

ISL Middle School Assessment Criteria

Grades 6-8

Introduction

This booklet provides information about how ISL middle school students are assessed by their teachers.

All middle school students are assessed on a scale using the terms Beginning, Developing, Mastering & Extending. Here you will find details from each subject area which the teachers use to best describe and assess your child's level of achievement.

The descriptions are different for each subject area which is why your child may be Developing in one subject and Mastering in another. These criteria are updated and revised on an annual basis.

On the last page you will find the 'Oral Presentation Rubric' which is used to assess students' presentations on major projects or assignments.

English - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
R E A D I N G	<ul style="list-style-type: none"> -finds reading independently challenging and is reluctant to engage with a text -can use some strategies to help them read fluently -demonstrates the beginnings of awareness of the author's meaning, intentions or techniques 	<ul style="list-style-type: none"> -attempts to read independently and shows some understanding of challenging texts -uses a range of strategies to read fluently -shows some awareness of author's meaning, intentions and techniques 	<ul style="list-style-type: none"> -demonstrates an appreciation of reading, reads challenging material with support -uses a wide range of strategies to read critically -has a sound understanding of author's meaning, intentions and techniques 	<ul style="list-style-type: none"> -demonstrates an appreciation and love of reading, reads challenging material independently -confidently uses a wide range of strategies to read critically -has a sophisticated and perceptive understanding of author's meaning, intentions and techniques
W R I T I N G	<ul style="list-style-type: none"> -recognises the different features and styles but may not be able to incorporate them into writing -ideas are often undeveloped and organisation may hinder understanding -uses simple straightforward vocabulary -sentence structures and grammatical features may be inaccurate 	<ul style="list-style-type: none"> -uses a range of features and styles but not always appropriately -complex ideas may not be fully developed and are simply organised -uses appropriate, but perhaps unadventurous vocabulary -uses a range of structures and grammatical features but not always accurately 	<ul style="list-style-type: none"> -makes accurate use of specific features and styles to convey particular effects -ideas are well developed and organised coherently - uses ambitious and appropriate vocabulary -experiments c-onfidently with a range of structures and grammatical features 	<ul style="list-style-type: none"> -writing is stylish, controlled and convincing- maintaining the interest of the reader -ideas are thoroughly developed, organised coherently and effectively -aptly and sensitively uses a rich, wide and ambitious vocabulary -aptly and sensitively uses a range of sentence structures and grammatical features
S P E A K I N G	<ul style="list-style-type: none"> -can ask simple questions and make basic comments about texts and topics -volume, tone and intonation are not always appropriately used and interfere with communication -vocabulary and grammar choices can hinder communication 	<ul style="list-style-type: none"> -can make useful comments and raise questions in a discussion -tone and intonation can be varied but not always appropriately -makes an attempt to adapt vocabulary and grammar 	<ul style="list-style-type: none"> -can actively and confidently engage in discussion -can vary the tone and intonation of voice according to the situation -can adapt vocabulary, grammar, and non-verbal features 	<ul style="list-style-type: none"> -can initiate, sustain, and deepen discussion -can vary the tone and intonation of voice for effect - accurately adapts vocabulary, grammar, and non-verbal features to match context and content
L I S T E N I N G	<ul style="list-style-type: none"> -may not recognise changes in nuance, direction, or tone -responds rarely to others' ideas, responses may not be appropriate -struggles to sustain listening and simple ideas may not be understood 	<ul style="list-style-type: none"> -listens carefully to others' contributions but may not react accordingly -when prompted can respond adequately to others' ideas -simple ideas are understood, but listening may not be sustained 	<ul style="list-style-type: none"> -listens sensitively to others' contributions and transitions -responds thoughtfully to others' ideas -can listen for a sustained period; complex ideas and aims are generally understood 	<ul style="list-style-type: none"> -is sensitive to others' contributions and transitions and adapts accordingly -demonstrates a sophisticated reflection on ideas being explored - can listen for a sustained period; complex ideas and aims are understood

