IB MYP Assessment and Reporting Workshop 2026

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 11-16 year 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

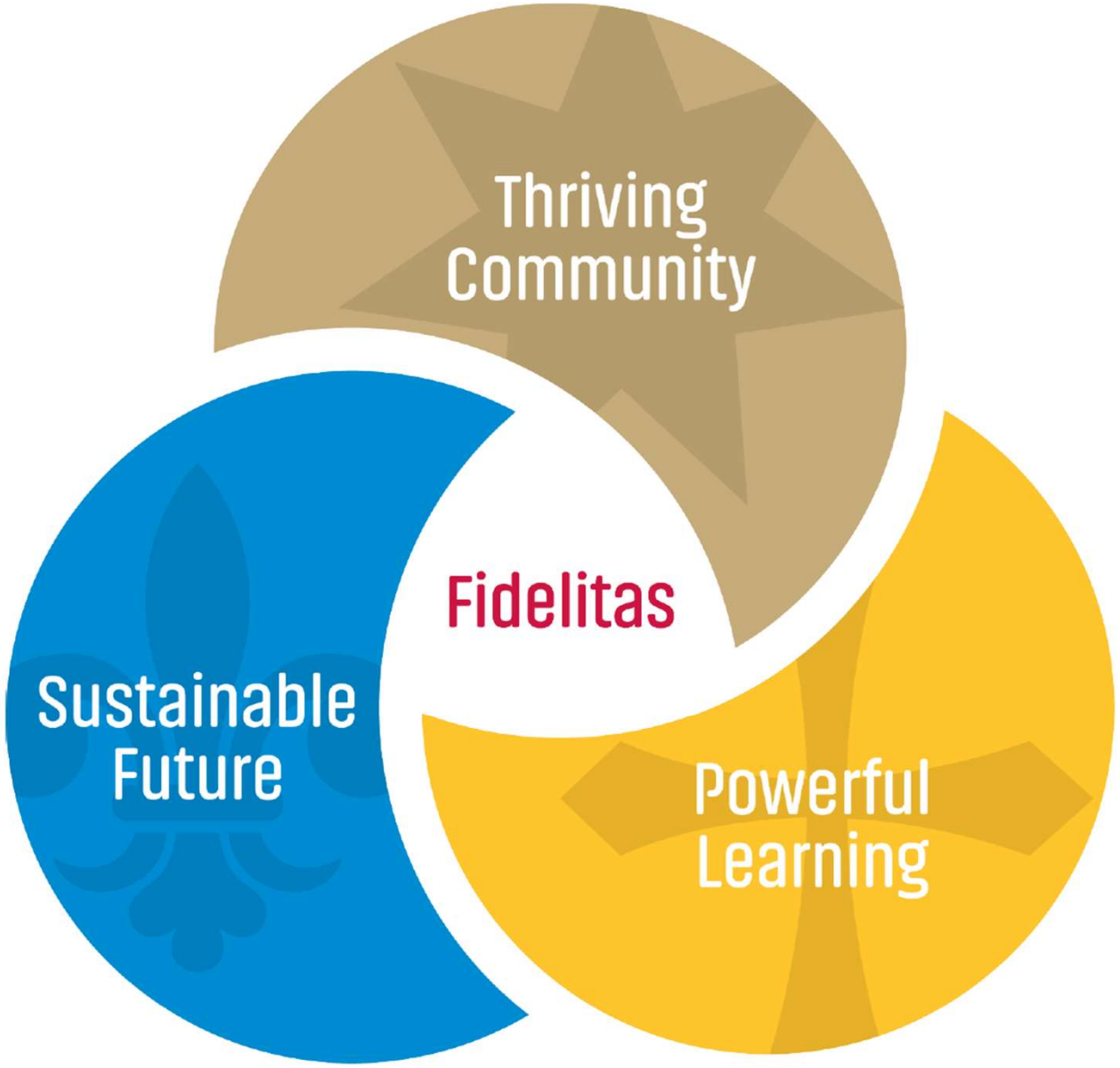
Learner Profile

IB MYP Assessment and Reporting Workshop 2026

Aim: To have an overview of assessment and reporting in Year 7 -10 (incorporating the MYP)

