

# IB MIDDLE YEARS PROGRAMME 2022

## Workshop on assessment and reporting Year 7-10



Welcome: While you wait, see if you can have a go at these puzzles

Match up

ABBREVIATION	KEY WORD	MEANING
MYP	Statement of Inquiry	A long- term, holistic vision of education that underpins all three programmes and puts the student at the centre of everything. It is the IB mission statement translated into a set of learning outcomes for the 21st century made up of ten aspirational qualities.
IB	Interdisciplinary Unit	The IB's challenging framework for <u>11-16 year</u> old's that encourages students to make practical connections between their studies and the real world.
SOI	Approaches to Learning	An education for students from age 3 to 19, comprising of four programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic.
ATL	Learner Profile	Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
IDU	Middle Years Programme	The combining or involving two or more branches of learning or fields of academic study.
LP	International Baccalaureate	It expresses the relationship between concepts and context; it represents a transferable idea supported by factual content.

Can you work out the anagrams?

Caring

Balanced

Principled

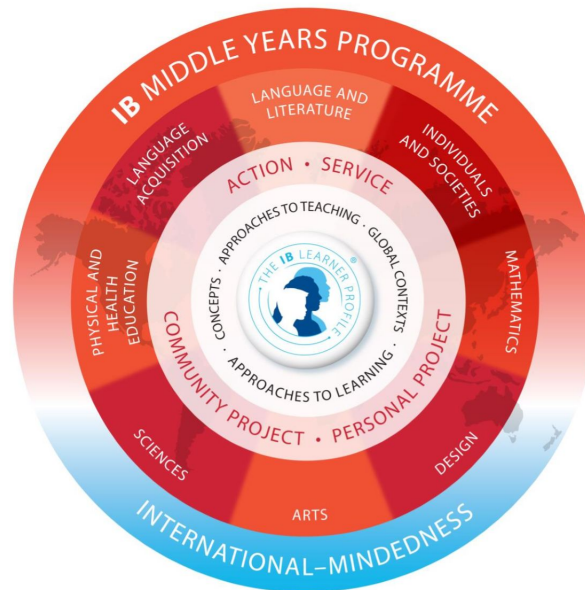
Inquirer

Communicator

Thinker

Learner Profile

# IB MIDDLE YEARS PROGRAMME 2022



Aim: To have an overview of assessment and reporting in Year 7-10

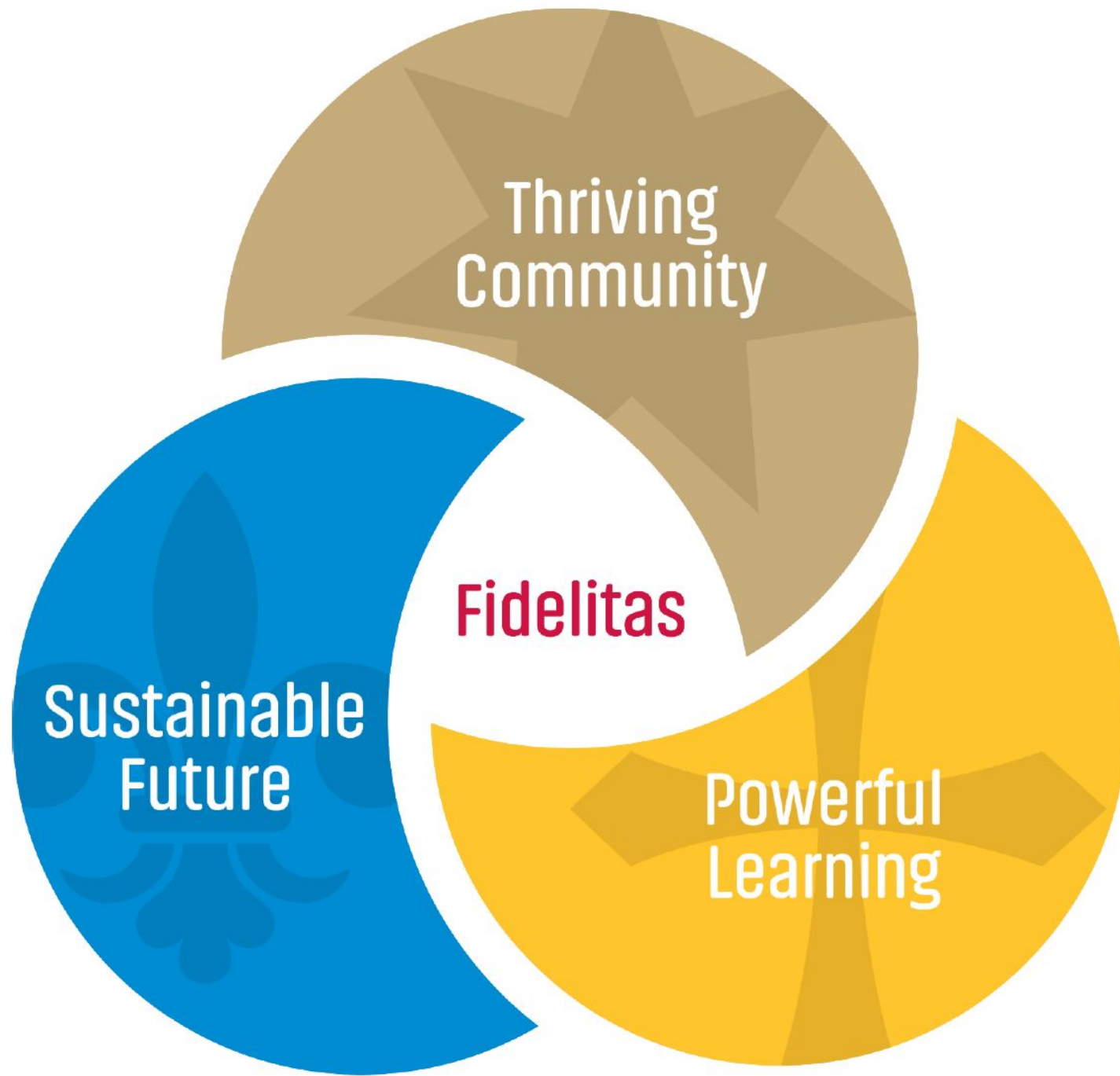


# ACKNOWLEDGEMENT OF COUNTRY

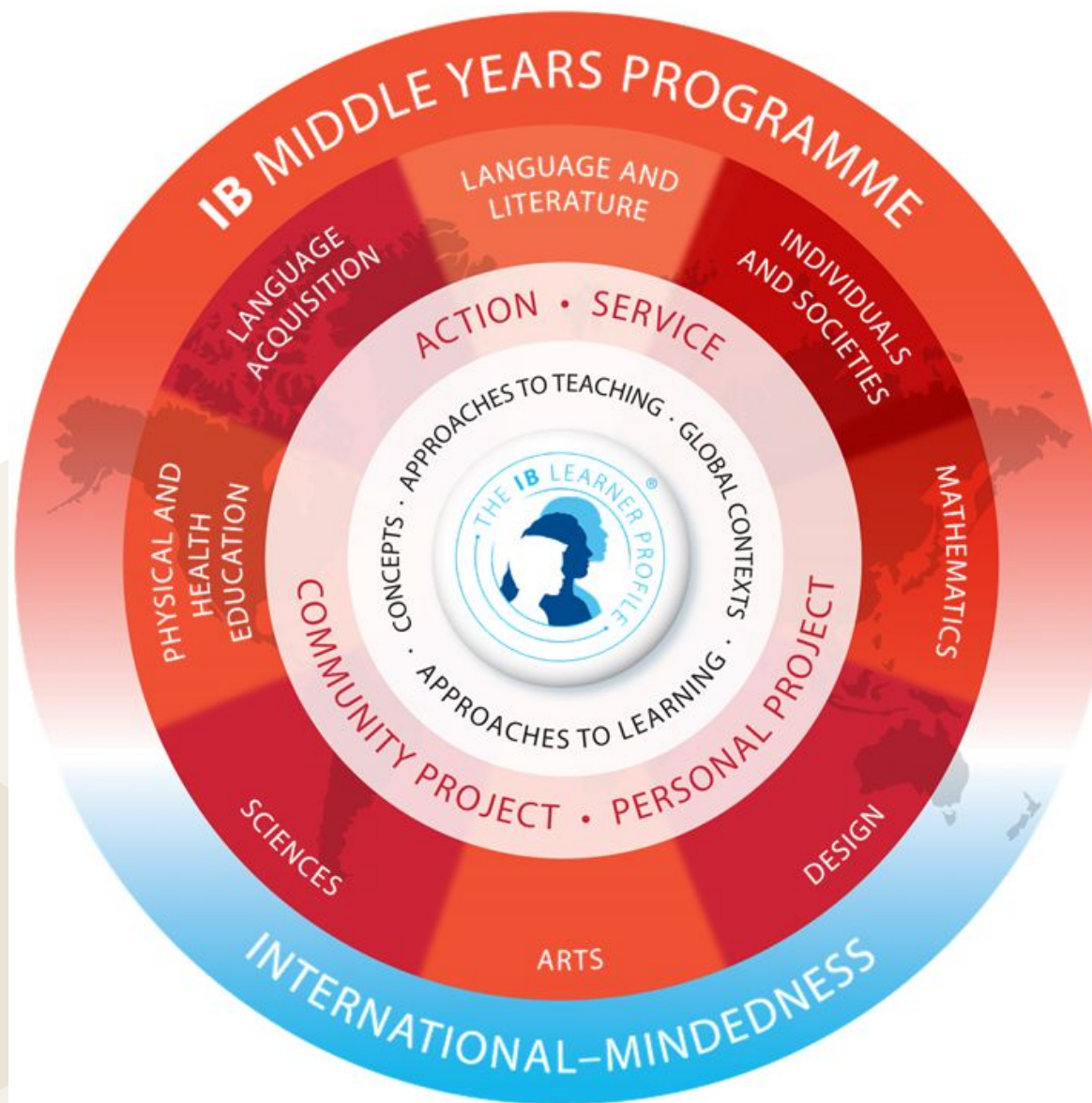


**BUILDING  
FUTURES**

# PRAYER







BUILDING  
FUTURES

# WHY HAVE WE ADOPTED THE IB?



- Aligns well with what we already do
- Internationally recognised
- Will enhance a more global focus in the college in the curriculum and in the community of the school
- Importance of languages preparing global citizens
- Research shown that the MYP is a good preparation for success in Diploma Programme (Years 11 and 12)
- Personal Project in Year 10



# MYP / AUSTRALIAN CURRICULUM



- MYP is a **framework** to deliver our Australian Curriculum content.
- We will still continue to use our professional '**best fit**' judgement to determine overall grades and descriptions of performance based on their overall performance across the year per subject.
- **Evidence based** process.
- In addition to the Australian Curriculum, we will incorporate the MYP language, outcomes and criteria. Additional **language learning is a key requirement of IB programmes** throughout the whole programme so all students in Years 7 to 10 learn a language.





## 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.

**SOI: a statement that guides the learning in the unit**

## Assessment

Unit Objectives	It is intended that by the end of this unit the student should be able to:  <b>Criterion A Knowing and Understanding</b> 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.  <b>Criterion B Investigating</b> 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.  <b>Criterion C Communicating</b> 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.  <b>Criterion D Thinking Critically</b> 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.
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**Objectives:**  
Taken from the IB MYP Subject Guide

### Summative Assessment Tasks MYP Year 5 Criteria

No.	Description of Task	MYP Criteria Assessed (A/B/C/D)	Strands (I, II, III, IV)	Due Date
1	Inclusive Places – Decision Making Task	A	I, II,	24/3/2021
		B	I, II, III, IV	
		C	I, II, III,	
		D	I, II, III, IV	
2	Biomes and Food Security Test with Pre-release Stimulus	A	I, II,	19/5/2021
		C	I, II,	
		D	II, IV	

