IB MYP Assessment Procedures

This document describes:

- how teachers determine the award of overall MYP subject grades
- the descriptors for MYP subject grades
- the 2018-19 reporting structure

Determining overall MYP subject grades

Final MYP subject grades are determined by taking the aggregate of an MYP subject's criterion scores and then using the IB's grade boundaries to determine the student's final grade in that subject.

For example, a student received the following levels of achievement in individuals and societies:

A – Knowledge and understanding: 8 (from maximum of 8)
B – Investigating: 7 (from maximum of 8)
C – Thinking critically: 6 (from maximum of 8)
D – Communicating: 5 (from maximum of 8)

Total: 26 from total of 32. According to the grade boundaries on the right, gives this student an individuals and societies subject grade of "6".

MYP subject grade boundaries	
Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-17
5	19-23
6	24-27
7	28-32

Descriptor for MYP subject grades

Refer to the table below for the general descriptors for overall MYP subject grades.

Grade	Descriptor
1	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.
2	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.
3	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.
4	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.
5	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.
6	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 classroom and real-world situations and, with support, some unfamiliar real-world situations.
7	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.

2018-19 reporting structure

In the MYP courses are organised into different units of inquiry (UOI). For each UOI, reporting is available that conveys the student's achievement in that UOI. In addition, reports are issued after Semester 1 and 2 to give an MYP grade summary for the Semester. Three-way Conferences will be held every mid-Semester, and these will also allow for discussion with teachers about student progress in each area of the curriculum.

References

International Baccalaureate Organisaton (2014). *The MYP: from principles into practice. Cardiff, Wales: International Baccalaureate Organisaton*

Discovery College. (2017) Assessment Policy (Secondary). Hong Kong: Discovery College