ACKNOWLEDGEMENT OF COUNTRY

PRAYER

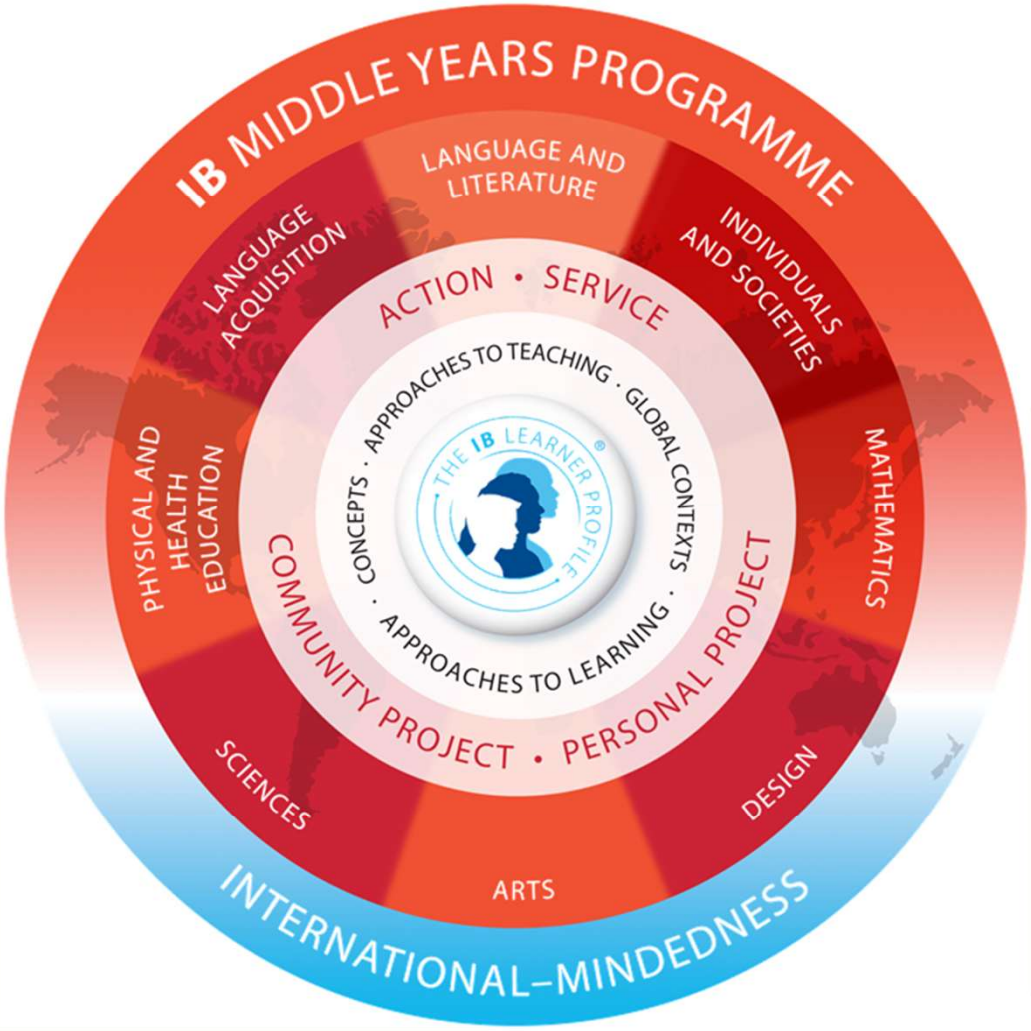

Thriving Community
Fidelitas
Sustainable Future
Powerful Learning

Primary Years Programme

Middle Years Programme

Diploma Programme

Career-related Programme



MERICI FIDELITAS

MYP / AUSTRALIAN CURRICULUM - FRAMEWORK

Achievement Standard

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Australian Curriculum	Describe techniques to separate pure substances from mixtures
MYP	A i. describe scientific knowledge

Today's agenda

Part 1. Principles of assessment

- Purpose of assessment
- Types of assessment

Part 2. Assessment at Merici

- Assessment criteria and feedback
- Language acquisition, adjusted/modified, gifted & talented

Part 3. Reporting at Merici

- Overall teacher judgements, scores and grades
- Semester reports

Part 1: Principles of assessment

Go around the table and complete the sentence:

When I hear the word "assessments", I think...

Assessment is the best way to take a step back and see how far we've come.

What the IB says...

In the MYP, the **aims of assessment** are:

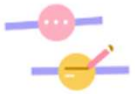
support and encourage student learning by providing feedback on the learning process

inform, enhance and improve the teaching process

promote the development of critical- and creative-thinking skills

promote positive student attitudes towards learning

promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts



provide opportunity for students to exhibit transfer of skills across disciplines, such as in interdisciplinary units

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.

Purpose of assessment

The key function of assessment is to inform teaching and learning.

How do you think each of these stakeholders are involved with assessments?

Teachers

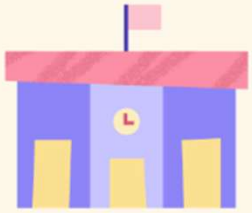
Provide continuous feedback and adjust teaching to meet student needs

Students

Use feedback to set and reflect on learning goals

Families

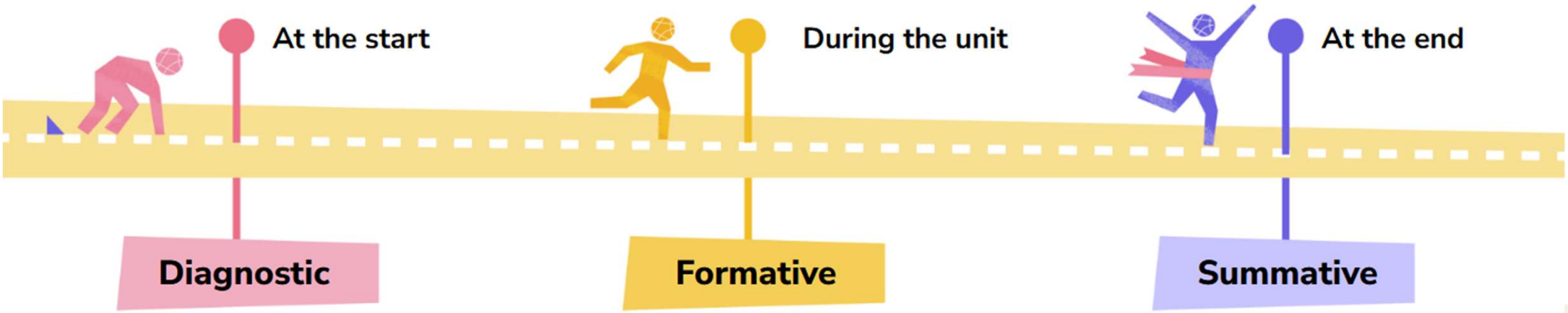
Observe learning, form shared goals with teachers and recognise child's progress



Schools

Make school-wide decisions around curriculum and resources to support learning

Types of assessment



...so teachers know what their students **already know** and can **tailor the class** to them.

...to **check** on students' **new knowledge and understanding**.

Students get **feedback** on this 'formative' work, to help them **grow as a learner** in the unit.

...students will do a summative tasks which shows the **sum of their learning.**

This usually happen at the **end of the unit.**

Why do we assess?

