

# THE CODRINGTON SCHOOL

## THE INTERNATIONAL SCHOOL OF BARBADOS

### MYP Assessment Booklet



For Parents and Students

The single most important aim of MYP assessment is to support and encourage student learning. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluating their own progress using self- assessment and reflection. In doing so, they should develop wider critical-thinking and self-assessment skills.

The MYP assessment system used in grades 6-10 (MYP1 to MYP5) at Codrington is called a **criterion-referenced** model and it is vital that both students and parents understand the methods of assessment and play an active role in the process. Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

### **Assessment in Action at Codrington School**

**Step 1:** An assessment is given which contains a task sheet and assessment criteria.

**Step 2:** The teacher grades the assignment and students receive feedback based on the assessment criteria.

**Step 3:** This process is repeated throughout the semester so that all criterion in every subject are covered at least twice.

**Step 4:** At the end of the semester, each teacher analyzes the student's grades and use their professional judgment to award a level of achievement for each individual criterion.

**Step 5:** The criterion levels in each subject are then added together to give a criterion levels total for that subject. This total is then converted to an OAG (Overall Achievement Grade) out of 7 using the grade boundary tables from the IB.

**Step 6:** The End of Semester reports include individual criteria and an OAG for each subject as well as an appraisal each of the Approaches to Learning (ATL) Skill Areas. One of the following is chosen for each: 'Concern', 'Sometimes', Often, or 'Always'.

## What are the assessment criteria and why do they differ between subjects?

The most complicated part of MYP assessment is that the number of assessment criteria varies from one subject to another. The maximum levels in these assessment criteria also vary. (See the assessment criteria summary for the different subjects on page 7). Science for example has 6 assessment criteria all with a maximum level of 6. Humanities have 4 assessment criteria, each with a maximum of 8.

The reasons for these differences lie in the nature of different subjects. In Technology all elements of the design cycle are judged to be of equal importance so all 6 technology criteria are assessed out of 6. In Mathematics Criterion A 'Knowledge and Understanding' (maximum level of 8) has more emphasis placed upon it and is seen as 'relatively more important' than Criterion D 'Reflection in Mathematics' (maximum level of 6).

This does look confusing but the huge benefit of this type of assessment is that it identifies the strengths and weaknesses of each individual student, and provides an overview of student achievement in the various aspects of all subjects.

## What Marks Count Towards The Overall Achievement Grade (OAG)?

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 1 or 2 criteria are assessed per task. Only assessments that are criterion-related (that are assessed against criteria provided by the teacher for that specific assessment task) count towards the OAG.

## How Are End Of Semester Criterion Totals Reached?

By the end of the semester students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice. To explain the evolution of an OAG, let's follow the creation of a Mathematics OAG for a Grade 8 (MYP3) student called Penelope. There are 4 criteria in Mathematics. At the end of session Penelope will have at least 2 marks in all 4 of the Mathematics criteria. In Mathematics *Criterion A 'Knowledge and Understanding'* Penelope has 4 pieces of evidence (marks).

<b>Mathematics Criterion A : Knowledge and Understanding (8)</b>				
Name of the student	Number Vocabulary Project	Fractions Check In Test	Adding and Subtracting Fractions Assessment	Prime Time Test
<b>Penelope</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>

Maria's teacher will then make a professional judgment on the *criterion level of achievement* for her in this criterion. This is *not an average* of all of the marks for this criterion, but a professional judgment based on patterns in the data, the development of that student and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the semester. As a result of Penelope's consistent improvement over the semester she would receive a criterion level of achievement of 6 out of 8 for Mathematics Criterion A.

**Best-Fit Approach:** The level of achievement a student earns at the end of each term is based on a Best-Fit approach. In order to determine the Best-Fit a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the student's ability.

