

Willows Preparatory School



IB MYP Assessment Policy

Willows Preparatory School



Willows Preparatory School

International Baccalaureate

Middle Years Programme Candidate School

Assessment Policy, 2018-19

Mission and Purpose Statement:

Willows Preparatory School, in cooperation with families and the greater community, aims to foster a worldly perspective, innovation, and integrity in all students. Our dynamic, inquiry-based learning environment inspires and empowers our diverse student body in order for all learners to become compassionate, global citizens.

IB MYP Assessment Standards:

Standard B1.5c:	The school has developed and implements an assessment policy that is consistent with IB expectations.
Standard C4.1:	Assessment at the school aligns with the requirements of the programme.
Standard C4.1a:	The school uses the prescribed assessment criteria for each subject group in each year of the programme.
Standard C4.1b:	Teachers standardize their understanding and application of criteria before deciding on achievement levels
Standard C4.2:	The school communicates its assessment philosophy, policy, and procedures to the school community.
Standard C4.3:	The school uses a range of strategies and tools to assess student learning.
Standard C4.4:	The school provides students with feedback to inform and improve their learning.
Standard C4.5:	The school has systems for recording student progress aligned with the assessment philosophy of the programme.
Standard C4.5a:	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.
Standard C4.6:	The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
Standard C4.7:	The school analyses assessment data to inform teaching and learning.
Standard C4.8:	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Standard C4.9:	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the...MYP community project.

What is IB MYP Assessment?

Introduction:

At Willows Preparatory School, assessment is a critical, reoccurring aspect of the learning process. As an International Baccalaureate Middle Years Programme Candidate School, all students and educators facilitate lessons with assessment in mind and then re-evaluate instruction based on individual student performance. Willows Preparatory School's status as an IB MYP Candidate School allows our educators to assess students using both traditional "local" grading systems and IB-mandated "criterion-related" grading structures. Both methodologies provide meaningful feedback for our present community stakeholders. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. ¹

Purpose of Assessment:

Assessment in the MYP aims to:²

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the community project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

MYP Assessment at Willows Preparatory School:

Summative and Formative Assessment:

Willows Preparatory School teachers create and implement both formative and summative assessments, both of which are related to each other and integral to the learning process.

Formative Assessment – assessments that provide smaller amounts of feedback on specific learning objectives and/or require students to demonstrate their knowledge of specific targeted aims in order to drive future instruction (e.g. at WPS: lesson exit ticket, daily warm-ups, comprehension quizzes, etc).

¹ "MYP: From Principles into Practice." International Baccalaureate, 2014. www.ibo.org. p. 78.

² Ibid. p. 78.

Summative Assessment – assessments that are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria³ (listed on page 5 of this document; e.g. at WPS: final exams, final projects/presentation/performances, etc.) Examples of assessments found on pg. 7.

Dual Assessment Methodology

“Local” and “IB” Assessment:

For the 2018-2019 school year, Willows Preparatory School educators offer both students and their families two different assessment approaches in order to provide accurate, meaningful academic feedback. These two methods are referred to as “local” and “IB” assessment. Presently, we recognize both types of assessment hold importance.

However, as our school completes its transition from an IB Candidate School to an IB World School, more emphasis will be placed on the IB “criterion-related” scores and less on “local” scores. Ultimately, “local” scores will be replaced by exclusively “IB” scores. This transition will occur as all stakeholders receive education from our school’s IB leadership team.

Local assessment is the more widely-understood, traditional methodology for assessing student work. This form of assessment follows a 100-point scale and provides a single, percentage-based score for a completed assessment. The final, cumulative score for each trimester report is converted by applying a specific, teacher-created category weight system. Below is a sample of a teacher’s weight system, which vary from teacher-to-teacher due to differing class structures.

Sample “Local” Category Weight System:	
Projects and Quizzes	Weight (Optional): 50
Homework	Weight (Optional): 15
Participation	Weight (Optional): 20
Final	Weight (Optional): 15

The “local” grade system results in a single percentage-based score for each discipline per trimester.

