

# Example of how to create task-specific clarifications

Here is one way to develop a task-specific clarification

1. Begin with the criterion strand from the subject group guide.
2. Keep the command terms (*italicized*), verbs, and distinguishing descriptors (**bolded**).
3. Add a column and develop a descriptor that helps student understand how the criterion applies specifically to the unit's summative assessment task (what it means for this particular assignment).

Below is an example from MYP language and literature, Year 1

## I. Summative assessment task

In this assignment, you will show how **character** and **setting** affect **perspective** gained through **exchange and interaction**. (statement of inquiry for the unit).

You are a famous screenwriter. Your clients are executive producers that are looking for a fresh and more innocent take on the movie, *Cleopatra*. The situation you find yourself in is that the producers have many scripts to read and they expect to be riveted by the submissions. You are to develop one act of a screenplay that is written from the **perspective** of someone close to Cleopatra.

Using what you learned about the story of Cleopatra from the novel *Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries)* by Kristiana Gregory, clearly show that there are two sides to every story. Make sure that you show how **character** and **setting** play a significant role in your story.

Your one-act screenplay will be assessed using MYP language and literature criterion A.

Your screenplay must be presented in an appropriate format, and must be 300–500 words-long.

## II. Checklist (student self-assessment):

- Write a screen play of 300–500 words resulting in one act
  - maintain the consistent **perspective** of a character who is close to Cleopatra throughout the act
- Create director's notes that do not exceed one page in which you explain your interpretation
  - include at least three opinions of Cleopatra's **character** using terminology developed in the graphic organizer we worked on in class
  - include ideas about how the **setting** affects and influences developments in the **exchanges and interactions** in your screenplay
- Use a 12-point font (Arial or Helvetica)
- Submit using turnitin®

## III. Development of one kind of task-specific clarification for strand iii of Criterion A: Analysing:

- iii. justify opinions and ideas, using examples, explanations and terminology.

In the example below, teachers have changed words in the level descriptor to match the task.

## Example of how to create task-specific clarifications

Achievement level	Level descriptor (from MYP <i>Language and literature guide</i> , p. 28)	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology.	Through your screenplay, you <b>rarely</b> justify opinions and ideas about Cleopatra's character with examples and explanations; you use <b>little to no</b> terminology in reference to Cleopatra.
3-4	The student justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology.	Through your screenplay, you justify opinions and ideas about Cleopatra's character with <b>some</b> examples and explanations; you use <b>some</b> terminology in reference to Cleopatra.
5-6	The student <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology.	Through your screenplay, you <b>sufficiently</b> justify opinions and ideas about Cleopatra's character with examples and explanations; you use accurate terminology in reference to Cleopatra.
7-8	The student gives <b>detailed</b> justification of opinions and ideas with a <b>range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology.	Through your screenplay, you give <b>detailed</b> justification of your opinions and ideas about Cleopatra's character using a <b>range</b> of examples and thorough explanations; you use <b>accurate</b> terminology in reference to Cleopatra.

Command term	Definition
Justify	Give valid reasons or evidence to support an answer or conclusion.
Explain	Give a detailed account including reasons or causes.

### Notes

1. Teachers can also develop more holistic task-specific clarifications that combine multiple strands of a criterion into a single descriptor.
2. Teaching practice varies regarding the best way to present written task-specific clarifications to students. In this example, teachers decided to give students only the right column (they did not include level descriptors from the subject group guide in the left column, using it only for reference during their development of the student version).
3. Oral discussions and well-developed task sheets that clearly explain expectations can also serve as task-specific clarifications of MYP assessment criteria and level descriptors.
4. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those addressed in the unit.
5. Examples of student work that concretely demonstrate what various descriptors and levels of achievement 'look like' can also clarify assessment tasks and criteria.