*(It is important to note that the MYP exams are assessed using MYP criteria and that the examination results will count as only one of the many assessments that will be used to determine the final end-of-semester grade).*

### How Do Criteria Marks Become an OAG (Overall Achievement Grade) out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject these criterion levels of achievement are then added together to give a **Criterion Levels Total**. This total is then compared to the **grade boundary tables** published by the IB (see page 6) to give the student a Grade out of 7 for that subject. At Codrington, we call this grade their **OAG**. Penelope's 6 out of a possible 8 in Mathematics Criterion A would be added to her criterion level of achievement in the other 3 Mathematics criteria, which would give a **Criterion Levels Total of 21**. As a result Penelope would receive 5 out of 7 for her final OAG in Mathematics.

#### Penelope – Mathematics

Subject Criteria	Maximum level	Level Achieved	Overall Achievement Grade
Criterion A: Knowledge and	8	6	<b>5</b>
Criterion B: Investigating Patterns	8	6	
Criterion C: Communication in	6	4	
Criterion D: Reflection in mathematics	6	5	
<b>Criteria Level Total</b>	28	<b>21</b>	

#### Grade boundary table for Mathematics:

Overall Achievement Grade	1	2	3	4	5	6	7
Obtained by referring to following boundaries	0-4	5-8	9-12	13-17	<b>18-21</b>	22-25	26-28

#### What Does An OAG of 1-7 Really Mean?

So what does Penelope's OAG of a 5 in Mathematics mean? Below are the **IB general grade descriptors** for each grade. An OAG of a 5 means that in Mathematics Penelope shows *A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.* To fully understand student achievement it is important to focus on all the individual criterion scores as these highlight student's strengths and weaknesses in the subject and both the OAG number and the general grade descriptions. At Codrington we don't convert MYP scores to other grading systems or percentages.

OAG	MYP General Grade Descriptors
Grade 1	<b>Minimal</b> achievement in terms of the objectives
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

## MYP Grade Boundaries And Final Grades

### Language A (English and Spanish) Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-4	5-9	10-14	15-19	20-23	24-27	28-30

### Language B (Foundation, Standard and Advanced) Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-8	9-16	17-23	24-30	31-36	37-42	43-48

### Mathematics Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-4	5-8	9-12	13-17	18-21	22-25	26-28

### Humanities Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-7	8-12	13-18	19-23	24-28	29-33	34-38

### Sciences Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-5	6-11	12-18	19-24	25-28	29-32	33-36

### Technology Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-15	16-21	22-26	27-31	32-36

### Arts Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-3	4-8	9-13	14-20	21-25	26-30	31-34

### PE Grade Boundaries

OLA	1	2	3	4	5	6	7
Boundaries	0-5	6-10	11-15	16-20	21-24	25-28	29-32

### Personal Project Grade Boundaries (Only MYP 5)

OLA	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-13	14-16	17-21	22-24	25-28

**Approaches to Learning:** By focusing on the importance of ATL skills we are teaching the students how they learn effectively and ultimately to take ownership of their own learning. On the end of semester report card, students will also receive either an 'Concern', 'Sometimes', Often, or 'Always' for each of the Approaches to Learning Skill Areas e.g. preparation, collaboration.

**Community and Service:** Participation in Community and Service is a requirement and expectation for all students at Codrington. Students must successfully complete the appropriate community and service requirements during each year of the MYP.

### A Summary Of The MYP Assessment Criteria

	Arts	Humanities	Language A	Language B	Mathematics	Physical Education	Sciences	Technology	Personal Project (Grade 10 Only)
<b>Criterion</b>									
<b>A</b>	Knowledge and understanding	Knowledge	Content	Oral communication (message)	Knowledge and understanding	Use of knowledge	One world	Investigate	Use the process journal
	8	10	10	8	8	8	6	6	4
<b>B</b>	Application	Concepts	Organization	Oral communication (language)	Investigating patterns	Movement composition	Communication in science	Design	Define the goal
	10	10	10	8	8	6	6	6	4
<b>C</b>	Reflection and evaluation	Skills	Style and language mechanics	Writing (message)	Communication in mathematics	Performance	Knowledge and understanding of science	Plan	Select sources
	8	10	10	8	6	10	6	6	4
<b>D</b>	Personal engagement	Organization and presentation		Writing (language)	Reflection in mathematics	Social skills and personal engagement	Scientific inquiry	Create	Apply information
	8	8		8	6	8	6	6	4
<b>E</b>				Reading comprehension			Processing data	Evaluate	Achieve the goal
				16			6	6	4
<b>F</b>							Attitudes in science	Attitudes in technology	Reflect on learning
							6	6	4
<b>G</b>									Report the project
									4