IB MYP Assessment is a more holistic approach to the evaluation of student work, resulting in four separate scores between 0-8 for each subject discipline. According to the IB, “MYP assessment requires teachers to assess the prescribed subject-group

³ “MYP: From Principles into Practice.” International Baccalaureate, 2014. www.ibo.org. p.79

objectives using the assessment criteria for each subject group in each year of the programme.”⁴ The following chart⁵ lists each subject discipline’s four grading criteria.

	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
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Note: Willows Preparatory School applies the “Arts” criteria to both visual art and instrumental band/music class and the “MYP Projects” criteria to our Year 3 student’s IB Community Project.

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.⁶ WPS utilizes the MYP’s 1-7 grade boundary guidelines.

Descriptions of the MYP IB final grades and grade boundaries can be found on page 9 of this document.

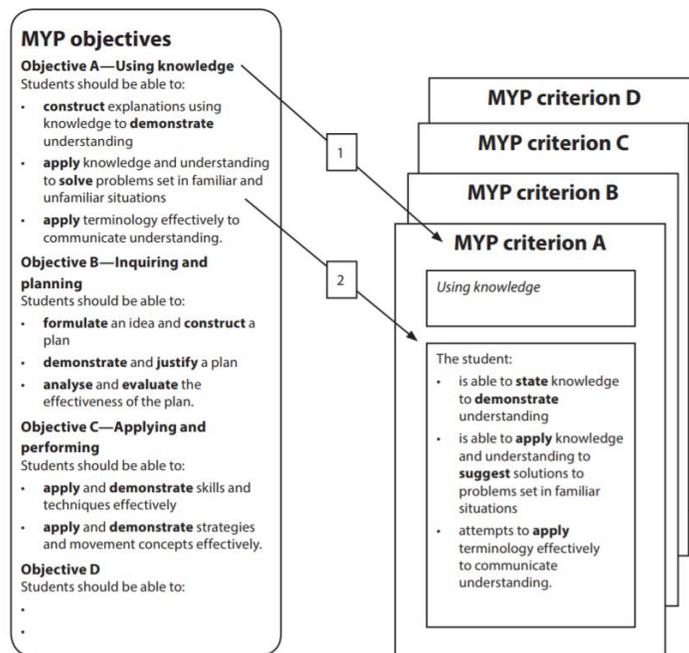
⁴ “MYP: From Principles into Practice.” International Baccalaureate, 2014. www.ibo.org. p.78

⁵ Extracted from “MYP: From Principles into Practice.” International Baccalaureate, 2014. www.ibo.org. p. 80

⁶ “MYP: From Principles into Practice.” International Baccalaureate, 2014. www.ibo.org. p.93

Assessment Criteria Alignment, Standardization and Verification⁷

Each discipline's objectives contain strands that are aligned with each grading criteria's achievement levels. This relationship is shown below; Arrow 2 shows how a strand from Objective A is aligned with descriptions of achievement levels of MYP Criteria A:



At Willows Preparatory School, and as required by the MYP, each discipline must assess all objective strands of all four assessment criteria at least twice in each year of the MYP.

The Middle Years Programme provides unique objective-criteria alignment for years 1, 3, and 5 for each academic discipline. At Willows Preparatory School, certain disciplines – Science, Arts, Language & Literature and Individuals & Societies – have more than one teacher assessing students at different year/grade levels. Teachers have published (and routinely review) statements of standardization of assessment for each year-group-discipline. These statements allow all stakeholders to understand how they will be assessed in each discipline according to their grade level. A sample of the statements for the 2018-19 school years can be found on page 19 of this document.

The process of internal verification (internal standardization) occurs during our professional development meetings and prior to trimester grade submissions; teachers meet with student work examples to come to a common understanding on the criteria and achievement levels and how they are applied. This is conducted to increase the reliability of their judgements and build understanding about student achievement with respect to MYP objectives.

⁷ Ibid. p.81-83.

Assessment Tasks

Teachers at Willows Preparatory School use, but are not limited to, the following common tasks to assess student performance:

- Selected response
- Individual, small-group, and whole-class discussion;
- Research-based written, artistic, and musical compositions;
- Observation
- Individual and group presentations and projects;
- Portfolios;
- Peer and self-assessment/reflection;
- Process Journals;
- In-class speech and debate;
- Open-ended tasks
- Examinations
- Performances

Assessment Infrastructure and Communication

Willows Preparatory School uses Managebac as our primary assessment gradebook and calendar. Teachers use this online platform to post assignments for students' planners and report grades on those assignments. The program also allows teachers to record both "local" and "IB" assessment grades for student and family reporting. In the majority of cases Managebac refers to assignments posted on Microsoft OneNote.

