



Herbert A. Ammons Middle School
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International Baccalaureate Middle Years Programme (IBMYP)
MYP Progress Report Card/ Tarjeta Reporte del Progreso Académico en MYP

| <i>Student Name/Nombre del Estudiante</i> | | <i>Grade/Grado</i> | | | | <i>Date/Fecha</i> | <i>HR Teacher</i> | | |
|---|-----------------|-----------------------|-------------------------|---|---|-------------------|-------------------------|-------------|---------------|
| Pd. | Course Curso | Teacher Maestro(a) | MYP Assessment Criteria | | | | Your points Max. /32 | IB Grade | Tchr. Sign |
| | | | A | B | C | D | | | |
| 1st | | | | | | | | | |
| 2nd | | | | | | | | | |
| 3rd | | | | | | | | | |
| 4th | | | | | | | | | |
| 5th | | | | | | | | | |
| 6th | | | | | | | | | |
| 7th | | | | | | | | | |

The purpose of the IB Progress Report Card is to show the progress that students are making on the objectives of the International Baccalaureate Middle Years Program. Each of the eight courses in the MYP has a specific subject area guide. These guides spell out the aims (what students will experience or learn), the objectives (what the students will be able to do) and the assessment criteria (how they are evaluated).

When the IB assessment process is used, the grading is always criterion-related. Students know the assessment rubric and are measured against specific criteria. The criterion ranges in level of achievement and are measured on a scale of 1 – 8. In giving a final grade, the MYP uses a scale of 1 – 7, with 7 being the highest. This report grades progress on MYP tasks only.

*The MYP assessment criteria for all courses are listed *by letter* on the back of this report.

| IB Grade Scale | |
|-----------------------|---|
| 7 | <i>Produces high-quality, frequently 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.</i> |
| 6 | <i>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.</i> |
| 5 | <i>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.</i> |
| 4 | <i>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.</i> |
| 3 | <i>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.</i> |
| 2 | <i>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</i> |
| 1 | <i>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 inflexible, rarely using knowledge or skills.</i> |

Students: Explain this form to your parent/guardian, have them sign and date it and then place it in the *Approaches to Learning* section of your Portfolio.

 Parent/Guardian signature

 Date

ASSESSMENT CRITERIA FOR MYP SUBJECTS

| Subject & Criteria | | Subject & Criteria | |
|--------------------------------------|---|--------------------------------------|---|
| <i>ARTS: Visual & Performing</i> | | <i>LANGUAGE ACQUISITION</i> | |
| A | Knowledge & Understanding | A | Comprehending Spoken & Visual Text |
| B | Developing Skills | B | Comprehending Written & Visual Text |
| C | Thinking Creatively | C | Communicating |
| D | Responding | D | Using Language |
| <i>INDIVIDUALS & SOCIETIES</i> | | <i>PHYSICAL and HEALTH EDUCATION</i> | |
| A | Knowledge and Understanding | A | Knowing and Understanding |
| B | Investigating | B | Planning for Performance |
| C | Communicating | C | Applying and Performing |
| D | Thinking Critically | D | Reflecting and Improving Performance |
| <i>LANGUAGE & LITERATURE</i> | | <i>DESIGN</i> | |
| A | Analyzing | A | Inquiring and Analyzing |
| B | Organization | B | Developing Ideas |
| C | Producing Text | C | Creating the Solution |
| D | Using Language | D | Evaluating |
| <i>SCIENCES</i> | | <i>MYP PERSONAL PROJECT</i> | |
| A | Knowledge & Understanding | A | Investigating |
| B | Inquiring and Designing | B | Planning |
| C | Processing and Evaluating | C | Taking Action |
| D | Reflecting on the Impacts of Science | D | Reflecting |
| <i>MATHEMATICS</i> | | <i>INTERDISCIPLINARY</i> | |
| A | Knowledge & Understanding | A | Integrating Knowledge and Understanding |
| B | Investigating Patterns | B | Learning in Context |
| C | Communicating | C | Communicating |
| D | Applying Mathematics in Real World Contexts | D | Reflecting |