Understanding Standard Based Grade 8 Report Cards

MYP uses standard based assessment.

Each subject has standards grouped into four criteria.

MYP OBJECTIVES BY SUBJECT GROUP

	LANGUAGE & LITERATURE	LANGUAGE ACQUISITION	INDIVIDUALS & SOCIETIES	SCIENCES
A	Analysing	Comprehending spoken & visual text	Knowing & understanding	Knowing & understanding
B	Organizing	Comprehending written & visual text	Investigating	Inquiring & designing
C	Producing text	Communicating in response to text	Communicating	Processing & evaluating
D	Using language	Using language in spoken or written form	Thinking critically	Reflecting on the impacts of science

	MATHEMATICS	PHYSICAL & HEALTH ED	ARTS	DESIGN
A	Knowing & understanding	Knowing & understanding	Knowing & understanding	Inquiring & analysing
B	Investigating patterns	Planning for performance	Developing skills	Developing ideas
C	Communicating	Applying & performing	Thinking creatively	Creating the solution
D	Applying math in real-life contexts	Reflecting & improving performance	Responding	Evaluating

Each criteria has a rubric with achievement levels from 1-8. All subject rubrics are on the GSS website under *Parents: Parent Resources.*

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a star
1-2	The student: • makes **limited** use of termino • demonstrates **basic** knowledg **limited** descriptions and/or e
3-4	The student: • uses **some** terminology accur • demonstrates **satisfactory** kn through **simple** descriptions,
5-6	The student: • uses **considerable** and **releva** • demonstrates **substantial** kn through descriptions, explana
7-8	The student: • **consistently** uses **a range** of t • demonstrates **detailed** knowl through **developed** and **accur**

Criterion B: Investigating

Achievement level	Level des
0	The stude
1-2	The stude • **identi** • **formu** • **collect** • with g
3-4	The stude • **formu** releva • **formu** questi • **uses** a • with g
5-6	The stude • **formu** releva • **formu** resear • uses n • with g
7-8	The stude • **formu** • **formu** questi • uses n • with g

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does n
1-2	The student: • communicates i • organizes inform • **lists** sources of i
3-4	The student: • communicates i • **somewhat** orga • **creates** an **adeq**
5-6	The student: • communicates i audience and p • **mostly** structure • creates an **adeq**
7-8	The student: • communicates i the audience an • structures inforr • creates a **compl**

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way • **begins to identify** connections between information to make **simple** arguments • **recognizes** the origin and purpose of **few** sources/data as well as **few** values and limitations of sources/data • **identifies** different perspectives.
3-4	The student: • completes a **simple analysis** of concepts, issues, models, visual representation and/or theories • **summarizes** information to make **some adequate** arguments • **analyses** sources/data in terms of origin and purpose, recognizing **some** values and limitations • **recognizes** different perspectives and **suggests some** of their implications.
5-6	The student: • completes a **substantial** analysis of concepts, issues, models, visual representation and/or theories • **summarizes** information in order to make **usually valid** arguments • **analyses** sources/data in terms of origin and purpose, **usually** recognizing values and limitations • **clearly recognizes** different perspectives and **describes most** of their implications.
	The student: • completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories • **summarizes** information to make **consistent, well-supported** arguments • **effectively analyses a range** of sources/data in terms of origin and purpose

Students submit work, the teacher uses the rubric and assigns an achievement level that describes the student's work. At the end of the term the teacher will assign a level of achievement best that best represents the work the student has completed for each criteria.

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • makes **limited** use of terminology • demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3-4	The student: • uses **some** terminology **accurately** • demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5-6	The student: • uses **considerable** and **relevant** terminology accurat • demonstrates **substantial** knowledge and understandin through descriptions, explanations and examples.
7-8	The student: • **consistently** uses **a range** of terminology **accurately** • demonstrates **detailed** knowledge and understandin through **developed** and **accurate** descriptions, expla

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • communicates information and ideas in a style that is **not always** clear • organizes information and ideas in a **limited** way • lists sources of information **inconsistently**.
3-4	The student: • communicates information and ideas in a way that is **somewhat** clear • **somewhat** organizes information and ideas • creates an **adequate** reference list and **sometimes** cites sources.
5-6	The student: • communicates information and ideas in a style that is **mostly** appropriate to the audience and purpose • **mostly** structures information and ideas according to the task instructions • creates an **adequate** reference list and **usually** cites sources.
7-8	The student: • communicates information and ideas in a style that is **completely** appropriate t the audience and purpose • structures information and ideas **completely** according to the task instructions • creates a **complete** reference list and **always** cites sources.

