

# MERICI COLLEGE



## IB MYP ASSESSMENT AND REPORTING WORKSHOP 2021

Presented by:

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If you would like more information about the MYP Philosophy generally please click here:

<https://ibo.org/digital-toolkit/> to access videos, brochures and other general IB information.

The following information presented is how Merici College is applying the IB MYP Framework.

### Some key terms:

MYP = Middle Years Programme, this is the framework for students aged 11-16 from the International Baccalaureate that we use to help design curriculum and foster learning.

Criterion = the 4 areas/headings that students are assessed against out of a possible total of 8.

Strands = the description of learning that sits under the criterion areas/headings that make a statement about what a student should be able to do.

Descriptions = the degree to which students can demonstrate the required learning (Year1, Year 3 or Year 5 Outcomes).

MYP Total = A number out of a possible 32 that is arrived at by adding the total scores for each criterion in each subject area.

MYP Grade = a number between 1 and 7 that is attached to a description of student achievement overall for a subject area.

Australian Curriculum Grade = a letter (A-E) which is used to describe student's demonstration of learning against the Australian Achievement Standards in each subject.

## Example of a Unit Outline



Taken from IB MYP but selected for our unit

Content – taken from Australian Curriculum and how we are covering it at Merici

Merici College Year 9 Unit Outline MYP 5			
Subject	Geography	Year	2021
Unit Title	Australia and its Global Connections	Semester	1
Year Level	9	MYP Subject Group	Group 3 Individuals and Societies
Teachers		Natalie Fairfax	
Middle Years Programme			
Key Concept	Related Concepts	Global Context	
Change	Power Process	Globalization and sustainability	
		Exploration	
		Consumption, conservation, natural resources and trade	
Statement of Inquiry			
The power to change processes in our human and physical environments can lead to inequalities in consumption and access to resources.			
ATL			
Thinking Skills: In order for students to (D. iv) interpret different perspectives and their implications, students must (8.m) consider ideas from multiple perspectives			
Description of Unit Learning			
Students are provided the opportunity to consider the biomes of the world and how we alter them for our food and fibre use, and the impacts and management issues this creates in different places and for different people. We focus on the tropical rainforest as our main biome study and cotton as a fibre. Students study the interconnections between people and places through the products and services people buy and consume, and the effects of their production on the places that make them. They study the role of transport and communication technologies in creating a global market and the way we are interconnected. We focus on our ethical use of places and resources and how we can reduce our impact on the world. Students investigate the way we perceive places and how we can create a more inclusive and sustainable environment.			

SOL: a statement that guides the learning in the unit

### Assessment

Unit Objectives	<p>It is intended that by the end of this unit the student should be able to:</p> <p><b>Criterion A Knowing and Understanding</b></p> <p>i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B Investigating</b></p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation.</p> <p><b>Criterion C Communicating</b></p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p><b>Criterion D Thinking Critically</b></p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well-supported arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.</p>
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Objectives: Taken from the IB MYP Subject Guide

Criteria and strands being covered this semester/term

## 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>	Listening	Reading	Speaking	Writing
<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	Communicating	Reflecting

These 4 criteria across each subject group remain the same for Year 7 through to Year 10 in the MYP.

At Merici College Year 7 and 8 are assessed using the Year 3 descriptions and Years 9 and 10 assessed with Year 5 descriptions.

Here is an example of how a criterion links to the description.

## A Knowing and understanding

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

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. uses <b>limited</b> relevant terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. uses a range of terminology accurately and appropriately</li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>wide range</b> of terminology effectively</li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li> </ul>

Figure 3

*Individuals and societies objectives and criteria alignment*

(IBO, 2019)

## MYP Subject Guide - All Criteria and Descriptions – Year 3

### Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 3, students should be able to:

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> use of terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ol>