**Criteria and strands being covered this semester/term**

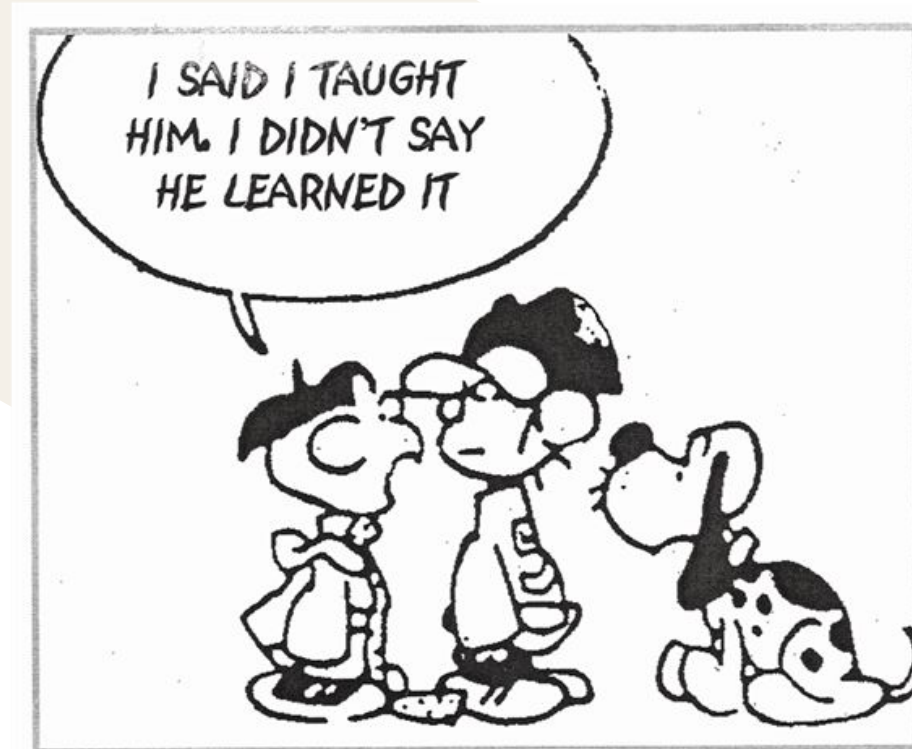
#### Late Submission of Assessment Work

- Teachers assess students on performance against ACARA achievement standards and IB MYP criteria and this is based on evidence. To develop students work ethic and ensure evidence is obtained by teachers in a timely manner, the following procedure will be applied where assessment items are not submitted by the due date.



# ASSESSMENT IN THE MYP AIMS TO:

- process feedback on the learning process
- inform, enhance and improve the teaching process
- opportunities to exhibit transfer of skills across disciplines
- positive student attitudes
- promote a deep understanding
- critical- and creative-thinking skills
- reflect the international-mindedness
- Support holistic development



# WHAT ABOUT CLASSWORK?

- Formative opportunities to gain feedback
- Supports learning leading to assessment
- Students report that focus on ATL's (Approaches to Learning) - e.g. Completes class and homework.
- Outstanding effort in Awards ceremony
- May be used by classroom teacher to clarify decision making about criterion levels





# MYP CRITERIA AND STRANDS



	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesising	Reflecting	

- 4 criteria (A,B,C,D)
- Each criteria have multiple strands (i, ii, iii, iv, v)
- Each criteria have descriptions associated (Yr 7 & 8 MYP Year 3 MYP 5 for Year 9 and 10 (2021))
- Each criteria is marked out of 8
- All criteria are of equal value

# Descriptions of Learning



## Criterion A: Knowing and understanding

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

i. use a range of terminology in context

The outcome

ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)
Criterion A Knowing and Understanding YEAR 3 (Grade 7 and 8)					
i. <u>use</u> a range of terminology in context	<b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b>	uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b>	uses <b>some</b> terminology <b>accurately</b>	makes <b>limited</b> use of terminology	The student does not reach a standard described by any of the descriptors.
ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples	demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples	demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples	demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.	demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.	The student does not reach a standard described by any of the descriptors.

How well students have shown this



# MYP ASSESSMENT IS:



- Best Fit
- Evidence based
- Professional judgement
- Holistic
- Rigorous
- Focuses on positive achievement – no negative marking
- the highest level of any given criterion does not represent perfection.
- attention to the **most accurate** demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods



# MYP ASSESSMENT IS NOT:



- To be averaged
- To be only summative
- Norm referenced (Does not compare students to each other – no ranking)
- Criterion referenced (must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)
- Split up into decimals, e.g. 4.5.



# Students with Additional Learning Needs



- Modified Outcomes\* (Completely different outcomes written personally for the student)
- Adjusted Assessment\* (e.g. scaffolding)
- Adjusted Conditions (E.g. extra time)

\*Dependent on individualised learning plan in liaison with Inclusive Education Coordinator

## Criterion A Knowing and Understanding

- 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.