## MYP Criteria in detail as per the IB Subject Guides

### Language A

Assessment Criteria	Maximum	Description
<b>Criterion A: Content (receptive and productive)</b>	<b>10</b>	This criterion measures how well the student can understand and analyze language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts; compare and contrast works, and connect themes across and within genres; analyze the effects of the author's choices on an audience; express an informed and independent response to literary and non-literary texts; compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention; and apply language A terminology in context.
<b>Criterion B: Organization</b>	<b>10</b>	This criterion measures how well the student can create work that employs organizational structures and language-specific conventions throughout a variety of text types; organize ideas and arguments in a sustained, coherent, and logical manner; and employs appropriate critical apparatus.
<b>Criterion C: Style and language mechanics</b>	<b>10</b>	This criterion measures how well the student can use appropriate and varied register, vocabulary, and idiom; use correct grammar and syntax; use appropriate and varied sentence structure; use correct spelling/writing; use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain, and express feelings; and use language accurately.

### Language B

Assessment Criteria	Maximum	Description
<b>Criterion A: Oral communication</b>	<b>8</b>	This criterion measures the student's development as a speaker of the language.
<b>Criterion B: Visual interpretation</b>	<b>8</b>	This criterion measures the student's ability to interpret visual text presented with spoken and written text.
<b>Criterion C: Reading comprehension</b>	<b>8</b>	This criterion measures the student's ability to comprehend written text.
<b>Criterion D: Writing</b>	<b>8</b>	This criterion measures the student's development as a writer of the target language.

**Nb. With Language B students are grouped according to their ability into one of 6 phases with phase 6 being an almost native speaker. Most children in the MYP tend to be in the earlier phases. The phase that your child is on is shown on the report heading.**

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A very limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts
Use basic vocabulary	Use basic language	Use language accurately	Use language accurately	Use language accurately and effectively	Use oratory technique
Simple short texts	Simple texts	A limited range of texts	A range of texts	A range of texts	A wide range of texts
Interact in simple and rehearsed exchanges	Interact in basic rehearsed and some unrehearsed exchanges	Interact in rehearsed and unrehearsed exchanges	Engage actively	Engage actively	Engage actively
Understand and respond	Understand and respond	Understand and respond	Understand, interpret and respond	Understand, analyse and respond	Understand, analyse, evaluate and respond
Identify and recognize	Recognize and understand	Understand	Construct meaning/interpret	Construct meaning/analyse	Evaluate

## Humanities

Assessment Criteria	Maximum	Description
<b>Criterion A: Knowing and understanding</b>	<b>8</b>	Students should be able to use humanities terminology in context; and demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations, and examples.
<b>Criterion B: Investigating</b>	<b>8</b>	Students should be able to formulate a clear and focused research question; follow an action plan to investigate a research question; use methods accurately to collect and record information consistent with the research question; and effectively address the research question.
<b>Criterion C: Thinking</b>	<b>8</b>	Students should be able to analyze concepts, events, issues, models

<b>critically</b>		and/or arguments; analyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations; recognize different perspectives and their implications; and make connections between information to make valid, well-supported arguments.
<b>Criterion D: Communicating</b>	<b>8</b>	Students should be able to communicate information and ideas using an appropriate style for the audience and purpose; structure information and ideas in a way that is appropriate to the specified format; and create a list of sources of information according to the task instructions.

