

Report Student Achievement Plan:

Documentation of Assessment Data in the MYP at the International School at Mesa Del Sol



Communication to Parents/Guardian:

- Up to date data in google classroom 'Grades' section.
- Up to date data in Synergy - accessed through

https://mystudentlogin.aps.edu/PXP2_Login_Parent.aspx?regenerateSessionId=True

- Parent - Teacher Communication with emails and meetings.
- Report Cards - Bi annual reporting.
- Parent Conferences - Teacher and Student Led.
- Information about MYP grading scale.

Assessment Tools Used by Teachers:

- Anecdotal Notes - Brief written notes based on observations of students.
- Continuums - Data that shows stages of learning process.
- Exemplars - Examples that can be provided with assessment rubrics.
- Assessment Rubrics and Checklists prescribed by the IB.

Inappropriate Grading Practices:

The following grading practices are inappropriate and are counter to MYP assessment principles. www.ibo.org "MYP:From principles into practice". Pg. 93

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

MYP General Grade Descriptors

www.ibo.org "MYP:From principles into practice".

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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.

Understanding Academic Misconduct:

www.ibo.org "MYP:From principles into practice". Pg. 93

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Academic misconduct includes:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion:** Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** The presentation of the same work for different assessment components.
- **Other behaviour** that gives an unfair advantage to a student or that affects the results of another students.

References: www.ibo.org "MYP:From principles into practice".