**Sciences MYP Level 1**

Criterion A: Knowing and Understanding (Maximum: 8)

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

1. outline scientific knowledge
2. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
3. interpret information to make scientifically supported judgments.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **select** scientific knowledge  ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations**  iii. **apply** information to **make judgments**, **with limited success.** |  |
| 3–4 | The student is able to:  i. **recall** scientific knowledge  ii. **apply** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations**  iii. **apply** information to **make judgments**. |  |
| 5–6 | The student is able to:  i. **state** scientific knowledge  ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations**  iii. **apply** information to **make scientifically supported judgments**. |  |
| 7–8 | The student is able to:  i. **outline** scientific knowledge  ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations**  iii. **interpret** information to **make scientifically supported judgments**. |  |

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Criterion B: Inquiring and Designing (Maximum: 8)

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

1. outline an appropriate problem or research question to be tested by a scientific investigation
2. outline a testable prediction using scientific reasoning
3. outline how to manipulate the variables, and outline how data will be collected
4. design scientific investigations.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **select** a problem or question to be tested by a scientific investigation  ii. **select** a testable prediction  iii. **state** a variable  iv. design a **method with limited success**. |  |
| 3–4 | The student is able to:  i. **state** a problem or question to be tested by a scientific investigation  ii. **state** a testable prediction  iii. **state** how to manipulate the variables, and **state** how **data** will be collected  iv. design a **safe method** in which he or she **selects materials and equipment**. |  |
| 5–6 | The student is able to:  i. **state** a problem or question to be tested by a scientific investigation  ii. **outline** a testable prediction  iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected  iv. design a **complete and safe method** in which he or she **selects appropriate materials and equipment**. |  |
| 7–8 | The student is able to:  i. **outline** a problem or question to be tested by a scientific investigation  ii. **outline** a testable prediction **using scientific reasoning**  iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected  iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**. |  |

**Sciences MYP Level 1**

Criterion C: Processing and Evaluating (Maximum: 8)

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

1. present collected and transformed data
2. interpret data and outline results using scientific reasoning
3. discuss the validity of a prediction based on the outcome of the scientific investigation
4. discuss the validity of the method
5. describe improvements or extensions to the method.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to:  i. **collect and present** data in numerical and/or visual forms  ii. **interpret** data  iii. **state** the validity of a prediction based on the outcome of a scientific investigation, **with limited success**  iv. **state** the validity of the method based on the outcome of a scientific investigation, **with limited success**  v. **state** improvements or extensions to the method that would benefit the scientific investigation, **with limited success**. |  |
| 3–4 | The student is able to:  i. **correctly collect and present** data in numerical and/or visual forms  ii. **accurately interpret** data and **outline** results  iii. **state** the validity of a prediction based on the outcome of a scientific investigation  iv. **state** the validity of the method based on the outcome of a scientific investigation  v. **state** improvements or extensions to the method that would benefit the scientific investigation. |  |
| 5–6 | The student is able to:  i. **correctly collect, organize and present** data in numerical and/or visual forms  ii. **accurately interpret** data and **outline** results **using scientific reasoning**  iii. **outline** the validity of a prediction based on the outcome of a scientific investigation  iv. **outline** the validity of the method based on the outcome of a scientific investigation  v. **outline** improvements or extensions to the method that would benefit the scientific investigation. |  |
| 7–8 | The student is able to:  i. **correctly collect, organize, transform and present** data in numerical and/ or visual forms  ii. **accurately interpret data** and **outline** results **using correct scientific reasoning**  iii. **discuss** the validity of a prediction based on the outcome of a scientific investigation  iv. **discuss** the validity of the method based on the outcome of a scientific investigation  v. **describe** improvements or extensions to the method that would benefit the scientific investigation. |  |

**Sciences MYP Level 1**

Criterion D: Reflecting on the Impacts of Science (Maximum: 8)

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

1. summarize the ways in which science is applied and used to address a specific problem or issue
2. describe and summarize the various implications of using science and its application in solving a specific problem or issue
3. apply scientific language effectively
4. document the work of others and sources of information used.

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| Achievement level | Achievement level descriptor | Task specific clarifications |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student is able to, **with limited success**:  i. **state** the ways in which science is used to address a specific problem or issue  ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor  iii. **apply** scientific language to communicate understanding  iv. document sources. |  |
| 3–4 | The student is able to:  i. **state** the ways in which science is used to address a specific problem or issue  ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor  iii. **sometimes apply** scientific language to communicate understanding  iv. **sometimes** document sources correctly. |  |
| 5–6 | The student is able to:  i. **outline** the ways in which science is used to address a specific problem or issue  ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor  iii. **usually apply** scientific language to communicate understanding **clearly and precisely**  iv. **usually** document sources correctly. |  |
| 7–8 | The student is able to:  i. **summarize** the ways in which science is applied and used to address a specific problem or issue  ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor  iii. **consistently apply** scientific language to communicate understanding **clearly and precisely**  iv. document sources **completely**. |  |