French A - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
R E A D I N G	<ul style="list-style-type: none"> -finds reading independently challenging and is reluctant to engage with a text -can use a range of strategies to help them read fluently -demonstrates the beginnings of awareness of the author's meaning, intentions or techniques 	<ul style="list-style-type: none"> -attempts to read independently and shows some understanding of challenging texts -uses a range of strategies to read fluently -Shows some awareness of author's meaning, intentions and techniques 	<ul style="list-style-type: none"> -demonstrates an appreciation of reading, reads challenge material with support -sound understanding of authors meaning, intentions and techniques -uses a wide range of strategies to read critically 	<ul style="list-style-type: none"> -demonstrates an appreciation and love of reading, reads challenging material independently -sophisticated and perceptive understanding of authors meaning, intentions and techniques -confidently uses a wide range of strategies to read critically
W R I T I N G	<ul style="list-style-type: none"> -recognises the different features and styles but may not be able to incorporate them into writing -ideas are often undeveloped and organisation may hinder understanding -uses simple straightforward vocabulary, use of sentence structure and grammatical features may be inaccurate 	<ul style="list-style-type: none"> -uses a range of features and styles but not always appropriately - complex ideas may not be fully developed and are simply organised - uses appropriate, but perhaps unadventurous vocabulary, and uses a range of structures and grammatical features but not always accurately. 	<ul style="list-style-type: none"> -makes accurate use of specific features and styles to convey particular effects -ideas are well developed and organised coherently - uses ambitious and appropriate vocabulary, and experiments confidently with a range of structures and grammatical features - good and secure level of accuracy in sentence structure, grammar and spelling. 	<ul style="list-style-type: none"> -writing is stylish, controlled and convincing- maintaining the interest of the reader -ideas are thoroughly developed, organised coherently and effectively -aptly and sensitively uses a rich, wide and ambitious vocabulary, and a range of sentence structures and grammatical features - high level of accuracy in sentence structure, grammar and spelling.
S P E A K I N G	<ul style="list-style-type: none"> -can ask simple questions and make basic comments about texts and topics -volume, tone and intonation are not always appropriately used and interfere with communication -vocabulary and grammar choices can hinder communication - pronunciation can be unclear 	<ul style="list-style-type: none"> -can make useful comments and raise questions in a discussion -tone and intonation can be varied but not always appropriately -makes an attempt to adapt vocabulary and grammar 	<ul style="list-style-type: none"> -can actively and confidently engage in discussion -can vary the tone and intonation of their voice according to the situation -can adapt vocabulary, grammar and non-verbal features - spoken language is fluent, clear, with some occasional errors in pronunciation. 	<ul style="list-style-type: none"> -can initiate, sustain and deepen discussion -can vary the tone, and intonation of their voice for effect - accurately adapts vocabulary, grammar and non-verbal features to match context and content - spoken language is fluent, clear, with little to no errors in pronunciation.
L I S T E N I N G	<ul style="list-style-type: none"> -may not recognise changes in nuance, direction or tone -responds rarely to others ideas, responses may not be appropriate -struggles to sustain listening and simple ideas may not be understood 	<ul style="list-style-type: none"> -listens carefully to others contributions but may not react accordingly -when prompted can respond adequately to other's ideas -simple ideas are understood, but listening may not be sustained 	<ul style="list-style-type: none"> -listens sensitively to other participants contributions, and transitions -respond thoughtfully to other's ideas -can listen for a sustained period, complex ideas and aims are generally understood 	<ul style="list-style-type: none"> -is sensitive to other participants contributions and transitions and adapts accordingly -demonstrates a sophisticated reflection on ideas being explored - can listen to fluent language for a sustained period. - complex ideas and concepts are understood

French B - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
R E A D I N G	<ul style="list-style-type: none"> -identifies most basic facts, messages, main ideas and supporting details in longer texts (up to 200 words). -infers the meaning of new words from the context and paratext elements -responds appropriately to comprehension questions on extended texts covering familiar topics. - has some understanding of basic conventions 	<ul style="list-style-type: none"> - identifies most basic facts, messages, main ideas and supporting details in longer texts and draws some conclusions - understands some basic conventions including aspects of format and style, and author’s purpose for writing - engages adequately with the written text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - understands most basic conventions including aspects of format and style, and author’s purpose for writing - engages considerably with the written text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> -shows excellent understanding of information, main ideas and supporting details, and draws conclusions. -clearly understands basic conventions including aspects of format and style, and author’s purpose for writing -engages thoroughly with the written text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
W R I T I N G	<ul style="list-style-type: none"> -has considerable awareness of basic grammatical conventions - has some understanding and use of conjugations in a variety of tenses -responds appropriately with some accuracy in writing -organises their own writing in a logical manner using paragraphs and including sequencing words and connectives 	<ul style="list-style-type: none"> - writes using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices; - organises some information and ideas, and uses a range of basic cohesive devices, although it might not always be appropriate - uses language to suit the context to some degree. 	<ul style="list-style-type: none"> - writes making good use of a varied range of vocabulary, grammatical structures and conventions, generally accurately; - organises information and ideas well, and uses a limited range of basic cohesive devices accurately - usually uses language to suit the context. 	<ul style="list-style-type: none"> - writes effectively using a wide range of vocabulary, grammatical structures and conventions accurately; - organises information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message Uses language effectively to suit the context.
S P E A K I N G	<ul style="list-style-type: none"> - makes limited attempt to respond to spoken, written and visual text; responses are can be inappropriate - interacts minimally in spontaneous exchanges - expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations - communicates with a limited sense of audience and purpose. 	<ul style="list-style-type: none"> - responds to spoken, written and visual text, though some responses may be inappropriate - interacts to some degree in rehearsed and unrehearsed exchanges - expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed - communicates with some sense of audience and purpose. 	<ul style="list-style-type: none"> - responds appropriately to spoken, written and visual text - interacts considerably in rehearsed and unrehearsed exchanges - expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed - communicates with a considerable sense of audience and purpose 	<ul style="list-style-type: none"> - responds in detail and appropriately to spoken, written and visual text - interacts confidently in rehearsed and unrehearsed exchanges - effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant - communicates with an excellent sense of audience and purpose. - speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately
L I S T E N I N G	<ul style="list-style-type: none"> - shows good understanding of information and main ideas in listening tasks. - understands most basic conventions of spoken language. - shows good understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows good understanding of information, main ideas and supporting details - understands most basic conventions of spoken language -shows good understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - has considerable understanding of conventions of spoken language - shows considerable understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows excellent understanding of information, main ideas and supporting details, and draws conclusions - clearly understands basic conventions - shows thorough understanding of the content, context and concepts of the spoken text as a whole.

