

# 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 exam, student moves down the a criterion (improves the score) from "limited analysis, rarely justifies, minimal connections" in the 1-2 markband, to "adequate analysis, justification with some examples, adequate connections" in the 3-4 markband, to "competently analyze, justifies, substantial connections" in the 5-6 mark band to "perceptive analysis, detailed justifications, perceptively compare and contrasts by making extensive connections" in the final 7-8

Reviewing all of the criteria for each subject, the skills needed to be successful in college - effective communication, detailed analysis of knowledge, transference of understanding to identify a focus 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 <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<ol style="list-style-type: none"> <li>1. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>2. provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li> <li>3. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>4. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ol>
3-4	<ol style="list-style-type: none"> <li>1. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>2. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li> <li>3. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>4. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ol>
5-6	<ol style="list-style-type: none"> <li>1. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>2. <b>competently</b> analyses the effects of the creator's choices on an audience</li> <li>3. <b>sufficiently</b> justifies opinions and ideas with examples</li> </ol>

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