

## Appendix C: Criterion to Percentage Conversion

[from F1.8 IB Coordinator's Handbook, 2013-2014]

In January 2014 all IBMYP subject areas will be transitioning to four assessment criterion based on an 8 point scale. This table is the recommended scale when converting a criterion score to a grade. Both should be entered in Q with the criterion score marked as "not graded" and the other worth the desired number of points. Criterion scores can be converted to percent, points, or letter grades but not vice versa.

Criterion	Percent	Grade
8	100	A
7	93	A
6	87	B
5	83	B
4	77	C
3	73	C
2	65	D
1	50	F
0	0	F

## Appendix D: Boundaries for IB 1-7 grade

[from F1.8 IB Coordinator's Handbook, 2013-2014]

If all four subject area criterion have been assessed at the time of report card grades being due, the grade boundary table can be used to determine the IB 1-7 grade. If the criteria have been assessed multiple times, then a "best fit" approach should be utilized to reflect the student's progress. Scores should not be averaged and should not be converted or interpreted as a passing or failing situation but rather a form of progress monitoring and feedback for growth.

IB Grade	Boundaries
7	28-32
6	23-27
5	18-22
4	13-17
3	8-12
2	4-7
1	0-5




## Appendix E: IB 1-7 Grade Descriptors (Holistic)

[from F1.8 IB Coordinator's Handbook, 2013-2014]

IB 1-7 Scale	Descriptors
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
1	<b>Minimal</b> achievement in terms of the objectives

## Appendix F: Rubric for Citizenship 1-5 score

[from North Staff Handbook, 2013-2014]

	5 Exemplary	4 Effective	3 Emerging	2 Unsatisfactory	1 Not progressing
<b>Principled</b>  (Participation and excellence)	<ul style="list-style-type: none"> <li>Exemplary effort</li> <li>Assignments always completed on time</li> <li>Always on time</li> <li>Always has necessary supplies</li> </ul>	<ul style="list-style-type: none"> <li>Consistent effort</li> <li>Assignments completed on time</li> <li>Consistently on time to class</li> <li>Consistently has supplies</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent effort</li> <li>Assignments frequently late</li> <li>Frequently late to class</li> <li>Frequently missing supplies</li> </ul>	<ul style="list-style-type: none"> <li>Very little effort</li> <li>Assignments almost always late</li> <li>Almost always late to or absent from class</li> <li>Almost always missing supplies</li> </ul>	<ul style="list-style-type: none"> <li>No effort</li> <li>Assignments incomplete</li> <li>Habitually absent</li> <li>No supplies</li> </ul>
<b>Communicators</b>  (Respect and Integrity)	<ul style="list-style-type: none"> <li>Consistently offers ideas and asks questions that clarify and extend discussions for all</li> <li>Collaborative group work skills</li> <li>Positive leadership qualities</li> </ul>	<ul style="list-style-type: none"> <li>Offers ideas and asks questions in class which help clarify for all</li> <li>Contributes to group work</li> </ul>	<ul style="list-style-type: none"> <li>Rarely asks questions or offers ideas in class</li> <li>Seldom contributes to group work</li> </ul>	<ul style="list-style-type: none"> <li>Often impedes the learning of others</li> <li>Often the questions/comments distract from learning</li> <li>Often disrupts group work</li> </ul>	<ul style="list-style-type: none"> <li>Always disrupts group work</li> <li>Questions/ comments distract from learning</li> <li>Impedes the learning of others</li> </ul>
<b>Well-Balanced &amp; Caring</b>  (Determination)	<ul style="list-style-type: none"> <li>Consistently focused and on task</li> <li>Listens when others talk and will often incorporate/build on ideas of others</li> <li>Consistently shows respect for peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Consistently focused and on task</li> <li>Listens when others talk and will on occasion have something to add</li> <li>Shows respect for peers and teacher most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Often not on task</li> <li>Inconsistent focus</li> <li>Listens inconsistently when others talk and rarely adds to discussion</li> <li>On occasion shows respect for peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Almost never on task</li> <li>Very little focus</li> <li>Often does not listen when others talk</li> <li>Often interrupts when others speak</li> <li>Often disrespectful to peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Never on task</li> <li>No focus</li> <li>Does not listen when others talk</li> <li>Interrupts when others speak</li> <li>Disrespectful to peers and teacher</li> </ul>

## Appendix G: Glossary of Terms

**Achievement** is the absolute level of academic performance.

**Assessment** is the process of gathering of information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

**Criterion-referenced** assessments are designed to measure a student's academic achievement measured against a pre-determined set of criteria, standards, or objectives.

**Criterion-related** assessments are based upon pre-determined criteria that all students have access to. The IB organization provides rubrics in each of the 8 MYP subject areas. These rubrics are based on pre-determined criteria shared by all IB schools worldwide.

**Evaluation** is the process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

**Formative** assessments provide students and teachers with formal and informal information regarding student understanding and provide valuable feedback to guide teaching and learning.

**Growth** is the rate of academic improvement measured over a period of time.

**IBMYP** International Baccalaureate Middle Years Program

**Norm-referenced** assessments are designed to provide a measure of performance that measures an individual's relative standing in some known group.

**Rubrics** are a set of criteria used for assessing a particular task or performance.

**Summative** assessments are a measure of student learning and usually occur at the end of a unit of study or pre-determined time period.

## Appendix H: Index to Essential Information

- Assessment is an ***essential component of the teaching and learning*** process. (page 1)
- ***Various forms of assessments*** provide insight on what students know and are able to do. (page 1)
- Assessment results provide ***feedback to students***. (page 1)
- Assessment results ***guide instruction*** for teachers. (page 1)
- ***Standardized and classroom*** assessments are utilized regularly. (pages 2-4)
- Grades are primarily based on ***demonstration of mastery*** rather than completion of tasks. (page 5)
- ***Multiple opportunities*** for demonstration of mastery are provided to students. (page 5)
- ***A-F grades*** are based on traditional points and percentage system. (page 5)
- ***Pass (G)/Fail grades*** are based on participation and completion. (page 5)
- ***Q*** is updated weekly regarding student progress and is available for students and parent login. (page 5)
- ***IB 1-7 grades*** are based on achievement levels and progress on IBMYP subject area criterion. (pages 7-9)
- ***Citizenship 1-5 scores*** are based on student expectations focused on the IB Learner Profile. (page 10)