### Arts: Performing and Visual

<b>Assessment Criteria</b>	<b>Maximum</b>	<b>Description</b>
<b>Criterion A: Knowledge and Understanding</b>	<b>8</b>	Students should be able to demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical, and personal contexts; demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes; and communicate a critical understanding of the art form studied in the context of their own artwork.
<b>Criterion B: Application</b>	<b>10</b>	Students should be able to develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions; and apply skills, techniques and processes to create, perform, and/or present art.
<b>Criterion C: Reflection and Evaluation</b>	<b>8</b>	Students should be able to reflect critically on their own artistic development and processes at different stages of their work, evaluate their work, and use feedback to inform their own artistic development and processes.
<b>Criterion D: Personal Engagement</b>	<b>8</b>	Students should be able to show commitment in using their own artistic processes; demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks; support, encourage and work with their peers in a positive way; and to be receptive to art practices and artworks from various cultures, including their own.

### Math

Assessment Criteria	Maximum	Description
<b>Criterion A: Knowledge and Understanding</b>	<b>8</b>	Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects students to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems. The criterion examines to what extent the student is able to know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics); use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts; and select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.
<b>Criterion B: Investigating patterns</b>	<b>8</b>	Through the use of mathematical investigations, students are given the opportunity to apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyze information, find relationships and patterns, describe these mathematically as general rules, and justify or prove them. This criterion exams to what extent the student is able to select and apply appropriate inquiry and mathematical problem-solving techniques; recognize patterns; describe patterns as relationships or general rules; draw conclusions consistent with findings; and justify or prove mathematical relationships and general rules.
<b>Criterion C: Communication in mathematics</b>	<b>6</b>	Students are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings- both orally and in writing. This criterion examines to what extent the student is able to use appropriate mathematical language in both oral and written explanations; use different forms of mathematical representation; and communicates a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems.
<b>Criterion D: Reflection in mathematics</b>	<b>6</b>	MYP mathematics encourages students to reflect upon their findings and problem-solving processes. This criterion examines to what extent the student is able to explain whether his or her results make sense in the context of the problem; explain the importance of his or her findings in connection to real life where appropriate; justify the degree

		of accuracy of his or her results where appropriate; and suggest improvements to the method when necessary.
--	--	---

**Science**

<b>Assessment Criteria</b>	<b>Maximum</b>	<b>Description</b>
<b>Criterion A: One World</b>	<b>6</b>	One world enables students to gain a better understanding of the role of science in society and allows them to explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts. Students should be able to explain the ways in which science is applied and used to address a specific problem or issue; discuss the effectiveness of science and its application in solving the problem or issue; discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.
<b>Criterion B: Communication in science</b>	<b>6</b>	Communication in science enables students to develop the communication skills to become competent and confident when communicating information in science. Students should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings, and arguments in science. Students should be able to use scientific language correctly, use appropriate communication modes and formats, and acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.
<b>Criterion C: Knowledge and understanding of science</b>	<b>6</b>	Knowledge and understanding of science enables students to demonstrate their understanding of science by applying scientific knowledge to construct scientific explanations, solve problems, and formulate scientifically supported arguments. Students should be able to recall scientific knowledge and use scientific understanding to construct scientific explanations; apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations; and critically analyzes and evaluate information to make judgments supported by scientific understanding.
<b>Criterion D: Scientific Inquiry</b>	<b>6</b>	Students should be able to state a focused problem or research question to be tested by a scientific investigation; formulate a testable hypothesis and explain it using scientific reasoning; design and carry

