**Interdisciplinary Criteria Rubrics and Task Assessment**

**Developing ID rubrics**:

* Remember that it is fine to use the rubrics as is, with clarifications of what the descriptors mean in each unit provided in a task-sheet or task-packet.
* If limited clarifications of the descriptors are provided in task-specific rubrics:
  + the intentions of the published level descriptors need to be retained,
  + the terms used to differentiate the level descriptors should not be changed, although separate explanations and examples can be provided to students so that they understand what these terms mean,
  + for simplicity sake, it is recommended that they are formatted with just two columns (not 3 columns to also include the published descriptors):
    - Column 1: Achievement levels;
    - Column 2: Level descriptors with brief task-specific clarification (examples provided below)

**MYP 5 Rubrics**

**Criterion A: Disciplinary grounding**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * demonstrates **limited** relevant disciplinary grounding. |
| **3-4** | * demonstrates **some** relevant disciplinary grounding. |
| **5-6** | * demonstrates **most necessary** disciplinary grounding. |
| **7-8** | * demonstrates **extensive necessary** disciplinary grounding. |

* "Teachers must use subject-specific criteria to support their judgment of student achievement in [Criterion A] disciplinary grounding.”
* To distinguish between levels 1-4 and levels 5-8, teachers need to be very clear on what disciplinary grounding (factual, conceptual, procedural knowledge) from each subject participating in the IDU is “**necessary**” for unit’s summative task(s). This disciplinary grounding can be generally identified for students in a task-sheet or task-packet.
  + Example format for describing the disciplinary grounding for an IDU described in [this video](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_g_mypxx_tsm_1412_1_e&part=4&chapter=1):
    - Language and literature
      * Analyzing text (Crit. A): The teacher would identify the “necessary” elements of text analysis.
      * Producing text (Crit. C): The teacher would identify the “necessary” elements of producing text.
    - Individuals and societies
      * Knowing and understanding (Crit. A): The teacher would identify here the “necessary” elements of the economic, social, geographic, and historic circumstances of Mozambique that students need to demonstrate their knowledge and understanding of, and how those circumstances have changed over what time period.
* **When developing the rubrics and any other explanations provided to students, teachers need to keep in mind how IDU criterion A is assessed:** Each teacher will use their applicable subject group criteria to assess the unit’s summative task(s).
  + These judgments can be based on the demonstration of learning in the integrated summative assessment(s), and/or they may be determined through separate disciplinary assessment tasks in each subject.
    - If separate disciplinary disciplinary tasks are used to inform the assessment of this criterion, the disciplinary grounding (factual, conceptual and procedural content) assessed in the task(s) must be “necessary” to the integrated purpose of the unit- not additional, unrelated content.
  + Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary unit. When student achievement varies in applying knowledge from different disciplines, teachers should use “best-fit” professional judgment to determine an appropriate level that represents each student’s overall disciplinary grounding. - *Fostering interdisciplinary teaching and learning in the MYP* (p. 53)
  + This means that teachers of each subject participating in the IDU should use their own subject group criteria to *inform* the collaboratively determined assessment level in IDU criterion A only.
    - “Best fit” is NOT an average of the levels achieved in each subject’s criteria.
    - The teachers of the participating subjects need to determine the degree to which each student demonstrates the "disciplinary knowledge, understanding and skills" from their subject that is "necessary" to effectively complete the summative task(s).
  + Note: Teachers can choose to *also* record these subject criteria achievement levels in their subject grade books; or they can choose not to record the subject criteria levels, and just use them to inform the mark in IDU criterion A.

**Criterion A: Disciplinary grounding**

Example of ***task-specific descriptors* based on the IDU described in** [**this video**](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_g_mypxx_tsm_1412_1_e&part=4&chapter=1)**.)**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * demonstrates **limited** relevant disciplinary grounding in the original short story describing life in Mozambique. |
| **3-4** | * demonstrates **some** relevant disciplinary grounding in the original short story describing life in Mozambique. |
| **5-6** | * demonstrates **most necessary** disciplinary grounding in the original short story describing life in Mozambique. |
| **7-8** | * demonstrates **extensive necessary** disciplinary grounding in the original short story describing life in Mozambique. |

* Again, more detailed task description, requirements, clarifications, definitions can be provided in the task-sheet or task-packet.

