

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 opportunities for reflection upon development. To fulfill this MYP requirement, the MYP Report Card will be sent home at the end of each semester.

How were these criteria selected?

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 criterion.

What do the numbers mean?

The MYP Fast Facts provides the criteria rubrics in each subject area. All criterion provide a description for each level or markband like the sample from Language and Literature to the right. The **description column** contains the important information. The **score is not** to be converted to a percentage (4/8=50%) as the numbers or score represents a continuum of growth and the **description** indicates the level of student sophistication with the task. As one moves down the criterion descriptions, the skills required in the description increase in sophistication, as does the requirement to expertly demonstrate critical thinking skills.

How can the MYP Report Card be used as a reflection of growth?

Looking at the descriptions for each criterion, 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 example on the right, a student moves down the a criterion (improves the score) from providing "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 analyzes, sufficiently justifies, substantial connections" in the 5-6 mark band to "provides perceptive analysis, detailed justifications, perceptively compares and contrasts by making extensive connections" in the final 7-8 markband.

Reviewing all of the criteria for each subject, the skills needed to be successful in college - effective communication, detailed analysis, application of knowledge, transference of understanding to identity a few - are apparent in the MYP Criteria.

Score	Criterion A: Analyzing
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.

Why are the criteria only used on summative assessments?

The MYP Criteria are used only on summative assessments to allow students the opportunity to score at the highest level. An assessment of a quick, one-day activity would not allow students to achieve in the 7-8 markband on a criterion. Teachers create summative assessment tasks that would allow a student to reach the highest level. Instruction and class activities develop the higher level critical thinking skills during 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 score. Upon completion of the summative assessment task, students also receive the MYP rubric with the 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, students are required to demonstrate high levels of sophistication in two separate criteria utilizing different skills and requirements. 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 (found in this letter and available on the www.ijatoday.org website) to identify areas of strength and growth for your student. Additionally, your student should have a copy of the scored MYP criterion/criteria for each summative assessment. As always, reach out to the teachers with any questions or concerns.

What does it mean if a criterion has no grade and an ‘NA’?

This indicates that there is no score to report in this criterion at this time. The International Academy is implementing the new MYP criteria and curriculum and students will be assessed in each criterion 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 assignments; the criterion just was not part of a summative assessment.

For the sciences in tenth grade, each discipline has an emphasis on different criteria for the summative assessments identified on the MYP Report Card. In Chemistry, students will be assessed in Criteria A and D and Physics will assess Criteria B and C. Students will utilize the skills in all four criteria in these disciplines, but the summative assessments will be divided.

Do any of these scores go on my student’s high school transcripts?

No. While the standard letter grades might contain elements of the MYP assessments, the IA only reports letter grades. The MYP scores are designed to give students, parents and teachers a fuller perspective of performance on various tasks and to more deeply understand the learning styles and strengths of each student. These scores indicate areas of strength and areas of further growth in critical-thinking skills.