French Ab Initio - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
R E A D I N G	<ul style="list-style-type: none"> -matches single words to images -identifies simple information in sentences in written language 	<ul style="list-style-type: none"> -identifies some basic facts, main messages and some details in short written texts -answers comprehension questions on written texts in the target language although there might be misinterpretations 	<ul style="list-style-type: none"> -identifies some facts, messages, main ideas and some supporting details in extended texts -responds to simple comprehension questions on an extended written text 	<ul style="list-style-type: none"> -identifies most basic facts, messages, main ideas and supporting details in longer texts (up to 200 words). -infers the meaning of new words from the context and paratext elements -responds appropriately in writing to comprehension questions on extended texts covering familiar topics.
W R I T I N G	<ul style="list-style-type: none"> -labels images with single words -has little awareness of basic language conventions and grammar -expresses simple opinions in writing -attempts to respond in writing using simple short phrases, perhaps using a prompt sheet 	<ul style="list-style-type: none"> -has some awareness of basic grammar conventions but might not apply them consistently -writes simple phrases and sentences from memory although there might be errors in spelling and grammar -attempts to write paragraphs with the use of a glossary, dictionary or notes 	<ul style="list-style-type: none"> -has a good awareness of basic grammar conventions and can apply them -responds to simple short phrases and basic information in written form with good accuracy although mistakes may occur -writes extended pieces of writing and organises the writing in paragraphs, using varied adjectives and connectives 	<ul style="list-style-type: none"> -has considerable awareness of basic grammatical conventions - has some understanding and use of conjugations in a variety of tenses -responds appropriately and with some accuracy in writing -organises their own writing in a logical manner using paragraphs and including sequencing words and connectives
S P E A K I N G	<ul style="list-style-type: none"> -interacts minimally in simple rehearsed exchanges -has little awareness of basic language conventions, pronunciation and intonation -attempts to respond using simple short phrases or single words, perhaps using a prompt sheet 	<ul style="list-style-type: none"> -interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language -uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics -communicates with some sense of pronunciation conventions (like double vowel sounds and silent letters). 	<ul style="list-style-type: none"> -interacts to some degree in simple spontaneous exchanges, using verbal and non-verbal language -uses some basic phrases to communicate ideas, feelings and information on a range of aspects of everyday topics -communicates with a good sense of pronunciation conventions (like double vowel sounds and silent letters) and intonation. 	<ul style="list-style-type: none"> -engages in spontaneous conversations in the target language -interacts with some confidence in simple and rehearsed exchanges, using verbal language -communicates with a considerable sense of pronunciation and intonation
L I S T E N I N G	<ul style="list-style-type: none"> - shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions - has limited understanding of conventions - engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> - shows some understanding of information, main ideas and supporting details, and draws some conclusions - understands some basic conventions -shows some understanding of the content, context and concepts of the text as a whole. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - has considerable understanding of conventions - the student shows considerable understanding of the content, context and concepts of the text as a whole. 	<ul style="list-style-type: none"> - shows good understanding of information and main ideas in listening tasks. - understands most basic conventions of spoken language. - shows good understanding of the content, context and concepts of the spoken text as a whole.

Spanish 1 - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
R E A D I N G	<ul style="list-style-type: none"> -matches single words to images -identifies simple information in sentences in written language 	<ul style="list-style-type: none"> -identifies some basic facts, main messages and some details in short written texts -answers comprehension questions on written texts in the target language although there might be misinterpretations 	<ul style="list-style-type: none"> -identifies some facts, messages, main ideas and some supporting details in extended texts -responds to simple comprehension questions on an extended written text 	<ul style="list-style-type: none"> -identifies most basic facts, messages, main ideas and supporting details in longer texts (up to 200 words). -infers the meaning of new words from the context and paratext elements -responds appropriately in writing to comprehension questions on extended texts covering familiar topics.
W R I T I N G	<ul style="list-style-type: none"> -labels images with single words -has little awareness of basic language conventions and grammar -expresses simple opinions in writing -attempts to respond in writing using simple short phrases, perhaps using a prompt sheet 	<ul style="list-style-type: none"> -has some awareness of basic grammar conventions but might not apply them consistently -writes simple phrases and sentences from memory although there might be errors in spelling and grammar -attempts to write paragraphs with the use of a glossary, dictionary or notes 	<ul style="list-style-type: none"> -has a good awareness of basic grammar conventions and can apply them -responds to simple short phrases and basic information in written form with good accuracy although mistakes may occur -writes extended pieces of writing and organises the writing in paragraphs, using varied adjectives and connectives 	<ul style="list-style-type: none"> -has considerable awareness of basic grammatical conventions - has some understanding and use of conjugations in a variety of tenses -responds appropriately and with some accuracy in writing -organises their own writing in a logical manner using paragraphs and including sequencing words and connectives
S P E A K I N G	<ul style="list-style-type: none"> -interacts minimally in simple rehearsed exchanges -has little awareness of basic language conventions, pronunciation and intonation -attempts to respond using simple short phrases or single words, perhaps using a prompt sheet 	<ul style="list-style-type: none"> -interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language -uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics -communicates with some sense of pronunciation conventions (like double vowel sounds and silent letters). 	<ul style="list-style-type: none"> -interacts to some degree in simple spontaneous exchanges, using verbal and non-verbal language -uses some basic phrases to communicate ideas, feelings and information on a range of aspects of everyday topics -communicates with a good sense of pronunciation conventions (like double vowel sounds and silent letters) and intonation. 	<ul style="list-style-type: none"> -engages in spontaneous conversations in the target language -interacts with some confidence in simple and rehearsed exchanges, using verbal language -communicates with a considerable sense of pronunciation and intonation
L I S T E N I N G	<ul style="list-style-type: none"> - shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions - has limited understanding of conventions - engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> - shows some understanding of information, main ideas and supporting details, and draws some conclusions - understands some basic conventions -shows some understanding of the content, context and concepts of the text as a whole. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - has considerable understanding of conventions - the student shows considerable understanding of the content, context and concepts of the text as a whole. 	<ul style="list-style-type: none"> - shows good understanding of information and main ideas in listening tasks. - understands most basic conventions of spoken language. - shows good understanding of the content, context and concepts of the spoken text as a whole.