## Criterion A Knowing and Understanding

- i. use some key terms in context.
- ii. demonstrate basic knowledge and understanding of subject-specific content through simple descriptions and examples.

# Students with Additional Learning Needs

## Gifted and Talented

- Accelerated - Subject specific or whole year group - This is indicated on the report, rubrics and task sheets
- Phases - Language - indicated on report and rubrics
- Differentiated in classroom

<https://www.merici.act.edu.au/building-futures/international-baccalaureate> - links here to inclusion policy





# 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.

# MYP GRADE BOUNDARIES

Associated descriptions that characterise what a students work looks like.

To be used to look at learning holistically in the subject group area.

Overall judgement

Not for individual tasks.



# MYP LANGUAGE ACQUISITION - PHASES



Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

- 4 criteria (A,B,C,D)
- Each criteria have multiple strands (i, ii, iii, iv)
- Each phase and criteria have descriptions associated.
- Each criteria is marked out of 8
- All criteria are of equal value

# MYP LANGUAGE ACQUISITION - PHASES



Year 7	Phase 1 (unless experience is disclosed in admissions process and interviews).
End of Semester Year 7	Opportunity to move to Phase 2.
Year 8	Phase 1 unless demonstrated proficiency at phase 1. <i>Will be taught new content, but still at a basic level.</i>
	Some students will be at phase 2.
Year 9	Most students should be at phase 2. Some students will have progressed to phase 3. There is the opportunity for students to be placed into phase 4.
Year 10	Students may still be in phase 1 if they have arrived to Merici without any language experience, or if they are struggling with language learning. Most students will be in phase 2 or 3, with some at phase 4, a few at phase 5 or 6.

- End of semester and end of year - opportunity to move phases.
- Stay in the language for 4 years.
- There may be some students who have strong language skills and progress faster, and there may be some who take more time.
- Italian, French, Spanish, Chinese (Mandarin)



# Look at the following:

Categorise the strands into the correct criterion A/B. Type your answer in the chat as we show you each strand. E.g. A



Criterion A Knowing and Understanding	Criterion B Investigating
	<div>ii. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations and examples.</div>

Criterion A Knowing and Understanding	Criterion B Investigating
<p>i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.</p>	<p>i. formulate clear and focused research questions, explaining their relevance.</p>
<p>ii. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations and examples.</p>	<p>ii. formulate and follow an action plan to investigate a research question.</p>

Does not reach a standard described by any of the descriptors.

a

Demonstrates **basic** knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through **limited** descriptions and/or examples.

b

Demonstrates **excellent** knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through **developed** and **accurate** descriptions, explanations and examples.

c



Demonstrates **substantial** knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations and examples.

d

Demonstrates **satisfactory** knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through **simple** descriptions, explanations and examples.

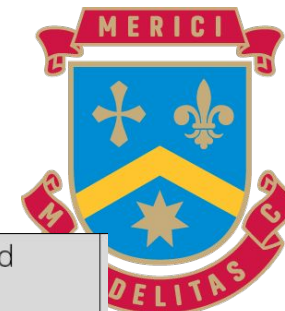
e

Read these parts of a rubric. Put them in order from highest/best performance to lowest/worst performance.

Type the letters in order in the chat.  
E.g. a,b,c,d,e. Wait to post until the count down 3,2,1, post.



# Rubrics



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Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)
Criterion A - Knowing and Understanding					
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	<b>Consistently</b> uses a range of terminology about Jenolan caves, weathering, and erosion <b>accurately</b> .	Uses <b>considerable</b> and <b>relevant</b> terminology about Jenolan caves, weathering, and erosion <b>accurately</b> .	Uses <b>some</b> terminology about caves, weathering, and erosion <b>accurately</b>	Makes <b>limited</b> use of terminology about caves, weathering, and erosion.	Does not reach a standard described by any of the descriptors.
understanding of human and geomorphological processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations and examples.	knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.	knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations and examples.	knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>simple</b> descriptions, explanations and examples.	knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>limited</b> descriptions and/or examples.	described by any of the descriptors.
Criterion B - Investigating					
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 <u>caves</u> topic.	Does not reach a standard described by any of the descriptors.