Formative assessment

To monitor progress:

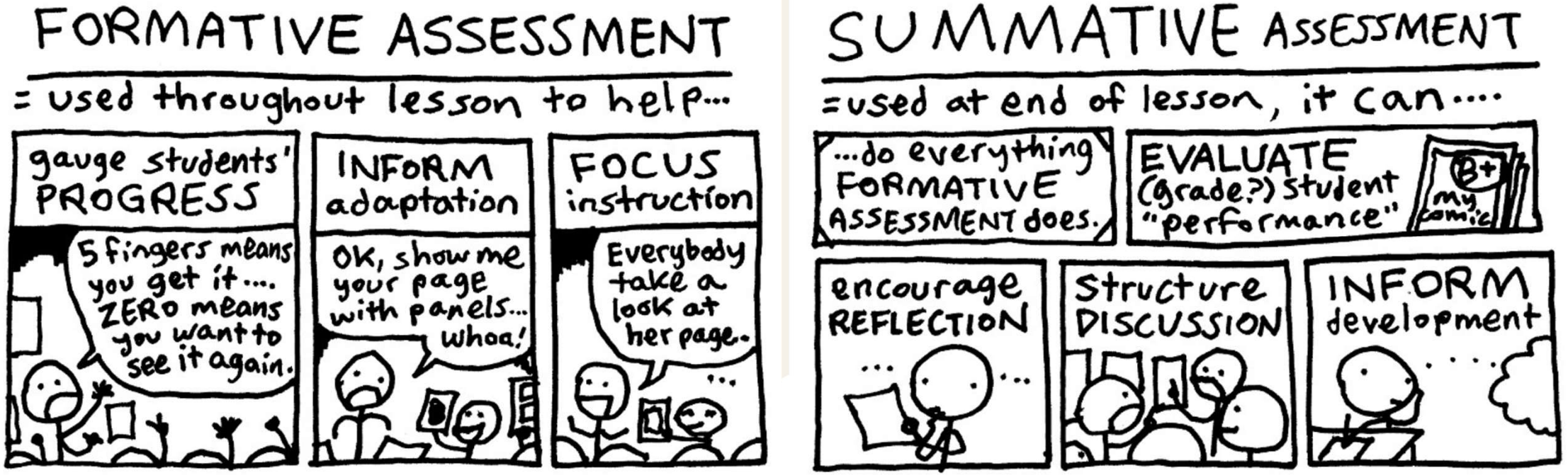
1. Keep track of students' progress towards the learning objectives
2. Refine teaching and learning plans to improve progress

Summative assessment

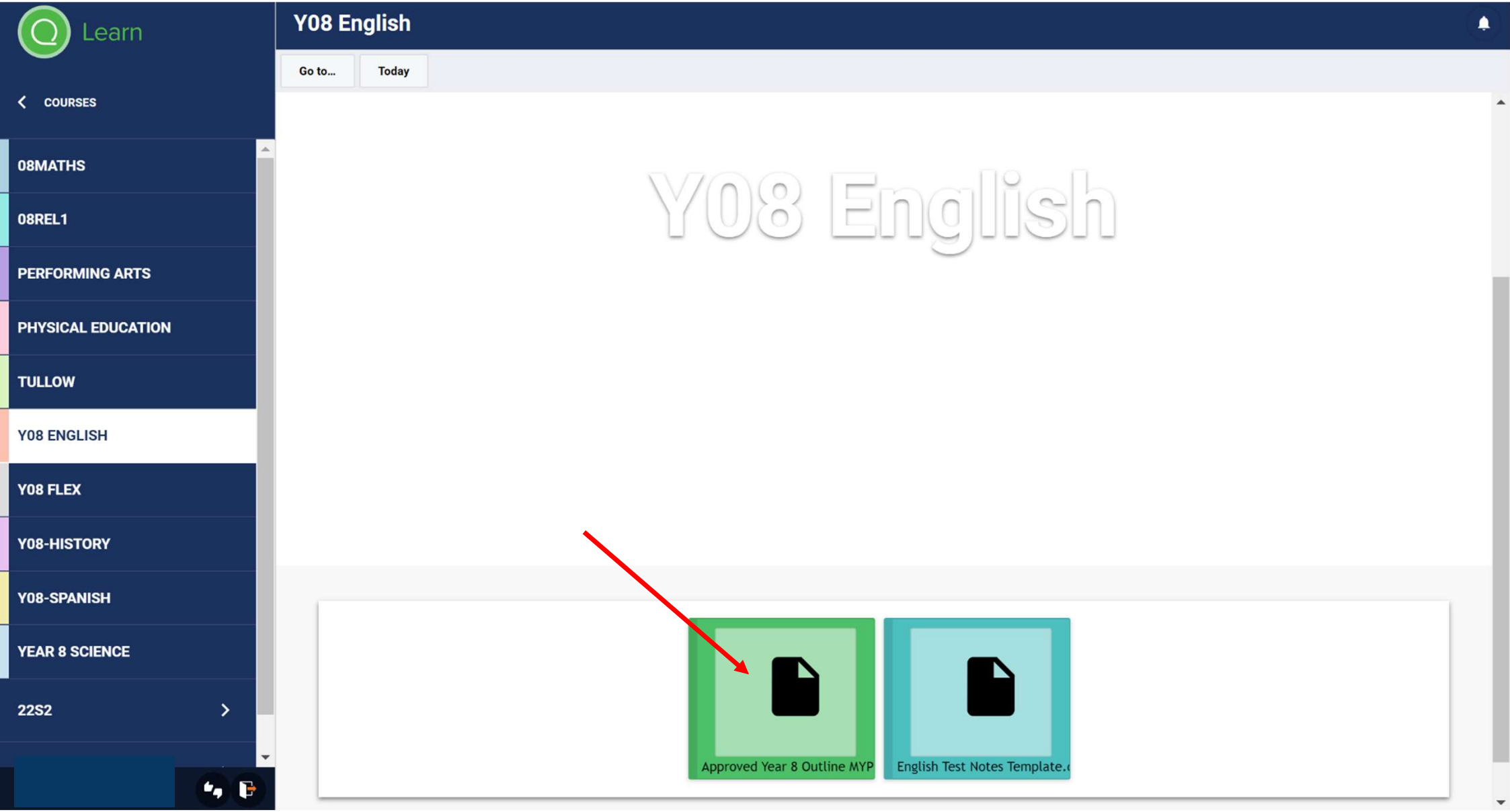
To document achievement:

1. Record attainment of specific objectives or milestones (graduation, board certification)
2. Qualify for a next-step (university, career)

Why do we assess?



Source: https://marekbennett.com/2014/11/04/how-to-draw-up-a-lesson-plan/


Learn
Y08 English
COURSES
08MATHS
08REL1
PERFORMING ARTS
PHYSICAL EDUCATION
TULLOW
Y08 ENGLISH
Y08 FLEX
Y08-HISTORY
Y08-SPANISH
YEAR 8 SCIENCE
22S2
Go to...
Today
Y08 English
Approved Year 8 Outline MYP
English Test Notes Template.

