

## Middle Years Programme Grading & Reporting

The purpose of reporting MYP levels of achievement is to communicate students' progress towards the achievement of the MYP objectives, or key learning areas, in each subject area. The MYP assessment criteria in **each subject area** on which students will be assessed are listed on the report card. Each of the four criteria is scored on an 8 point rubric scale. The scores of each assessment criterion are averaged and then rounded to give a score for each criterion. Finally, the four individual scores for each criterion are added together to get the final overall score. **The final overall score is posted on the top line for each class. This will be a number from 1 to 32.**

MYP Performance Boundaries	Descriptors
1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
24--27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### HOW TO INTERPRET THE IB MYP SEMESTER REPORT CARD

1. Locate your overall score at the top of each class area grid. (Remember, the numbers from 1-8 next to each criterion title gives you the average performance for that specific criterion. The overall score will be a number from 1-32).
2. Then use the chart above to determine what that score from 1-32 means in terms of your overall performance in the class. For example, if your overall score is 22, read the descriptor for the MYP Performance Boundary range 19-23.

**Please Note: “Inactive” indicates courses offered during Semester 1. If MYP grades were recorded by the teacher during Semester 1, scores will be indicated on the grid.**