



THE KILDONAN SCHOOL

REPORT Guidebook 2015-2016

Report Objectives

Reports serve to monitor and communicate students developing understanding and abilities in the following areas of the school curriculum:

Included in each student's quarterly report:

- I) Language Training *(not graded & reflects developing skills & goals)*
- II) The Learner Profile *(not graded & reflects conduct & effort)*
- III) Subject Areas for 2-5th & 6-10th *(graded & reflects academic progress)*
- IV) Electives for 10-12th *(graded & reflects academic progress)*
- V) Sports *(graded & reflects team & recreational sports)*

End of Quarter Dates

- 1) end of marking period for Quarter 1 : November 6, 2015
- 2) end of marking period for Quarter 2 : January 25, 2016
- 3) end of marking period for Quarter 3 : April 1, 2016
- 4) end of marking period for Quarter 4 : June 9, 2016

Grading & Scales

(How students are assessed in Grades 2-12)

I) LANGUAGE TRAINING

(2-12th grade; not graded)

II) 6-10th Grade LEARNER PROFILE

(6-10th grade; measures conduct & effort; rated on following developmental scale:

| | | |
|----|--------------|--|
| NA | NOT ASSESSED | Not assessed this quarter |
| N | NOVICE | Student is at beginning stage of adopting the attribute |
| D | DEVELOPING | Student is making progress in adopting the attribute |
| P | PROFICIENT | Student consistently displays the attribute |
| E | EXEMPLARY | Student shows mastery of the attribute, and models it for others |

III) 2- 5th Grade SUBJECT AREAS

(Assessed with following developmental scale):

| | | |
|----|--------------|--|
| NA | NOT ASSESSED | Not assessed this quarter |
| N | NOVICE | Student is at beginning stage of adopting the attribute |
| D | DEVELOPING | Student is making progress in adopting the attribute |
| P | PROFICIENT | Student consistently displays the attribute |
| E | EXEMPLARY | Student shows mastery of the attribute, and models it for others |

IV) 6-10th Grade SUBJECT AREAS

- In non-MYP courses, academic progress is monitored and assessed with standard percentage equivalents (0-100%)
- In MYP courses, academic progress is monitored and assessed quarterly using the MYP 0-8 Scale which is based on a corresponding rubric (*an example of the rubric for Individuals & Societies is included at the end of this brochure*)
- Quarter grades are determined by converting quarterly criterion scores (0-8) to percentage equivalent grades (0-100%) with the following **CONVERSION CHART**, example below:
- Final MYP Scores (1-7 Scale) are determined through a conversion process using the grade boundary table

| STEP 1: Students are Assessed using 0-8 SCALE <i>example below:</i> | 0 - 8 Scale MYP Criterion Score | 0 - 100% Percentage Equivalents |
|--|------------------------------------|------------------------------------|
| Individuals & Societies Criteria | 0 | 0 credit |
| A. Knowing and Understanding : 7 (90 - 94%) | 1 | 60 - 64 |
| B. Investigating : 6 (85 - 89%) | 2 | 65 - 69 |
| C. Communicating : 5 (80 - 84%) | 3 | 70 - 74 |
| D. Thinking Critically : 8 (95 - 100%) | 4 | 75 - 79 |
| | 5 | 80 - 84 |
| STEP 2: MYP scores converted for each class. | 6 | 85 - 89 |
| | 7 | 90 - 94 |
| $7 + 6 + 5 + 8 = 26$ divided by $4 = 6.5 = 87\%$ | 8 | 95 - 100 |

V) 11-12th Grade ELECTIVES

- Academic progress is monitored and reflected with standard percentage equivalents (0 - 100%)

VI) SPORTS

- Athletic skills & progress are assessed with standard percentage equivalents (0 - 100%)

Diverse Assessment Strategies

Observations, dialogues, interviews and conferencing, role plays, presentations, student self-assessment, video/audio recording, photographs, drawings, drafts of writing, classroom tests, oral examinations, timed writing, descriptive and/or argumentative essays, performance tasks/projects, practical work, investigations, and/or field work.

