MYP Subject criteria and Grade boundaries

Language & Literature (English)			
Criterion A	Analyzing	Analyze text , analyze the effects of the creators choice on the audience, justify opinions and ideas , evaluate similarities and differences	8
Criterion B	Organizing	Employ organizational structures, organize opinions and ideas ,use referencing and formatting tools	8
Criterion C	Producing text	Produce texts that demonstrate insight, imagination and sensitivity , make stylistic choices in terms of linguistic, literary and visual devices ,select relevant details and examples to develop ideas	8
Criterion D	Using Language	Use appropriate and varied vocabulary, write and speak in register and style that serve context and intention , use correct grammar, syntax and punctuation, spell, write and pronounce accurately ,use appropriate non-verbal communication techniques	8

Language Acquisition (French)			
Criterion A	Comprehending spoken and visual text	Listen for specific purposes and respond to show understanding, interpret visual text that is represented with spoken text , engage with the text by supporting opinion and personal response	8
Criterion B	Comprehending written and visual text	Read for specific purposes and respond to show understanding , interpret visual text that is represented with written text , engage with the text by supporting opinion and personal response	8
Criterion C	Communicating in response to spoken, written and visual text	Interact and communicate in various situations, express thoughts, feelings, ideas, opinions and information in spoken and written form, speak and write for specific purposes	8
Criterion D	Using Language	Organize thoughts, feelings, ideas, opinions and information in spoken and written form, develop accuracy when speaking and writing	8

Individuals & Societies (Geography/History)			
Criterion A	Knowing & Understanding	Use terminology in context, demonstrate knowledge and understanding of content and concepts	8
Criterion B	Investigating	Formulate a clear focused research question and justify its relevance, formulate and follow an action plan to investigate the research question, use research methods to collect information, evaluate the process and results of the investigation	8
Criterion C	Communicating	Communicate and structure information and ideas, document sources of information using a recognized convention	8
Criterion D	Thinking Critically	Discuss concepts, issues, models, visual representation and theories , synthesize information, analyze and evaluate sources /data using OPVL (origin, purpose, values and limitations)	8

Mathematics

Criterion A	Knowing & Understanding	Select and apply appropriate mathematics when solving problems in familiar and unfamiliar situations in a variety of contexts	**8**
Criterion B	Investigating Patterns	Select and apply mathematical problem-solving techniques to discover patterns, describe as general rules and verify them	**8**
Criterion C	Communicating	Use appropriate mathematical language and representations , communicate mathematical lines of reasoning , organize information using a logical structure	**8**
Criterion D	Applying Mathematics in real-world context	Identify relevant elements of authentic real-life situations, select and apply mathematical strategies to reach a solution, justify the degree of accuracy and whether the solution makes sense in context of the authentic real-life situation	**8**

Sciences (Integrated Science – Biology – Chemistry – Physics)

Criterion A	Knowing and understanding	Explain scientific Knowledge, apply scientific knowledge and understanding to solve problems in familiar and unfamiliar situation ,analyze and evaluate information to make scientifically supported judgments	**8**
Criterion B	Inquiring and designing	Explain a problem/question to be tested by a scientific investigation , formulate a testable hypothesis and explain it using scientific reasoning, explain the variables and the how data is collected , design scientific investigation	**8**
Criterion C	Processing and evaluating	Present, interpret data and explain results using scientific reasoning, evaluate the validity of a hypothesis and method used, explain improvements or extensions to the method	**8**
Criterion D	Reflecting on the impact of Science	Explain the ways in which science is applied ,discuss and evaluate implications of the use of science, apply scientific language effectively , document the work of others and sources of information used	**8**

Design (Business/ Design)

Criterion A	Inquiring and analyzing	Explain and justify the need for a solution to a problem for a specified client/target audience, identify the primary and secondary research needed to develop a solution, analyze exciting products that inspire a solution to the problem, develop a design brief	**8**
Criterion B	Developing ideas	Develop a design specification with the success criteria, develop a range of feasible design ideas, present the final chosen design and justify its selection, develop accurate and detailed planning drawing/diagrams and outline the requirements for the creation of the chosen solution	**8**
Criterion C	Creating the solution	Construct and follow a logical plan, demonstrate technical skills, justify changes made to the chosen design , present the solution	**8**
Criterion D	Evaluating	Design detailed and relevant testing methods, critically evaluate the success of the solution, explain how it could be improved and its impact on the client/target audience	**8**

Arts (Visual Arts – Music – Drama)			
Criterion A	Knowing and understanding	Demonstrate knowledge and understanding of the art form studied and its role in original or displace contexts, use acquired knowledge to inform artistic decisions in the process of creating artwork	**8**
Criterion B	Developing skills	Demonstrate the acquisition and development of skills and techniques of the art studied, demonstrate the application of skills and techniques to create and present art	**8**
Criterion C	Thinking creatively	Develop a feasible, clear, imaginative and coherent artistic intention, demonstrate creative- thinking behaviors, demonstrate the exploration of ideas to shape artistic intention	**8**
Criterion D	Responding	Construct meaning and transfer learning to new settings, create an artistic response to reflect or impact the world around them, critique the artwork of self and others	**8**

Physical & Health Education			
Criterion A	Knowing and understanding	Explain physical and health education knowledge, and apply it to analyze issues and solve problems in familiar and unfamiliar situations, apply physical and health terminology effectively	**8**
Criterion B	Planning for performance	Design , explain and justify plans to improve physical performance and health , analyze and evaluate the effectiveness of the plan based on the outcome	**8**
Criterion C	Applying and performing	Demonstrate and apply skills, techniques, strategies and movement concepts, analyze and apply information to perform effectively	**8**
Criterion D	Reflecting and improving performance	Explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to enhance performance , analyze and evaluate performance	**8**

Interdisciplinary Understanding			
Criterion A	Disciplinary grounding	Demonstrate relevant disciplinary factual, conceptual and procedural knowledge	**8**
Criterion B	Synthesizing and applying	Synthesize disciplinary knowledge to demonstrate interdisciplinary understanding	**8**
Criterion C	Communicating	Use appropriate strategies to communicate interdisciplinary understanding effectively , document resources using recognized conventions	**8**
Criterion D	Reflecting	Reflect on the development of their own interdisciplinary understanding, evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations	**8**

MYP Projects (Personal Project Grade 10)			
Criterion A	Investigating	Define a clear goal and a global context for the project , identify prior learning and subject-specific knowledge and demonstrate research skills	**8**
Criterion B	Planning	Develop criteria for the product/outcome, plan and record development and demonstrate self-management skills	**8**
Criterion C	Taking action	Create a product/outcome in response to the goal, global context and criteria, demonstrate thinking, communication and social skills	**8**
Criterion D	Reflecting	Evaluate the quality of the product/outcome against the criteria, reflect on how completing the project has extended student's understanding of the topic , global context, and the development as IB learners	**8**

Total of criteria for all subjects is 32

The MYP Grade boundaries across subject groups are as follows:

Boundaries	1 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32
Grade	1	2	3	4	5	6	7

The MYP General grade descriptors

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

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