Spanish 2 - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
READING	<ul style="list-style-type: none"> -identifies most basic facts, messages, main ideas and supporting details in longer texts (up to 200 words). -infers the meaning of new words from the context and paratext elements -responds appropriately to comprehension questions on extended texts covering familiar topics. - has some understanding of basic conventions 	<ul style="list-style-type: none"> - identifies most basic facts, messages, main ideas and supporting details in longer texts and draws some conclusions - understands some basic conventions including aspects of format and style, and author’s purpose for writing - engages adequately with the written text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - understands most basic conventions including aspects of format and style, and author’s purpose for writing - engages considerably with the written text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. 	<ul style="list-style-type: none"> -shows excellent understanding of information, main ideas and supporting details, and draws conclusions. -clearly understands basic conventions including aspects of format and style, and author’s purpose for writing -engages thoroughly with the written text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
WRITING	<ul style="list-style-type: none"> -has considerable awareness of basic grammatical conventions - has some understanding and use of conjugations in a variety of tenses -responds appropriately with some accuracy in writing -organises their own writing in a logical manner using paragraphs and including sequencing words and connectives 	<ul style="list-style-type: none"> - writes using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices; - organizes some information and ideas, and uses a range of basic cohesive devices, although it might not always be appropriate - uses language to suit the context to some degree. 	<ul style="list-style-type: none"> - writes making good use of a varied range of vocabulary, grammatical structures and conventions, generally accurately; - organizes information and ideas well, and uses a limited range of basic cohesive devices accurately - usually uses language to suit the context. 	<ul style="list-style-type: none"> - writes effectively using a wide range of vocabulary, grammatical structures and conventions accurately; - organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message Uses language effectively to suit the context.
SPEAKING	<ul style="list-style-type: none"> - makes limited attempt to respond to spoken, written and visual text; responses are can be inappropriate - interacts minimally in spontaneous exchanges - expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations - communicates with a limited sense of audience and purpose. 	<ul style="list-style-type: none"> - responds to spoken, written and visual text, though some responses may be inappropriate - interacts to some degree in rehearsed and unrehearsed exchanges - expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed - communicates with some sense of audience and purpose. 	<ul style="list-style-type: none"> - responds appropriately to spoken, written and visual text - interacts considerably in rehearsed and unrehearsed exchanges - expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed - communicates with a considerable sense of audience and purpose 	<ul style="list-style-type: none"> - responds in detail and appropriately to spoken, written and visual text - interacts confidently in rehearsed and unrehearsed exchanges - effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant - communicates with an excellent sense of audience and purpose. - speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately
LISTENING	<ul style="list-style-type: none"> - shows good understanding of information and main ideas in listening tasks. - understands most basic conventions of spoken language. - shows good understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows good understanding of information, main ideas and supporting details - understands most basic conventions of spoken language -shows good understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows considerable understanding of information, main ideas and supporting details, and draws conclusions - has considerable understanding of conventions of spoken language - shows considerable understanding of the content, context and concepts of the spoken text as a whole. 	<ul style="list-style-type: none"> - shows excellent understanding of information, main ideas and supporting details, and draws conclusions - clearly understands basic conventions - shows thorough understanding of the content, context and concepts of the spoken text as a whole.

