any modifications to the design. |

|  |  |
| --- | --- |
| D : Create *Maximum: 6*  You are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques.  You are expected to follow my plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.  You will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.  NOTES:  **Appropriate quality**: This is the best product/solution that you can produce, taking into account the resources available, the skills and techniques you have used, my educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | With guidance, I attempt to follow the plan and create at least part of a product/solution. |
| 3-4 | I use appropriate techniques and equipment and follow the plan to produce a product/solution of reasonable quality. I document the process of creating the product/solution and note any necessary changes in the process journal. |
| 5-6 | I competently use a range of appropriate techniques and equipment. I follow the plan, mentioning / recording, when necessary, any changes made. I create a product, of appropriate quality. |

|  |  |
| --- | --- |
| E : Evaluation *Maximum: 6*  You are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment.  You are expected to explain how the product/solution could be improved as a result of these evaluations.  You are expected to evaluate your own performance at each stage of the design cycle and to suggest ways in which your performance could be improved.  NOTES:  Product testing: A stage in the design process where versions of products (for example, prototypes) are tested against the need, applied to the context and presented to the end-user or target audience | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I make some attempt to evaluate the product / solution and / or my performance. |
| 3-4 | I carry out or follow tests to compare the product / solution against the design specification and suggest possible improvements. I reflect on my performance at each stage of the design cycle and identify where my performance could be improved |
| 5-6 | I carry out tests to compare the product against the design specification and suggest possible improvements. I consider the success of the product based on testing, my own views and the views of the intended users. I reflect on my performance during each stage of the design cycle and suggest ways in which my performance could be improved. I reflect on the impact my product may have on life, society and the environment. |

|  |  |
| --- | --- |
| F : Attitudes in Technology *Maximum: 6*  This criterion refers to your attitudes when working in technology. It focuses on an overall assessment of two aspects: Personal engagement (motivation, independence, general positive attitude) attitudes towards safety, cooperation and respect for others.  These qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I occasionally display a satisfactory standard in one of the aspects listed above. |
| 3-4 | I frequently display a satisfactory standard in both of the aspects listed above. |
| 5-6 | It consistently display a satisfactory standard in both of the aspects listed above. |

## ASSESSMENT CRITERIA IN TECHNOLOGY – MYP5th year

|  |  |
| --- | --- |
| A : Investigate *Maximum: 6*  Investigation is an essential stage in the design cycle. You are expected to identify the problem, develop a design brief and formulate a design specification.  You are expected to acknowledge the sources of information and document these appropriately.  Notes:  **Design brief**: My response to the challenge, showing how you intend to solve the problem you have been presented with. This will guide my investigation as you work to develop a more detailed design specification.  **Design specification**: A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I investigate the problem. I collect the necessary and relevant information and identify my sources. I list some of the products specifications with some organization. |
| 3-4 | I describe the problem, mentioning its relevance. I investigate the problem, selecting and analysing information from some acknowledged sources. I describe a test to evaluate the product/solution against the design specification. |
| 5-6 | I explain the problem, discussing its relevance. I critically investigate the problem, evaluating information from a broad range of appropriate, acknowledged sources. I student describe detailed methods for appropriate testing to evaluate the product/solution against the design specification. |

|  |  |
| --- | --- |
| B : Design *Maximum: 6*  You are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.  You are expected to select one design, justify their choice and evaluate this in detail against the design specification | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I generate one design, and make some attempt to justify this against the design specification. |
| 3-4 | I generate a few designs, justifying the choice of one design and fully evaluating this against the design specification. |
| 5-6 | I generate a range of feasible designs, each evaluated against the design specification. I justify the chosen design and evaluate it fully and critically against the design specification. |

|  |  |
| --- | --- |
| C : Plan *Maximum*: 6  You are expected to construct a plan to create my chosen product/solution that has a series of logical steps, and that makes effective use of your resources and time.  You are expected to evaluate the plan and justify any modifications to the design. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I produce a plan that contains some details of the steps and/or the resources required. |
| 3-4 | I produce a plan that contains a number of logical steps that include resources and time. I make some attempt to evaluate the plan. |
| 5-6 | I produce a plan that contains a number of detailed, logical steps that describe the use of resources and time. I critically evaluate the plan and justify any modifications to the design. |

|  |  |
| --- | --- |
| D : Create *Maximum: 6*  You are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques.  You are expected to follow my plan, to evaluate the plan and to justify any changes they make to the plan while they are creating the product/solution.  You will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.  Notes:  **Appropriate quality**: This is the best product/solution that you can produce, taking into account the resources available, the skills and techniques you have used, my educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I consider the plan and create at least part of a product/solution. |
| 3-4 | I use appropriate techniques and equipment. I follow the plan and mention any modifications made, resulting in a product/solution of good quality. |
| 5-6 | I competently use appropriate techniques and equipment. I follow the plan and justify any modifications made, resulting in a product/solution of appropriate quality using the resources available. |

|  |  |
| --- | --- |
| E : Evaluation *Maximum: 6*  You are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment.  You are expected to explain how the product/solution could be improved as a result of these evaluations.  You are expected to evaluate your own performance at each stage of the design cycle and to suggest ways in which your performance could be improved.  Notes:  **Product testing**: A stage in the design process where versions of products (for example, prototypes) are tested against the need, applied to the context and presented to the end-user or target audience | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I evaluate the product/solution or my own performance. I make some attempt to test the product/solution. |
| 3-4 | I evaluate the product/solution and my own performance and suggest ways in which these could be improved. I test the product/solution to evaluate it against the design specification. |
| 5-6 | I evaluate the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. I provide an evaluation of my own performance at each stage of the design cycle and suggest improvements. I provide an appropriate evaluation of the impact of the product/solution on life, society and/or the environment. |

|  |  |
| --- | --- |
| F : Attitudes in Technology *Maximum: 6*  This criterion refers to your attitudes when working in technology. It focuses on an overall assessment of two aspects: Personal engagement (motivation, independence, general positive attitude) attitudes towards safety, cooperation and respect for others.  These qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken. | |
| Achievement level | Level descriptor |
| 0 | I do not reach a standard described by any of the descriptors below |
| 1-2 | I occasionally display a satisfactory standard in one of the aspects listed above. |
| 3-4 | I frequently display a satisfactory standard in both of the aspects listed above. |
| 5-6 | It consistently display a satisfactory standard in both of the aspects listed above. |

à faire:

espagnol (début, notes et critère E)

arts (bold + tâches)

phys ed (you en I)

vérifier pour tous : by the end of cycle 1 ,2