Educating all stakeholders is a priority of Willows Preparatory School. Throughout the candidate phase of the authorization process, students, teachers, and parents have gained knowledge about IB MYP assessment during all-school meetings, professional development meetings, "lunchtime" parent learning meetings, and during our annual Curriculum Night.

Willows Preparatory School holds parent-teacher conferences twice every school year. The first occurs after the first trimester and the last takes place after the second trimester. Privately scheduled meetings with parents, students, and teachers occur throughout the school year upon request.

Reporting

Willows prep offers 3 report cards to parents in each academic year. These are issued at the conclusion of each trimester and stand to act as a permanent record of an individual's achievement, a vehicle for formative comments and as a starting point for parent teacher conferences. The trimester report cards differ ever so slightly depending on the time of year. The table below summarizes the content according to each trimester.

	Criterion Comments	Effort Grade	Formative Comment	Local Percentage	IB Criterion Grades (0-8 for A-D)	IB Final Grade (1-7)
Trimester 1	✓	✓		✓		
Trimester 2		✓	✓	✓	✓	
Trimester 3		✓	✓	✓	✓	✓

All disciplines' 1st trimester criterion comments can be found on pages 10-14 of this document. Sample clippings from the 17-18 school year report cards can be found on pages 15 and 16 of this document. Report samples for the 18-19 school year (T1 and T2) can be found on pages 17-18. The ManageBac system will be used in the current school year for content and formatting report cards.

IB Final Grades

Descriptions and Boundary Guidelines:

Grade	Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	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	10–14	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	15–18	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	19–23	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	24–27	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	28–32	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.

1st trimester Comment-based Grade Descriptors

Arts	Low	Medium	High
Grade 6/7/8 - Criterion A Knowing & Understanding	Demonstrates a limited understanding of concepts, processes, and specific terminology. Expresses misunderstanding or gaps in some areas.	Demonstrates a basic understanding of several concepts, processes, and specific terminology.	Demonstrates a deep understanding of concepts, processes, and specific terminology. Uses applicable knowledge to inform artistic decisions.
Grade 6/7/8 - Criterion B Developing Skills	Attempts to acquire skills necessary for performance. Demonstrates skills with inconsistency during performance.	Acquires and develops skills necessary for performance. Demonstrates necessary skills in performance.	Acquires and develops a mastery of skills necessary to performance. Demonstrates mastery of skills in performance.
Grade 6/7/8 - Criterion C Thinking creatively	Begins to develop understanding of artistic intention. Occasionally demonstrates creative-thinking.	Develops basic understanding of artistic intention. Begins to demonstrate creative-thinking. Explores ideas to shape artistic intention.	Develops coherent artistic intention. Demonstrates a range of creative-thinking. Explores ideas to shape intention through final realization.
Grade 6/7/8 - Criterion D Responding	Inconsistently constructs meaning. Begins to create artistic response with intention. Inaccurately critiques the performance of self and others.	Begins to construct meaning. Creates artistic response with basic intention. Critiques performances on a basic level.	Consistently constructs meaning. Creates an artistic response that intends to reflect or impact the world around them. Accurately critiques the performance of self and others.

