Criterion A: Analysing

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) provides **minimal** identification and comment upon significant aspects of texts ii) provides **minimal** identification and comment upon the creator's choices iii) **rarely** justifies opinions and ideas with examples **or** explanations, though this may not be consistent; uses **some** terminology iv) **identifies few** similarities and differences in features within and between texts	The student: i) provides **minimal** identification **or** explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships among texts ii) provides **minimal** identification and explanation of the effects of the creator's choices on an audience iii) **rarely** justifies opinions and ideas with examples **or** explanations; uses **little or no** terminology iv) **identifies few** similarities and differences in features within and between genres and texts		The student: i) provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and relationship among texts ii) provides **limited** analysis of the effects of the creator's choices on an audience iii) **rarely** justifies opinions and ideas with examples **or** explanations; uses **little or no** terminology iv) **evaluates few** similarities and differences in features by making minimal connections across and within genres and texts	
3-4	The student: i) provides **adequate** identification and comment upon significant aspects of texts ii) provides **adequate** identification and comment upon the creator's choices iii) justifies opinions and ideas with **some** examples **and** explanations, though this may not be consistent; uses **some** terminology iv) **identifies some** similarities and differences in features within and between texts	The student: i) provides **adequate** identification **and** explanation of the content, context, language, structure, technique and style, and **some** explanation of the relationships among texts ii) provides **adequate** identification and explanation of the effects of the creator's choices on an audience iii) justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv) **interprets some** similarities and differences in features within and between genres and texts		The student: i) provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii) provides **adequate** analysis of the effects of the creator's choices on an audience iii) justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv) **evaluates some** similarities and differences by making **adequate** connections in features across and within genres and texts	
5-6	The student: i) provides **substantial** identification and comment upon significant aspects of texts ii) provides **substantial** identification and comment upon the creator's choices iii) **sufficiently** justifies opinions and ideas with examples, and explanations; uses **accurate** terminology iv) **describes some** similarities and differences in features within and between texts	The student: i) provides **substantial** identification **and** explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii) provides **substantial** identification and explanation of the effects of the creator's choices on an audience iii) **sufficiently** justifies opinions and ideas with examples, and explanations; uses **accurate** terminology iv) **competently interprets** similarities and differences in features within and between genres and texts		The student: i) **competently** analyses the content, context, language, structure, technique and style of text(s) and the relationship among texts ii) **competently** analyses the effects of the creator's choices on an audience iii) **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology iv) **evaluates** similarities and differences by making **substantial** connections in features across and within genres and texts	
7-8	The student: i) provides **perceptive** identification and comment upon significant aspects of texts ii) provides **perceptive** identification and comment upon the creator's choices iii) gives **detailed** justification of opinions and ideas with a **range** of examples, **and thorough** explanations; uses **accurate** terminology iv) **compares and contrasts** features within and between texts	The student: i) provides **perceptive** identification **and** explanation of the content, context, language, structure, technique and style, and explains the relationships among texts **thoroughly** ii) provides **perceptive** identification and explanation of the effects of the creator's choices on an audience iii) gives **detailed** justification of opinions and ideas with a **range** of examples, **and thorough** explanations; uses **accurate** terminology iv) **perceptively compares and contrasts** features within and between genres and texts		The student: i) provides **perceptive** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii) **perceptively** analyses the effects of the creator's choices on an audience iii) gives **detailed** justification of opinions and ideas with a **range** of examples **and thorough** explanations; uses **accurate** terminology iv) **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts	