Taken from IB MYP but selected for our unit

SOI: a statement that guides the learning in the unit

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

Objectives: Taken from the IB MYP Subject Guide

Summative tasks and the criteria & strands being covered this semester/term

BUILDING FUTURES

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.

Assessment

Unit Objectives	It is intended that by the end of this unit the student should be able to: 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 B Investigating 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. Criterion C Communicating 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. Criterion D Thinking Critically 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.

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	

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.

WHAT ABOUT CLASSWORK?

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

What do we mean by assessment?

We don't evaluate students; we evaluate **their work.**

Students' learning can't be measured directly. It can only be estimated by looking at several artefacts, like behaviours, responses to questions, and samples of work.

MYP ASSESSMENT IS:

- **Best-fit** and **evidence-based** (i.e., based on the most accurate demonstration of student performance)
- Based on **professional judgement**
- **Holistic**, **rigorous** and **varied** (opportunity to achieve at highest level, across a variety of assessment strategies)
- **Criterion-related** (based on common standards for evaluating student achievement holistically)
- Focused on **positive achievement** (i.e., no "negative marking")

Note: The highest level of any given criterion does not represent perfection.

MYP ASSESSMENT IS NOT:

- To be **averaged** or split into **decimals**, e.g., 4.5
- **Summative only** – formative assessment is important too
- **Norm-referenced** (i.e., it does not compare students to each other – no ranking or expected distributions)
- **Criterion-referenced** (i.e., it does not require students to master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)

Part 2. Assessment at Merici

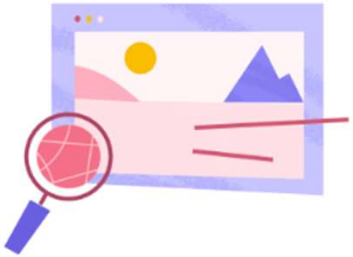
How do we assess students as an MYP school?

Let's try our hands at assessments!

Imagine you had to give a colleague some **formative feedback** on how they organise their workstation. These are tips for **improvement**.

Point out things you **like** and things that could be **changed**.

1 Pair up with the nearest person!

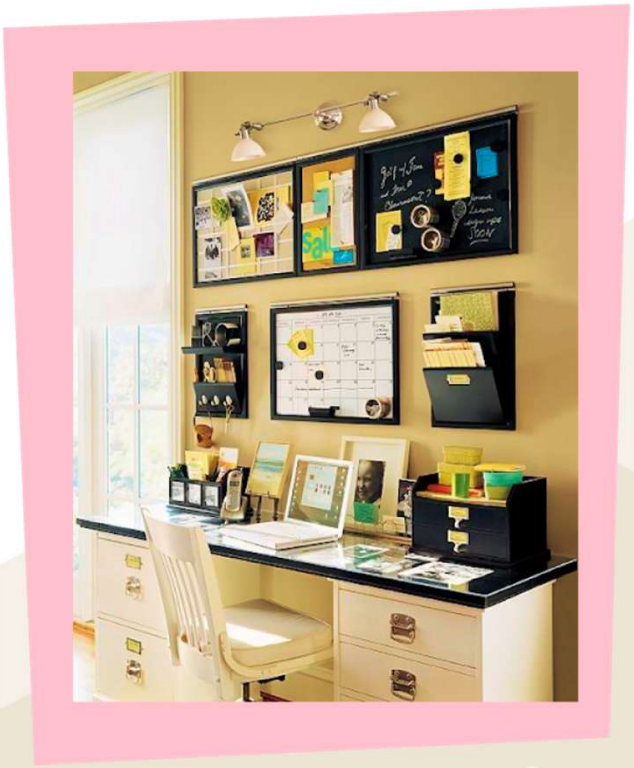


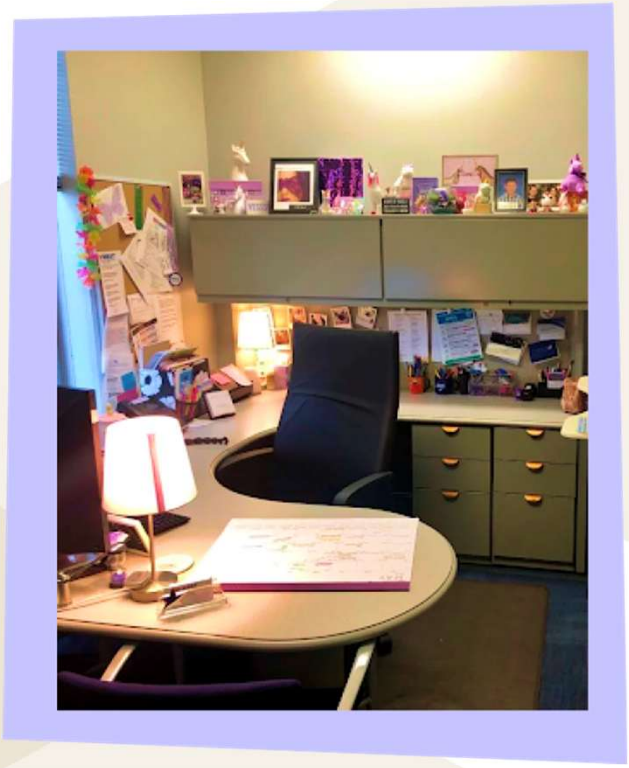
2 Look at the pictures of workstations on the next slide