Design	Low	Medium	High
Grade 6 - Criterion A Inquiring and Analyzing	Does minimal research to generate a solution.	Uses relevant research as way to inspire a solution.	Excellently prioritizes key research points and uses them to inspire a solution.
Grade 6 - Criterion B Developing Ideas	Creates a drawing/diagram that provides a minimal outline for a solution.	Creates multiple drawings/diagram that provide a basic outline for a potential solution.	Creates multiple drawings/diagrams that outline design specifications for a successful solution.
Grade 6 - Criterion C Creating a solution	Creates a solution that demonstrates limited technical skills.	Follows a simple plan to create a solution that demonstrates modest technical skills.	Follows a detailed plan to create a solution that demonstrates excellent technical skills.
Grade 6 - Criterion D Evaluating	Evaluates the success of based off limited knowledge and data.	Evaluates the success of the solution based off some data and relevant knowledge.	Reflects deeply on the solution and collected data to evaluate the success of the solution.
Grade 7/8 - Criterion A Inquiring and Analyzing	Does minimal research to generate a solution.	Prioritizes key research points from some primary and secondary sources to develop a basic design brief of a solution to the problem.	Uses/cites detailed primary and secondary research to develop a detailed design brief of a solution to the problem.
Grade 7/8 - Criterion B Developing Ideas	Creates a drawing/diagram that provides a minimal outline for a solution.	Creates multiple drawings/diagram that provide a basic outline for a potential solution.	Presents a range of design ideas/drawings, with solid justification for the chosen solution.
Grade 7/8 - Criterion C Creating the solution	Creates a solution that demonstrates limited technical skills.	Follows a simple plan to create a solution that demonstrates modest technical skills.	Follows a detailed plan to create a solution that demonstrates excellent technical skills.
Grade 7/8 - Criterion D Evaluating	Evaluates the success of based off limited knowledge and data.	Uses basic testing methods to evaluate the success of their solution and explain a potential improvement.	Uses detailed testing methods to evaluate the success of their solution and explain multiple potential improvements.

Individuals & Societies	Low	Medium	High
Grade 6 - Criterion A Knowing and Understanding	Uses some terminology in context and demonstrates limited knowledge and understanding of content and concepts.	Uses sufficient terminology in context and demonstrates satisfactory knowledge and understanding of content and concepts.	Consistently uses terminology in context and demonstrates excellent knowledge and understanding of content and concepts.
Grade 6 - Criterion B Investigating	Minimally explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a mainly guided investigation.	Sufficiently explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a satisfactory investigation.	Effectively explains, follows an action plan, collects and records information, and reflects on the process and results of a research question through a thorough investigation.
Grade 6 - Criterion C Communicating	In a limited way, communicates and organizes information and ideas while inconsistently listing sources that follows task instructions.	Sufficiently communicates and organizes information and ideas while often listing sources that follows task instructions.	Effectively communicates and organizes information and ideas while always listing sources that follows task instructions.
Grade 6 - Criterion D Thinking critically	Identifies minimal main points and different views to give a limited opinion and analyze ideas, events, visual representation, or arguments.	Identifies most main points and different views to give a substantial opinion and analyze ideas, events, visual representation, or arguments.	Consistently identifies main points and different views in detail to give an opinion and analyze ideas, events, visual representation, or arguments.
Grade 7/8 - Criterion A Knowing and Understanding	Demonstrates basic understanding through limited descriptions and/or examples. Recognizes some vocabulary.	Demonstrates satisfactory understanding through descriptions, explanations and/or examples. Uses relevant vocabulary accurately.	Demonstrates excellent understanding through detailed descriptions, explanations and examples. Consistently uses relevant vocabulary accurately.
Grade 7/8 - Criterion B Investigating	Identifies a research question, follows an action plan, collects and records information and reflects on the research process to a limited extent.	Identifies a research question, follows an action plan, collects and records information and reflects on the research process in some depth and detail.	Identifies and justifies a research question, follows an action plan, collects and records information and reflects on the research process in a detailed, relevant, thoughtful way.
Grade 7/8 - Criterion C Communicating	Communicates and organizes information in a limited way that is not always clear. Inconsistently lists sources.	Communicates and organizes information in a way that is mostly clear. Often lists sources following task instructions.	Communicates and organizes information in a way that is completely clear and effective. Always lists sources following task instructions.
Grade 7/8 - Criterion D Thinking Critically	Identifies and uses information in arguments to a limited extent. Identifies origin and purpose of limited sources.	Identifies the main ideas and different views in information to make arguments. Identifies the origin and purpose of sources/data.	Identifies the main points and different views in information to make detailed arguments. Analyzes a range of sources/data in terms of origin and purpose.