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way • **begins to identify** connections between information to make **simple** arguments • **recognizes** the origin and purpose of **few** sources/data as well as **few** values and limitations of sources/data • **identifies** different perspectives.
3-4	The student: • completes a **simple analysis** of concepts, issues, models, visual representation and/or theories • summarizes information to make **some adequate** arguments • **analyses** sources/data in terms of origin and purpose, recognizing **some** values and limitations • **recognizes** different perspectives and **suggests some** of their implications.
5-6	The student: • completes a **substantial** analysis of concepts, issues, models, visual representation and/or theories • **summarizes** information in order to make **usually valid** arguments • **analyses** sources/data in terms of origin and purpose, **usually** recognizing values and limitations • **clearly recognizes** different perspectives and **describes most** of their implications.
7-8	The student: • completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories • **summarizes** information to make **consistent, well-supported** arguments • **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing values and limitations • **clearly recognizes** different perspectives and **consistently explains** their implications.

MYP -Individuals and Societies 8		Absent	
Teacher:		Late	
Criterion			
A : Knowing & understanding		**4**	
i. uses some terminology accurately ii.demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.			
B: Investigating		**NA**	
Criterion not assessed during the reporting period			
C: Communicating		**3**	
i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.			
D: Thinking critically		**5**	
i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.			
Overall Level of Achievement			
Teacher comments can go here...			

Grade 8
March Report Card

On the March Report Card 2-4 of these criteria will be assessed in each subject using the 1-8 scale.

*Fine Arts and Design Rotations are only for part of the year so not all criteria are assessed.

What do the achievement levels mean?
(these numbers represent general descriptions of student achievement from the previous rubrics and should not be converted to a percentage)

Incomplete	Insufficient data
Level 1	Student is not meeting expectations.
Level 2	Student is beginning to demonstrate and achieve expectations for this course.
Level 3 - 4*	Student is developing competency and is meeting expectations for this course.
Level 5 - 6	Student is applying knowledge & skills and is fully meeting expectations for this course
Level 7- 8	Student is extending expectations for this course.

Notice that a 4 on the 8 point scale is NOT 50%, but rather it indicates a student is meeting expectations.

These four numbers are added together
5 +3 +5 +4 = 17/32

MYP – Language and Literature 8	Absent	
Teacher:	Late	
Criterion		
A : Analysing	**5**	
i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.		
B: Organizing	**3**	
i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.		
C: Producing Text	**5**	
i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.		
D: Using language	**4**	
i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.		
Overall Level of Achievement	5 + 3 + 5 + 4 = 17/32 Using the table this is an *Overall Achievement level* for the year of 4	
(Teacher comments can go here) Student has demonstrated…..		

IB 1-7 **Overall Achievement levels**	1	2	3	**4**	5	6	7
Criterion boundaries (score out of /32)	1-5	6-9	10-14	**15-18**	19-23	24-27	28-32

An overall achievement level is determined using this chart.

Example # 1 of June Year End Report Card-Grade 8

MYP -Individuals and Societies 8	Absent	
Teacher:	Late	
Criterion		

A : Knowing & understanding	**1**
i. makes limited use of terminology	
ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	

B: Investigating	**1**
i. identifies a research question that is clear, focused and relevant	
ii. formulates a limited action plan or does not follow a plan	
iii. collects and records limited or sometimes irrelevant information	
iv. with guidance, reflects on the research process and results in a limited way.	

C: Communicating	**1**
i. communicates information and ideas in a way that is not always appropriate to the audience and purpose	
ii. organizes information and ideas in a limited way	
iii. lists sources of information inconsistently.	