KILDONAN SAMPLE REPORT:

I. Language Training

- * LT is for all Kildonan students (2 - 12th grade)
- * 1:1 Language Training work is not graded

STUDENT NAME

Grade: 07
Advisor 1:
Student ID:
Academic year:



Kildonan School
425 Morse Hill Road
Amenia, NY 12501
(845) 373-8111

Quarter One Report

| Course | Teacher | Q1 | Q2 | Q3 | Q4 | Final |
|----------------|---------|----|----|----|----|-------|
| English Skills | | | | | | |

STUDENT NARRATIVE:

- * The student narrative highlights salient points in the student's Language Training. Areas of particular growth or need are described with an emphasis on the diagnostic prescriptive measures which are being used to support growth.

LANGUAGE SKILLS COVERED:

- Fluid formation of uppercase and lowercase cursive letters
- Vowel teams for reading and spelling: oo (2), ou
- Basic paragraph structure including main idea and supporting details
- Latin prefixes: sub-, dis-, mis-, ex-, in-, con-
- Parts of a sentence (subject and predicate)
- Self-editing strategies (checking for capitalization and punctuation)
- Passage based reading comprehension

- * The Skills Covered section delineates the particular language skills which were covered ranging from phonemic awareness through phonics, spelling, reading comprehension, writing, executive functioning, and college preparatory work.

GOALS MOVING FORWARD:

- Gain proficient keyboarding skills
- Gain greater facility and automaticity with syllable division patterns
- Pause for punctuation and sentence breaks when reading
- Employ sentence variety in writing
- Gain initial self-editing strategies for basic mechanics
- Extrapolate meaning from reading with improved efficiency
- Build strong organization systems and increase accountability to develop independent study skills
- Manage resources and time effectively

- * The Goals Moving Forward section delineates the language skills which will be addressed in the coming term.

KILDONAN SAMPLE REPORT:

II. Learner Profile

The assumption is that each child is developing in these areas at his or her own pace, and is moving forward faster in some areas of social-emotional development than in other areas. This reflects a reasonable view of the child as an individual learner with unique strengths and areas of potential growth.

- * Used for students in 6 - 10th grade
- * Measurement of conduct & effort
- * Assessed collaboratively by the the student's team of teachers, coaches, dorm heads, etc.

The Learner Profile lies at the heart of a student-centered curriculum, and represents eleven habits of mind which help students develop the knowledge and skills needed to succeed in a global community. The learner profile provides specificity and clarity about the social and emotional growth of students, and establishes a developmental continuum of growth from NOVICE to DEVELOPING to PROFICIENT to EXEMPLARY.

STUDENT NAME

Grade:
 Advisor 1:
 Student ID:
 Academic year:



Kildonan School
 425 Morse Hill Road
 Amenia, NY 12501
 (845) 373-8111

Quarter One Report

| Course | Teacher | Q1 | Q2 | Q3 | Q4 | Final |
|---|---------|------------|----|----|----|-------|
| Learner Profile | | | | | | |
| Inquirer - Learns actively, independently, and with others. Shows curiosity and a love of learning. | | Developing | | | | |
| Knowledgeable - Develops and uses conceptual understanding. Engages with ideas that have local and global significance. | | Developing | | | | |
| Thinker - Thinks critically and creatively to analyze and solve complex problems. Makes reasoned, ethical decisions. | | Developing | | | | |
| Communicator - Expresses ideas in creative ways, and listens carefully to perspectives of others. | | Developing | | | | |
| Principled - Acts with integrity and honesty, takes responsibility for personal behavior and its consequences. | | Proficient | | | | |
| Open Minded - Seeks and evaluates other points of view, and willing to grow from the experience. | | Proficient | | | | |
| Caring - Shows empathy, compassion, and respect for others, the school, and environment. | | Proficient | | | | |
| Risk Taker - Willing to make mistakes and learn from them. | | Proficient | | | | |
| Balanced - Balances physical, intellectual, and emotional development to achieve overall well-being. | | Developing | | | | |
| Reflective - Understands own strengths and weaknesses, and monitors own personal development. | | Developing | | | | |
| Persistent - Demonstrates self-discipline and continued effort in the face of challenges and setbacks. | | Developing | | | | |