Language & Literature	Low	Medium	High
Grade 6 - Criterion A Analyzing	Identifies and comments on texts limitedly through minimal justification of opinions and ideas from texts.	Identifies and comments on texts clearly through sufficient justification of opinions and ideas from texts.	Identifies and comments in detail on texts through extensive justification of opinions and ideas from texts.
Grade 6 - Criterion B Organizing	Uses minimal organizational structures and tools to organize opinions and ideas in a limited but logical manner.	Uses organizational structures and tools regularly to organize opinions and ideas in a clear, logical manner.	Uses organizational structures and tools extensively to organize opinions and ideas in an effective, logical manner.
Grade 6 - Criterion C Producing text	Produces texts using limited stylistic choices, details, and examples to minimally support ideas and impact their audience.	Produces texts using adequate stylistic choices, details, and examples to clearly support ideas and impact their audience.	Produces texts using perceptive stylistic choices, details, and examples to support extensive ideas and impact their audience.
Grade 6 - Criterion D Using language	Uses limited vocabulary through minimally correct grammar, syntax, and punctuation written, spoken, and non-verbally.	Sufficiently uses appropriate and varied vocabulary through competent grammar, syntax, and punctuation written, spoken, and non-verbally.	Effectively uses appropriate and varied vocabulary through correct grammar, syntax, and punctuation written, spoken, and non-verbally.
Grade 7/8 - Criterion A Analyzing	Demonstrates limited to some understanding of content, language and stylistic choices. Justifies writing with limited to some reasoning.	Demonstrates satisfactory to substantial understanding of content, language and stylistic choices. Justifies writing with satisfactory to substantial reasoning.	Demonstrates sophisticated and clear understanding of content, language and stylistic choices. Justifies writing with effective reasoning.
Grade 7/8 - Criterion B Organizing	Organizes, formats and references with limited to some coherence and clarity.	Organizes, formats and references with adequate coherence and clarity.	Organizes, formats and references with sophisticated coherence and clarity.
Grade 7/8 - Criterion C Producing Text	Produces texts with limited to some imagination and engagement with the writing process.	Produces texts with adequate imagination and engagement with the writing process.	Effectively produces texts with and imagination and thorough engagement with the writing process.
Grade 7/8 - Criterion D Using language	Uses limited to some terminology, conventions and non-verbal communication techniques.	Uses adequate terminology, conventions and non-verbal communication techniques.	Uses sophisticated terminology, conventions and non-verbal communication techniques.

Mathematics	Low	Medium	High
Grade 6/7/8 - Criterion A Knowing & Understanding	Demonstrates limited knowledge of content and ability to implement the strategies	Can routinely implement their knowledge and achieve the correct outcome	Always uses their knowledge and skills to produce accurate and detailed work
Grade 6/7/8 - Criterion B Investigating Patterns	Can identify and explain sequences in general terms	Can identify, construct, and verify general rules when working with sequences and patterns	Can easily identify, verify, and justify general rules when working with sequences and patterns using the appropriate techniques
Grade 6/7/8 - Criterion C Communicating	Occasionally uses the correct forms and processes to communicate their reasoning	Often uses the correct forms and processes to communicate their reasoning	Always communicates effectively using the forms, techniques and processes we have discussed
Grade 6/7/8 - Criterion D Applying in Real-Life Contexts	Has limited ability to recognize the relevant mathematics in the contexts we have studied	Usually identifies the relevant mathematics and can apply their knowledge appropriately	Is perceptive in identifying mathematics in context and can use appropriate strategies to reach an accurate solution

Health and Physical Education	Low	Medium	High
Grade 6 - Criterion A Knowing and Understanding	recalls PE terminology.	applies PE terminology to communicate understanding with limited success.	applies PE terminology to communicate understanding.
Grade 6 - Criterion B Planning for performance	states a plan for improving PHE performance.	outlines a basic plan for improving PE performance.	outlines a plan for improving PHE performance.
Grade 6 - Criterion C Applying and performance	recalls some PE strategies and movement concepts.	recalls strategies and movement concepts.	recalls and applies a range of strategies and movement concepts.
Grade 6 - Criterion D Reflecting and improving performance	states a strategy to enhance interpersonal skills.	lists strategies to enhance interpersonal skills.	identifies strategies that enhance interpersonal skills.
Grade 7/8 - Criterion A Knowing and Understanding	applies PE terminology to communicate understanding with limited success.	applies PE terminology to communicate understanding.	applies PE terminology consistently to communicate understanding.
Grade 7/8 - Criterion B Planning for performance	outlines a plan for improving PE performance.	constructs and outlines a plan for improving PHE performance.	describes the effectiveness of a plan based on the outcome.
Grade 7/8 - Criterion C Applying and performance	recalls and applies skills and techniques with limited success.	demonstrates and applies skills and techniques with limited success.	demonstrates and applies skills and techniques with success.
Grade 7/8 - Criterion D Reflecting and improving performance	identifies strategies that enhance interpersonal skills.	identifies and demonstrates strategies that enhance interpersonal skills.	outlines and demonstrates strategies that enhance interpersonal skills.

