

Arts

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Knowing and understanding

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

Criterion D: Responding

- i. identify connections between art forms; art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of artwork.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Criterion B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Design

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Inquiring and analyzing

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of one existing product that inspires a solution to the problem
- iv. present the main findings of relevant research.

Criterion B: Developing ideas

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Criterion C: Creating the solution

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Inquiring and analyzing

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyse a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research.

Criterion B: Developing ideas

- i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Criterion C: Creating the solution

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience.

Individuals and Societies (Social Studies)

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Knowing and understanding

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Criterion B: Investigating

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

Criterion C: Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Criterion D: Thinking critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Knowing and understanding

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Criterion B: Investigating

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance

Criterion C: Communicating

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Criterion D: Thinking critically

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

Language Acquisition (World Languages & English Learners)

MYP Emergent - Phases 1-2 (Beginner or English Learner levels 1-2)

Criterion A: Listening

- i. identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts
- iii. analyse connections in a wide variety of simple authentic texts

Criterion B: Reading

- i. identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts.
- iii. analyse connections in a wide variety of simple authentic texts.

Criterion C: Speaking

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate almost all the required information clearly and effectively.

Criterion D: Writing

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context

MYP Capable - Phases 3-4 (Intermediate or English Learner levels 3-4)

Criterion A: Listening

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions; iii. analyse connections.

Criterion B: Reading

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections

Criterion C: Speaking

- i. use a wide range of vocabulary;
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction, communicate all or almost all the required information clearly and effectively.

Criterion D: Writing

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Language (American Sign Language and Classical)

MYP Years 1-3 American Sign Language

Criterion A: View language

i. view, understand and extract information from signed text.

Criterion B: Express language

i. produce signed text (use visual language, signs and non-manual features) to express experiences, convey meanings and ideas.

Criterion C: Exchange language

i. establish and maintain a signed exchange.

MYP Year 1 Classical languages

Criterion A: Understanding language

- i. recall a range of vocabulary
- ii. identify and translate accidence and syntax of appropriate complexity
- iii. describe how the classical language builds meaning in words, phrases and sentences.

Criterion B: Comprehending texts

- i. translate short passages of the classical language in light of the idiom of the response language
- ii. interpret the stated meaning of texts in the classical language.

Criterion C: Analyzing texts

- i. understand the content, structure and meaning of a simplified prepared text or translation of a classical text
- ii. recognize cultural perspectives expressed in prepared texts
- iii. present informed responses.

Criterion D: Connecting cultures and societies

- i. investigate the cultures and societies in which the classical language was developed and used
- ii. identify how the classical society, culture or language has (or has not) influenced other societies, cultures or languages
- iii. summarize connections between language and culture.

MYP Year 3 Classical languages

Criterion A: Understanding language

- i. recall a range of vocabulary
- ii. identify and translate accidence and syntax of appropriate complexity
- iii. describe how the classical language builds meaning in words, phrases and sentences.

Criterion B: Comprehending texts

- i. translate passages of the classical language in light of the context of the passage and the idiom of the response language
- ii. interpret the stated and implied meaning of texts in the classical language.

Criterion C: Analyzing texts

- i. analyse the content, structure, meaning and significance of simplified prepared texts
- ii. describe cultural perspectives expressed in prepared texts
- iii. construct informed, coherent responses.

Criterion D: Connecting cultures and societies

- i. investigate the cultures and societies in which the classical language was developed and used
- ii. explain how the classical society, culture or language has (or has not) influences other societies, cultures or languages
- iii. present ideas and arguments about the connections between language and culture.

Language and Literature (ELA)

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Analyzing

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing texts

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Criterion D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Analyzing

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

Criterion B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing texts

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Criterion D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Math

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Knowing and understanding

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Criterion B: Investigating patterns

- i. apply mathematical problem-solving techniques to recognize patterns
- ii. describe patterns as relationships or general rules consistent with correct findings
- iii. verify whether the pattern works for other examples.

Criterion C: Communicating

- i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements
- ii. use appropriate forms of mathematical representation to present information
- iii. communicate coherent mathematical lines of reasoning
- iv. organize information using a logical structure.

Criterion D: Applying mathematical reasoning in real-life contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. describe whether a solution makes sense in the context of the authentic real-life situation.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Knowing and understanding

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Criterion B: Investigating patterns

- i. apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with correct findings
- iii. verify and justify relationships and/or general rules.

Criterion C: Communicating

- i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate coherent mathematical lines of reasoning
- v. organize information using a logical structure.

Criterion D: Applying mathematical reasoning in real-life contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. explain whether a solution makes sense in the context of the authentic real-life situation.

Physical and Health Education

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Knowing and understanding

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Criterion B: Planning for performance

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity and health.

Criterion C: Applying and performing

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively

Criterion D: Reflecting and improving performance

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Knowing and understanding

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Criterion B: Planning for performance

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.

Criterion C: Applying and performing

- i. demonstrate and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Criterion D: Reflecting and improving performance

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

Sciences

MYP Year 1 Standards (6th Grade or 7th Grade)

Criterion A: Knowing and understanding

- i. outline scientific knowledge;
- ii. identify and comment upon the creator's choices
- iii. interpret information to make scientifically supported judgments.

Criterion B: Inquiring and designing

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

Criterion C: Processing and evaluating

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Criterion D: Reflecting on the impacts of science

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue;
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

MYP Year 3 Standards (7th Grade or 8th Grade)

Criterion A: Knowing and understanding

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

Criterion B: Inquiring and designing

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

Criterion C: Processing and evaluating

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Criterion D: Reflecting on the impacts of science

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Interdisciplinary

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

- Analyse disciplinary knowledge
- Evaluate interdisciplinary perspectives.

Criterion B: Synthesizing

- Create a product that communicates a purposeful interdisciplinary understanding
- Justify how their product communicates interdisciplinary understanding.

Criterion C: Reflecting

- Discuss the development of their own interdisciplinary learning
- Discuss how new interdisciplinary understanding enables action.

Community Project

MYP community project assessment criteria

Criterion A: Investigating

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Criterion B: Planning

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Criterion C: Taking action

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Criterion D: Reflecting

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.