



IB MYP Assessment Procedures 2020-21

This document describes:

- how teachers determine the award of overall MYP subject grades
- the descriptors for MYP subject grades
- the 2020-21 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 a 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	15-18
5	19-23
6	24-27
7	28-32

Descriptors for MYP subject grades

Overall achievement grades in all subjects are on a 1-7 scale. Refer to the table below for the general descriptors for overall MYP subject grades, which are published by the International Baccalaureate.

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.

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 and evidence of learning in that UOI. Each assessment task will give an achievement level in one or more criteria. As each assessment task is

completed and marked, the teacher will upload results for caregiver and student perusal. This is available for viewing via DING! in the ARR section.

In addition to ongoing reporting, reports are also issued after Semester 1 and 2 to give an overall 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. There are two reporting periods (semesters) in the year. Each semester is independent - the achievement grades at the end of that semester are based on assessment tasks during that semester only. Grades do not “carry over” into the next semester. The semester system is used because many universities, particularly those in North America, require transcripts from Year 10 onwards.

For students joining us part way through a Semester, teachers will endeavour to generate grades for each of the four criterion. If insufficient work has been gathered, they will be given a N (Not assessed) grade. However, your child can still receive an overall level of achievement out of 7. Teachers use a range of assessment strategies, formal or informal, formative or summative assessments. When a student has missed a significant section of the course, the teacher will refer to what has been seen or submitted. Teachers will use the criteria that has been assessed to ascertain an overall level of achievement, based on the overall subject grade descriptors. It is possible for an overall level of achievement to be awarded from only two, or three criteria, using a weighted modification of the grade boundaries.

Teachers take all the data gathered into account when determining an overall achievement level for a student.

Community Engagement

A defining feature of the IB’s programme is the expectation that all IB students engage with their own, and other communities. In the Middle Years Programme students will explore the nature of various communities, their needs and how to take principled action in service of community need. Over each of the MYP years, students each year will be involved in artistic pursuits, physical activity such as sport, and community service projects. This type of experiential learning fosters awareness and appreciation of life outside school. Students carry out and reflect on challenging activities that have real consequences, thus promoting personal responsibility. In each Semester reporting period, students receive a CAS grade, which is either “meeting expectations” or “not meeting expectations”.

References

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

Discovery College. (2015) *Assessment policy*. Hong Kong: Discovery College