STUDENT RUBRICS

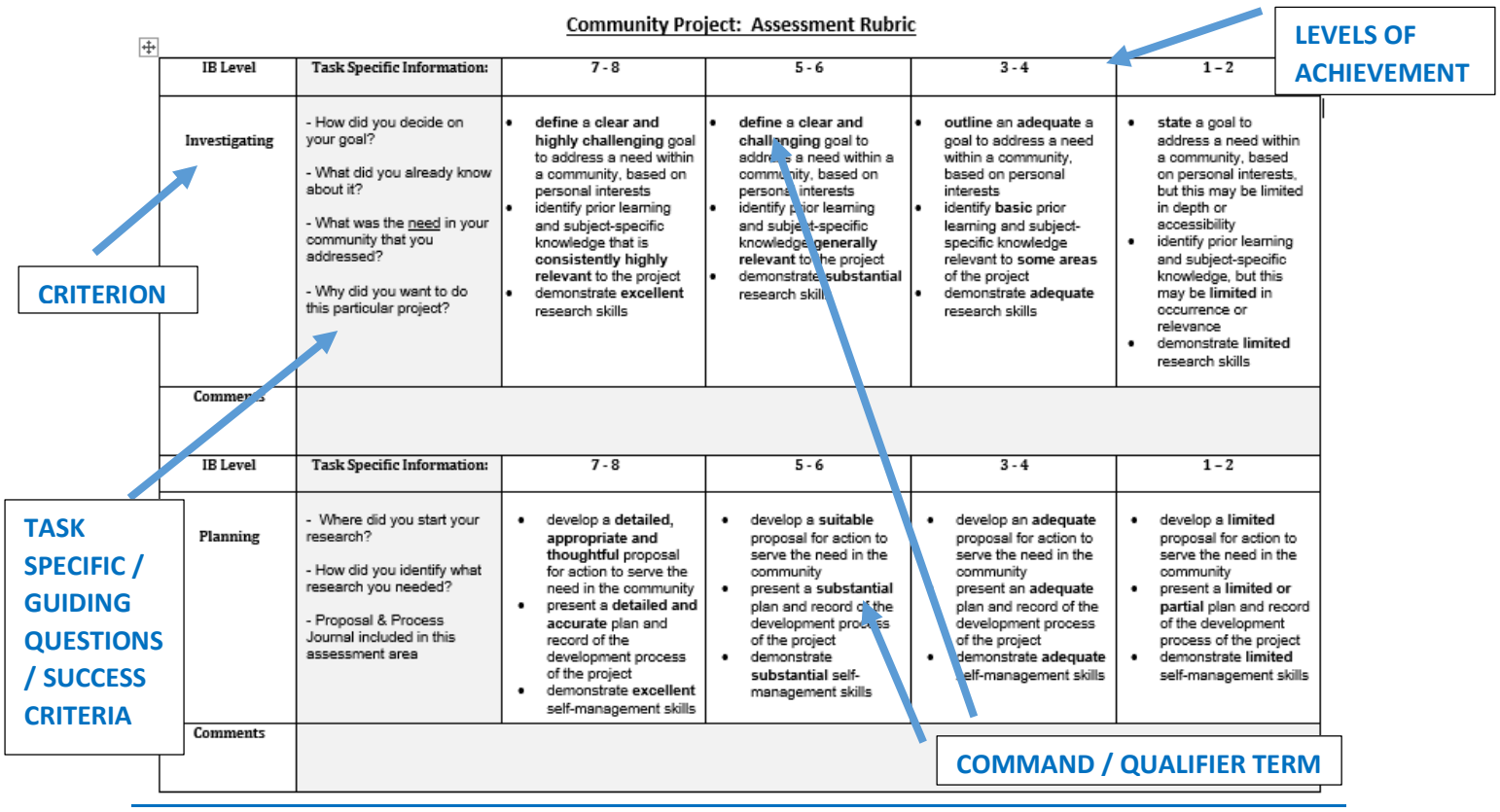
Rubrics will reflect the IB-MYP requirements in all aspects such as:

Levels of Achievement *(grading)*

Command Terms *(qualifier words)*

Task Specific Guidance *(success criteria)*

Information on each of these follow the diagram.



LEVELS OF ACHIEVEMENT

Assessment rubrics and evaluation of student work will be based on the IB-MYP scale of 1-8. The chart below outlines the standard of work, and work ethic tied to each level.

IB Level 1 - 2

- Limited quality
- Lacks understanding of most concepts
- Rarely/infrequently demonstrates critical thinking
- Rarely/infrequently demonstrates creative thinking
- Inflexible
- Rarely/infrequently applies knowledge and skills

IB Level 3 - 4

- Acceptable to good quality
- Basic understanding of concepts
- Few misunderstandings
- Some critical or creative thinking
- Some flexibility
- Requires some support

IB Level 5 – 6

- Generally high-quality work
- Some innovation
- Confident
- Good to excellent understanding of concepts
- Shows critical thinking
- Creative
- Uses knowledge and skills
- Frequently
- Independent

IB Level 7 - 8

- High quality work
- Innovative
- Extensive understanding of concepts
- Consistently
- Demonstrates sophisticated critical thinking
- Creative
- Independent
- Transfers knowledge and skills

Notes:

1. The IB-MYP has four levels of achievement (Level: 1-2, 3-4, 5-6, 7-8) but these do not mirror the four levels of achievement set by the Ontario Ministry of Education (Level: 1, 2, 3, 4). That is, a Ministry 3 (B/75%) is not the same as a 5-6 on the International Baccalaureate rubric. A 5-6 moves the child into the A/80% + category. Equivalence is being discussed in class. Further inquiries can be directed to the classroom teachers or to the programme coordinator.

2. Also important to note is that the rubric WILL NOT reflect an *overall* grade per assessment. Achievement will be based on each criterion (category of learning) separately. This move will encourage students to not simply be concerned with "What's my mark?" but rather, questions of "What criterion(s) was I successful? Why? or "Where could I benefit from further development?"

TASK SPECIFIC / GUIDING QUESTIONS / SUCCESS CRITERIA

This column of the rubric helps the students to identify what the rubric means in relationship to the task. It may include:

- Questions that should be answered in the work
- Reflect success criteria co-created in class
- List important points to consider in task completion
- Etc.

Since all rubrics in each subject area will be similar *(changes of criterion focus or bulleted points under each one)*, this column becomes very important. Focus and attention should be on reviewing it and understanding the connects.

COMMAND TERMS

Command Terms are the **bolded words** found on student rubrics. They are *qualifier* terms which distinguish levels of achievement and provide direction of how students should report their knowledge, conclusions, and/or reflections.

Command terms are separated by subject, however, here is a list of all for your reference.

It is essential that students have a common understanding of each terms meaning to ensure the possibility of greatest achievement on a task.

Command Term	**Definition**
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.

Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle theory or law in relation to a given problem or issue.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange an order by class or category.
Comment	Give a judgement based on a given statement or result of a calculation.
Compare	Give an account of similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and Contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create	To evolve from one's own thought or imagination, as a work or an invention.
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quality.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Describe	Give a detailed account of picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations (See also “Critique”).
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes (See also “ Justify”).

Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion (See also “Explain”).
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.

Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.

To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice (See also “Apply.”)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.