Science	Low	Medium	High
Grade 6 - Criterion A Knowing and Understanding	Student demonstrates limited understanding of content with significant misunderstanding or gaps.	Produces good-quality work. Communicates basic understanding of most concepts and context with few misunderstandings and minor gaps.	Uses knowledge and skills in familiar and unfamiliar classroom and real world situation, often with independence
Grade 6 - Criterion B Inquiring and designing	Student has limited success in stating a testable question, making a prediction and indicating how data will be collected.	Student is able to state a testable question, outline how to manipulate the variables and state how relevant data will be collected.	Student is able to outline a problem/question and a testable prediction using scientific reasoning. Can outline how to manipulate the variables and outline how sufficient relevant data will be collected.
Grade 6 - Criterion C Processing and evaluating	Student has limited success stating the validity of method based on the outcome of a scientific investigation.	Student can state the validity of the method based on the outcome of a scientific investigation.	Student can outline the validity of the method based on the outcome of a scientific investigation.
Grade 6 - Criterion D Reflecting on the impacts of Science	Student has limited success stating the implication of the use of science to solve a specific problem or issue.	Student can outline the implication of using science to solve a specific problem or issue.	Student consistently applies scientific language to communicate understanding clearly and precisely.
Grade 7/8 - Criterion A Knowing and Understanding	The student is able to recall scientific knowledge, apply it to familiar problems, and make informed judgements.	The student states scientific knowledge, solves familiar problems, and supports judgements scientifically.	The student solves familiar problems with scientific knowledge and applies it to unfamiliar problems.
Grade 7/8 - Criterion B Inquiring and designing	The student can state essential components to a laboratory investigation with limited success.	The student can state and outline essential components of a laboratory investigation.	The student outlines and explains key components of laboratory investigations successfully.
Grade 7/8 - Criterion C Processing and evaluating	The student can state results, analysis, and improvements to investigations with limited success.	The student can state results, analysis, and improvements to investigations correctly.	The student can outline the results, analysis, and improvements to investigations accurately.
Grade 7/8 - Criterion D Reflecting on the impacts of Science	The student can state why science can solve a problem and sometimes utilizes scientific language.	The student outlines the way science can solve a problem and sometimes uses scientific language.	The student describes the way science can solve a problem and consistently uses scientific language.

L.A. Spanish	Low	Medium	High
Grade 6/7/8 - Criterion A Comprehending spoken and visual text	The student shows limited understanding of spoken and visual texts.	The student shows adequate to considerable understanding of spoken and visual texts.	The student shows excellent and thorough understanding of spoken and visual texts.
Grade 6/7/8 - Criterion B Comprehending written and visual text	The student shows limited understanding of written and visual texts.	The student shows adequate to considerable understanding of written and visual texts.	The student shows excellent and thorough understanding of written and visual texts.
Grade 6/7/8 - Criterion C Communicating	The students responds minimally and/or with difficulty. They have limited range and make inappropriate linguistic choices.	The student responds appropriately with a good sense of audience. Some responses may contain linguistically inappropriate choices..	The student communicates effectively and confidently on a variety of topics. They have an excellent sense of audience.
Grade 6/7/8 - Criterion D Using language	The students writes/speaks with difficulty. They make significant errors that interfere with comprehension.	The students writes/speaks with general accuracy. They usually use language to suit the context.	The students writes/speaks with great detail and clarity. They effectively use language to suit the context.

