

Command terms

Criteria	Command term	MYP Year	quantifies	qualifiers	Order
A.i	use vocabulary	1	Few vocabulary		Lower
	use a range	3			Lower
	use a wide range	5	A lot of terms		Lower
A.ii	using descriptions, explanations and examples.	1	It is not really important this aspect.	The focus is in depth of the knowledge and understanding. The maturity of the thinking is shown in the developed of the explanation.	Lower
	through descriptions, explanations and examples.	3			Lower
	through developed descriptions, explanations and examples.	5			Lower/middle
B. i	Explain the choice of a research question	1	It is not really important this aspect.	Here is very clear the progress between only choice to formulate and justify.	Lower/middle
	formulate/choose	3			Middle
	formulate and focused and justify	5			Middle/higher
B. ii	follow an action plan	1	the quantity of ideas is increasing throw the years	There are no difference between year 3 and year 5	Middle
	formulate and follow an action plan	3			Middle
	formulate and follow an action plan	5			Middle
B.iii	collect and record relevant information	1	This strand asks for more quantity and variety of information.	Throw the year the student not only need to collect and record information, they need to know different methods to collect and recorded the information	Lower
	use methods to collect and record	3			Lower
	use research methods to collect and record appropriate, varied and relevant information	5			Middle/higher
B iv	reflect on the research process and results	1	It is not really important for this aspect.	In this case there is a great difference in the quality of the levels. The student need reflect over the process and result in the first year, but at the end of the course it is so much demanding in the level of abstraction.	Middle/higher
	evaluate the research process and results with guidance	3			higher
	evaluate the research process and results	5			Very higher

Criteria	Command term	MYP Year	quantifies	qualifiers	Order
C.i	communicate information and ideas with clarity	1		The qualifiers go from communicating with clarity to considering the audience, style and purpose of the communication using the same command term Completely clear communication	Lower
	communicate information and ideas in a way that is appropriate for the audience and purpose	3			Middle
	communicate information and ideas effectively using an appropriate style for the audience and purpose	5			Middle
C.ii	organize information and ideas effectively for the task .	1	Limited way to completely appropriate to specified format	Command term: from Organize to structure Qualifier from effectively for the task to appropriate to the specified format. Definitions of “effectively” need to be provided for students	Lower
	structure information and ideas according to the task instructions	3			Middle
	structure information and ideas in a way that is appropriate to the specified format	5			High
C.ii	list sources of information in a way that follows the task instructions.	1	Limited way to consistently	Command terms from list to create to document. Using a recognized convention	Lower
	create a reference list and cite sources of information.	3			Lower
	document sources of information using a recognized convention.	5			Lower/middle
D. i	identify the main points of ideas, events, visual representation or arguments	1	Limited extent to detailed discussions	Complete a detailed discussion	Lower/middle
	analyse concepts, issues, models, visual representation and/or theories	3			Middle
	discuss concepts, issues, models, visual representation and theories	5			Middle/higher
D. ii	use information to give an opinion	1	Limited extent to valid	Valid arguments Synthesize	Middle
	summarize information to make valid, well-supported arguments	3			Middle

	synthesize information to make valid, well-supported arguments	5			High
D.iii	identify and analyze a range of sources/data in terms of origin and purpose	1	Limited number of sources to wide range of sources	Effectively analyze and evaluate in terms of origin, purpose, value and limitations	Middle
	analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations	3			High
	analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations	5			High
D iv	identify different views and their implications.	1	Minimal implications to a range of different perspectives and their implications	Identify to thoroughly interpret	Middle
	recognize different perspectives and explain their implications.	3			High
	interpret different perspectives and their implications.	5			High