Assessment criteria:

Please note that the assessment criteria in this guide are for first use in **final assessment** in June 2013 or December 2013 depending on the school year.

The following assessment criteria have been established by the IB for humanities in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification.

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

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context

- demonstrate knowledge and understanding of subject-specific content and concepts through developed 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: • makes a **limited attempt** to use **some** relevant terminology • demonstrates **basic** knowledge and understanding of content and concepts with **simple** descriptions and/or examples.
3–4	The student: • uses terminology that is accurate **and/or** appropriate • demonstrates knowledge and understanding of content and concepts through **adequate** descriptions, explanations or examples.
5–6	The student: • uses a **range** of terminology **accurately** and **appropriately** • demonstrates **good** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.
7–8	The student: • uses a **wide range** of terminology **accurately** and **appropriately** • demonstrates **detailed** knowledge and understanding of content and concepts through **developed and accurate** descriptions, explanations and examples.

Command terms and MYP definitions

Use   Apply knowledge or rules to put theory into practice.

Demonstrate   Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion B: Investigating

Maximum: 8

Students should be able to:

- formulate a clear and focused research question
- formulate and follow an action plan to investigate a research question
- use methods accurately to collect and record information consistent with the research question
- effectively address the research question.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • formulates a **very general** research question • formulates and follows a **limited** action plan to investigate a research question • collects and records **limited** information not always consistent with the research question • **makes a limited attempt** to address the research question.
3–4	The student: • formulates an **adequate** research question • formulates and follows a **partial** action plan to investigate a research question • uses a method or methods to collect and record **some** information consistent with the research question • **partially** addresses the research question.
5–6	The student: • formulates a **clear** research question • formulates and follows a **satisfactory** action plan to investigate a research question • uses methods to collect and record **appropriate** information consistent with the research question • **satisfactorily** addresses the research question.
7–8	The student: • formulates a **clear** and **focused** research question • formulates and follows a **detailed** action plan to investigate a research question • uses methods **accurately** to collect and record **appropriate** and **varied** information consistent with the research question • **effectively** addresses the research question.

Notes

- When defining a "clear and focused research question" the following elements can be considered: relevance, manageability, originality, ability to be assessed, of interest to the student and based in the subject. Students are not expected to formulate a research question in all cases that objective B is addressed; this can be supplied by the teacher. However, students must be given opportunities to formulate research questions at some stage during year 5. Research questions might also be formulated at the end of an investigation when students have developed their knowledge of the topic under consideration. The research question might also be formulated as a research statement.

- The action plan refers to the steps and information that the student defines in order to complete the investigation; it does not specifically refer to an essay plan, although this might be included in the overall action plan.

- Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of statistics and databases; formulation of questions.

- Methods to record information (electronic or paper), include but are not limited to: note-taking and summarizing; production of tables, graphs, maps, checklists; production of MindMaps®; indexing; creation of visuals such as timelines; production of databases.

Command terms and MYP definitions

Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Use	Apply knowledge or rules to put theory into practice.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

- analyse concepts, events, issues, models and arguments

- analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations

- interpret different perspectives and their implications

- synthesize information in order to make valid, well-supported arguments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • **makes a limited attempt** to analyse concepts, events, issues, models or arguments • **describes some** sources in terms of origin and purpose and recognizes **some** values and limitations • **identifies** different perspectives • makes connections between information **in a limited attempt** to make arguments.
3–4	The student: • completes a **simple** analysis of concepts, events, issues, models or arguments • completes a **simple analysis** and/or **evaluation** of some sources in terms of origin and purpose, recognizing values and limitations • **identifies** different perspectives and their implications • makes connections between information to make **simple** arguments.
5–6	The student: • completes a **satisfactory** analysis of concepts, events, issues, models or arguments • **satisfactorily analyses** and/or **evaluates a range** of sources in terms of origin and purpose, recognizing values and limitations • **interprets** different perspectives and their implications • synthesizes information to make **valid** arguments.

Achievement level	Level descriptor
7–8	The student:
	• completes a **detailed** analysis of concepts, events, issues, models or arguments
	• **effectively analyses** and **evaluates a range** of sources in terms of origin and purpose, recognizing values and limitations
	• **thoroughly interprets a range of** different perspectives and their implications
	• synthesizes information to make **valid, well-supported** arguments.

Command terms and MYP definitions

Analyse   Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.

Describe   Give a detailed account or picture of a situation, event, pattern or process.

Evaluate   Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.

Identify   Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Interpret   Use knowledge and understanding to recognize trends and draw conclusions from given information.

Synthesize   Combine different ideas in order to create new understanding.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose

- structure information and ideas in a way that is appropriate to the specified format

- document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • communicates information and ideas by **attempting in a limited way** to use a style that is appropriate to the audience and purpose • **makes a limited attempt** to structure information and ideas in a way that is appropriate to the specified format • **makes a limited attempt** to document sources of information.
3–4	The student: • communicates information and ideas by using a style that is **sometimes** appropriate to the audience and purpose • structures information and ideas in a way that is **sometimes** appropriate to the specified format • **sometimes** documents sources of information using a recognized convention.
5–6	The student: • communicates information and ideas by using a style that is **often** appropriate to the audience and purpose • structures information and ideas in a way that is **often** appropriate to the specified format • **often** documents sources of information using a recognized convention.
7–8	The student: • communicates information and ideas **effectively** by using a style that is **consistently** appropriate to the audience and purpose • structures information and ideas in a way that is **consistently** appropriate to the specified format • **consistently** documents sources of information using a recognized convention.