Criterion B: Organizing

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) makes **minimal** use of organizational structures, though these **may not** serve the context and intention ii) organizes opinions and ideas with a **minimal degree of logic** iii) makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention.	The student: i) makes **minimal** use of organizational structures, though these **may not always** serve the context and intention ii) organizes opinions and ideas with a **minimal degree of coherence and logic** **iii)** makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention.		The student: i) makes **minimal** use of organizational structures, though these **may not always** serve the context and intention ii) organizes opinions and ideas with a **minimal degree of coherence and logic** iii) makes **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention.	
3-4	The student: i) makes **adequate** use of organizational structures that serve the context and intention ii) organizes opinions and ideas with **some degree of logic** iii) makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i) makes **adequate** use of organizational structures that serve the context and intention ii) organizes opinions and ideas with **some degree of coherence and logic** iii) makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.		The student: i) makes **adequate** use of organizational structures that serve the context and intention ii) organizes opinions and ideas with **some degree of coherence and logic** **iii)** makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	
5-6	The student: i) makes **competent** use of organizational structures that serve the context and intention ii) organizes opinions and ideas in a **logical manner** with ideas building on each other iii) makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i) makes **competent** use of organizational structures that serve the context and intention ii) organizes opinions and ideas in a **coherent and logical manner** with ideas building on each other iii) makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.		The student: i) makes **competent** use of organizational structures that serve the context and intention ii) organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii) makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	
7-8	The student: i) makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii) **effectively** organizes opinions and ideas in a **logical manner** with ideas building on each other in a **sophisticated** way iii) makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.	The student: i) makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii) **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii) makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.		The student: i) makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii) **effectively** organizes opinions and ideas in a **sustained, coherent and logical** manner with ideas building on each other in a **sophisticated** way iii) makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.	

Criterion C: Producing text

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) produces text that demonstrates **limited** personal engagement with the creative process; demonstrates a **limited degree** of thought or imagination and **minimal** exploration of new perspectives and ideas ii) makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii) selects **few** relevant details and examples to support ideas.	The student: i) produces text that demonstrates **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination **or** sensitivity and **minimal** exploration and consideration of new perspectives and ideas ii) makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii) selects **few** relevant details and examples to develop ideas.		The student: i) produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity, and **minimal** exploration of and critical reflection on new perspectives and ideas ii) makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii) selects **few** relevant details and examples to develop ideas.	
3-4	The student: i) produces text that demonstrates **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii) makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii) selects **some** relevant details and examples to support ideas	The student: i) produces text that demonstrates **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination **and** sensitivity, and **some** exploration and consideration of new perspectives and ideas ii) makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii) selects **some** relevant details and examples to develop ideas.		The student: i) produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity, and **some** exploration of and critical reflection on new perspectives and ideas ii) makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii) selects **some** relevant details and examples to develop ideas.	
5-6	The student: i) produces text that demonstrates **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii) makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii) selects **sufficient** relevant details and examples to support ideas.	The student: i) produces text that demonstrates **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination **and** sensitivity, and **substantial** exploration and consideration of new perspectives and ideas ii) makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii) selects **sufficient** relevant details and examples to develop ideas.		The student: i) produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity, and **substantial** exploration of and critical reflection on new perspectives and ideas ii) makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii) selects **sufficient** relevant details and examples to develop ideas.	
7-8	The student: i) produces text that demonstrates a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ii) makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii) selects **extensive** relevant details and examples to support ideas.	The student: i) produces text that demonstrates a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination **and** sensitivity, and **perceptive** exploration and consideration of new perspectives and ideas ii) makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii) selects **extensive** relevant details and examples to develop ideas **with precision.**		The student: i) produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination or sensitivity, and **perceptive** exploration of and critical reflection on new perspectives and ideas ii) makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii) selects **extensive** relevant details and examples to develop ideas **with precision.**	

Criterion D: Using Language

Achievement level	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
	Level descriptor				
0	The student does not reach a standard described by any of the descriptors below.				
1-2	The student: i) uses a **limited range** of appropriate vocabulary and forms of expression ii) writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii) uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv) spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v) makes **limited and/or inappropriate** use of appropriate non-verbal communication techniques				
3-4	The student: i) uses an **adequate range** of appropriate vocabulary, sentence structures and forms of expression ii) **sometimes** writes and speaks **competently** in a register and style that serve the context and intention iii) uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv) spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v) makes **some** use of appropriate non-verbal communication techniques				
5-6	The student: i) uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii) writes and speaks **competently** in a register and style that serve the context and intention iii) uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder effective** communication iv) spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder effective** communication v) makes **sufficient** use of appropriate non-verbal communication techniques				
7-8	The student: i) **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii) writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii) uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv) spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v) makes **effective** use of appropriate non-verbal communication techniques				