# STUDENT FEEDBACK



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Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Not Evident	Criterion Total
Criterion A Knowledge and Understanding							/ 8
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	Consistently uses a <b>range</b> of terminology <b>accurately</b> about landforms and landscapes in context of Jenolan Caves.	Uses <b>considerable and relevant</b> terminology <b>accurately</b> about landforms and landscapes in context of Jenolan Caves.	Uses <b>some</b> terminology about landforms and landscapes in context of Jenolan Caves <b>accurately</b> .	<b>Limited</b> use landforms and landscapes in context of Jenolan Caves terminology.	<b>Does not</b> 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, <b>explanations</b> and examples.	Demonstrates <b>excellent</b> knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>developed</b> and <b>accurate</b> descriptions, explanations, and examples.	Demonstrates <b>substantial</b> knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations, and examples.	Demonstrates <b>satisfactory</b> knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>simple</b> descriptions, explanations, and examples.	Demonstrates <b>basic</b> knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through <b>limited</b> descriptions and/or examples.	<b>Does not</b> reach a standard described by any of the descriptors.		
Criterion B Investigating							
iii. use methods to collect and record relevant information	uses methods to collect and record <b>appropriate</b> and <b>varied relevant</b> information about the Jenolan Caves.	uses methods to collect and record <b>appropriate relevant</b> information about the Jenolan Caves	<b>uses a method(s) to collect and record some relevant</b> information about the Jenolan Caves	<b>collects and records limited or sometimes irrelevant</b> information about the Jenolan Caves	<b>does not</b> reach a standard described by any of the previous descriptors		

































Commendations:

Recommendations:

# Example of Assessment Results

What has the student achieved? What would you need to consider? What other information may you need to make an overall judgement at the end of a semester?



Business Test with Stimulus					Adani case study				Overall Teacher Judgements			
Criterion A Knowledge and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Files	Criterion A Knowing and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Criterion A Knowing and Understanding Mark (max 8)	Criterion B Investigating Mark (max 8)	Criterion C Communicating Mark (max 8)	Criterion D Thinking Critically Mark (max 8)
 	 	 	 	 	 	 	 	 	 	 	 	 
3	6	4	3	 	6	5	3	3				
2	0	2	2	 	3	3	3	2				
6	5	5	5	 	6	5	5	6				



# Example of Assessment Results

What has the student achieved for Criterion A?







































Business Test with Stimulus						Adani case study				Overall Teacher Judgements			
Criterion A Knowledge and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Files		Criterion A Knowing and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Criterion A Knowing and Understanding Mark (max 8)	Criterion B Investigating Mark (max 8)	Criterion C Communicating Mark (max 8)	Criterion D Thinking Critically Mark (max 8)
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# Example of Assessment Results

What has the student achieved for Criterion B?



Business Test with Stimulus						Adani case study				Overall Teacher Judgements			
Criterion A Knowledge and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Files		Criterion A Knowing and Understanding (max 8)	Criterion B Investigating (max 8)	Criterion C Communicating (max 8)	Criterion D Thinking Critically (max 8)	Criterion A Knowing and Understanding Mark (max 8)	Criterion B Investigating Mark (max 8)	Criterion C Communicating Mark (max 8)	Criterion D Thinking Critically Mark (max 8)
 	 	 	 	 		 	 	 	 	 	 	 	 
3	6	4	3	 		6	5	3	3				
2	0	2	2	 		3	3	3	2				
6	5	5	5	 		6	5	5	6				

# Other examples of how overall criterion totals have been arrived at:



## Holistic level for Criterion A

Ai –	Holistic level for criterion A:
Aii –	
Aiii –	

The best-fit approach means that compensation should be made when a piece of work matches different strands of a criterion at different levels.

## Examples of potential compensations:

Ai – weak 3	Holistic level for criterion A:
Aii – weak 3	
Aiii – strong 5	

**4**

Ai – strong 6	Holistic level for criterion A:
Aii – 6	
Aiii – strong 4	

**6**

Ai – 6	Holistic level for criterion A:
Aii – 0	
Aiii – 6	

**4**

Ai – 7	Holistic level for criterion A:
Aii – 6	
Aiii – 8	

**7**

Ai – 5	Holistic level for criterion A:
Aii – 5	
Aiii – 6	

**5**

Ai – 1	Holistic level for criterion A:
Aii – weak 7	
Aiii – strong 2	

**3**



# Integration of Australian Curriculum to the IB MYP



Merici College delivers the Australian Curriculum and has to report against the Achievement Standards for each subject (A-E grades).

