What do my student's MYP grades mean?

MYP marks are designed to provide students, parents, and teachers feedback on students' skill acquisition. Unlike a traditional 0-100% grade, MYP marks are designed to explain where a student is developmentally in their learning process. Each assessment criterion a student will be assessed with is tied to the aims and objectives of that subject course. The criterion rubric then explains what the mastery level, or developmental level, looks like for the skills tied to that objective.

For example, this is a sample year 5 (i.e. 10th grade) Language and Literature rubric for its criterion A – Analyzing. The objective being assessed is boxed on the left. Then the different developmental levels are broken down on the right. Teachers will provide specific task clarifications for each assessment task next to these achievement levels to clarify for students what the developmental level looks like for that particular assessment.

As a rule of thumb, when looking at the numeric score your student earns, it suggests the following his or her skill mastery:

1-2 = **learning** - students are learning about the content or skill and limited in their ability to use it independently

3-4 = **practicing** - students are practicing the content or skill and can demonstrate the skill when they have support

5-6 = **using** - students are using the content or skill adequately and can demonstrate the skill independently

8-7 = **teaching** - students are able to teach others the content or skill and evaluate how effective themselves and others are using it.

A Analysing

At the end of year 5, students should be able to:

i.   analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.
3–4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis 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. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.
5–6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.
7–8	The student: i. provides **perceptive** analysis of the content, context, language, structure, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.

The four different subject criteria assessed in each class are aligned by the similar skills they assess. The difference between them is that each subject uses specific discipline language for a particular skill. In this way, we can think of the criterion categories as:

Criterion A = Thinking and Knowledge Skills

Criterion B = Organizing skills

Criterion C = Application and Communication skills

Criterion D = Evaluating skills