



Criterion A: Knowing and understanding

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor			Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.			The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) <b>recalls some</b> physical health education factual, procedural and conceptual knowledge ii) identifies physical and health education knowledge to outline issues iii) <b>recalls</b> physical and health terminology.	The student: i) <b>recalls</b> physical health education factual, procedural and conceptual knowledge ii) <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding <b>with limited success.</b>			The student: i) <b>states</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>investigate</b> issues <b>and suggest</b> solutions to problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding <b>with limited success.</b>
3-4	The student: i) <b>recalls</b> physical health education factual, procedural and conceptual knowledge ii) identifies physical and health education knowledge to outline issues <b>and suggest</b> problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding <b>with limited success.</b>	The student: i) <b>states</b> physical health education factual, procedural and conceptual knowledge ii) <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and to solve</b> problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding.			The student: i) <b>outlines</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>analyse</b> issues <b>and to solve</b> problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding.
5-6	The student: i) <b>states</b> physical health education factual, procedural and conceptual knowledge ii) identifies physical and health education knowledge to outline issues <b>and solve</b> problems set in <b>familiar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding.	The student: i) <b>outlines</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in <b>familiar</b> situations <b>and suggest</b> solutions to problems set in <b>unfamiliar</b> situations iii) <b>applies</b> physical and health terminology to communicate understanding.			The student: i) <b>identifies</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>analyse</b> issues <b>to solve</b> problems set in <b>familiar and unfamiliar</b> situations iii) <b>applies</b> physical and health terminology to <b>consistently</b> to communicate understanding.
7-8	The student: i) <b>outlines</b> physical health education factual, procedural and conceptual knowledge ii) identifies physical and health education knowledge to describe issues <b>and solve</b> problems set in <b>familiar and unfamiliar</b> situations iii) <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.	The student: i) <b>describes</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>explain</b> issues <b>and solve</b> problems set in <b>familiar and unfamiliar</b> situations iii) <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.			The student: i) <b>explains</b> physical health education factual, procedural and conceptual knowledge ii) <b>applies</b> physical and health education knowledge to <b>analyse complex</b> issues <b>to solve complex</b> problems set in <b>familiar and unfamiliar</b> situations iii) <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.



**Criterion B: Planning for performance**

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor			Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.			The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) <b>states</b> plans for improving health or physical activity ii) <b>states</b> the effectiveness of a plan.	The student: i) <b>outlines</b> a plan for improving physical performance and health ii) <b>states</b> the effectiveness of a plan based on the outcome.			The student: i) <b>constructs and outlines</b> a plan to improve physical performance or health ii) <b>outlines</b> the effectiveness of a plan based on the outcome.
3-4	The student: i) <b>outlines a basic</b> plan for improving health or physical activity ii) <b>states</b> the effectiveness of a plan <b>based on the outcome</b> .	The student: i) <b>constructs and outlines</b> a plan for improving physical performance and health ii) <b>outlines</b> the effectiveness of a plan based on the outcome.			The student: i) <b>constructs and describes</b> a plan to improve physical performance or health ii) <b>explains</b> the effectiveness of a plan based on the outcome.
5-6	The student: i) <b>outlines</b> a plan for improving health or physical activity ii) <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b> .	The student: i) <b>constructs and explains</b> a plan for improving physical performance and health ii) <b>describes</b> the effectiveness of a plan based on the outcome.			The student: i) <b>designs and explains</b> a plan to improve physical performance or health ii) <b>analyses</b> the effectiveness of a plan based on the outcome.
7-8	The student: i) <b>constructs and outlines</b> a plan for improving health or physical activity ii) <b>describes</b> the effectiveness of a plan <b>based on the outcome</b> .	The student: i) <b>designs and explains</b> a plan for improving physical performance and health ii) <b>explains</b> the effectiveness of a plan based on the outcome.			The student: i) <b>designs, explains and justifies</b> a plan to improve physical performance or health ii) <b>analyses and evaluates</b> the effectiveness of a plan based on the outcome.