		out scientific investigations that include variables and controls, material and/or equipment needed, a method to be followed, and the way in which the data is to be collected and processed; evaluate the validity and reliability of the method; judge the validity of the hypothesis based on the outcome of the investigation; and suggest improvements to the method or further inquiry, when relevant.
<b>Criterion E: Processing Data</b>	<b>6</b>	Processing data refers to enabling students to organize, process, and interpret quantitative and qualitative data. Students should be able to collect and record data using units of measurement as and when appropriate; organize, transform, and present data using numerical and visual forms; analyze and interpret the data; and draw conclusions consistent with the data and supported by scientific reasoning.
<b>Criterion F: Attitudes in science</b>	<b>6</b>	Attitudes in science encourage students to develop safe, responsible and collaborative working practices when carrying out experimental work in science. During the course the students are expected to work safely and use material and equipment competently; work responsibly with regards to the living and non-living environment; and work effectively as individuals and as part of a group by collaborating with others.

### Physical Education

<b>Assessment Criteria</b>	<b>Maximum</b>	<b>Description</b>
<b>Criterion A: Use of Knowledge</b>	<b>8</b>	Students are expected to have a knowledge and understanding of the physical activities or topics studied. The students are expected to be able to use this knowledge and understanding critically, and apply it to analyze situations and solve problems. This criterion includes sport-related and health-related fitness, international perspectives on physical activity, and sport and health education.
<b>Criterion B: Movement Composition</b>	<b>6</b>	Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic

		activity and using this as inspiration.
<b>Criterion C: Performance</b>	<b>10</b>	Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.
<b>Criterion D: Social Skills and Personal Engagement</b>	<b>8</b>	Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

### Technology

<b>Assessment Criteria</b>	<b>Maximum</b>	<b>Description</b>
<b>Criterion A: Investigate</b>	<b>6</b>	Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.
<b>Criterion B: Design</b>	<b>6</b>	Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification. Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.
<b>Criterion C: Plan</b>	<b>6</b>	Students are expected to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time. Students are expected to evaluate the plan and justify any modifications to the design.
<b>Criterion D: Create</b>	<b>6</b>	Students are expected to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials, and techniques. Students are expected to follow their plan, to evaluate the plan, and to justify any changes they make to the plan while they are creating the product/solution.
<b>Criterion E: Evaluate</b>	<b>6</b>	Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a

		result of these evaluations. Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.
<b>Criterion F: Attitudes in technology</b>	<b>6</b>	This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects: personal engagement (motivation, independence, general positive attitude) and attitudes towards safety, cooperation, and respect for others.

### Personal Project (MYP 5 only)

<b>Assessment Criteria</b>	<b>Maximum</b>	<b>Description</b>
<b>Criterion A: Use the Process Journal</b>	<b>4</b>	This criterion assesses the students' ability to demonstrate organizational skills through time and self-management, communicate and collaborate with the supervisor, and demonstrate information literacy, thinking and reflection.
<b>Criterion B: Define the Goal</b>	<b>4</b>	This criterion assesses the students' ability to identify and explain a topic based on personal interest, justify one focus area of interaction as a context for the project, outline a clear, achievable, challenging goal, and create specifications that will be used to evaluate the project's outcome/product.
<b>Criterion C: Select Sources</b>	<b>4</b>	This criterion assesses the students' ability to select varied, relevant sources to achieve the goal and to evaluate sources.
<b>Criterion D: Apply Information</b>	<b>4</b>	This criterion assesses the students' ability to transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.
<b>Criterion E: Achieve the Goal</b>	<b>4</b>	This criterion assesses the students' ability to evaluate the outcome/product against their own specifications for success.
<b>Criterion F: Reflect on Learning</b>	<b>4</b>	This criterion assesses the students' ability to reflect on how completing the project has extended their knowledge and understanding of the topic including in the context of the focus area of interaction and to reflect on how they have developed as a learner by completing the project.
<b>Criterion G: Report the Project</b>	<b>4</b>	This criterion assesses the students' ability to organize the project report according to the required structure, communicate clearly, coherently and concisely, within required limits, and acknowledge

		sources according to recognized conventions.
--	--	--