

MYP REPORT CARD

International Academy

WHY HAVE AN MYP REPORT CARD?

The IB philosophy emphasizes providing students with feedback and opportunities for reflection upon development.

To fulfill this MYP requirement, the **MYP Report Card** will be sent home at the end of each semester.

It is separate from the regular report card.

HOW IS IT DIFFERENT?

Regular Report Card

Captures student
CONTENT knowledge

Is summative
(i.e. all of the grades for a
semester)

Grades A to E

MYP Report Card

Captures **CRITICAL
THINKING SKILLS**

Identifies the current level
of performance on a
criterion
(not an average of scores)

Scores 1 - 8

Reasons

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

1



Become a life-long learner

Learn how to learn using appropriate research, research, and critical thinking skills.

2



Learn by doing and experiencing

Through the MYP, students gain the skills to master the necessary and essential skills to learn in the 21st century.

3



The MYP encourages critical thinking

It teaches you to evaluate and compare facts, present your ideas and consider new perspectives.

5



Learn for understanding

Not just memorizing facts and procedures.

4



Explore global challenges

The MYP helps you connect your understanding of the world by exploring globally significant issues and events.

6



Train yourself to:

- communicate and give your own views
- work with others
- use technology
- work independently
- work in teams
- work in groups
- work in pairs
- work in small groups
- work in large groups
- work in the community
- work in the workplace
- work in the home
- work in the school
- work in the local area
- work in the global community

7



Subjects are not taught in isolation

There are opportunities to make connections between subjects.

10



It encourages international mindedness

The MYP helps you critically evaluate your own culture, appreciate diversity and work with others and understand the world.

9



It prepares you for future education

Supports preparation for the IB Diploma Programme or IGCSE courses. Curriculum delivered by trained course guides.

8



It empowers you to develop your talents

Not just memorizing facts and procedures. The MYP provides a range of opportunities to develop your talents.

WILL IT EFFECT GPA AND COLLEGE TRANSCRIPTS?

NO!

The MYP Score is NOT factored into your GPA and the MYP Report Cards is NOT sent to colleges!

MYP SCORES ARE **NOT** CONVERTED TO GRADES

The score is not to be converted to a percentage (4/8=50%) as the number or score represents a continuum of growth and the **description** indicates the level of student sophistication with the task.

Why? See next slide...

CONTINUUM OF GROWTH

1-2 Markband:

limited analysis, rarely justifies, minimal connections

3-4 Markband:

adequate analysis, justification with some examples, adequate connections

5-6 Markband:

competently analyzes, sufficiently justifies, substantial connections

7-8 Markband

provides perceptive analysis, detailed justifications, perceptively compares and contrasts by making extensive connections

Increased sophistication with skills

Score	Criterion A: Analysing
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> 1. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts 2. provides limited analysis of the effects of the creator's choices on an audience 3. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology 4. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	<ol style="list-style-type: none"> 1. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts 2. provides adequate analysis of the effects of the creator's choices on an audience 3. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology 4. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	<ol style="list-style-type: none"> 1. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts 2. competently analyses the effects of the creator's choices on an audience 3. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology 4. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	<ol style="list-style-type: none"> 1. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts 2. perceptively analyses the effects of the creator's choices on an audience 3. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology 4. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.



**TAKING A LOOK AT THE
MYP REPORT CARD**

OVERVIEW OF ALL MYP CRITERIA

Criterion	A	B	C	D
In general the criterion are asking students within the subject to:	Demonstrate comprehension of content	apply subject methodology in a sophisticated manner	Communicating understanding utilizing subject specific skills	demonstrate critical thinking skills and reflection
Language and Literature	Analysing	Organizing	Producing Text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and verbal text	Communicating in response to written/verbal/visual text	Using language in written or spoken form
Individuals and Society	Knowing and Understanding	Investigaing	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Investigaing	Processing and Evaluating	Thinking Critically
Mathematics	Knowing and Understanding	Investigaing patterns	Communicating	Applying mathematics in real-life contexts
The Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Personal Project	Investigating	Planning	Taking Action	Reflecting

SAMPLE REPORT CARD

Student Profile

Standards Information

Standards & Benchmarks	Q1M
B: Inquiring and Designing (1-8)	6
C: Processing and Evaluating (1-8)	7
D: Reflecting on the impacts of Science (1-8)	NA

Per: 3 World Cult

Standards & Benchmarks	Q1M
Individuals and Societies	
A: Knowing and Understanding (1-8)	5
B: Investigating (1-8)	5
C: Communicating (1-8)	5
D: Thinking Critically (1-8)	7

Per: 6 Language & Literature

Standards & Benchmarks	Q1M
Language and Literature	
A: Analyzing (1-8)	4
B: Organizing (1-8)	6
C: Producing Text (1-8)	5
	NA

OVERVIEW OF SAMPLE REPORT CARD – WHAT IT TELLS US

Sample Student - MYP Overview

Criterion	A	B	C	D
In general the criterion are asking students within the subject to:	Demonstrate comprehension of content	apply subject methodology in a sophisticated manner	Communicating understanding utilizing subject specific skills	demonstrate critical thinking skills and reflection
Language and Literature	4	6	4	NA
Language Acquisition	6	3	4	3
Individuals and Society	5	5	5	7
Sciences	7	6	3	NA
Mathematics	6	5	3	NA
The Arts	4	5	3	5
Physical and Health Education	4	3	5	3
Personal Project	6	4	4	5

REVIEW – THE MYP REPORT CARD ...

Reports scores from 1-8

Is **NOT** reported to colleges

Captures CRITICAL THINKING SKILLS

Is **NOT** reflected in overall GPA

Reflects the MOST RECENT level of performance

Is **NOT** an average of scores

Reported **twice a year** for reflection and growth



QUESTIONS?