Understanding The MYP Report Card

Why is there a separate MYP Report Card?

The International Academy is an MYP authorized IB World School. The IB philosophy emphasizes providing students with feedback and providing opportunities for reflection upon development. To fulfill this MYP requirement, an MYP Report Card will be sent home at the end of each semester for each ninth and tenth grade student.

Where do these criterion referenced scores come from?

All MYP schools around the world are required to use the MYP Criteria as established by the International Baccalaureate. Each subject has four criteria. These criteria are skill-based and progress across both years (grades 9-10) of the MYP at the International Academy. The scores come from the student's most recent work on summative assessment tasks for each criteria.

What do the numbers mean?

Looking at the criteria rubrics provided on the MYP Report Card Fast Facts in each subject area (and in the sample from Language and Literature to the right), you will see a description of what each number band represents. The **description column** contains the important information. The **score** is **not** to be converted to a percentage (4/8=50%) because the numbers represent a continuum and the **description** indicates the level of student sophistication with the task. As one moves down the criteria descriptions, the sophistication of the skills required in the description increases as does the requirement to demonstrate critical thinking skills.

How to use the MYP Report Card as a reflection of growth?

Looking at the descriptions for each criteria students are able to identify their growth in the skills needed for success in the Diploma Program and college.

In the Language and Literature Criterion A: Analyzing examples student moves down the a criterion (improves the score) fr "limited analysis, rarely justifies, minimal connections" in the to "adequate analysis, justification with some examples, ad connections" in the 3-4 markband, to "competently analyze justifies, substantial connections" in the 5-6 mark band to " perceptive analysis, detailed justifications, perceptively con contrasts by making extensive connections" in the final 7-8

Reviewing all of the criteria for each subject, the skills need successful in college - effective communication, detailed an of knowledge, transference of understanding to identity a fe in the MYP Criteria.

Why are the criteria only used on summative assessments

The MYP Criteria are used only on summative assessments level. An assessment of a quick, one-day activity would not

Score Criterion A: Analysing

0	The student does not reach a standard described by any of the descriptors below.
1–2	 provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides limited analysis of the effects of the creator's choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3–4	 provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts provides adequate analysis of the effects of the creator's choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
	 competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts competently analyses the effects of the creator's choices on an audience sufficiently instifies opinions and ideas with examples
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criteria. Teachers create summative assessment tasks that would allow a student to reach the highest level. Instruction and class activities including the skill development necessary for higher level critical thinking, are then introduced in the unit prior to the summative assessment. Students and teachers use formative assessment tasks (quizzes, labs, in-class discussions, writing prompts, interactive activities) to ascertain skill development and content knowledge needed for the summative assessment.

Does my student know about how they will be scored with the criteria?

Teachers are diligent in using the MYP rubrics to define assessments. When a summative assessment is assigned, students also receive a copy of the MYP criterion/criteria that will be used to assess the task. Teachers will help students annotate the MYP criteria rubric to identify specific skills or requirements that will improve the MYP criteria score.

Upon completion of the summative assessment task, students also receive the MYP rubric with their score. Students and teachers use this to reflect upon what went well, areas of improvement and areas of strength.

Where is the rigor in the MYP?

Many summative assessments utilize two MYP Criteria. By using two, the level of sophistication in what students need to do in order to score in the 7-8 increases. This is the rigor of the MYP. It is not about more work, but working with critical thinking skills at the highest level.

As the MYP Report Card only reports the most recent summative assessment utilizing the criteria, there may appear to be a discrepancy between the traditional report card "grade" and the MYP Report Card "score". Please review the MYP criteria (available on the <u>www.iatoday.org</u> website) to identify areas of strength and growth for your student. Additionally, your student should have a copy of the scored MYP criterion/criteria. As always, reach out to the teacher's with any questions or concerns.

What does it mean if a criteria has no grade and an 'NA'?

This indicates that there is no score to report in this criteria at this time. Students will be assessed in each criteria twice per year in each course. A no grade or 'NA' indicates that the criterion was not assessed in that past semester. Please note that the skills have been introduced and the students are working with the descriptors in their work, the criterion just was not part of a summative assessment.

For the sciences in tenth grade, each discipline has an empl summatively assessed in Criteria A and D and Physics will su skills in all four criteria in these disciplines, but the summat

Do any of these scores go on my student's high school trar

No. While the standard letter grades might contain element MYP scores are designed to give the students, parents and and to more deeply understand the learning styles and stre strength and areas where students have room to grow. ese ks

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