	Beginning	Developing	Mastering	Extending
<p>Knowledge and understanding</p> <ul style="list-style-type: none"> -Key dates, key figures -Significant events -Terminology and vocabulary -Understanding of key concepts -Depth of knowledge of case studies 	<ul style="list-style-type: none"> -Recognizes basic knowledge of content or case study -Limited use of specialist vocabulary -Brief detail of place/ and event case studies and examples 	<ul style="list-style-type: none"> -Uses knowledge of content -Some use of specialist vocabulary -Starts to use detail of place/ and event case studies and examples 	<ul style="list-style-type: none"> -Uses knowledge of content accurately -Detailed use of specialist vocabulary -Confident and detailed use of place/ and event case studies and examples 	<ul style="list-style-type: none"> - Uses knowledge and understanding of content as evidence to support arguments effectively and consistently - Extensive use of specialist vocabulary - Compare and contrast of place/ and event case studies and examples -Understands change over time
<p>Critical thinking</p> <ul style="list-style-type: none"> -Summarising of key ideas -Evaluation -Compare/contrast -Analysis and explanation -Justification- using evidence - Making links -Conclusions -Identify nature of a source (who, where, what type, when it was created) why it was created -Evaluate the values and limitations of source -Asking further questions 	<ul style="list-style-type: none"> -Begin to Identify main points of ideas, events or arguments -Begin to use information to give a limited argument -Basic analysis and explanation/comparison/evaluation with few links and place references -Begin to identify origin and purpose of a range of data -Begin to identify different views - Rarely asks further questions 	<ul style="list-style-type: none"> -Identifies some main points of ideas, events and arguments -Uses information to support a clear argument -Clear analysis and explanation/comparison/evaluation with some links and place examples -Identify origin and purpose of a range of data -Identify different views and some of their implications -Sometimes asks further questions 	<ul style="list-style-type: none"> - Clearly identifies main points of ideas, events and arguments - Synthesizes information to give a detailed argument -Summarizes information to make a well supported argument -Detailed analysis and explanation/comparison/evaluation using clear links and case study place examples -Clearly identifies origin and purpose of a range of data -Clearly recognizes different perspectives and consistently explains their implications -Clearly identifies different views and more of their implications - Regularly asks further questions 	<ul style="list-style-type: none"> - Thoroughly identifies all main points of ideas, events and arguments - Synthesizes the information to give a detailed argument that is well-supported with evidence - Extensive analysis and explanation/comparison/evaluation with detailed links and detailed case study place examples -Summarizes information to make a very well supported argument -Thoroughly identifies origin and purpose of a range of data uses a range of sources and values and limitations -Thoroughly evaluates different perspectives and consistently explains their implications -Identify big message and sub-message - Consistently asks further questions and challenges existing assumptions

<p>Research</p> <ul style="list-style-type: none"> -Create research questions -Make and follow an action plan -Use a range of different sources - Research detailed place case studies/events -Identify and select relevant data -Create a bibliography for academic honesty 	<ul style="list-style-type: none"> -Use the five W questions to support research -Create a basic action plan with support to help meet deadlines -Identify a limited range of sources -Limited use of place case studies/events -Identify some relevant data -Create a basic bibliography to reference sources for academic honesty 	<ul style="list-style-type: none"> -Devise own directed research questions -Create and follow an action plan independently -Identify and use a range of different sources - Clear use of place case studies and events -Identify and use relevant data -Create a bibliography using a referencing system (e.g. Harvard) for academic honesty 	<ul style="list-style-type: none"> -Devise own effective and directed research questions -Create and follow a detailed action plan, -Identify and use a wide range of different sources - Detailed use of place case studies and events -Select relevant data and justify its use -Create an effective bibliography accurately using a detailed referencing system (e.g. Harvard) for academic honesty 	<ul style="list-style-type: none"> -Devise own in-depth research questions showing originality -Create and follow a detailed action plan and meet deadlines ahead of schedule. -Source and identify a wide range of different sources and use them extensively -Consistent use of thoroughly detailed place case studies and events -Select relevant data and justify its use in a thorough manner -Create an extensive bibliography accurately using a detailed referencing system (e.g. Harvard) for academic honesty
<p>Communication</p> <p>The exchange of thoughts and information through interaction, reading, writing, language, presentation and performance.</p>	<ul style="list-style-type: none"> -Give and receive some feedback -Reading/writing to understand and communicate basic ideas -Basic presentation and performance skills 	<ul style="list-style-type: none"> -Give and receive meaningful feedback Reading/writing to understand and communicate clear ideas -Clear presentation and performance skills 	<ul style="list-style-type: none"> -Give and receive detailed feedback and act upon it -Reading/writing to understand and communicate detailed ideas -Confident, detailed presentation and performance skills 	<ul style="list-style-type: none"> -Extensively give and receive detailed feedback which is implemented to also support others -Reading/writing in a critical manner to thoroughly understand and communicate detailed ideas -Highly confident and highly detailed presentation and performance skills and is also able to support others

