



MYP Reporting and Overall Level of Achievement

At the completion of a term and at the completion of a course student report cards will feature MYP criterion levels for each subject area. Each subject has four criteria with a maximum achievement level out of 8. Please remember that the level is in reference to the IB rubrics, and should not be considered a direct percentage. An achievement level of 4 out of 8 is not 50%. Levels must be read in conjunction with subject rubrics, which can be found on the school website at <https://boyd.sd38.bc.ca/ib-middle-years-programme/assessment>

In addition, at course completion there will be an IB Middle Years Programme Overall Level of Achievement out of 7 for each course. Student achievement in the 4 criteria are totaled into a number out of 32. Depending on this total, an Overall Level of Achievement is determined to provide students an overview of their work over the course of the year. This scale and its corresponding descriptors are determined by IB. See below.

Please note: In order to achieve a passing grade in a course, **a minimum level of 2 is required in each criterion**. A 1 or 0 in any criterion means they have not met all learning outcomes.

IB Middle Years Programme Overall Level of Achievement

IB MYP 1-7 Achievement Level	Criterion Boundaries (x of 32)	IB Overall Level of Achievement Descriptor
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.
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.
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.
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.
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.
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.
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.