D: Thinking critically	**1**
i. communicates information and ideas in a way that is not always appropriate to the audience and purpose	
ii. organizes information and ideas in a limited way	
iii. lists sources of information inconsistently.	

Overall Level of Achievement	1+1+1+1 4/32 1

Student did not meet requirements for this course. Summer school is recommended to ensure this student is ready for Grade 9.

This student does not meet requirements for the course.

IB 1-7 **Overall Achievement levels**	1	2	3	4	5	6	7
Criterion boundaries (score out of /32)	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Example # 2 of June Year End Report Card - Grade 8

MYP -Individuals and Societies 8	Absent	
Teacher:	Late	
Criterion		
A : Knowing & understanding		3
i. uses some terminology accurately		
ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.		
B: Investigating		2
i. identifies a research question that is clear, focused and relevant		
ii. formulates a limited action plan or does not follow a plan		
iii. collects and records limited or sometimes irrelevant information		
iv. with guidance, reflects on the research process and results in a limited way.		
C: Communicating		2
i. communicates information and ideas in a way that is not always appropriate to the audience and purpose		
ii. organizes information and ideas in a limited way		
iii. lists sources of information inconsistently.		
D: Thinking critically		2
i. communicates information and ideas in a way that is not always appropriate to the audience and purpose		
ii. organizes information and ideas in a limited way		
iii. lists sources of information inconsistently.		
Overall Level of Achievement		3 + 2 + 2 + 2 = 9 9/32 2

This student is emerging and has met the requirements for this course, see you in Grade 9 next year.

This student is minimally meeting expectations.

IB 1-7 **Overall Achievement levels**	1	**2**	3	4	5	6	7
Criterion boundaries (score out of /32)	1-5	**6-9**	10-14	15-18	19-23	24-27	28-32

Example # 3 of June Year End Report Card - Grade 8

MYP -Individuals and Societies 8	Absent	
Teacher:	Late	
Criterion		

A : Knowing & understanding — **5**

i. uses considerable and relevant terminology accurately
ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.

B: Investigating — **4**

i. formulates/chooses a research question that is clear and focused and describes its relevance
ii. formulates and occasionally follows a partial action plan to investigate a research question
iii. uses a method(s) to collect and record some relevant information
iv. with guidance, reflects on the research process and results.

C: Communicating — **5**

i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose
ii. mostly structures information and ideas according to the task instructions
iii. creates an adequate reference list and usually cites sources.

D: Thinking critically — **5**

i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories
ii. summarizes information in order to make usually valid arguments
iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations
iv. clearly recognizes different perspectives and describes most of their implications.

Overall Level of Achievement	4 + 5 + 5 + 5= 19 19/32 5

Student is proficient in all areas for this course, good work!

This student is proficient and would be on the Garibaldi Honour Roll.

IB 1-7 **Overall Achievement levels**	1	2	3	4	**5**	6	7
Criterion boundaries (score out of /32)	1-5	6-9	10-14	15-18	**19-23**	24-27	28-32

Example # 4 of June Year End Report Card - Grade 8

MYP -Individuals and Societies 8	Absent	
Teacher:	Late	
Criterion		

A : Knowing & understanding	**7**
i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	

B: Investigating	**6**
i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.	

C: Communicating	**6**
i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.	

D: Thinking critically	**5**
i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.	

Overall Level of Achievement	7+ 6 + 6 + 5 =24 24/32 6

Student is extending in all areas of this course, excellent work!

This student is extending and would be on the Garibaldi Honour Roll with distinction.

IB 1-7 **Overall Achievement levels**	1	2	3	4	5	**6**	7
Criterion boundaries (score out of /32)	1-5	6-9	10-14	15-18	19-23	**24-27**	28-32

Report Cards will continue in this format for Grade 9 (starting 2019-2020) and 10 (starting 2020-2021).

Grade 11 and 12 Report Cards will be in the traditional format of percentage and letter grades with a work habit.

Students electing to take the IB Diploma Program in Grades 11 & 12 will continue with the 1- 7 scale.

General question about MYP?

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