

# Progression in interdisciplinary learning

## Criterion A: Disciplinary grounding

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> relevant disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> relevant disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> relevant disciplinary grounding.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>demonstrates <b>some</b> relevant disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>some</b> relevant disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>some</b> relevant disciplinary grounding.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>demonstrates <b>most necessary</b> disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>most necessary</b> disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>most necessary</b> disciplinary grounding.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>demonstrates <b>extensive necessary</b> disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>extensive necessary</b> disciplinary grounding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>demonstrates <b>extensive necessary</b> disciplinary grounding.</li> </ul>

**Note:** Disciplinary grounding describes factual, conceptual, and procedural knowledge that students develop from their study of MYP subjects. Teachers must use subject-specific criteria to support their judgment of student achievement in disciplinary grounding. These judgments can be based on specific summative assessments within the context of the interdisciplinary unit itself, or they may be determined by related disciplinary assessment tasks.

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 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.

## Criterion B: Synthesizing

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>• <b>establishes few and/or superficial</b> connections between disciplinary knowledge.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>establishes few and/or superficial</b> connections between disciplinary knowledge.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>establishes few and/or superficial</b> connections between disciplinary knowledge.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> interdisciplinary understanding.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent</b> interdisciplinary understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent</b> and <b>thorough</b> interdisciplinary understanding.</li> </ul>	The student: <ul style="list-style-type: none"> <li>• <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> and <b>insightful</b> interdisciplinary understanding.</li> </ul>

**Note:** For this criterion, the demonstrations should vary from familiar (year 1), to unfamiliar and familiar (year 3), to a range of increasingly complex unfamiliar situations (year 5) as students progress in the programme. Teachers are responsible for providing opportunities for students to demonstrate interdisciplinary understanding with increasing independence.

## Criterion C: Communicating

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding in a <b>limited way</b>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>little</b> structure, clarity or coherence.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>little</b> structure, clarity or coherence.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> clarity.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> clarity and coherence</li> <li><b>identifies</b> sources.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> organization and coherence, <b>recognizing</b> appropriate forms or media</li> <li><b>lists</b> sources.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding in a way that is <b>mostly</b> clear</li> <li><b>identifies</b> sources.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>generally</b> well organized and coherent, <b>recognizing</b> appropriate forms or media</li> <li>identifies <b>relevant</b> sources.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>generally</b> organized, clear and coherent, <b>beginning</b> to use selected forms or media <b>effectively</b></li> <li><b>documents relevant</b> sources using a recognized convention.</li> </ul>

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with clarity, <b>organization and coherence</b></li> <li><b>acknowledges</b> relevant sources.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is clear and well structured, <b>beginning</b> to use the selected forms or media <b>appropriately</b></li> <li><b>documents</b> relevant sources.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>consistently</b> well structured, clear and coherent, using selected forms or media <b>effectively</b></li> <li><b>consistently documents well-chosen</b> sources using a recognized convention.</li> </ul>

**Note:** For this criterion, communication in year 1 should take place with support, in year 3 with minimal guidance and in year 5 independently.

## Criterion D: Reflecting

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li><b>describes</b> strengths and limitations of the interdisciplinary learning process in a <b>limited way</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>reflects on himself or herself as a disciplinary and interdisciplinary learner in a <b>limited way</b></li> <li><b>outlines</b> the contribution of selected disciplines in a limited way.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> reflection on his or her development of interdisciplinary understanding</li> <li><b>describes superficially</b> the limitations <b>or</b> benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li><b>describes</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>states some</b> limitations or benefits of disciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><b>reflects</b> on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>states some</b> limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>adequate</b> reflection on his or her development of interdisciplinary understanding</li> <li><b>describes some</b> benefits <b>and</b> limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>

Achievement level	Level descriptors Year 1	Level descriptors Year 3	Level descriptors Year 5
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li><b>explains</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>states</b> some limitations <b>and</b> benefits of disciplinary <b>and</b> interdisciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><b>consistently</b> reflects on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>significant</b> reflection on his or her development of interdisciplinary understanding</li> <li><b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li><b>evaluates</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><b>consistently</b> reflects <b>with sophistication</b> on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>thorough</b> and <b>nuanced</b> reflection on his or her development of interdisciplinary understanding</li> <li><b>evaluates</b> <b>thoroughly</b> and <b>with sophistication</b> the limitations and benefits of disciplinary and interdisciplinary knowledge and <b>ways of knowing</b> in specific situations.</li> </ul>

**Note:** Students should reflect on the contribution of disciplines throughout the interdisciplinary learning process.