Sample Report Card Clippings 17-18 School Year

T1, T2 and T3 Local Sample

Subject	Percent	Comments
7 Art	100%	demonstrates an excellent understanding of several art concepts, processes, and specific terminology. exhibits creative-thinking and is consistently exploring ideas to shape artistic intention and construct a deeper meaning.
7 Design	100%	demonstrated creative, hands-on investigating, planning, creating, and evaluating using the IB Design Cycle during the third trimester in Design. self-management peer-collaboration skills produced tangible results after placing a greater emphasis on process thinking.

T1 IB Sample

Subject	Criteria	Comments
Art 7	Knowing and Understanding	Demonstrates a deep understanding of concepts, processes, and specific terminology. Uses applicable knowledge to inform artistic decisions.
	Developing Skills	Acquires and develops skills necessary for performance. Demonstrates necessary skills in performance.
	Thinking Creatively	Develops coherent artistic intention. Demonstrates a range of creative-thinking. Explores ideas to shape intention through final realization.
	Responding	Consistently constructs meaning. Creates an artistic response that intends to reflect or impact the world around them. Accurately critiques the performance of self and others.
Design 7	Inquiring and Analyzing	Prioritizes key research points from some primary and secondary sources to develop a basic design brief of a solution to the problem.
	Developing Ideas	Creates multiple drawings/diagram that provide a basic outline for a potential solution.
	Creating the Solution	Follows a detailed plan to create a solution that demonstrates excellent technical skills.
	Evaluating	Uses basic testing methods to evaluate the success of their solution and explain a potential improvement.

T2 IB Sample

Subject	Criteria	Grade
Art 7	Knowing and Understanding	6
	Developing Skills	7
	Thinking Creatively	6
	Responding	6
	Overall	6
Design 7	Inquiring and Analyzing	5
	Developing Ideas	5
	Creating the Solution	5
	Evaluating	5
	Overall	6

T3 IB Sample

Subject	Criteria	Grade
Art 7	Knowing and Understanding	6
	Developing Skills	7
	Thinking Creatively	6
	Responding	6
	Overall	6
Design 7	Inquiring and Analyzing	5
	Developing Ideas	5
	Creating the Solution	5
	Evaluating	5
	Overall	6

Sample Report Clippings 18-19 School Year T1 and T2

T1 and T2 Letter of Introduction



Willows Preparatory School Term Report Sample

Student Name: Sample Student

Grade: Sample Grade

Dear Parents,

[Insert Text]

My best,

Philip Razem
Head of School

Grant Norcross
MYP Coordinator

T1 Report Page Sample - 4 Objective Criterion
Comments and a Local Grade

Summary of Achievement

	Effort	Local Grade
Language and literature: Sample Class Willows Prep (Admin) Administration	Excellent	97

Studies in Language and Literature for the 7th Grade.

This is a sample comment.
This is a sample comment.
This is a sample comment.
This is a sample comment.

Summary of Achievement

	Achievement Levels				Effort	Local Grade
Language and literature: Sample Class Willows Prep (Admin) Administration	A 5	B 8	C 6	D 1	Excellent	95
Sample free text comment!						

Standardization of Assessment - Sample Standards

PE

Students in 6th grade will be assessed using the Year 1 criteria. The maximum students can achieve is an 8.

Students in 7th grade will be assessed using the Year 3 criteria. The maximum students can achieve is a 6.

Students in 8th grade will be assessed using the Year 3 criteria. The maximum students can achieve is an 8.

Music

6th Grade will be assessed using Year 1 criteria. Students can achieve a maximum of 8.

7th Grade will be assessed using Year 3 criteria. Students can achieve a maximum of 6.

8th Grade will be assessed using Year 3 criteria. Students can achieve a maximum of 8.

L&L

Students in 6th grade will be assessed using the year 1 criteria.

Students in 7th grade and 8th grade will be assessed using the year 3 criteria, although 7th grade is not expected to achieve 7 or 8 in the assessment criteria.

LA (Spanish)

Students in 6th grade will be assessed according to Phase 1 requirements and standards.

Students in 7th grade will be assessed according to Phase 2 requirements and standards.

Students in 8th grade will be assessed according to Phase 3 requirements and standards.

Works Cited and Consulted:

"MYP: From Principles into Practice." International Baccalaureate, 2014. www.ibo.org.

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