

Understanding MYP Final Report Cards

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MYP Assessment

MYP uses standard based assessment.

Each subject has standards grouped into four Criteria (A-D).

Grade 8 has all 8 subjects use MYP assessment.

Grade 9 and 10 have 6 out of the 8 subjects use MYP assessment (report cards for Arts and Design 9/10 can be found in the second link in MyClass).

Criteria

Subject	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Developing ideas	Creating the solution	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the Solution	Evaluating

MYP Assessment Rubrics- ex Individuals and Societies

Each subject's Criteria A- D has a rubric with achievement levels from 0-8. (Full rubrics are found online on GSS website : IB Programme, MYP Program, MYP rubrics -password: gssparent)

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student
1-2	The student: • makes li • demonst limited
3-4	The student: • uses son • demonst through
5-6	The student: • uses con • demonst through
7-8	The student: • consiste • demonst through

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not rea
1-2	The student: • identifies a research • formulates a limited • collects and records • with guidance, reflec
3-4	The student: • formulates/chooses relevance • formulates and occa question • uses a method(s) to • with guidance, reflec
5-6	The student: • formulates/chooses relevance in detail • formulates and most research question • uses methods to coll • with guidance, evalu
7-8	The student: • formulates/chooses • formulates and effec question • uses methods to coll • with guidance, provi

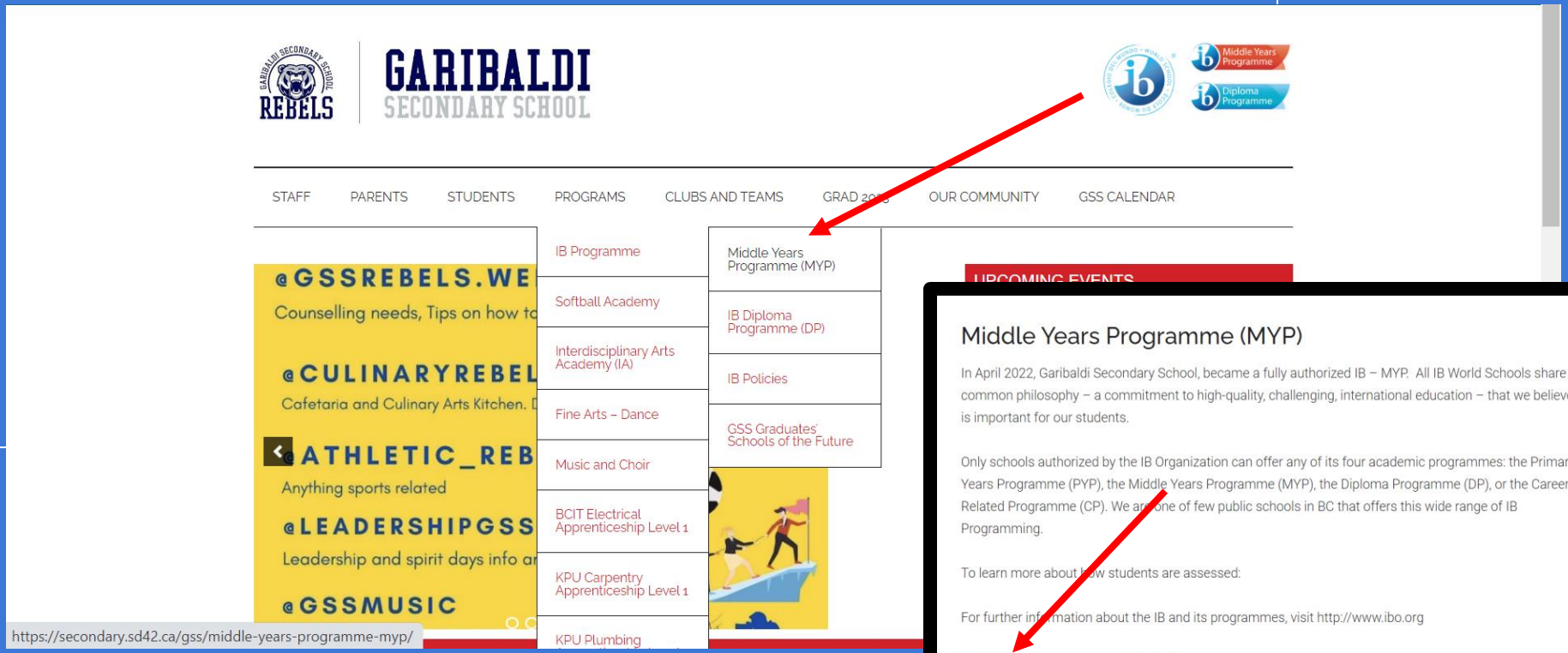
Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard descri
1-2	The student: • communicates information and ideas in a • organizes information and ideas in a limit • lists sources of information inconsistenth
3-4	The student: • communicates information and ideas in a • somewhat organizes information and ide • creates an adequate reference list and so
5-6	The student: • communicates information and ideas in a audience and purpose • mostly structures information and ideas • creates an adequate reference list and us
7-8	The student: • communicates information and ideas in a the audience and purpose • structures information and ideas complet • creates a complete reference list and alw

