

Aligning the MYP internal assessment model with external requirements

Schools may be required by some national or other systems to use a norm-referenced model, or a variant of it, to satisfy certain requirements. Where possible, schools in this situation are encouraged to align the assessment requirements of the national or other system with the MYP assessment model. If there are enough similarities (and flexibility in the national or other system requirements), schools can use MYP assessment criteria and criterion level totals to determine grades. (If schools use MYP grades and choose to add additional criteria to meet local requirements, they must develop their own grade boundary guidelines. However, predicted grades submitted to the IB must be based only on MYP criteria.)

Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable to determine grades for other systems and then convert these to MYP grades.

Where the two systems are incompatible, schools must determine and report any MYP grades separately.

NOTES FOR M.Y.P. SCHOOLS

DOCUMENTATION FROM THE I.B. IS EXTRACTED FROM THE NEW EDITION OF *PRINCIPLES INTO PRACTICE*.

ITEMS IN RED ARE THE RECOMMENDED EQUIVALENCIES USING THE NEW 8 POINT M.Y.P. ASSESSMENT SCALE. ALL M.Y.P. SCHOOLS IN ONTARIO SHOULD START USING THESE EQUIVALENCIES IN THE 2014-2015 ACADEMIC YEAR IN ORDER TO ENSURE TRANSPARENCY AND FAIRNESS.

THE PERCENTAGES LISTED IN BLUE COME FROM THE TABLE OF EQUIVALENCY COMMITTEE OF D.I.B.S.O.

THE D.P. SCHOOLS IN ONTARIO HAVE ALREADY DECIDED TO APPLY THE PERCENTAGES INDICATED TO EXAMS BEING WRITTEN IN MAY 2014.

IN ORDER TO ENSURE CONTINUITY THROUGHOUT THE CONTINUUM, IT IS RECOMMENDED THAT M.Y.P. SCHOOLS COMMUNICATE RESULTS USING THE SAME RANGES.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary table guidelines that follow to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1 MYP: 1	1–5 BELOW 50%	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2 MYP: 2	6–9 50%-60%	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.
3 MYP: 3	10–14 61%-71%	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.
4 MYP: 4	15–18 72%-83%	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.
5 MYP: 5-6	19–23 84%-92%	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.
6 MYP: 7	24–27 93%-96%	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.
7 MYP: 8	28–32 97%-100%	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 situation