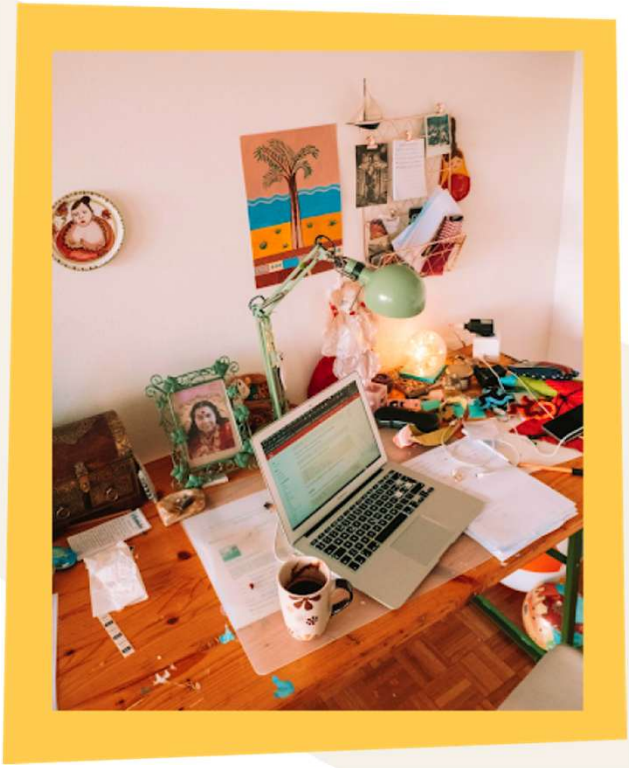
3 What might you ask the colleague to change? What might you ask them to keep?

Let's try our hands at assessments!

Think-pair-share: What do you like? What could be improved?







Let's try our hands at assessments!

You now need to provide **final summative grades** on these desks.
You will have to give each one **a grade from 1 to 8** (with 8 being the highest).

1. Find another pair closest to you.

2. Take a look at the work stations again as a group.

3. Provide a grade from 1-8.

Let's try our hands at assessments!

Reflect and discuss:

What were your grades based on?

Did everyone else base their grades on similar things?

Did everyone reach the same conclusion?

Was the grading fair?

Assessment criteria

Just saying 'look at the workstations' and assess them is too broad. You need to develop 'criteria' so you know exactly what you are looking for.

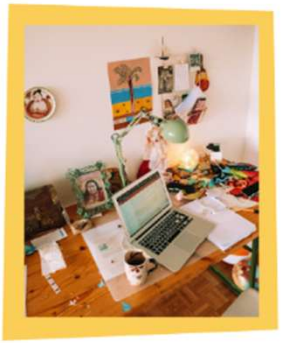
What 'criteria' could you use to assess an office desk? Choose four different criteria.

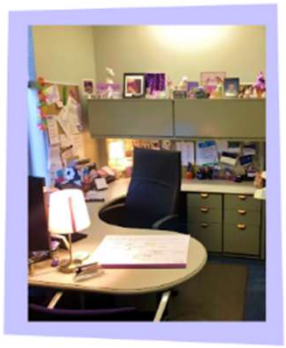
Some examples: Cleanliness, Ease of Access...

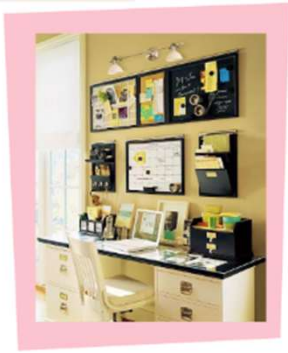
Assessment criteria

When you assess the workstation, how do you decide what number grade to give for each criterion?

You need to use a scale to help you! **Descriptors for each grade level would help too!**







1-2	3-4	5-6	7-8
Filthy!	Unorganised	Quite tidy	Super tidy!

Assessment criteria – MYP

Assessments in the MYP work similarly!

Each MYP subject has **4 criterion** that students are assessed on (A, B, C, D)*

- Each criteria have multiple **strands** (i, ii, iii, iv)
- Each criteria have **descriptions** associated (Yr 7 & 8 MYP Year 3 - Year 9 & 10 MYP Year 5)
- Each criteria is marked **out of 8**
- All criteria are of **equal value**

*(Personal Project and IDU have 3 Criteria)

	A	B	C	D
Language and literature	Analysing	Organizing	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	Investigating	Developing	Creating/ performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Look at the following:

Categorise the strands into the correct criterion A/B.

Criterion A Knowing and Understanding	Criterion B Investigating

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.

ii. n

Criterion A Knowing and Understanding	Criterion B Investigating
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	i. formulate clear and focused research questions, explaining their relevance.
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.	ii. formulate and follow an action plan to investigate a research question.

Command Terms

"... command terms are embedded in the **objectives** and **assessment criteria** of each subject area in the MYP.

For example:

- in **MYP sciences** students are expected to "**apply** scientific knowledge and understanding to solve problems";
- in **MYP language A** students "**compare** and **contrast** works, and connect themes across and within genres";
- in **MYP arts** students "**reflect** critically on their own artistic development and processes at different stages of their work""

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.

Command term	Definition
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall*	Remember or recognize from prior learning experiences.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Translate*	Express the meaning of a text in another language or dialect.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

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. use a range of terminology in context	**consistently** uses a **range** of terminology **accurately**	uses **considerable** and **relevant** terminology **accurately**	uses **some** terminology **accurately**	makes **limited** 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 **excellent** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples	demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples	demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.	demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.	The student does not reach a standard described by any of the descriptors.

How well students have shown this

Sciences

Give a specific name, value or other brief answer without explanation or calculation.

Give a brief account or summary.

Give a detailed account or picture of a situation, event, pattern or process

Give a detailed account including reasons and causes.

Achievement level	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** scientific knowledge ii. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **interpret** information to make **judgments**.
3–4	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **interpret** information to make **scientifically supported judgments**.
5–6	The student is able to: i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **analyse** information to make **scientifically supported judgments**.
7–8	The student is able to: i. **explain** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **analyse** and **evaluate** information to make **scientifically supported judgments**.

THE POWERHOUSE OF THE CELL

how IB command terms help unpack student thinking during questioning

1 STATE...

...the function of mitochondria.

They produce energy (in the form of ATP).

2 OUTLINE...

...the function of mitochondria.

They use the products of glycolysis in the Citric Acid Cycle to produce energy (in the form of ATP).

3 DESCRIBE...

...the function of mitochondria.

This happens, then this happens, then this, and finally this, in order to produce energy (in the form of ATP).

4 EXPLAIN...

...the function of mitochondria.