Science - Middle School Assessment Criteria 2024-25

Criteria	Beginning	Developing	Mastering	Extending
Knowledge and Understanding	<p>The student is able to:</p> <ul style="list-style-type: none"> -state or recall scientific knowledge -use your understanding of science to suggest solutions to problems identify trends in scientific data -apply limited scientific language to communicate understanding -document sources, with some help. 	<ul style="list-style-type: none"> -briefly describe scientific knowledge -apply scientific knowledge and understanding to solve problems -identify trends in scientific data and use these to draw conclusions -sometimes apply scientific language to communicate understanding -sometimes document sources correctly without help. 	<ul style="list-style-type: none"> -describe scientific knowledge -apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations -identify trends in scientific data and use these to draw conclusions supported by scientific ideas -usually apply scientific language to communicate understanding clearly and precisely -usually document sources correctly. 	<ul style="list-style-type: none"> -explain scientific knowledge in detail -apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations -analyse the strengths and weaknesses in scientific information and use them to support your conclusions -consistently apply scientific language to communicate understanding clearly and precisely -document sources completely.
Inquiring and Designing	<p>The student is able to:</p> <ul style="list-style-type: none"> -state a problem or question to be tested by a scientific investigation, with limited success -state a testable hypothesis -state the variables -design a method, with limited success. 	<ul style="list-style-type: none"> -state a problem or question to be tested by a scientific investigation -outline a testable hypothesis using scientific reasoning -outline how to manipulate the variables, and state how relevant data will be collected -design a safe method in which he or she selects materials and equipment. 	<ul style="list-style-type: none"> -outline a problem or question to be tested by a scientific investigation -outline and explain a testable hypothesis using scientific reasoning -outline how to manipulate the variables, and outline how sufficient, relevant data will be collected -design a complete and safe method in which he or she selects appropriate materials and equipment. 	<ul style="list-style-type: none"> -describe a problem or question to be tested by a scientific investigation -outline and explain a testable hypothesis using correct scientific reasoning -describe how to manipulate the variables, and describe how sufficient, relevant data will be collected -design a logical, complete and safe method in which he or she selects appropriate materials and equipment.
Processing and Evaluating	<p>The student is able to:</p> <ul style="list-style-type: none"> -collect and present data in numerical and/or visual forms -accurately interpret data -state the validity of a hypothesis with limited reference to a scientific investigation -state the validity of the method with limited reference to a scientific investigation -state limited improvements or extensions to the method. 	<ul style="list-style-type: none"> -correctly collect and present data in numerical and/or visual forms -accurately interpret data and describe results -state the validity of a hypothesis based on the outcome of a scientific investigation -state the validity of the method based on the outcome of a scientific investigation -state improvements or extensions to the method that would benefit the scientific investigation. 	<ul style="list-style-type: none"> -correctly collect, organise and present data in numerical and/or visual forms -accurately interpret data and describe results using scientific reasoning -outline the validity of a hypothesis based on the outcome of a scientific investigation -outline the validity of the method based on the outcome of a scientific investigation -outline improvements or extensions to the method that would benefit the scientific investigation. 	<ul style="list-style-type: none"> -correctly collect, organise, transform and present data in numerical and/or visual forms -accurately interpret data and describe results using correct scientific reasoning -discuss the validity of a hypothesis based on the outcome of a scientific investigation -discuss the validity of the method based on the outcome of a scientific investigation -describe improvements or extensions to the method that would benefit the scientific investigation.

Mathematics - Middle School Assessment Criteria 2024-25

	Beginning	Developing	Mastering	Extending
Knowledge and Understanding	The student can recall some content and that reflects on previous knowledge and concepts. She/he shows basic understanding.	The student has a good recall of a wide range of contents. S/he shows some independent understanding.	The student has a reliable recall of a wide range of content and shows knowledge of the concepts taught, regularly demonstrating independent understanding.	The student has a reliable recall of a wide range of content and clearly shows knowledge of elaborate concepts, demonstrating independent understanding.
Application and Reasoning	The student can apply learning in simple situations and is capable of basic analysis.	The student can apply learning in a variety of situations and is capable of following well targeted instructions and applying the concepts taught.	The student can apply learning effectively in a variety of complex situations and is capable of appropriate analysis.	The student can apply learning effectively in a variety of complex and unfamiliar situations.
Communication	The student reads for comprehension, understands and uses some mathematical notation.S/he needs assistance (peer or teacher) to complete the task.	The student understands and uses mathematical notation, S/he reads for comprehension and can ask questions when stuck.	The student understands and uses mathematical notation, they are capable of working in groups and sharing their methods with their peers and to elaborate with the teacher.	The student takes effective notes in class, understands and uses mathematical notation, organises and depicts information logically, adds significantly to the learning environment of the classroom through reflection and response.
Reflection and Evaluation	The student can evaluate and synthesise simple statements of facts and ideas with some level of independence.	The student can evaluate and synthesise statements of facts and ideas independently, and analyse one step problem solving and tasks.	The student can evaluate and synthesise complex ideas, often showing creativity, originality and insight.	The student can evaluate, synthesise and express complex ideas proficiently, showing creativity, originality and insight, identify the misconceptions and analyse open ended questions.

Art - Middle School Assessment Criteria 2024-25

Criteria	Beginning	Developing	Mastering	Extending
<p>Knowledge and understanding: Showing understanding of concepts, processes and use of specific language when discussing and critiquing art.</p>	Basic aspects/concepts of the arts are well integrated and focus must be given to develop the work in greater depths.	The student demonstrates adequate understanding of some concepts and is able to discuss some aspects of the arts. The student is developing as an independent thinker.	The student demonstrates strong competences in understanding and discussing aspects of the arts. He/she is able to discuss the elements of the arts in context.	The student demonstrates high competences in understanding and discussing aspects of the arts, making references to artists, movements or theories.
<p>Developing and applying skills: To demonstrate application and development of skills and techniques.</p>	Basic skills are being demonstrated and little evidence in progress shows.	The student shows an interest and an understanding on how to develop the work further.	The student is proactive in the learning process and demonstrates good reflective and problem solving skills, applying techniques successfully.	Intention and making are matching successfully and the student is showing independence and method in the application of skills and techniques.
<p>Thinking creatively: To demonstrate an ability to interpret the topic with personal vision. To show evidence of an experimental approach, leading towards a unique and original outcome.</p>	A basic approach is being taken. The student lacks understanding of the opportunities that he/she may make use of. A vision is not yet being demonstrated. The student still needs to be told/shown what to do.	The student demonstrates some understanding of the opportunities that he/she may make use of. The student starts relating to the work with personal experience, background knowledge and demonstrates some ownership of the work.	The student is capable of seeing the project as a starting point and makes strong use of personal experience, sound background knowledge, showing strong ownership of the work. The student is independent and resourceful in the creative process.	The student explores the project in a highly independent and personal manner, showing excellent research, planning, and reflective skills. The student goes beyond expectations and demonstrates high resourcefulness in the creative process.
<p>Engagement: To demonstrate personal commitment, enthusiasm, curiosity, self-motivation, initiative, willingness to take informed risks.</p>	The student engages but remains in need of being guided through the different steps.	The student is starting to find some personal motivation. However, each step of the project must still be given.	The student has gained independence and has demonstrated personal vision and drive. He/she is capable of foreseeing the end results and setting targets.	The student has gained high independence and autonomy on all aspects of the project. He/she has his/her own expectations and works towards a clear and sophisticated outcome.