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**Criterion B: Synthesizing**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * **identifies few and/or superficial** connections between disciplines. |
| **3-4** | * **demonstrates** disciplinary knowledge to achieve **adequate** understanding. |
| **5-6** | * **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** interdisciplinary understanding. |
| **7-8** | * **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** and **insightful** interdisciplinary understanding. |

* Student achievement in this criterion is based on students' demonstration of synthesized learning in the unit’s *integrated task*.
* NO subject-group criteria are used to assess IDU criterion B.
* Unit and task design are critical in order to be able to authentically assess this criterion.
  + The integrated task needs to provide students with an opportunity to consistently, thoroughly and insightfully demonstrate a meaningful *interdisciplinary* understanding.
  + To help students understand what “interdisciplinary understanding” is:
    - the statement of inquiry needs to express an idea that relevant and meaningful to both/all subjects participating in the unit. Throughout the disciplinary and interdisciplinary learning processes, teachers should help students unpack the SOI from each disciplinary perspective, and compare the strengths and limitations that each subject contributes towards understanding it.
    - the task needs to allow students to consistently, thoroughly and insightfully demonstrate this understanding.
  + Students also need to be supported in understanding the level differentiator terms (These understandings might be best supported through *examples* of each):
    - difference between a “connection” between subjects and a “synthesis” of the learning from both/all subjects.
      * Connect: recognize how the separate content area relate to each other, but the different content areas are not brought together to demonstrate a “deeper, more compelling or nuanced understanding than could be achieved through one subject alone.”
      * Synthesize: Combine different ideas (from different subjects) to create new, “deeper, more compelling or nuanced understanding than could be achieved through one subject alone.”
    - Difference between ‘adequate”, “consistent, thorough”, and “consistent, thorough, insightful”.

**Criterion B: Synthesizing**

**Example of *task-specific descriptors* based on the IDU described in** [**this video**](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_g_mypxx_tsm_1412_1_e&part=4&chapter=1)**.)**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * **identifies few and/or superficial** connections between the learning in language and literature, and the learning in individuals and societies. |
| **3-4** | * **demonstrates** disciplinary knowledge gained from text analysis and writing (LL), and knowledge about Mozambique (IS) to achieve **adequate** [interdisciplinary] understanding. |
| **5-6** | * **synthesizes** disciplinary knowledge gained from text analysis and writing (LL), and knowledge about Mozambique (IS) to demonstrate **consistent, thorough** interdisciplinary understanding. |
| **7-8** | * **synthesizes** disciplinaryknowledge gained from text analysis and writing (LL), and knowledge about Mozambique (IS) to demonstrate **consistent, thorough** and **insightful** interdisciplinary understanding. |

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**Criterion C: Communicating**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * applies communication skills in interdisciplinary learning with **little structure, clarity or coherence**. |
| **3-4** | * applies communication skills in interdisciplinary learning with **some** organization and coherence, **recognizing** appropriate forms or media * **lists** sources. |
| **5-6** | * applies communication skills in interdisciplinary learning that is **generally** organized, clear and coherent, **beginning** to use selected forms or media **effectively** * **documents relevant** sources using a recognized convention. |
| **7-8** | * applies communication skills in interdisciplinary learning that is **consistently** well structured, clear and coherent, using selected forms or media **effectively** * **consistently documents well-chosen** sources using a recognized convention. |

* The mark in this criterion is based on students' achievement in the *integrated* task.
* Again, NO subject-group criteria are used to assess this IDU criterion.
* And again, task design is critical to allow students to achieve the descriptors. (See 7-8 strand descriptors.)
* **Some elements to consider:** 
  + **Combining subject-specific methods of communication:** Explore appropriate strategies to communicate across areas of expertise.
    - How does each subject communicate? What might be the most effective ways to *combine* those methods?
  + **Audience:** 
    - Who is the audience for this integrated task? What might be the most effective way to communicate with the intended audience?
  + **Form of communication:**
    - What form of communication might be most effective do demonstrate synthesized knowledge and understanding and reach the intended audience?
      * Mode: the medium used to communicate the message
        + Written: Paper or electronic
        + Spoken: Live or electronic
        + Visual: Electronic, live or printed
      * Format: text type
        + Written: magazine, letter, book, brochure, newspaper, chart, journal, email, text message
        + Spoken: performance, speech, radio report, TV program, screencast
        + Visual: poster, magazine, website, postcard, brochure, gesture, sign, diagram, graph, film
* **Source citation**
  + In the task sheet or packet, identify what citation format is required.