This happens, then this happens, then this, and finally this, in order to produce energy (in the form of ATP). ATP, the energy currency of the cell, is needed to power other cell processes like movement, cell division, and digestion.

5 EVALUATE...

...the function of mitochondria.

Mitochondria produce most of a cell's energy, but they require oxygen and a small energy investment to take place. Cells that don't rely on the energy produced by mitochondria (like some bacteria) might thrive when oxygen is either absent or present. The lack of mitochondria, however, limits the energy production and the resulting complexity of functions it allows.

@melloluiz2

MERICI

FIDELITAS

JIGSAW ACTIVITY

In your table groups you will find an envelope.

This contains pieces of a Year 8 rubric. (We are just looking at Criteria A and B for the purpose of this activity).

Your task is to sort the cards so they show the **progression of learning**.

- Best is on the left side, lower performance to the right.

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criterion Total
Criterion A Knowing and Understanding						/ 8
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.						
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.						
Criterion B Investigating						/ 8
i. formulate clear and focused research questions, explaining their relevance.						

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criterion Total
Criterion A Knowing and Understanding						/ 8
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	Consistently uses a range of terminology about landforms and landscapes in context of Jenolan Caves.	Uses considerable and relevant terminology about landforms and landscapes in context of Jenolan Caves.	Uses some terminology about landforms and landscapes in context of Jenolan Caves.	Limited use landforms and landscapes in context of Jenolan Caves terminology.	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 Jenolan 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 Jenolan 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 Jenolan caves and their features and the concepts of sustainability through simple descriptions, explanations and examples.	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.	Does not reach a standard described by any of the descriptors.	
Criterion B Investigating						/ 8
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 sufficiently developed 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.	

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criterion Total
Criterion A Knowing and Understanding						/ 8
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	Consistently uses a range of terminology about landforms and landscapes in context of Jenolan Caves.	Uses considerable and relevant terminology about landforms and landscapes in context of Jenolan Caves.	Uses some terminology about landforms and landscapes in context of Jenolan Caves.	Limited use landforms and landscapes in context of Jenolan Caves terminology.	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 Jenolan 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 Jenolan 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 Jenolan caves and their features and the concepts of sustainability through simple descriptions, explanations and examples.	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.	Does not reach a standard described by any of the descriptors.	
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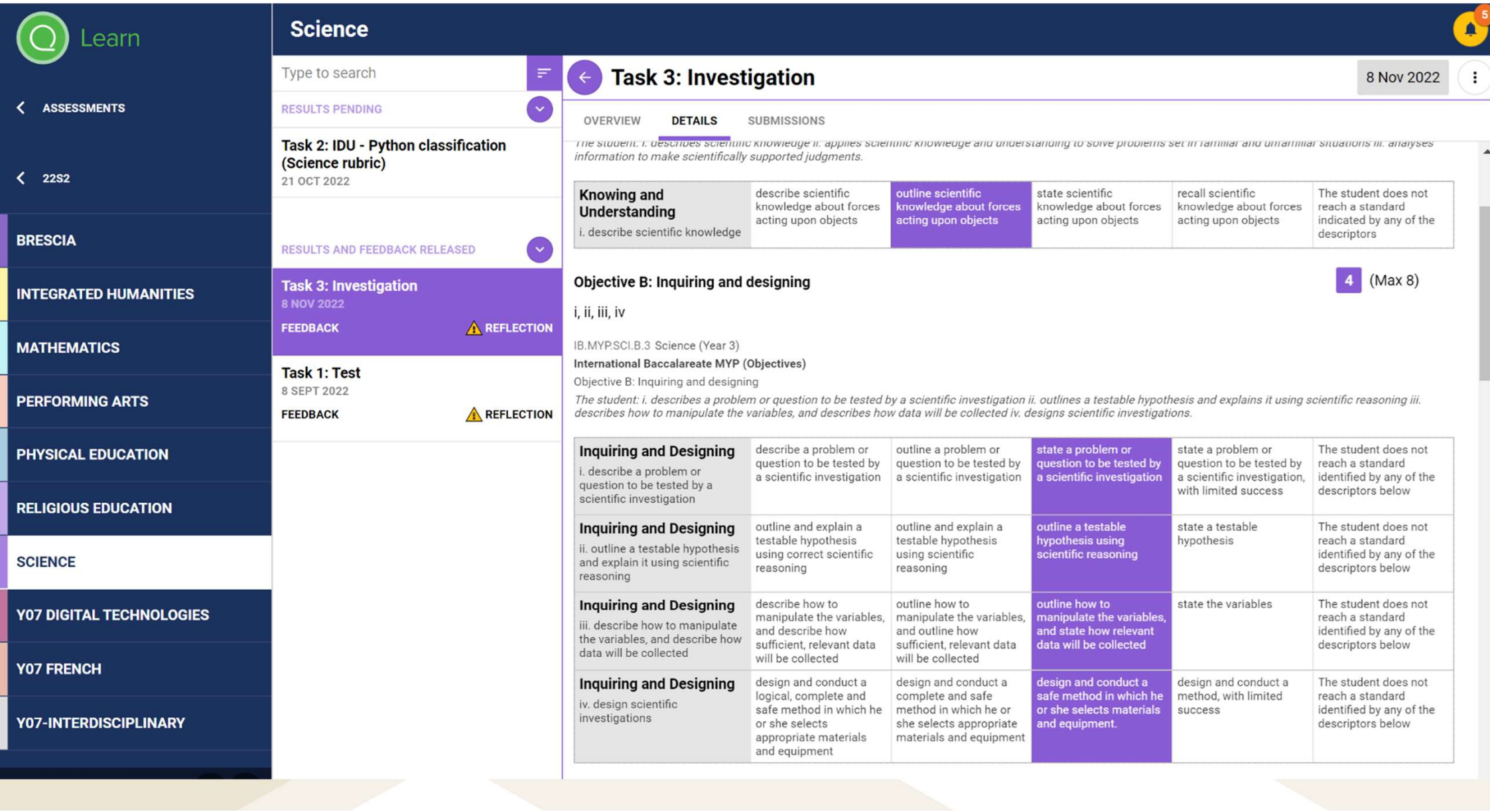
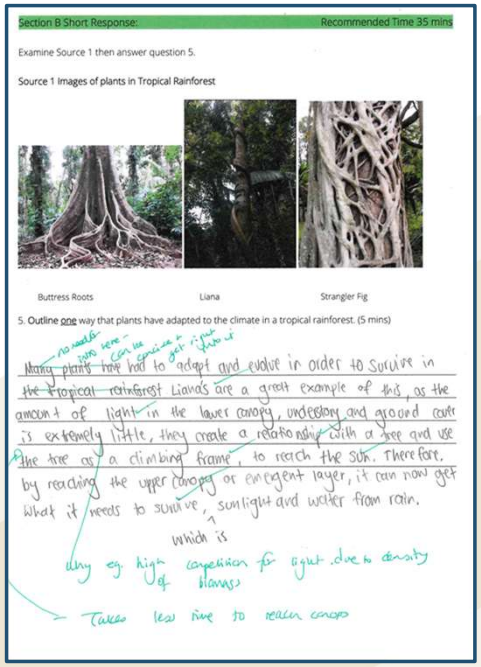