Design Technology - Middle School Assessment Criteria 2024-25

Criteria	Beginning	Developing	Mastering	Extending
<p>Inquiring and analysing Students are able to identify a problem that needs to be solved. They can analyse the need for a solution and conduct an inquiry into the nature of the problem.</p>	<p>The student is able to form a basic solution to a design problem and can conduct limited research.</p>	<p>The student demonstrates adequate understanding in identifying a design solution and is able to conduct some research of existing products in order to support their idea.</p>	<p>The student demonstrates strong competences in identifying a design solution and is able to conduct a good level of research of existing products in order to support their idea.</p>	<p>The student demonstrates high competences in explaining and justifying a design solution. They can conduct detailed research and analyse a range of existing products that inspire a solution to the problem.</p>
<p>Refining ideas and solutions Students are able to plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation</p>	<p>The student is able to plan and create a solution with support.</p>	<p>The student can create and follow a plan for the chosen design solution and demonstrate technical skills when making the solution.</p>	<p>The student is able to plan the creation of the chosen solution. They can follow the plan making some adaptations to create a prototype sufficient for testing and evaluation. The student demonstrates good technical skills when making the solution.</p>	<p>The student constructs a logical plan, which describes the efficient use of resources. When following the plan they can confidently adapt the design, justifying changes and demonstrate excellent technical skills when creating the solution.</p>
<p>Engagement Students demonstrate personal commitment, enthusiasm, curiosity, self-motivation, initiative, willingness to take informed risks.</p>	<p>The student engages but still needs step by step instructions/support.</p>	<p>The student is starting to find some personal motivation and independence in their work.</p>	<p>The student has gained independence and has demonstrated personal vision and drive. They are capable of foreseeing the end results and setting targets.</p>	<p>The student is highly independent on all aspects of the project. They have their own expectations and work towards a clear and sophisticated outcome.</p>
<p>Evaluating & Reflecting Students are able to test and objectively evaluate the success of their design. Students can identify areas where the solution could be improved and explain how their solution will impact the target audience.</p>	<p>The student can identify positive and negative aspects of their design but are lacking further depth and development of ideas.</p>	<p>The student can test the success of their design and is able to identify some areas of improvement.</p>	<p>The student is able to test and objectively evaluate the success of their design. They can identify areas where the solution could be improved and explain how their solution will impact the target audience (where applicable)</p>	<p>The student demonstrates detailed and relevant construction methods. They can critically evaluate the solution, measure its success, and identify improvements that can be made during and after the project.</p>

Music - Middle School Assessment Criteria 2024-25

Criteria	Beginning	Developing	Mastering	Extending
<p>Criterion A: Music theory – reading, writing, composition and application of learned concepts Comprehension of certain elements of music – Dynamics, tempo, articulation, form, etc.</p>	<ul style="list-style-type: none"> - Uses tools and mnemonics to find the names of notes inside the staff. - Understands and can play rhythms up to quarter notes. - Can read, name and apply certain musical elements (time signature, dynamics). - Applies theoretical knowledge to simple melodies. 	<ul style="list-style-type: none"> - Adequate understanding of written music. - Able to read and write most notes and rhythmic structures. - Applies some knowledge to interpretation of a work. 	<ul style="list-style-type: none"> - Strong understanding of written music. - Able to read and write notes and rhythmic structures independently and transfer to his instrument. - Demonstrates strong ability to apply knowledge to interpretation of a work. 	<ul style="list-style-type: none"> - Extensive understanding of written music. - High ability to read and write notes and rhythmic structures and to transfer to the instrument. - Demonstrates high ability to apply knowledge to interpretation of a work.
<p>Criterion B: Instrumental technique – demonstration of progress in the mastery of fingering, embouchure and tone and specific postural elements</p>	<ul style="list-style-type: none"> - Attempts to use correct fingering / position and / or appropriate embouchure. - Can play a specified note on demand within a predetermined tessiture. - Demonstrates understanding of the correlation between playing technique and written music. 	<ul style="list-style-type: none"> - Adequate ability to apply fingering and embouchure technique on instrument. - Posture is starting to progress and student is more comfortable with the instrument. 	<ul style="list-style-type: none"> - Strong ability to master fingering and embouchure technique on instrument for a clear tone. - Posture is well established and specific technical elements are evident. 	<ul style="list-style-type: none"> - High ability to master fingering and embouchure technique on instrument for excellent tone. - Posture and specific technical elements acquired at a high level.
<p>Criterion C: Performance skills - interpreting a piece of music and following a conductor's direction</p>	<ul style="list-style-type: none"> - Able to play along with an audible beat. - Can follow basic conducting indications. - Acquires a notion of dynamics and/ or articulation and attempts to apply it. - Able to play some notes using correct rhythm and fingering. 	<ul style="list-style-type: none"> - Starting to follow a conductor's directions more independently and follow a visual beat. - Can apply some nuances, articulation and tempos changes indicated when playing written music - Able to play music as written with increasing accuracy. 	<ul style="list-style-type: none"> - Can follow a conductor's directions independently and keep in time with a visual beat - Able to rehearse independently and assist peers by conducting - Can play most music as written, including nuances, articulation and tempo changes (responds to signals from conductor). 	<ul style="list-style-type: none"> - Can follow a conductor's directions with great ease and adapt to changing circumstances independently - Able to lead a section or ensemble independently - Can conduct independently - Able to play music as written, including nuances, articulation and tempo changes (responds to signals from conductor).
<p>Criterion D: Listening and analysis - Ability to show understanding of musical genres and historical and social contexts, through observing, responding, discriminating, discussing and recording ideas</p>	<ul style="list-style-type: none"> - Discover the possibility of a connection between music and its cultural environment. - Can use a small amount of relevant and specific vocabulary to identify and analyse music. 	<ul style="list-style-type: none"> - Can discuss given connections between music and culture specific to a certain time in history. - Can use some relevant and specific vocabulary to identify and analyse music 	<ul style="list-style-type: none"> - Can discuss given connections and propose new connections re: music and culture in a particular point in history. - Can use relevant and specific vocabulary to identify and analyse music. 	<ul style="list-style-type: none"> - Can extrapolate from previously studied connections and apply them to various points in history. - Can use relevant and specific vocabulary extensively to identify and analyse music.