### Criterion B: Investigating

**Maximum: 8**

At the end of year 3, students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> a research question that is clear, focused and relevant</li> <li>ii. formulates a <b>limited</b> action plan or does not follow a plan</li> <li>iii. <b>collects</b> and <b>records limited</b> or <b>sometimes irrelevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>formulates/chooses</b> a research question that is clear and focused and <b>describes</b> its relevance</li> <li>ii. formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. <b>uses</b> a method(s) to collect and record <b>some relevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a clear and focused research question and <b>describes</b> its relevance <b>in detail</b></li> <li>ii. formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate relevant</b> information</li> <li>iv. with guidance, <b>evaluates</b> on the research process and results.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate</b> and <b>varied relevant</b> information</li> <li>iv. with guidance, provides a <b>detailed evaluation</b> of the research process and results.</li> </ol>

## Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

- communicate information and ideas in a way that is appropriate for the audience and purpose
- structure information and ideas according to the task instructions
- create a reference list and cite sources of information.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>communicates information and ideas in a way that is <b>not always</b> appropriate to the audience and purpose</li> <li>organizes information and ideas in a <b>limited</b> way</li> <li><b>lists</b> sources of information <b>inconsistently</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>communicates information and ideas in a way that is <b>somewhat</b> appropriate to the audience and purpose</li> <li><b>somewhat</b> organizes information and ideas</li> <li><b>creates an adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>communicates information and ideas in a way that is <b>mostly</b> appropriate to the audience and purpose</li> <li><b>mostly</b> structures information and ideas according to the task instructions</li> <li>creates an <b>adequate</b> reference list and <b>usually</b> cites sources.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>communicates information and ideas in a way that is <b>completely</b> appropriate to the audience and purpose</li> <li>structures information and ideas <b>completely</b> according to the task instructions</li> <li>creates a <b>complete</b> reference list and <b>always</b> cites sources.</li> </ol>

## Criterion D: Thinking critically

Maximum: 8

At the end of year 3, students should be able to:

- analyse concepts, issues, models, visual representation and/or theories
- summarize information to make valid, well-supported arguments
- analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li><b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way</li> <li><b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li><b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>nominal</b> value and limitations of sources/data</li> <li><b>identifies</b> different perspectives.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li><b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li><b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li> <li><b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>completes a <b>suitable</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li><b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li><b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li> <li><b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li><b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</li> <li><b>effectively analyses a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li><b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ol>



## Language Acquisition – Phase Based – Not age based – Vertical Classes

### *Language acquisition objectives for emergent, capable and proficient levels*

	<b>Emergent Phase 1–2</b>	<b>Capable Phase 3–4</b>	<b>Proficient Phase 5–6</b>
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
<b>Objective A: Listening</b>			
i.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
<b>Objective B: Reading</b>			
i.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
<b>Objective C: Speaking</b>			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively	communicate all the required information clearly and effectively	communicate all the required information clearly and effectively
<b>Objective D: Writing</b>			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context



## MYP Grade Boundaries

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.

## Australian Curriculum Grade Conversions

Australian Curriculum Grade	MYP score with grade boundaries for Australian Curriculum conversion	MYP Grade
A	28-32	7
B	20-27	6 5
C	12-19	5 4 3
D	5-11	3 2 1
E	1-4	1

## Reporting

Here is an example of a report from a Year 8 student.

**AUSTRALIAN  
CURRICULUM  
GRADE (A-E)**

### Unit Assessment Report - Semester 1, 2019

I.D. Number: 2690488  
 Report Date: 05/07/2019

**MYP GRADE (1-7)**

Here is an example of a report from a Year 8 student.

Unit: **Religious Education**  
**Individuals and Societies: Who We Are**

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Academic Achievement C

MYP Grade 3

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Total MYP Criteria Result	13/32
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MYP Assessment Criterion	Result /8
Criteria A - knowing and understanding	4
Criteria B - investigating	4
Criteria C - communicating	3
Criteria D - thinking critically	2

**Effort & Application in this Unit**

In this unit the student:	Rarely	Sometimes	Usually	Consistently	N/A
Contributes positively to class activities				✓	
Brings appropriate equipment to class				✓	
Completes required class work and home work				✓	
Completes assessment on time				✓	

