

Assessment criteria

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP individuals and societies. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment sheet.

Individuals and societies assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none"> i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5–6	The student: <ol style="list-style-type: none"> i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none"> i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. identifies a research questionii. follows an action plan in a limited way to explore a research questioniii. collects and records information, to a limited extentiv. with guidance, reflects on the research process and results, to a limited extent.
3–4	The student: <ol style="list-style-type: none">i. describes the choice of a research questionii. partially follows an action plan to explore a research questioniii. uses a method or methods to collect and record some relevant informationiv. with guidance, reflects on the research process and results with some depth.
5–6	The student: <ol style="list-style-type: none">i. describes the choice of a research question in detailii. mostly follows an action plan to explore a research questioniii. uses method(s) to collect and record often relevant informationiv. reflects on the research process and results.
7–8	The student: <ol style="list-style-type: none">i. explains the choice of a research questionii. effectively follows an action plan to explore a research questioniii. uses methods to collect and record consistently relevant informationiv. thoroughly reflects on the research process and results.

Criterion C: Communicating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. communicates information and ideas in a style that is not always clearii. organizes information and ideas in a limited wayiii. inconsistently lists sources, not following the task instructions.
3–4	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is somewhat clearii. somewhat organizes information and ideasiii. lists sources in a way that sometimes follows the task instructions.
5–6	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is mostly clearii. mostly organizes information and ideasiii. lists sources in a way that often follows the task instructions.
7–8	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is completely clearii. completely organizes information and ideas effectivelyiii. lists sources in a way that always follows the task instructions.

Criterion D: Thinking critically

Maximum: 8

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

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. identifies the main points of ideas, events, visual representation or arguments to a limited extentii. rarely uses information to justify opinionsiii. identifies the origin and purpose of limited sources/dataiv. identifies some different views.
3–4	The student: <ol style="list-style-type: none">i. identifies some main points of ideas, events, visual representation or argumentsii. justifies opinions with some informationiii. identifies the origin and purpose of sources/dataiv. identifies some different views and suggests some of their implications.
5–6	The student: <ol style="list-style-type: none">i. identifies the main points of ideas, events, visual representation or argumentsii. gives sufficient justification of opinions using informationiii. identifies the origin and purpose of a range of sources/dataiv. identifies different views and most of their implications.
7–8	The student: <ol style="list-style-type: none">i. identifies in detail the main points of ideas, events, visual representation or argumentsii. gives detailed justification of opinions using informationiii. consistently identifies and analyses a range of sources/data in terms of origin and purposeiv. consistently identifies different views and their implications

Individuals and societies assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	<p>The student:</p> <ol style="list-style-type: none"> i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. identifies a research question that is clear, focused and relevantii. formulates a limited action plan or does not follow a planiii. collects and records limited or sometimes irrelevant informationiv. with guidance, reflects on the research process and results in a limited way.
3–4	The student: <ol style="list-style-type: none">i. formulates/chooses a research question that is clear and focused and describes its relevanceii. formulates and occasionally follows a partial action plan to investigate a research questioniii. uses a method(s) to collect and record some relevant informationiv. with guidance, reflects on the research process and results.
5–6	The student: <ol style="list-style-type: none">i. formulates/chooses a clear and focused research question and describes its relevance in detailii. formulates and mostly follows a sufficiently developed action plan to investigate a research questioniii. uses methods to collect and record appropriate relevant informationiv. with guidance, evaluates on the research process and results.
7–8	The student: <ol style="list-style-type: none">i. formulates/chooses a clear and focused research question and explains its relevanceii. formulates and effectively follows a consistent action plan to investigate a research questioniii. uses methods to collect and record appropriate and varied relevant informationiv. with guidance, provides a detailed evaluation of the research process and results.

Criterion C: Communicating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is not always appropriate to the audience and purposeii. organizes information and ideas in a limited wayiii. lists sources of information inconsistently.
3–4	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is somewhat appropriate to the audience and purposeii. somewhat organizes information and ideasiii. creates an adequate reference list and sometimes cites sources.
5–6	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is mostly appropriate to the audience and purposeii. mostly structures information and ideas according to the task instructionsiii. creates an adequate reference list and usually cites sources.
7–8	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is completely appropriate to the audience and purposeii. structures information and ideas completely according to the task instructionsiii. creates a complete reference list and always cites sources.

Criterion D: Thinking critically

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited wayii. begins to identify connections between information to make simple argumentsiii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/dataiv. identifies different perspectives.
3–4	The student: <ol style="list-style-type: none">i. completes a simple analysis of concepts, issues, models, visual representation and/or theoriesii. summarizes information to make some adequate argumentsiii. analyses sources/data in terms of origin and purpose, recognizing some value and limitationsiv. recognizes different perspectives and suggests some of their implications.
5–6	The student: <ol style="list-style-type: none">i. completes a suitable analysis of concepts, issues, models, visual representation and/or theoriesii. summarizes information in order to make usually valid argumentsiii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitationsiv. clearly recognizes different perspectives and describes most of their implications.
7–8	The student: <ol style="list-style-type: none">i. completes a detailed analysis of concepts, issues, models, visual representation and/or theoriesii. summarizes information to make consistent, well-supported argumentsiii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitationsiv. clearly recognizes different perspectives and consistently explains their implications.