Physical Education - Middle School Assessment Criteria 2024-25

Criteria	Beginning	Developing	Mastering	Extending
Participation, Effort Level & Physical Fitness	The student performs with little effort, organisation or energy. Fitness levels are poor.	The student performs with some effort, and/or energy. Fitness levels are good.	The student performs with a high level of effort and energy most of the time. Fitness levels are very good.	The student performs with a high degree of accuracy, organisation and energy. Fitness levels are excellent.
Teamwork & Communication Skills	The student displays attitudes that maintain their communication and relationships with others. They show respect & sensitivity for others some of the time.	The student demonstrates attitudes that maintain their communication and relationships with others. They show respect and sensitivity for others most of the time.	The student displays attitudes that improve their communication and relationships with others. They consistently show respect for others	The student displays attitudes that deepen and enhance their communication and relationships with others. They consistently show a high degree of respect and sensitivity for others
Skill Level & Technical Performance	The student shows little competence in basic moves, skills and techniques in the performance or playing situation.	The student shows competence in basic moves, skills and techniques in the performance or playing situation.	The student demonstrates competence in basic and some complex moves, skills and techniques in the performance or playing situation.	The student demonstrates competence in basic and many complex moves, skills and techniques in the performance or playing situation.
Tactical Awareness & Understanding of Rules	The student shows some awareness of movement concepts, tactics, strategies and rules.	The student shows awareness of movement concepts, tactics, strategies and rules, but has difficulty in applying them.	The student applies some movement concepts, tactics, strategies and rules, most of the time.	The student applies movement concepts, tactics, strategies and rules appropriately.

Oral Presentations - Assessment Rubric

The assessment rubric below is used when assessing student presentations throughout middle school. Teachers will focus on different aspects of the rubric each time students present to ensure that they build up their skills over time. This rubric is used to assess the final presentations for the Grade 8 Personal Project. At this point, student presentations are assessed using all of the criteria shown.

Student's Name: _____

Topic: _____

Structure - Intro, main part conclusion	Effective visual aids	Knowledge of subject matter	Eye contact / Body position / movement	Voice projection / Clarity of speech	Language and persuasive skills
<p>Notes: Student gives clear intro about what they're presenting</p> <p>Structured main section (e.g 3 parts)</p> <p>Clear summary at end</p> <p style="text-align: center;">___ / 5</p> <p>Teacher Comment</p>	<p>Notes: Max 6-8 lines per slide, written in own words</p> <p>Minimum font size 18.5</p> <p>Clear visual diagrams / tables / pictures</p> <p style="text-align: center;">___ / 10</p> <p>Teacher Comment</p>	<p>Notes: Student has rehearsed their presentation</p> <p>Student identifies the goal of the presentation ('By the end of this presentation, the audience will...')</p> <p>Can answer questions posed by others</p> <p style="text-align: center;">___ / 15</p> <p>Teacher Comment</p>	<p>Notes: Student looks towards audience Briefly looks at each new slide then focuses on the audience again</p> <p>Feet planted solidly on the ground (little or no rocking side to side).</p> <p>Natural movement across the front of the room from time to time (little or no pacing)</p> <p>Hand gestures which help the audience to focus or understand</p> <p style="text-align: center;">___ / 10</p> <p>Teacher Comment</p>	<p>Notes: Voice is loud and clear</p> <p>Not speaking too fast/slow</p> <p>Tone of voice appropriately varied</p> <p style="text-align: center;">___ / 10</p> <p>Teacher Comment</p>	<p>Notes: Student does not repeat what's written on slides, but builds on it, using different vocabulary</p> <p>Student uses good linking words and phrases to move from one slide/idea to the next</p> <p style="text-align: center;">___ / 10</p> <p>Teacher Comment</p>