**TEACHER OVERALL JUDGEMENTS ON EVIDENCE OUT OF A POSSIBLE 8 FOR EACH CRITERIA TOTALING POSSIBLE 32)**

**Comments & Recommendations**

Student is commended for:

- demonstrating an awareness of her intended audience
- successfully formulating a clear and focused research question

It is recommended that student:

- display more confidence and contribute more openly to class discussions
- formulate and follow an action plan to investigate research questions

## Example of a Task Specific Rubric

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criterion Total
<b>Criterion A - Knowing and Understanding</b>						<b>/ 8</b>
I. use a range of terminology specific to landforms and landscapes in context of Abercrombie Caves.	Consistently uses a range of terminology about caves, weathering and erosion accurately.	Uses considerable and relevant terminology about caves, weathering and erosion accurately.	Uses some terminology about caves, weathering and erosion accurately.	Makes limited use of terminology about caves, weathering and erosion.	Does not reach a standard described by any of the descriptors.	
II. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates excellent knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through developed descriptions, explanations and examples.	Demonstrates substantial knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates satisfactory knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through simple descriptions, explanations and examples.	Demonstrates limited knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through limited descriptions and/or examples.	Does not reach a standard described by any of the descriptors.	
<b>Criterion B - Investigating</b>						<b>/ 8</b>
I. formulate clear and focused research questions, explaining their relevance.	Formulates clear and focused research questions about caves, processes and sustainable management and explains its relevance.	Formulates a clear and focused research question about caves, processes and sustainable management and describes its relevance in detail.	Chooses or with heavy guidance formulates a research question about caves or processes or sustainable management that is clear and focused and describes its relevance.	Identifies a research question that is clear, focused and relevant to the caves topic.	Does not reach a standard described by any of the descriptors.	
II. formulate and follow an action plan to investigate a research question.	formulates and effectively follows a consistent action plan to investigate a research question	formulates and mostly follows a consistent action plan to investigate a research question	formulates and occasionally follows a partial action plan to investigate a research question	formulates a limited action plan or does not follow a plan	Does not reach a standard described by any of the descriptors.	
III. use methods to collect and record relevant information.	Uses a range of photos, notes, video and to collect and secondary sources to record appropriate and varied relevant information about educational displays and issues relating to cave processes and management.	Uses at least 1 primary source (photos, notes, video) and secondary sources to collect and record appropriate relevant information about educational displays and issues relating to cave processes and management.	uses a primary method(s) to collect and record some relevant information about caves processes and/or management.	collects and records limited or sometimes irrelevant information.	Does not reach a standard described by any of the descriptors.	
IV. evaluate the process and results of the investigation, with guidance.	With guidance, provides a detailed evaluation of the research process for the educational display and proposed design brief.	With guidance, evaluates on the research process for the educational display and proposed design brief.	With guidance, reflects on the research process for the educational display and/or proposed design brief.	With guidance, reflects on the research process and results in a limited way.	Does not reach a standard described by any of the descriptors.	

Teachers will take their rubric language from the IB Descriptors for the relevant year. Then they will make it task specific e.g. if the description says 'context' then the rubric will state the context of the task e.g. 'Caves'.

Ticks on rubrics indicate if students are near the top or lower end of the scale. The totals are only given for each criterion, not necessarily each strand. Totals out of 32 are not provided to students on their tasks, only at the end of the semester.

Assessment and Reporting is based on a 'Best Fit' approach and not averaged. It is evidence based, and a professionally made judgement on this evidence using the descriptions. Semester Reporting is completed based on summative assessment completed over the duration of the term/semester/year depending on the nature of the timetabling of the subject.

Students who are on a personalised learning plan may have variations made to outcomes, assessment and reporting as outlined in their plan on an individualised basis. Students who are being accelerated in specific subjects or years, may find they are being assessed at the next level up MYP outcomes and descriptors.

Thank you for attending this workshop and information session:

NOTES/QUESTIONS:

Further Reading:

MERICI COLLEGE MYP ASSESSMENT POLICY 2021

Click Here: <https://www.merici.act.edu.au/building-futures/international-baccalaureate> to access our MYP Assessment policy.