

MYP Individuals & Societies

Grade 8

Criterion A: Knowing and understanding

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

Criterion B: Investigating

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> <ul style="list-style-type: none"> • identifies a research question that is clear, focused and relevant • formulates a limited action plan or does not follow a plan • collects and records limited or sometimes irrelevant information • with guidance, reflects on the research process and results in a limited way.
3-4	<p>The student:</p> <ul style="list-style-type: none"> • formulates/chooses a research question that is clear and focused and describes its relevance • formulates and occasionally follows a partial action plan to investigate a research question • uses a method(s) to collect and record some relevant information • with guidance, reflects on the research process and results.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and describes its relevance in detail • formulates and mostly follows a sufficiently developed action plan to investigate a research question • uses methods to collect and record appropriate relevant information • with guidance, evaluates on the research process and results.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and explains its relevance • formulates and effectively follows a consistent action plan to investigate a research question • uses methods to collect and record appropriate and varied relevant information • with guidance, provides a detailed evaluation of the research process and results.

Criterion C: Communicating

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

Criterion D: Thinking critically

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> <ul style="list-style-type: none"> • begins to analyse concepts, issues, models, visual representation and/or theories in a limited way • begins to identify connections between information to make simple arguments • recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data • identifies different perspectives.
3-4	<p>The student:</p> <ul style="list-style-type: none"> • completes a simple analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make some adequate arguments • analyses sources/data in terms of origin and purpose, recognizing some values and limitations • recognizes different perspectives and suggests some of their implications.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • completes a substantial analysis of concepts, issues, models, visual representation and/or theories • summarizes information in order to make usually valid arguments • analyses sources/data in terms of origin and purpose, usually recognizing values and limitations • clearly recognizes different perspectives and describes most of their implications.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • completes a detailed analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make consistent, well-supported arguments • effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations • clearly recognizes different perspectives and consistently explains their implications.