**MYP Summative Evaluation Language B (phase 2)**

The IB MYP Criterion score is formed the following way. Individual summative assessment tasks are **scored** on a **1-8 scale** but not added as a point grade in the grade book. At the end of a semester, the teacher makes a **final decision based on the scores earned throughout the semester** of how well the student has achieved in each criterion using MYP Criterion rubrics. This final score in each criterion are added to derive a semester grade on a scale **1-7 scale** based on grade boundaries issued **by the IB MYP**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion A**  Comprehending spoken and Visual Text | **Criterion B**  Comprehending written and visual text | **Criterion C**  Communicating in response to spoken and/or written and/or visual text | **Criterion D**  Using language in spoken and/or written form |

Task 2 8

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Task 1 7

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Task 2 4

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Task 1 4

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Task 2 5

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Task 1 2

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Task 1 6

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Task 3 7

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Task 2 7

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**8**

**4**

**5**

**7**

**24**

Semester Grade =

**6**

End of semester total

|  |  |
| --- | --- |
| Language acquisition | |
| Grade | Boundaries |
| 1 | 1-5 |
| 2 | 6-9 |
| 3 | 10-14 |
| 4 | 15-18 |
| 5 | 19-23 |
| 6 | 24-27 |
| 7 | 28-32 |

Apply grade boundaries

**MYP Grade Descriptor**

According to MYP, 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.

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| --- | --- | --- |
| **IB Achievement Level** | **Boundary guidelines** | **IB 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. |

Source: MYP From Principles into Practice p.93