Learn
ASSESSMENTS
22S2
BRESCIA
INTEGRATED HUMANITIES
MATHEMATICS
PERFORMING ARTS
PHYSICAL EDUCATION
RELIGIOUS EDUCATION
SCIENCE
Y07 DIGITAL TECHNOLOGIES
Y07 FRENCH
Y07-INTERDISCIPLINARY
Science
Type to search
RESULTS PENDING
Task 2: IDU - Python classification (Science rubric)
21 OCT 2022
RESULTS AND FEEDBACK RELEASED
Task 3: Investigation
8 NOV 2022
FEEDBACK
REFLECTION
Task 1: Test
8 SEPT 2022
FEEDBACK
REFLECTION
Task 3: Investigation
8 Nov 2022
OVERVIEW
DETAILS
SUBMISSIONS
The student: i. describes scientific knowledge ii. applies scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyses information to make scientifically supported judgments.
Knowing and Understanding
i. describe scientific knowledge
describe scientific knowledge about forces acting upon objects
outline scientific knowledge about forces acting upon objects
state scientific knowledge about forces acting upon objects
recall scientific knowledge about forces acting upon objects
The student does not reach a standard indicated by any of the descriptors
Objective B: Inquiring and designing
4 (Max 8)
i, ii, iii, iv
IB.MYP.SCI.B.3 Science (Year 3)
International Baccalareate MYP (Objectives)
Objective B: Inquiring and designing
The student: i. describes a problem or question to be tested by a scientific investigation ii. outlines a testable hypothesis and explains it using scientific reasoning iii. describes how to manipulate the variables, and describes how data will be collected iv. designs scientific investigations.
Inquiring and Designing
i. describe a problem or question to be tested by a scientific investigation
describe a problem or question to be tested by a scientific investigation
outline a problem or question to be tested by a scientific investigation
state a problem or question to be tested by a scientific investigation
state a problem or question to be tested by a scientific investigation, with limited success
The student does not reach a standard identified by any of the descriptors below
Inquiring and Designing
ii. outline a testable hypothesis and explain it using scientific reasoning
outline and explain a testable hypothesis using correct scientific reasoning
outline and explain a testable hypothesis using scientific reasoning
outline a testable hypothesis using scientific reasoning
state a testable hypothesis
The student does not reach a standard identified by any of the descriptors below
Inquiring and Designing
iii. describe how to manipulate the variables, and describe how data will be collected
describe how to manipulate the variables, and describe how sufficient, relevant data will be collected
outline how to manipulate the variables, and outline how sufficient, relevant data will be collected
outline how to manipulate the variables, and state how relevant data will be collected
state the variables
The student does not reach a standard identified by any of the descriptors below
Inquiring and Designing
iv. design scientific investigations
design and conduct a logical, complete and safe method in which he or she selects appropriate materials and equipment
design and conduct a complete and safe method in which he or she selects appropriate materials and equipment
design and conduct a safe method in which he or she selects materials and equipment.
design and conduct a method, with limited success
The student does not reach a standard identified by any of the descriptors below

What does feedback look like?

Teacher feedback

Commendations:
Great work Asha. Your poster is beautifully presented and provides some valid information about the changes which take place during puberty. You have provided some good advice to the questions being asked.

Recommendations:
You needed to explain why the advice/strategies you have chosen should be successful. Keep expanding your research skills to respond with greater insight (questions). What can a girl going through puberty do to manage the changes taking place? In future, please ensure that your assessment task is uploaded onto SEQTA rather than emailed to me.


Section B Short Response: Recommended Time 35 mins

Examine Source 1 then answer question 5.

Source 1 Images of plants in Tropical Rainforest

Buttress Roots Liana Strangler Fig

5. Outline one way that plants have adapted to the climate in a tropical rainforest. (5 mins)

Many plants have had to adapt and evolve in order to survive in the tropical rainforest. Lianas are a great example of this, as the amount of light in the lower canopy, understory and ground cover is extremely little, they create a relationship with a tree and use the tree as a climbing frame, to reach the sun. Therefore, by reaching the upper canopy or emergent layer, it can now get what it needs to survive, sunlight and water from rain.

- Immediate checking for understanding in class
- Verbal feedback
- Written comments - Annotations on work, summary comments - recommendations and commendations.
- Rubrics
- Reports

Timeline for summative tasks:

3 week turn-around after students have submitted a summative assessment task.

Students with Additional Learning Needs*

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

*Dependent on individualised learning plan (Personal Plan)

Core outcomes

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.

Modified outcomes (example)

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

Inclusion policy: https://www.merici.act.edu.au/sites/default/files/IB%20Inclusion%20Policy.pdf

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.

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. *Will be taught new content, but still at a basic level.*
	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**.

