IB Assessment – Recording and Reporting

FINAL GRADES AND DESCRIPTORS

Grade	MYP Descriptor (Grades 9 & 10)	DP Descriptor (Grades 11 & 12)
Grade 1 *Very Poor*	**Minimal** achievement in terms of the objectives.	*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 **inflexibl**e, rarely using knowledge or skills.*
Grade 2 *Poor*	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.	*Produces work of **limited qualit**y. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. I**nfrequently** demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, **infrequently applying knowledge** and skills.*
Grade 3 *Mediocre*	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.	*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.*
Grade 4 *Satisfactory*	*A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.*	*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.*
Grade 5 *Good*	*A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.*	*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.*
Grade 6 *Very Good*	*A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.*	*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 and unfamiliar** classroom and real-world situations, **often with independence***
Grade 7 *Excellent*	*A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.*	*Produces **high-quality**, f**requently 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.***

Each MYP student will earn a FINAL GRADE from this scale in each of their 8 subjects (and in the Personal Project in Year 5 (10th grade). This grade is calculated by using the boundaries created by the IB for the TOTAL of the student's most consistent score on assessments of each of the specific criteria in each subject.

Approaches to Learning (CReSTS)

Communication, Research, Social, Thinking, Self-Management

Collaboration	Communica-tion	Organization	Self-management	Reflection	Information & Media Literacy	Critical & creative Thinking	Social	Transfer
EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE	EE ME AE BE

EE- *Exceeds Expectations*

ME – *Meets Expectations*

AE – *Approaching Expectations*

BE – *Below Expectations*

Criteria and Rubrics for MYP (Grades 9 & 10)

Overview of MYP Grading

Language and Literature

Language Acquisition

Individuals and Societies

Design Technology

Health and Physical Education

Sciences

Mathematics

The Arts

The Personal Project

Grade Descriptors for each DP subject (Grade 11 & 12)

The "best-fit" approach

The best-fit approach relies on teachers using **criterion-related assessment practices** effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the **preceding descriptor**. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must **use their judgment** to select the level descriptor that best matches the **student's work** overall. The "best-fit" approach allows teachers to select the achievement level that **best describes the piece of work being assessed**. It is important to remember when doing so that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Only the piece of work being assessed may be scored. The teacher cannot adjust the achievement level a piece work has demonstrated because a piece of work was submitted late or for any reasons not addressed by the actual descriptor in the rubric.