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • begins to analyse concepts, issues, models, visual representation and/or theories in a limited way • begins to identify connections between information to make simple arguments • recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data • identifies different perspectives.
3-4	The student: • completes a simple analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make some adequate arguments • analyses sources/data in terms of origin and purpose, recognizing some values and limitations • recognizes different perspectives and suggests some of their implications.
5-6	The student: • completes a substantial analysis of concepts, issues, models, visual representation and/or theories • summarizes information in order to make usually valid arguments • analyses sources/data in terms of origin and purpose, usually recognizing values and limitations • clearly recognizes different perspectives and describes most of their implications.
7-8	The student: • completes a detailed analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make consistent, well-supported arguments • effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations • clearly recognizes different perspectives and consistently explains their

Full rubrics posted....(password : gssparent)



What do the different levels of achievement mean?

Emerging	Level 0	The student has not submitted work and/or the student does not reach a standard described by the descriptors of the MYP criteria.
	Level 1-2	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
Developing	Level 3 - 4	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
Proficient	Level 5 - 6	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
Extending	Level 7 - 8	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Note that a 4 on the above chart is not equivalent to 50%, but rather indicates that the student is meeting the expectations for the course.

MYP Final Report Cards

- Report cards will show a score out of 8 for each MYP Criteria A -D.
- Report cards will NOT show an Overall Achievement level on the 1-7 scale. but it can be determined from the IB conversion chart on the next slide

Example Final Report Card

MYP – Individuals & Societies	Absent
Teacher:	Late
Criterion	
A: Knowing & understanding	**4**
i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples	
B: Investigating	**5**
i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.	
C: Communicating	**3**
i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.	
D: Thinking critically	**2**
i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.	
Overall Level of Achievement (1- 7 IB scale)	*
Teacher comments go here	

Each criteria is assessed using the 1-8 scale.

*NEW – There will be an overall achievement level for the subject in the year end report card..

To determine the Overall Level of Achievement on the IB 1 -7 scale, the values for the four criteria A – D can be added together and an overall score from the IB 1-7 scale can be determined using the conversion chart below.

For this student the total is 4+5+3+2=14. Overall on the IB 1- 7 scale the student has an overall achievement level of 3. This translates to developing on the proficiency scale meaning the student has a partial understanding of concepts and curricular competencies for this subject.

IB 1-7 **Overall Achievement levels**	1	2	3	4	5	6	7
Criterion boundaries (score out of /32)	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Grade 8 ROTATION ONLY Report Card

- Fine Arts 8* and Design 8* courses are rotations. Students participate in more than one stream. Not all criteria will be assessed in each subject for each rotation because of time constraints.
- Only criteria that have been assessed during the rotation will have an achievement level.
- ***This example report card indicates the student is developing and has a partial understanding of content and curricular competencies.***

*Career Education 8, Design and Technology 8, Textiles and Food studies 8, Digital coding and Media 8, Career education 8, Drama 8, Visual Arts 8, Music 8 Guitar

MYP - Design Wood and Metal Work	Absent	
Teacher:	Late	
Criterion		
A : Inquiring and analysing		
B: Developing Ideas		
C: Creating the solution		**3**
i. Outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create a solution ii. Demonstrates satisfactory technical skills when making the solution Iii. creates the solution, which partially functions and is adequately presented Iv. outlines changes made to the chosen design iii. creates an adequate reference list and sometimes cites sources.		
D: Evaluating		
Overall Level of Achievement		
Teacher comments can go here…		

MYP – Individuals & Societies	Absent
Teacher:	Late
Criterion	
A: Knowing & understanding	**2**
i. Uses limited relevant terminology ii. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	
B: Investigating	**1**
i. Formulates a research question that is clear or focused and describes its relevance ii. Formulates a limited action plan to investigate a research question or does not follow a plan iii. Collects and records limited information, not always consistent with the research question iv. Makes a limited evaluation of the process and results of the investigation	
C: Communicating	**3**
i. Communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. Structures information and ideas in a way that is somewhat appropriate to the specified format iii. Sometimes documents sources of information using a recognized convention.	
D: Thinking critically	**2**
i. Analyses concepts, issues, models, visual representation and theories to a limited extent ii. Summarizes information to a limited extent to make arguments iii. Describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations iv. Identifies different perspectives and minimal implications	
Overall Level of Achievement (1- 7 IB scale)	
Teacher comments go here	

Grade 10 ONLY

To receive graduation credit for a Grade 10 course, a student needs to have a ***total score of 8 (add the 4 Criteria scores together).***

Need more information about MYP?

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