

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge
- evaluate interdisciplinary perspectives

within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The student: <ul style="list-style-type: none"> • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.
3–4	The student: <ul style="list-style-type: none"> • partially analyses by outlining the disciplinary knowledge • partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.
5–6	The student: <ul style="list-style-type: none"> • analyses by describing disciplinary knowledge • evaluates by describing the strengths and limitations of interdisciplinary perspectives.
7–8	The student: <ul style="list-style-type: none"> • fully analyses by explaining disciplinary knowledge • fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.

Note: *Evaluating* is based on students' integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry.

The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students' analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use "best-fit" professional judgment to determine an appropriate level that represents each student's disciplinary knowledge from **all** participating disciplines.

Criterion B: Synthesizing

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • states how their product communicates interdisciplinary knowledge.
3–4	The student: <ul style="list-style-type: none"> • creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding • outlines how their product communicates interdisciplinary knowledge.
5–6	The student: <ul style="list-style-type: none"> • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how their product communicates interdisciplinary knowledge.
7–8	The student: <ul style="list-style-type: none"> • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • justifies how their product communicates interdisciplinary knowledge.

Note: For this criterion, strand i should be adapted to be task-specific to the purpose of integration and the product.

Criterion C: Reflecting

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> • states the development of their own interdisciplinary learning • states how new interdisciplinary understanding enables future action.
3–4	The student: <ul style="list-style-type: none"> • outlines the development of their own interdisciplinary learning • outlines how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
5–6	The student: <ul style="list-style-type: none">• describes the development of their own interdisciplinary learning• describes how new interdisciplinary understanding enables action.
7–8	The student: <ul style="list-style-type: none">• discusses the development of their own interdisciplinary learning• discusses how new interdisciplinary understanding enables action.

For this criterion, “action” can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to extend their interdisciplinary understanding. Teachers can also encourage students to “take” action depending on school context and resources available.