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: i. **recognizes some** vocabulary ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: 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: 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: 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: i. **identifies** a research question ii. follows an action plan in a **limited way** to explore a research question iii. **collects** and **records** information, to a **limited extent** iv. **with guidance**, reflects on the research process and results, to a **limited extent**.
3–4	The student: i. **describes** the choice of a research question ii. **partially** follows an action plan to explore a research question iii. **uses** a method or methods to collect and record **some relevant** information iv. **with guidance**, reflects on the research process and results with **some** depth.
5–6	The student: i. **describes** the choice of a research question **in detail** ii. **mostly** follows an action plan to explore a research question iii. **uses** method(s) to collect and record **often relevant** information iv. **reflects** on the research process and results.
7–8	The student: i. **explains** the choice of a research question ii. **effectively** follows an action plan to explore a research question iii. **uses** methods to collect and record **consistently relevant** information iv. **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: i. communicates information and ideas in a style that is **not always** clear ii. organizes information and ideas **in a limited way** iii. **inconsistently** lists sources, not following the task instructions.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** clear ii. **somewhat** organizes information and ideas iii. lists sources in a way that **sometimes** follows the task instructions.
5–6	The student: i. communicates information and ideas in a way that is **mostly** clear ii. **mostly** organizes information and ideas iii. lists sources in a way that **often** follows the task instructions.
7–8	The student: i. communicates information and ideas in a way that is **completely** clear ii. **completely** organizes information and ideas **effectively** iii. 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: i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent** ii. **rarely** uses information to justify opinions iii. identifies the origin and purpose of **limited** sources/data iv. identifies **some** different views.
3–4	The student: i. identifies **some** main points of ideas, events, visual representation or arguments ii. justifies opinions with **some** information iii. **identifies** the origin and purpose of sources/data iv. identifies **some** different views and suggests **some** of their implications.
5–6	The student: i. **identifies** the main points of ideas, events, visual representation or arguments ii. gives **sufficient** justification of opinions using information iii. identifies the origin and purpose of a **range** of sources/data iv. identifies different views and **most** of their implications.
7–8	The student: i. identifies **in detail** the main points of ideas, events, visual representation or arguments ii. gives **detailed** justification of opinions using information iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose iv. **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	The student: i. makes **limited** use of terminology ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. uses **some** terminology **accurately** ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5–6	The student: i. uses **considerable** and **relevant** terminology **accurately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: 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: i. **identifies** a research question that is clear, focused and relevant ii. formulates a **limited** action plan or does not follow a plan iii. **collects** and **records limited** or **sometimes irrelevant** information iv. with guidance, **reflects** on the research process and results in a **limited** way.
3–4	The student: i. **formulates**/**chooses** a research question that is clear and focused and **describes** its relevance ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question iii. **uses** a method(s) to collect and record **some relevant** information iv. with guidance, **reflects** on the research process and results.
5–6	The student: i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question iii. uses methods to collect and record **appropriate relevant** information iv. with guidance, **evaluates** on the research process and results.
7–8	The student: i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question iii. uses methods to collect and record **appropriate** and **varied relevant** information iv. 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: i. communicates information and ideas in a way that is **not always** appropriate to the audience and purpose ii. organizes information and ideas in a **limited** way iii. **lists** sources of information **inconsistently**.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** appropriate to the audience and purpose ii. **somewhat** organizes information and ideas iii. **creates** an **adequate** reference list and **sometimes** cites sources.
5–6	The student: i. communicates information and ideas in a way that is **mostly** appropriate to the audience and purpose ii. **mostly** structures information and ideas according to the task instructions iii. creates an **adequate** reference list and **usually** cites sources.
7–8	The student: i. communicates information and ideas in a way that is **completely** appropriate to the audience and purpose ii. structures information and ideas **completely** according to the task instructions iii. 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: i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way ii. **begins to identify** connections between information to make **simple** arguments iii. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitations of sources/data iv. **identifies** different perspectives.
3–4	The student: i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **some adequate** arguments iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** value and limitations iv. **recognizes** different perspectives and **suggests some** of their implications.
5–6	The student: i. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information in order to make **usually valid** arguments iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing value and limitations iv. **clearly recognizes** different perspectives and **describes most** of their implications.
7–8	The student: i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **consistent**, **well-supported** arguments iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations iv. **clearly recognizes** different perspectives and **consistently explains** their implications.

- poster/infographic

- speech.

Thinking critically

The final task assesses students' ability to think about and discuss issues, arguments and perspectives through structured questions culminating in an extended piece of writing. Students are also asked to demonstrate knowledge and understanding, either from their course or from information presented in source material.

Individuals and societies subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

For on-screen examination subjects, teachers are required to submit predicted grades. When considering predicted grades, teachers should consider their own assessment of students during MYP 4 and the first part of MYP 5 and allowing for subsequent academic development, teachers are asked to predict the outcome of eAssessment for their students with reference to the subject-specific grade descriptors. This prediction helps the IB to check the alignment between teachers' expectations and the IB's assessment outcome and, as such, forms an essential strategy for ensuring reliable results.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between examinations and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Grade	Descriptor
7	Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced understanding of individuals and societies concepts, contexts and terminology. Consistently demonstrates sophisticated critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally insightful work. Communicates extensive understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, frequently with sophistication to synthesize and evaluate information and make valid, well-supported arguments. Transfers knowledge and applies skills, often with independence, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade	Descriptor
5	Produces generally high-quality work. Communicates good understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, sometimes with sophistication, to synthesize and evaluate information and make valid, well-supported arguments. Usually transfers knowledge and applies skills, with some independence, in familiar classroom and real-world situations.
4	Produces good-quality work. Communicates basic understanding of most individuals and societies concepts, contexts and terminology with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many individuals and societies concepts, contexts and terminology, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to synthesize and evaluate information to make valid, well-supported arguments. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Communicates limited understanding of some individuals and societies concepts, contexts and terminology with significant gaps in understanding. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most individuals and societies concepts or contexts. Very rarely demonstrates evidence of critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.