

How to read your son's/daughter's MYP Report card?

Parent Teacher Conferences - Jan 25th

LANGUAGE AND LITERATURE YEAR 3	Absent	0.000
Teacher:	Late	0.000
IB MYP Approaches to Learning	Current Trend	
Self-management	L	
Communication	L	
Social	L	
Thinking	L	
Research	L	

Our Report Card

Communication	Social	Self-Management	Research	Thinking	
Communication skill	Category	Novice	Learner	Practitioner	Expert
<ul style="list-style-type: none"> How can students communicate through interaction? How can students demonstrate communication through language? 	Preparedness	I rarely come to class prepared and on time with all materials needed.	I occasionally come to class prepared and on time with all materials needed.	I often come to class prepared and on time with all materials needed.	I consistently and independently come to class prepared and on time with all materials needed.
	Organizational Skills	I rarely maintain an organized system for my class materials.	I occasionally maintain an organized system for my class materials.	I often maintain an organized system for my class materials.	I consistently and independently maintain an organized system for my class materials.
	Ownership	I rarely take ownership for missed classes or catch up without being reminded.	I occasionally take ownership for missed classes and catch up without being reminded.	I often take ownership for missed classes and catch up without being reminded.	I consistently and independently take ownership for missed classes and catch up without being reminded.
	Planning	I rarely develop effective plans for time management (in class and at home) and successfully follow them.	I occasionally develop effective plans for time management (in class and at home) and successfully follow them.	I often develop effective plans for time management (in class and at home) and successfully follow them.	I consistently and independently develop effective plans for time management (in class and at home) and successfully follow them.
	State of Mind	I rarely manage my state of mind through self-motivation, self-control and perseverance.	I occasionally manage my state of mind through self-motivation, self-control and perseverance.	I often manages my state of mind through self-motivation, self-control and perseverance.	I consistently and independently manage my state of mind through self-motivation, self-control and perseverance.
	Focus	I rarely stay focused and avoid distractions.	I occasionally stay focused and avoid distractions.	I often stay focused and avoid distractions.	I consistently and independently stay focused and avoid distractions.
	Reflection	I rarely identify strengths and weaknesses in my own work and set goals to improve.	I occasionally identify strengths and weaknesses in my own work and set goals to improve.	I often identify strengths and weaknesses in my own work and set goals to improve.	I consistently and independently identify strengths and weaknesses in my own work and set goals to improve.

Approach

Our Report Card

Criterion	
A: Analysing	3
The student: i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts.	
B: Organizing	3
The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.	
C: Producing Text	3
The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.	
D: Using Language	4
The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication	
Overall Level of Achievement	
I have noticed an improvement in <input type="text"/> -class attitude and overall work ethic since interims. I hope this improved effort continues!	

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
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
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project (Grade 10 only)	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

4 sets of criteria per course

Sciences Assessment Criteria for MYP Year 5 – Grade 10

Criterion A: Knowledge and Understanding

(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<i>I have not achieved a standard described by any of the descriptors to the right.</i>	<p><i>I am able to:</i> state scientific knowledge</p> <p>apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations</p> <p>interpret information to make judgments.</p>	<p><i>I am able to:</i> outline scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations</p> <p>interpret information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> describe scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</p> <p>analyse information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> explain scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations</p> <p>analyse and evaluate information to make scientifically supported judgments.</p>

Levels 0 to 8 (Term 1 and Term 2 Report cards)

You will receive marks for each of your assignments, projects, quizzes and tests - on the 8 point scale.



















IB Criterion Achievement Level	Letter Grade
8	A+
7	A+
6	A
5	B
4	C+
3	C
2	C-
1	I/F

A: Knowing and Understanding						B: Inquiring and Designing				C: Processing and Evaluating				D: Reflecting on the Impacts			TOTAL	IB LEVEL	%	
Chap ter 6	Chap ter 7	Poster	ch ap ter 9	Unit Test	BM	Geys er	mass lab		BM	Geys er	mass lab		BM	Poster	Food Essay		BM			
3	5	7	6	6	6	3	4		4	4	5		5	4	6		6	21	5	82
2	3	0	7	3	3	2	2		2	2	4		4	5	6		6	15	4	70
4	7	6	abs	4	4	4	3		3	4	3		3	4	7		7	17	4	75
5	6	5	6	4	4	3	6		6	3	5		5	8	6		6	21	5	82
3	3	8	7	6	6		3		3		3		3	5	6		6	18	4	77
5	6	6	6	7	7	5	4		4	4	4		4	8	7		7	22	5	84

