

## Principles of MYP assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

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. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- 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 personal 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.

Assessment practices in the MYP can sometimes represent significant challenges to existing school practices. Some key features of MYP assessment include:

- distinction between internal summative assessment and the supporting formative processes
- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

MYP **internal assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

## Using MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

## Alignment of assessment criteria with subject objectives

In figure 11, a graphic representation of a particular subject group, MYP objectives are described in terms of what students should know, understand and be able to do at the end of the programme. Each objective is aligned with its corresponding assessment criterion: objective A is aligned with criterion A, objective B with criterion B, and so on.

The general description of objective A is reflected in the general information provided about criterion A. The general information gives teachers guidance on how the criterion should be used to design appropriate tasks and how it should be applied to measure student performance. This alignment is shown by arrow 1.

Arrow 2 shows how the various strands of objective A, shown in bulleted form, are aligned with the descriptors of one of several achievement levels. Each achievement level describes student performance in ways that teachers can use to determine how successfully each student has met the objective.

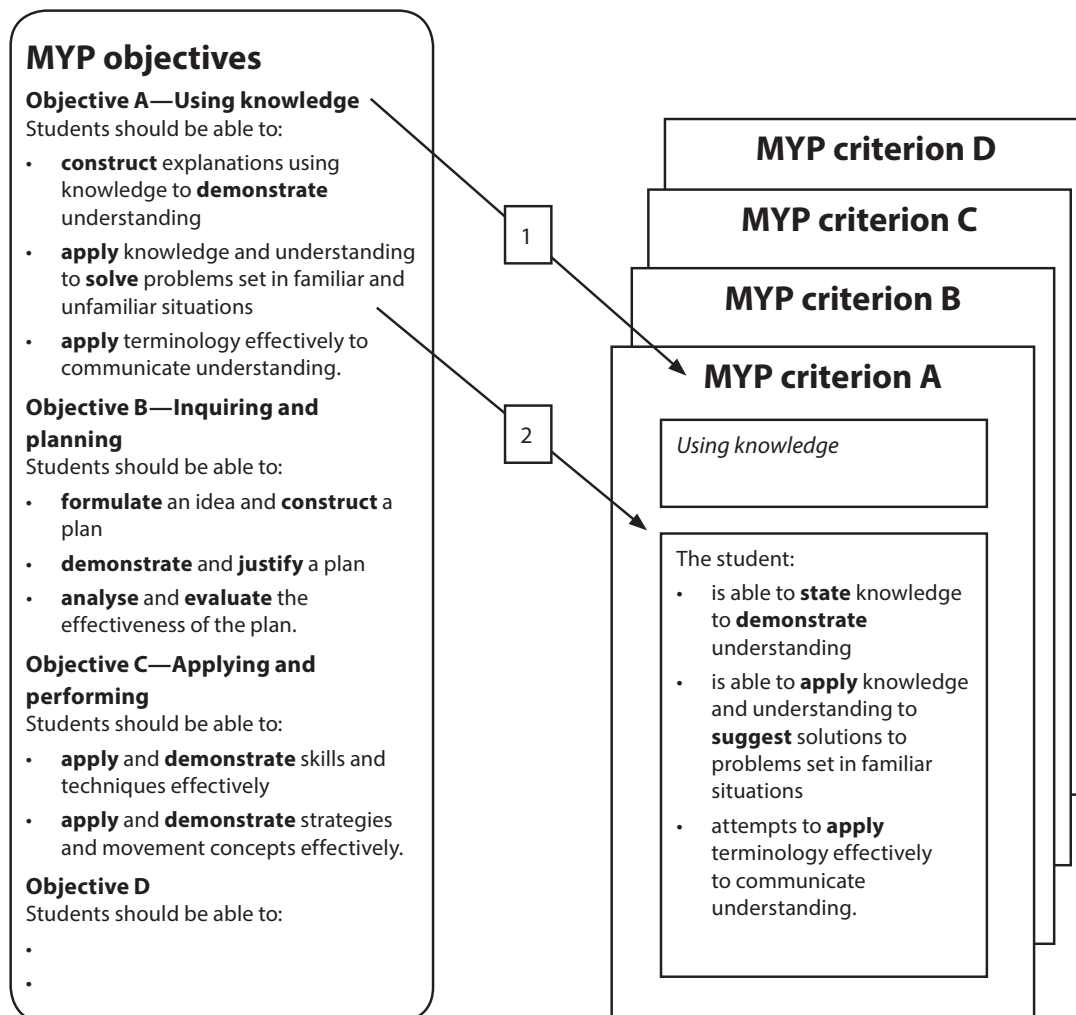


Figure 11

*The relationship of a subject group's objective A to the same subject group's assessment criterion A and its descriptors of the various achievement levels*

All strands of an objective must be addressed in order to determine a final achievement level.

## Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

## MYP command terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP and IBCC.

Schools should provide opportunities for the explicit explanation of command terms within the context of the subject groups and the development of interdisciplinary ATL skills. By sharing command terms with students, teachers are able to give opportunities to practise relevant skills; to check understanding of the terms used to direct tasks; and to discuss what is expected or required, and the steps involved in completing tasks successfully. Each command term refers to specific thinking skills, practices and processes that constitute a subject or discipline, along with its content. In order to understand a discipline, which is a particular way of knowing, it is necessary to be fluent in the relevant command terms. Most command terms are applicable across subject groups.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. While the definitions for the command terms remain the same, the expectation for the level of sophistication of students’ understanding, responses and performances is expected to progress with students’ maturity and intellectual development.

Having a consistent definition of a command term enables students to understand the meanings and their application across disciplines. This clarity of terminology is especially important for students with diverse learning needs and complex language profiles. Consistent application of command terms reduces stress and confusion about their meaning, and empowers students to manage their own learning and transfer cognitive processes and academic skills.

Appendix 3 lists the MYP command terms, which are fully aligned with the command terms used in DP assessment.

## Building shared understanding of MYP criteria

With reference to the published MYP assessment criteria, the descriptors of the various achievement levels and the qualitative value statements within each descriptor, teachers need to meet in subject teams to:

- identify individual similarities and differences in their understanding of the statements, using student work to provoke and promote discussion
- consult reference materials, such as IB-published teacher support materials and workshop materials
- agree on working definitions of the various statements as they apply to their situations.

For example, teachers of an MYP subject would need to agree, in the context of a particular assessment task, on the meaning of qualitative statements found within a strand of a particular criterion by discussing their expectations and using examples of student work to exemplify various achievement levels.

### Internal standardization

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project (or the community project if the school's programme ends in MYP years 3 or 4). The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

## Determining achievement levels

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

- Student support—students will experience varying levels of support in their units, since peer-conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.

## Reasonable adjustments

Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including internal and external assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

## Modification of the curriculum

Students with more challenging learning support requirements may require modifications to subject-group objectives/assessment criteria or assessment criteria descriptors. If students participate in the programme with modifications to the required MYP curriculum framework, the IB is not able to validate grades or award the MYP certificate. Students who complete the personal project or school-based community service requirements in MYP year 5 are eligible to receive IB-validated MYP results.

# Planning assessment

In the initial stage of planning units, teachers design statements of inquiry that drive the unit. Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject-group objectives for that unit. Teachers can ensure that they assess their students' performances fairly, fully and appropriately by selecting and using various assessment tools.

## Assessment strategies

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

### Observation

Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.

### Selected response

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

### Open-ended tasks

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

### Performance

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student



understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).

Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings.

The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

### Process journals

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.

Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.

### Portfolio assessment

Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

Teachers and administrators may wish to explore different models of portfolios for use in their own particular schools, and take into consideration the format of the portfolio, such as whether it should be a physical folder or a virtual folder on the school website. Storage issues, among others, will arise with either format.

## Assessment tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires

- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria.

## Appropriateness of tasks

The assessment tasks developed for each unit should address at least one MYP subject-group objective. Student work that stems from these tasks is then assessed using the appropriate criteria. It is essential that tasks be developed to address the objectives appropriately; it is **not** valid to assess summatively pieces of work that do not address at least one of the objectives.

Assessment tasks should take into account the requirements of students with special educational needs (SEN). Consideration of the appropriateness of the task should also be made for those who are learning in a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

## Creating sufficiently rigorous tasks

Teachers will need to ensure that assessment tasks not only address an objective, but allow students access to all the achievement levels in the corresponding criterion. Without careful planning, some tasks, for example, might not permit access to the highest achievement levels for a variety of reasons. Similarly, some tasks may only allow very competent students access to any of the achievement levels; other students may not be able to achieve even the lowest levels simply because the task did not permit this.

Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks. Many of the highest level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.

## Developing task-specific clarifications

MYP-published assessment criteria and the school-based modified criteria are described as holistic, in that they offer general, qualitative value statements about student achievement.

Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion. Developing task-specific clarifications requires teachers to study the assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit.

The value of the time invested in the process of task-specific clarification is that those produced:

- are an integral part of the learning process
- support learning by guiding instruction
- can be used with example materials to deepen understanding
- bring transparency to the processes of assessment for teachers, students and parents
- provide clear and measurable evidence of learning
- can be used again in subsequent years
- can be modified themselves as the units change over time

- contribute to teacher reflections on the MYP unit
- can be useful in curriculum review or monitoring when used collectively, as they can help to identify the specific content actually taught during a learning period.

When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in individuals and societies, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be achieved by:

- changing some wording to match the task
- an oral discussion of expectations
- a task sheet that explains expectations.

Importantly, teachers and students should develop specifications and establish clear expectations at the beginning of each summative assessment process. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.

## Recording assessment data

Teachers have a responsibility to document assessment data on all their students. During the course of MYP units, teachers will need to record assessment data using appropriate technology to support the determination of an achievement level.

Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.

## Assessment tools

The assessment strategies described earlier in this guide may be used to devise and develop assessment tasks. The following tools can be used to collect evidence of student achievement in each unit. They can be used to document learning.

<p><b>Anecdotal records</b></p>	<p>Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.</p> <p>Anecdotal records need to be systematically compiled, documented and organized, and teachers should consider various ways, including the use of information and communication technologies, to do so.</p> <p>Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning. Anecdotal records can be very useful for teachers to identify learning skills, values and attitudes.</p>
<p><b>Continuums</b></p>	<p>Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.</p> <p>When used in a similar way to anecdotal records, continuums identify the next stages of learning that can lead to mastery of skills. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.</p>

<b>Examples</b>	<p>Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.</p> <p>Schools are encouraged to select examples that are appropriate and usable within their particular context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year, if suitably anonymized and appropriate, and could be used by students in self-assessment.</p>
<b>Checklists</b>	<p>These are lists of attributes or elements that should be present in a particular response to a task. A markscheme for an examination is a type of checklist.</p> <p>Checklists are useful when used formatively, as they could be applied by either the teacher or student. Checklists have the potential to be used in self-assessment and can support the development of ATL skills.</p>

## Reporting student achievement

During the five years of the programme, all schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals. Usually, this will be during and at the end of each school year, although it may vary considerably depending on local regulations and the school's organization of studies for each year of the MYP.

MYP reports of student achievement should communicate the student's achievement level for each assessment criterion. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and should be supported with advice for improvement, where applicable.

All schools are required to organize learning and assessment that is consistent with the prescribed MYP objectives and criteria. The assessment criteria, and their published achievement levels, must be used by all schools for any final internal assessment for MYP students and for predicted grades reported to the IB.

## Using professional judgment

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

During the formulation of school-wide agreements on assessment in its assessment policy, schools can develop common understandings about how they will determine final achievement levels and grades.

## Determining a grade during the programme

In addition to communicating achievement levels in each of the criteria, schools may decide to award and communicate grades. Some schools may need to award grades in order to meet national or other requirements.

If a school does award and communicate grades:

- the school must continue to communicate student achievement levels in each of the criteria
- grades must be based on the levels achieved in all of the criteria in that particular subject

- these processes must be open, transparent and understood by all stakeholders
- schools may use equivalent local, state or national grading scales to report student achievement, or they may adopt the MYP 1–7 grading scale. The MYP 1–7 grading scale should be used in conjunction with the associated general grade descriptors and grade boundary guidelines.

### Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

## Reporting format

There is no specific report format mandated for the MYP. Schools communicate assessment data to parents in a variety of ways, but they must do so formally, using a clear process, and at frequent intervals. The following ways of reporting to parents have been used by schools offering the MYP and have proved effective. However, in practice, a school's reporting system may make use of all three ways, and possibly others, and will depend on the needs of the school.

- **Report cards**—in which all teachers contribute assessment data from their subject, and which may or may not include grades.
- **Parent conferences**—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.
- **Student-led conferences**—in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement.

In addition to providing data on student achievement as measured by MYP criteria, schools may consider reporting on other elements of the MYP, for example, service learning.

## 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 levels 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.

## 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 guidelines table that follows 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	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.