III. Kodiak Subject Areas

KODIAK CLASSES:

Students in grades 2-5 take:

- *Mathematics, Science, Social Studies, Literature, Art, Spanish, Equestrian, and Music.*

STUDENT NAME

Grade:

Advisor 1:

Student ID:

Academic year:



Alameda, CA 94501
(845) 373-8111

Quarter One Report

| Course | Teacher | O1 | O2 | O3 | O4 | Final |
|---|---------|------------|----|----|----|-------|
| Mathematics 4/5 | | | | | | |
| Demonstrates Effort and Perseverance | | Developing | | | | |
| Classroom Participation | | Developing | | | | |
| Contributes Positively to the Classroom Community | | Developing | | | | |

COURSE DESCRIPTION:

COURSE DESCRIPTION:

- Are in paragraph form, describing class objectives and significant learning activities addressing objectives.

KODIAK ASSESSMENT CRITERIA:

All students are assessed using the 3 Criteria above:

- Demonstrates Effort & Perseverance, Classroom Participation, Contributes to Classroom Community.

STUDENT NARRATIVE:

STUDENT NARRATIVE:

- The student narrative highlights salient points in the student's academic growth.
- The narrative describes student growth relative to class objectives.

IV. MYP Subject Areas

MYP SUBJECT AREA COURSES:

Students in grades 6-9 take:

- Mathematics, Science, Design, History, Literature, Language Acquisition, Visual & Performing Arts, and Physical Health & Education (Equestrian & Butternut).

STUDENT NAME

Grade:

Advisor 1:

Student ID:

Academic year:



Quarter One Report

| Course | Teacher | Q1 | Q2 | Q3 | Q4 | Final |
|---------------------------|---------|----|----|----|----|-------|
| History 10.1 | | 92 | | | | |
| MYP Criteria | | | | | | |
| Knowing and Understanding | | 6 | | | | |
| Investigating | | 6 | | | | |
| Communicating | | 6 | | | | |
| Thinking Critically | | NA | | | | |

KEY CONCEPTS: Systems

RELATED CONCEPTS: Processes, Significance, Strategy

STATEMENT OF INQUIRY: Fundamentals of academic research

OBJECTIVES:

A. Use a wide range of terminology in context.

A: Demonstrate knowledge and understanding of subject-specific explanations, and examples.

B: Formulate a clear question.

B: Formulate and defend a hypothesis.

B: Use research methods to collect data.

B: Evaluate the process and results.

C: Communicate information.

C: Structure information.

C: Document sources.

NUMBER GRADES:

- Every quarter, students will also receive a number grade for the course
- These internal Kildonan grades are determined by converting the 0-8 MYP scores to percentage equivalents.

MYP CRITERIA & RATINGS (0 - 8) :

- Example of a history course and its 4 MYP Criteria for assessment; Teachers choose which of the 4 criteria to assess each quarter, based on the content of the unit.
- Each subject group in MYP has its own group of assessment criteria (see *CRITERIA LIST* on page 8-11).
- Not every criterion is assessed every quarter; however, subject groups MUST address all strands of all 4 objectives at least 2x by the end of each course.
- Every quarter, the report will communicate which criteria were assessed, and show an unofficial score for each which at the end of the year or course, will accumulatively help the teacher calculate their FINAL MYP SCORE for the course.

STUDENT NARRATIVE:

COURSE DESCRIPTION:

- MYP example to the left.
- non-MYP courses have their course description in paragraph form describing what the class objectives were and what they studied for the quarter.

STUDENT NARRATIVE:

Teachers use MYP rubrics to describe levels of performance in each criterion. Narrative is copied and pasted directly from the rubric to describe the student's specific level of performance on each criterion (see *rubric* on p 12).

