

## Assessment criteria overview

Assessment for mathematics courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

<b>Criterion A</b>	Knowing and understanding	<b>Maximum 8</b>
<b>Criterion B</b>	Investigating patterns	<b>Maximum 8</b>
<b>Criterion C</b>	Communicating	<b>Maximum 8</b>
<b>Criterion D</b>	Applying mathematics in real-life contexts	<b>Maximum 8</b>

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP mathematics. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria, as published in this guide, to report students’ final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.