

# Assessed Curriculum: Approaches to Learning

## Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. demonstrate knowledge and understanding of Global Contexts, using descriptions, explanations and examples
- ii. demonstrate knowledge and understanding of the IB Learner Profile

### Achievement level / Level descriptor

0 The student **does not** reach a standard described by any of the descriptors below.

1–2

The student:

- i. **recognizes some** Global Contexts
- ii. demonstrates **basic** knowledge and understanding of the Learner Profile

3–4

The student:

- i. **uses some** Global Contexts
- ii. demonstrates **satisfactory** knowledge and understanding of the Learner Profile.

5–6

The student:

- i. **uses considerable relevant** Global Contexts, **often accurately**
- ii. demonstrates **substantial** knowledge and understanding of the Learner Profile

7–8

The student:

- i. **consistently** uses **relevant** Global Contexts **accurately**
- ii. demonstrates **excellent** knowledge and understanding of the Learner Profile

# Criterion B: Communicating

Maximum: 8

At the end of year 1, students should be able to:

- i. communicates information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

## Achievement level / Level descriptor

0 The student **does not** reach a standard described by any of the descriptors below.

1–2

The student:

- i. communicates information and ideas in a style that is **not always** clear
- ii. organizes information and ideas **in a limited way**
- iii. **inconsistently** lists sources, not following the task instructions.

3–4

The student:

- i. communicates information and ideas in a way that is **somewhat** clear
- ii. **somewhat** organizes information and ideas
- iii. lists sources in a way that **sometimes** follows the task instructions.

5–6

The student:

- i. communicates information and ideas in a way that is **mostly** clear
- ii. **mostly** organizes information and ideas
- iii. lists sources in a way that **often** follows the task instructions.

7–8

The student:

- i. communicates information and ideas in a way that is **completely** clear
- ii. **completely** organizes information and ideas **effectively**
- iii. lists sources in a way that **always** follows the task instructions.

## Criterion C: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications

### Achievement level / Level descriptor

0 The student **does not** reach a standard described by any of the descriptors below.

1–2

The student:

- i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent**
- ii. **rarely** uses information to justify opinions
- iii. identifies the origin and purpose of **limited** sources/data
- iv. identifies **some** different views.

3–4

The student:

- i. identifies **some** main points of ideas, events, visual representation or arguments
- ii. justifies opinions with **some** information
- iii. **identifies** the origin and purpose of sources/data
- iv. identifies **some** different views and suggests **some** of their implications.

5–6

The student:

- i. **identifies** the main points of ideas, events, visual representation or arguments
- ii. gives **sufficient** justification of opinions using information
- iii. identifies the origin and purpose of a **range** of sources/data
- iv. identifies different views and **most** of their implications.

7–8

The student:

- i. identifies **in detail** the main points of ideas, events, visual representation or arguments
- ii. gives **detailed** justification of opinions using information
- iii. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose
- iv. **consistently** identifies different views and their implications

# Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance their learning
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance

## Achievement level / Level descriptor

0 The student **does not** reach a standard described by any of the descriptors below.

1–2

The student:

- i. **identifies** a strategy to enhance ATL skills
- ii. **identifies** the effectiveness of a plan
- iii. **outlines** performance.

3–4

The student:

- i. **identifies** strategies to enhance ATL skills
- ii. **states** the effectiveness of a plan
- iii. **describes** performance.

5–6

The student:

- i. **identifies** and **sometimes demonstrates** strategies to enhance ATL skills
- ii. **describes** the effectiveness of a plan
- iii. **outlines** and **summarizes** performance.

7–8

The student:

- i. **identifies** and **demonstrates** strategies to enhance ATL skills
- ii. **describes** the effectiveness of a plan **based on the outcome**
- iii. **describes** and **summarizes** performance.