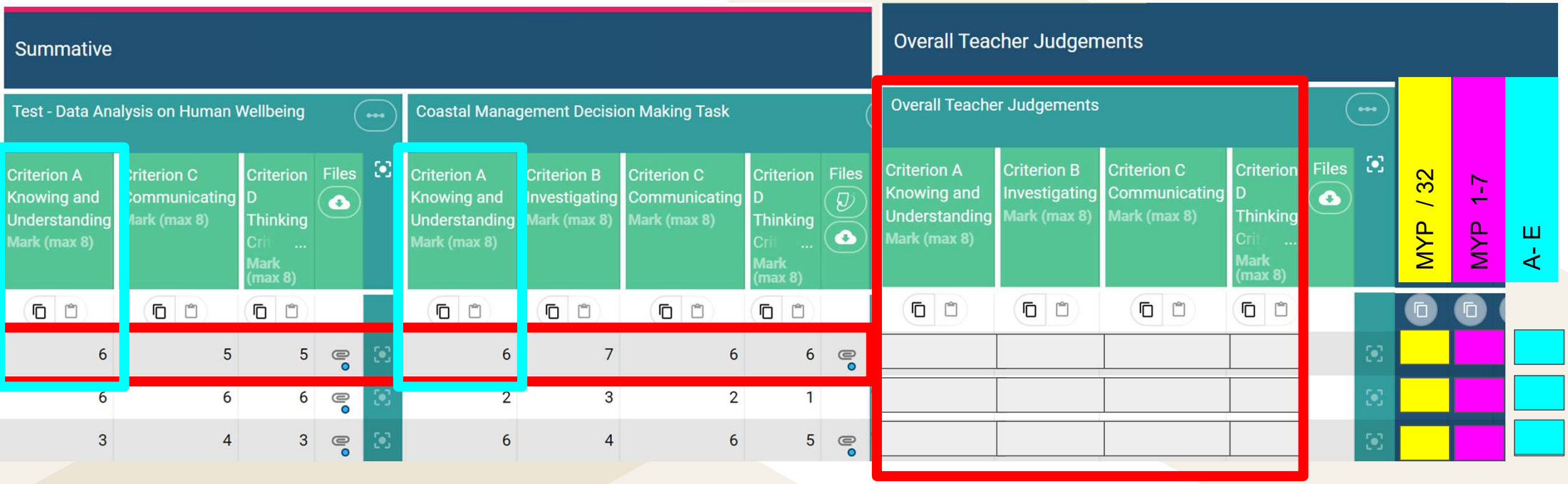
There may be some students who have strong language skills and progress faster, and there may be some who take more time.

Part 3. Reporting at Merici

How do we report on student achievement as an MYP school?

Using assessment to make judgements

What has the student achieved?



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: **4**
Aii – weak 3	
Aiii – strong 5	

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

Ai – 6	Holistic level for criterion A: **4**
Aii – 0	
Aiii – 6	

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

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

Ai – 1	Holistic level for criterion A: **3**
Aii – weak 7	
Aiii – strong 2	

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.

Not for individual tasks.

Integration of Australian Curriculum to the IB MYP

Boundary	MYP Grade
28-32	7
24-27	6
19-23	5
15-18	4
10-14	3
6-9	2
1-5	1

MYP Grade	Australian Curriculum Grade Awarded
28-32	A
20-27	B
12-19	C
5-11	D
1-4	E

Example: Final student grade for MYP science

Best-fit based on two summative assessments

Criterion	Level	Best-fit
A: Knowing and understanding	5,4 →	**5**
B: Inquiring and designing	7,6 →	**7**
C: Processing and evaluating	5,6 →	**6**
D: Reflecting on the impacts of science	5,6 →	**6**
	Total	**24/32**

The MYP grade for science for this student is a **6**, and the AC grade is a **B.**

Final MYP Grade	1	2	3	4	5	6	7
Grade boundary based on marks achieved out of 32	1-5	6-9	10-14	15-18	19-23	**24-27**	28-32

Final AC Grade	E	D	C	B	A
Grade boundary based on marks achieved out of 32	1-4	5-11	12-19	**20-27**	28-32

Semester report

Semester Two - Academic Report, 2021

Student: I.D. Number:
Class: Teacher:
Course: **English Fast Pace 9** Report Date:
Unit: **Compelling voices**

Academic Achievement | A | MYP Grade | 7

Total MYP Criteria Result	29/32

MYP Assessment Criterion	Result /8
Criterion A Analysing	7
Criterion B Organizing	7
Criterion C Producing Texts	8
Criterion D Using Language	7

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		✓		

Australian Curriculum Grade (A-E)

MYP Grade (1-7)

Calculated from overall teacher judgement for each criteria, based on evidence (out of a possible 32).

Criterion totals (out of 8).

ATLs

Wrapping up

3 strategies to support assessments at home

Support organisation

If your child is working on a project or long-term task, consider setting mini goals with them.

Periodically ask them how they're doing and help them stay on track.

Learn together

A culture of learning and curiosity at home goes a long way!

Explore things you can do together to help your child better understand the content or hone their skills. Watch a documentary, read a book, or go to the museum.

Ask questions

Instead of directly asking about "what's on this test?", structure conversations around learning: Here are some questions to try:

- What do you feel most confident about?
- How can you show what you've learnt?
- Where do you need help?
- Do you understand what you need to do for this task?

NEXT STEPS

- Engage with your child's **unit outline**
- Discuss **task outlines** and **rubrics** with your child
- Reinforce that it is **best fit**, not an average
- **Snapshot** of learning in that moment - does not define students - keep **perspective**
- Assist your child to reflect on how to **improve** next time by looking at the **rubric** and seeing where there are **gaps**, and by looking at **teacher feedback**
- Contact your child's teachers if you or they require any assistance in understanding the expectations of a task or the assessment of it

Use the support available

PC Teachers

Classroom Teachers

Math Tutoring, Language Buddies at school and Masters Program

Studies Coordinators

House Coordinators

Inclusive Education (the Hub)

Teaching and Learning Centre - (teacher-librarians)

Thank you!

Thank you for attending this evening.

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

Resources:

- Merici College IB page: https://ib.merici.college/
- IB MYP Assessment Policy: https://www.merici.act.edu.au/school-policies/ib-myp-assessment-policy-2025/

Contacts:

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- Jodie Muldoon – MYP Coordinator: Jodie.Muldoon@merici.act.edu.au