

# Overview of MYP Criteria

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	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
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-world Contexts
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
P.E./ Health	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

The MYP approach to assessment varies in that the students are assessed on a set of four criteria. The four criteria in each of the MYP courses are weighted equally and are valued at 80% of the final grade. Formative assessments are reported and recorded in Campus, and are valued at 20% of the final grade. The criteria above represent the holistic nature of the IB-MYP.



2017 -2018

Upper School

Assessment Guide

## CRITERIA- RELATED ASSESSMENT

The students are assessed on MYP criteria as well as state standards.

### FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessments are used in the instructional part of each unit to inform students and teachers about the students' understanding. Formative assessments are considered practice and help us to understand how the student is progressing in each criteria. **The formative assessments will be used to determine 20% of the student's final grade.**

Summative assessments are given at the end of a learning period to allow students to demonstrate what they know. **The summative assessments will be used to determine 80% of the student's final grade.**

### REASSESSMENTS, LATE WORK AND ACADEMIC INTEGRITY

Wherever possible within a semester, teachers will create a pathway to allow students to improve their knowledge, understanding of concepts or skills and re-assess to show their new learning.

Late work and academic dishonesty will result in alternative consequences.

### ASSESSMENT VARIATIONS

Assessment practices vary in all subject areas and include such tasks as: performances, projects, essays, exams, oral presentations, investigations, interviews, skits, simulations, exhibits, data analysis, and debates.

### DIFFERENTIATION

Teachers modify tasks in product, process, or content to provide varying levels of learning.

### SELF-EVALUATION

Students will be given opportunities to self-assess. Students should be able to communicate their strengths, areas for improvement, and the next steps in their learning.

## RECORDING AND REPORTING OF GRADES

Teachers record the students' assessment results on Campus. Students, families, staff, and teachers have rights to access Campus.

## IB to Traditional Grade

LILA Levels of Achievement (IB)	GPA	Related Terms
0	0	little or no
1	0.5	limited, rarely
2	1.0	minimal, identifies, infrequent
3	2.0	some, acceptable, basic
4	2.5	good, adequate
5	3.0	thoughtful, generally high quality
6	3.5	substantial, sufficient, competent, high quality
7	4.0	perceptive, detailed, frequently high quality
8	4.0	justification, sophisticated, extensive, frequently innovative