**Criterion C: Communicating**

**Example of *task-specific descriptors* based on the IDU described in** [**this video**](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_g_mypxx_tsm_1412_1_e&part=4&chapter=1)**.)**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * applies short story writing skills in interdisciplinary learning with **little structure, clarity or coherence**. |
| **3-4** | * applies short story writing skills in interdisciplinary learning with **some** organization and coherence, **recognizing** basic elements of this form of communication * **lists** sources. |
| **5-6** | * applies short story writing skills in interdisciplinary learning that is **generally** organized, clear and coherent, **beginning** to use this form of communication **effectively** * **documents relevant** sources using a recognized convention. |
| **7-8** | * applies short story writing skills in interdisciplinary learning that is **consistently** well structured, clear and coherent, using this form of communication **effectively** * **consistently documents well-chosen** sources using a recognized convention. |

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**Criterion D: Reflecting**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * demonstrates **limited** reflection on his or her development of interdisciplinary understanding * **describes** the limitations **or** benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| **3-4** | * demonstrates **adequate** reflection on his or her development of interdisciplinary understanding * **describes some** benefits **and** limitations of disciplinary and interdisciplinary knowledge in specific situations. |
| **5-6** | * demonstrates **significant** reflection on his or her development of interdisciplinary understanding * **explains** the limitations or benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| **7-8** | * demonstrates **thorough** and **nuanced** reflection on his or her development of interdisciplinary understanding * **evaluates thoroughly** and **with sophistication** benefits and limitations of disciplinary and interdisciplinary knowledge and **ways of knowing** in specific situations. |

* Again, NO subject-group criteria are used to assess this IDU criterion.
* Student achievement in this criterion can be assessed through a reflective component in the integrated task, through process journal reflections, or through a separate reflection task.
* Students need to be supported in understanding differences in the level differentiator terms (Again, this might be best understood through examples):
  + “Limited”, “Adequate”, “Significant”, “Thorough and nuanced”
  + “Describes”, “Explains”, “Evaluates thoroughly and with sophistication”
* In MYP 5, students are also supposed to start considering the “ways of knowing” of each subject participating in the IDU.
  + MYP teachers will need to develop a clear understanding of this themselves before expecting students to be able to “describe” this, not to mention “evaluate thoroughly and with sophistication” the benefits and limitations of each subject’s way of knowing when applied to the purpose of integration in a particular IDU!
  + If the school has a Diploma programme, the ToK teacher could provide an overview training; teachers can access the many ToK websites and read the ToK guide.
  + This will be an important topic throughout the disciplinary and interdisciplinary learning processes.
* Using a process journal throughout the disciplinary and interdisciplinary learning processes may provide students with the best opportunity to demonstrate their understanding. Prompt questions can be provided throughout the learning process to help students think through each aspect of the objective D strand descriptors.
* Examples of prompt questions
  + What differences and similarities do I notice in how each subject approaches this topic, concepts and statement of inquiry? (A Venn diagram or 3-column chart may be useful for this.)
  + What are the benefits and limitations of exploring this topic/issue/problem and statement of inquiry from the perspective and ways of knowing\* of subject 1? (from the perspective and ways of knowing\* of subject 2? from the perspective and ways of knowing\* of subject 3? etc)
  + What are the benefits of combining these particular subjects to more fully understand this topic/issue/problem and statement of inquiry?
  + Are there any possible limitations in combining these particular subjects?
  + What other subjects might have added another dimension to my thinking about this topic/issue/problem and statement of inquiry?
  + What new, more compelling or nuanced understanding of this topic and statement of inquiry do I have now because of the synthesis of these subjects?
  + What do I find easy or challenging about interdisciplinary learning compared to disciplinary learning?

**Criterion D: Reflecting**

**Example of *task-specific descriptors* based on the IDU described in** [**this video**](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_g_mypxx_tsm_1412_1_e&part=4&chapter=1)**.)**

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| **Achievement**  **level** | **Level descriptor**  The student: |
| **0** | * does not achieve a standard described by any of the descriptors given below. |
| **1-2** | * demonstrates **limited** reflection on his or her development of interdisciplinary understanding * **describes** the limitations **or** benefits of disciplinary and interdisciplinary knowledge in the creation of an engaging, meaningful short-story about Mozambique. |
| **3-4** | * demonstrates **adequate** reflection on his or her development of interdisciplinary understanding * **describes some** benefits **and** limitations of disciplinary and interdisciplinary knowledge in the creation of an engaging, meaningful short-story about Mozambique. |
| **5-6** | * demonstrates **significant** reflection on his or her development of interdisciplinary understanding * **explains** the limitations and benefits of disciplinary and interdisciplinary knowledge in the creation of an engaging, meaningful short-story about Mozambique. |
| **7-8** | * demonstrates **thorough** and **nuanced** reflection on his or her development of interdisciplinary understanding * of disciplinary and interdisciplinary knowledge and **ways of knowing** in the creation of an engaging, meaningful short-story about Mozambique. |