The MYP criteria totals in each subject are used to determine the Australian Curriculum grade awarded.

Mapped with Australian curriculum...best fit that represents the grade ranges

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



## Semester Two - Academic Report, 2021

Student: [Redacted]  
Class: [Redacted]  
Course: [Redacted]  
Unit: [Redacted]

I.D. Number: **1102047074**  
Teacher: **Ms Holly Bray**  
Report Date: **10/01/2022**

Academic Achievement **A**

MYP Grade **7**

Total MYP Criteria Result	31/32
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MYP Assessment Criterion	Result /8
Criterion A Knowing and Understanding	8
Criterion B Investigating	8
Criterion C Communicating	7
Criterion D Thinking Critically	8

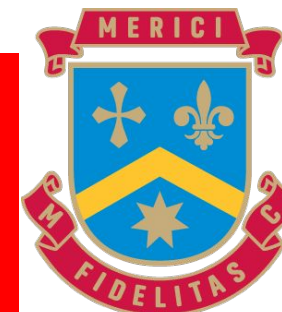
### Approaches to Learning in this Unit

In this unit the student		Exceeds Expectations	Meets Expectations	Needs Improvement	N/A
Self-Management Organisation	Is engaged and focused on learning	✓			
Self-Management Organisation	Completes short and long-term tasks	✓			
Self-Management Organisation	Meets deadlines	✓			
Self-Management Organisation	Comes prepared for learning	✓			
Self-Management Organisation	Arrives promptly to class	✓			
Self-Management Organisation	Demonstrates perseverance	✓			
Communication Interactive Skills	Follows instructions	✓			
Social Collaborative Skills	Works collaboratively	✓			

	A	B	C	D	E
Grade Distribution	16%	32%	35%	14%	14%

**Australian Curriculum Grade A-E**

**MYP Grade 1-7**



**BUILDING FUTURES**

**Criterion Totals out of 8**

# NEXT STEPS

Engage with your child's unit outline

Discuss rubrics with your daughter

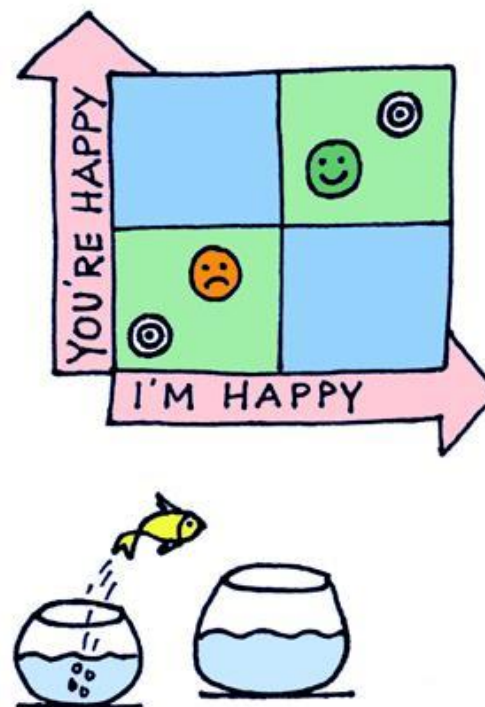
Reinforce it is best fit, not an average.

Assist your daughter to reflect on how to improve next time by looking at the rubric and seeing where there are gaps.

Contact your daughters teachers if you or they require any assistance in understanding the expectations of a task or the assessment of it.



BUILDING  
FUTURES



nobody  
rises  
to  
low  
expectations



# QUESTIONS

At this point, you are welcome to leave if you do not wish to stay for questions.

Thank you for attending this evening.

Link to Assessment Policy:

<https://www.merici.act.edu.au/building-futures/international-baccalaureate>

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Natalie Fairfax Head of IB : [natalie.fairfax@merici.act.edu.au](mailto:natalie.fairfax@merici.act.edu.au)