Science - Mark book

Criteria	English	Math	Science	Socials
A	✓	✓		✓
B	✓		✓	✓
C	✓			✓
D	✓		✓	

Term 1

Criteria	English	Math	Science	Socials
A				
B				
C				
D				

Term 2

Criteria	English	Science	Socials	Math
A	4	3	1	7
B	3	2	2	6
C	5	1	1	5
D	6	4	1	5

Term 3

Criteria	English	Science	Socials	Math
A	4	3	1	7
B	3	2	2	6
C	5	1	1	5
D	6	4	1	5
TOTAL	18	10	5	23

FINAL

Criterion Total /32	FINAL IB LEVEL
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

IB Final Grade	Descriptor
1	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. Vary rarely applies knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Infrequently applies knowledge and skills.
3	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. Occasionally applies knowledge and skills, requiring support even in familiar classroom situations.
4	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. Applies knowledge and skills in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Applies knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Applies knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently applies knowledge and skills with independence and expertise in a variety of complex familiar and unfamiliar classroom and real-world situations.

Conversion Table MYP Grade 6-10				
IB Level	IB total	BC Grade	BC %	BCAIBWS % range
7	32	A	100	96-100
7	31	A	99	
7	30	A	98	
7	29	A	97	
7	28	A	96	
6	27	A	95	87-95
6	26	A	92	
6	25	A	90	
6	24	A	87	
5	23	A	86	78-86
5	22	B	84	
5	21	B	82	
5	20	B	80	
5	19	B	78	

Science

Socials

10

5

3

1

56

44

C-

F

4	18	B	77	70-77
4	17	B	75	
4	16	C+	72	
4	15	C+	70	
3	14	C+	69	56-69
3	13	C	66	
3	12	C	63	
3	11	C	60	
3	10	C-	56	
2	9	C-	55	45-55
2	8	C-	52	
2	7	I/F	48	
2	6	I/F	45	
1	5	I/F	44	0-44
1	4	I/F	35	
1	3	I/F	26	
1	2	I/F	18	
1	1	I/F	9	
1	0	I/F	9	

Final Report Card - IB grades and BC Grades/Percents

Conversion Table MYP Grade 6-10				
IB Level	IB total	BC Grade	BC %	BCAIBWS % range
7	32	A	100	96-100
7	31	A	99	
7	30	A	98	
7	29	A	97	
7	28	A	96	
6	27	A	95	
6	26	A	92	
6	25	A	90	
6	24	A	87	
5	23	A	86	78-86
5	22	B	84	
5	21	B	82	
5	20	B	80	
5	19	B	78	

4	18	B	77	70-77
4	17	B	75	
4	16	C+	72	
4	15	C+	70	
3	14	C+	69	56-69
3	13	C	66	
3	12	C	63	
3	11	C	60	
3	10	C-	56	
2	9	C-	55	45-55
2	8	C-	52	
2	7	I/F	48	
2	6	I/F	45	
1	5	I/F	44	0-44
1	4	I/F	35	
1	3	I/F	26	
1	2	I/F	18	
1	1	I/F	9	
1	0	I/F	9	

IB Level	Letter Grade
0	F/I
1	F/I
2	C-
3	C
4	C+
5	B
6	A
7	A+
8	A+

IB Criterion total /32	IB grade	BC % Conversion
1-5	1	0-44
6-9	2	45-55
10-14	3	56-69
15-18	4	70-77
19-23	5	78-86
24-27	6	87-95
28-32	7	96-100

IB level vs IB Grade

Criteria for Achievement Levels in MYP Courses

westvanc
Apps Login Inside Ro



Search Drive

SEARCH

6350 Headland Drive

NEW

Shared with me > MYP Website Folder

Folders

Name ↑

Approaches to L...

Arts

Assessment Han...

Design

Individuals and S...

Interdisciplinary

Language Acquis...

Language and Lit...

Mathematics

Personal Project

Physical and Hea...

Sciences

Where to find Assessment Info

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