

## Criterion C: Reflection and evaluation

### Maximum: 8

Students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student records his or her artistic development and processes with <b>little</b> reflection. The student carries out a <b>limited</b> evaluation of his or her work, <b>with guidance</b> .
3–4	The student reflects on his or her artistic development and processes. The student carries out a <b>satisfactory</b> evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. The student <b>attempts</b> to use feedback in his or her artistic development and processes, <b>with guidance</b> .
5–6	The student reflects critically on his or her artistic development and processes at <b>different stages of his or her work</b> . The student carries out a <b>good</b> evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of <b>some</b> areas of improvement. The student uses feedback in his or her artistic development <b>with little guidance</b> , which <b>informs</b> his or her own artistic development and processes.
7–8	The student reflects critically and <b>in depth</b> on his or her artistic development and processes <b>at different stages of his or her work</b> . The student carries out an <b>excellent</b> evaluation of his or her work. This shows a <b>considered</b> appraisal of the quality of work produced and details of improvements that could be made. The student <b>intentionally</b> uses feedback in his or her artistic development, which shows an <b>appropriate consideration</b> of his or her artistic processes.

## Notes

- For moderation and monitoring of assessment requirements, all **three** strands must be met in each task submitted.
- The purpose of this criterion is to focus students' attention on their own creative work and their development in the art form. Students need to be guided in their evaluation of their strengths and weaknesses and their development in the subject. This includes their analysis of the process of working, discussion of themes and issues raised by the work, and responses to feedback from the teacher and from other students. Reflection and evaluation should be an ongoing process in MYP arts, so feedback and responses to it, as well as self-appraisal, need to be recorded in the developmental workbook. When compiling samples for moderation or monitoring of assessment, teachers are asked to include examples of both ongoing and retrospective reflection and evaluation for criterion C.
- Reflections on, appraisals and critiques of the work of other artists should be assessed using criterion A.