**Criterion C: Applying and performing**

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor		Level descriptor	
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.		The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i) <b>recalls some</b> skills and techniques ii) <b>recalls some</b> strategies and movement concepts iii) <b>applies</b> information to perform <b>with limited success</b> .	The student: i) <b>recalls and applies</b> skills and techniques <b>with limited success</b> ii) <b>recalls and applies</b> strategies and movement concepts <b>with limited success</b> iii) <b>recalls and applies</b> information to perform.		The student: i) <b>demonstrates and applies</b> skills and techniques <b>with limited success</b> ii) <b>demonstrates and applies</b> strategies and movement concepts <b>with limited success</b> iii) <b>recalls</b> information to perform.	
3-4	The student: i) <b>recalls</b> skills and techniques ii) <b>recalls</b> strategies and movement concepts iii) <b>applies</b> information to perform.	The student: i) <b>demonstrates and applies</b> skills and techniques <b>with limited success</b> ii) <b>demonstrates and applies</b> strategies and movement concepts <b>with limited success</b> iii) <b>identifies and applies</b> information to perform.		The student: i) <b>demonstrates and applies</b> skills and techniques ii) <b>demonstrates and applies</b> strategies and movement concepts iii) <b>identifies and applies</b> information to perform.	
5-6	The student: i) <b>recalls and applies</b> skills and techniques ii) <b>recalls and applies</b> strategies and movement concepts iii) <b>applies</b> information to perform <b>effectively</b> .	The student: i) <b>demonstrates and applies</b> skills and techniques ii) <b>demonstrates and applies</b> strategies and movement concepts iii) <b>identifies and applies</b> information to perform <b>effectively</b> .		The student: i) <b>demonstrates and applies</b> a <b>range</b> skills and techniques ii) <b>demonstrates and applies</b> a <b>range</b> strategies and movement concepts iii) <b>analyses and applies</b> information to perform.	
7-8	The student: i) <b>recalls and applies</b> a <b>range</b> of skills and techniques ii) <b>recalls and applies</b> a <b>range</b> of strategies and movement concepts iii) <b>recalls and applies</b> information to perform <b>effectively</b> .	The student: ii) <b>demonstrates and applies</b> a <b>range</b> of skills and techniques ii) <b>demonstrates and applies</b> a <b>range</b> of strategies and movement concepts iii) <b>outlines and applies</b> information to perform <b>effectively</b> .		The student: i) <b>demonstrates and applies</b> a <b>range</b> of <b>complex</b> skills and techniques ii) <b>demonstrates and applies</b> a <b>range</b> of <b>complex</b> strategies and movement concepts iii) <b>analyses and applies</b> information to perform <b>effectively</b> .	



**Criterion D: Reflecting and improving performance**

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor	Level descriptor		Level descriptor	
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.		The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i) <b>states</b> a strategy to enhance interpersonal skills ii) <b>states</b> a goal to enhance performance iii) <b>describes</b> performance.	The student: i) <b>identifies</b> strategies that enhance interpersonal skills ii) <b>lists</b> goals to enhance performance iii) <b>summarizes</b> performance.		The student: i) <b>identifies and demonstrates</b> strategies that enhance interpersonal skills ii) <b>identifies</b> goals to enhance performance iii) <b>outlines and summarizes</b> performance.	
3-4	The student: i) <b>lists</b> strategies to enhance interpersonal skills ii) <b>states</b> a goal and <b>applies</b> strategies to enhance performance iii) <b>summarizes</b> performance.	The student: i) <b>identifies and demonstrates</b> strategies that enhance interpersonal skills ii) <b>identifies</b> goals to enhance performance iii) <b>outlines and summarizes</b> performance.		The student: i) <b>outlines and demonstrates</b> strategies that enhance interpersonal skills ii) <b>outlines</b> goals and <b>applies</b> strategies to enhance performance iii) <b>describes and summarizes</b> performance.	
5-6	The student: i) <b>identifies</b> strategies to enhance interpersonal skills ii) <b>lists</b> goals and <b>applies</b> strategies to enhance performance iii) <b>outlines</b> and <b>summarizes</b> performance.	The student: i) <b>outlines and demonstrates</b> strategies that enhance interpersonal skills ii) <b>identifies</b> goals and <b>applies</b> strategies to enhance performance iii) <b>outlines</b> and <b>evaluates</b> performance.		The student: i) <b>describes and demonstrates</b> strategies that enhance interpersonal skills ii) <b>explains</b> goals and <b>applies</b> strategies to enhance performance iii) <b>explains</b> and <b>evaluates</b> performance.	
7-8	The student: i) <b>identifies and demonstrates</b> strategies to enhance interpersonal skills ii) <b>identifies</b> goals and <b>applies</b> strategies to enhance performance iii) <b>describes</b> and <b>summarizes</b> performance.	The student: i) <b>describes and demonstrates</b> strategies that enhance interpersonal skills ii) <b>outlines</b> goals and <b>applies</b> strategies to enhance performance iii) <b>explains</b> and <b>evaluates</b> performance.		The student: i) <b>explains and demonstrates</b> strategies that enhance interpersonal skills ii) <b>develops</b> goals and <b>applies</b> strategies to enhance performance iii) <b>analyses</b> and <b>evaluates</b> performance.	