V. Electives

VI. Team & Recreational Sports

ELECTIVES:

- All 11/12 courses
- EDGE courses and some 10th grade non-MYP courses

STUDENT NAME

Grade:
Advisor 1:
Student ID:
Academic year



The Kildonan School

425 Morse Hill Road

Amenia, NY 12501

(845) 373-8111

Quarter One Report

| Course | Teacher | Q1 | Q2 | Q3 | Q4 | Final |
|-------------|---------|----|----|----|----|-------|
| Photography | | | | | | |

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COURSE DESCRIPTION:

COURSE DESCRIPTION:

- Are in paragraph form describing what the course objectives were and what they studied for the quarter.

STUDENT NARRATIVE:

STUDENT NARRATIVE:

- The student narrative highlights salient points in the student's academic growth.
- The narrative describes student growth relative to course objectives.

MYP Subject Matter

OBJECTIVES / ASSESSMENT CRITERIA & Strands

SCIENCE

A. Knowing and Understanding

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyze and evaluate information to make scientifically supported judgments

B. Inquiring and Designing

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations

C. Processing and Evaluating

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method

D. Reflecting on the Impacts of Science

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used

LANGUAGE & LITERATURE

A. Analyzing

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. analyze the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

B. Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

C. Producing Text

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

D. Using Language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

LANGUAGE ACQUISITION (Spanish or ASL)

A. Comprehending Spoken and Visual Text

- i. listen for specific purposes and respond to show understanding
- ii. interpret visual text that is presented with spoken text
- iii. engage with the text by supporting opinion and personal response with evidence and examples from the text

B. Comprehending Written and Visual Text

- i. read for specific purposes and respond to show understanding
- ii. interpret visual text that is presented with written text
- iii. engage with the text by supporting opinion and personal response with evidence and examples from the text

C. Communicating in Response to Spoken, Written and Visual Text

- i. interact and communicate in various situations
- ii. express thoughts, feelings, ideas, opinions and information in spoken and written form
- iii. speak and write for specific purposes

D. Using Language in Spoken and Written Form

- i. organize thoughts, feelings, ideas, opinions and information in spoken and written form
- ii. develop accuracy when speaking and writing in the target language

MATHEMATICS

A. Knowing and Understanding

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

B. Investigating Patterns

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules

C. Communicating

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure

D. Applying Mathematics in Real-Life Contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation

INDIVIDUALS & SOCIETIES

A. Knowing & Understanding

- i. use vocabulary in context
- ii. demonstrate knowledge & understanding of subject-specific content and concepts, using descriptions, explanations, and examples.

B. Investigating

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the research process and results

C. Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions

D. Thinking Critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to give an opinion
- iii. identify and analyze a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications

DESIGN

A. Knowing and Understanding

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B. Developing Skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking Creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviors
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D. Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

ARTS

A. Inquiring and Analyzing

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyze a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing Ideas

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the Solution

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole, either:
 - a. in electronic form, or
 - b. through photographs of the solution from different angles, showing details.

D. Evaluating

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification

- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

PHYSICAL EDUCATION & HEALTH

A. Knowing and Understanding

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding

B. Planning for Performance

- i. design, explain and justify plans to improve physical performance and health
- ii. analyze and evaluate the effectiveness of a plan based on the outcome

C. Applying and Performing

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyze and apply information to perform effectively

D. Reflecting and Improving Performance

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyze and evaluate performance

PERSONAL PROJECT

A. Use the Process Journal

- demonstrate organizational skills through time and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

B. Define the Goal

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

C. Select Sources

- select varied, relevant sources to achieve the goal
- evaluate sources.

D. Apply Information

- transfer and apply information to make decisions, create solutions and develop understanding in connection with the project's goal.

E. Achieve the Goal

- evaluate the outcome/product against their own specifications for success.

F. Reflect on Learning

- reflect on how completing the project has extended their knowledge and understanding of the topic and the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

G. Report the Project

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

MYP Individuals & Societies YEAR 5 Rubric

| | CRITERION A. Knowing and Understanding | CRITERION B. Investigating | CRITERION C. Communicating | CRITERION D. Thinking Critically |
|-------|--|---|--|---|
| 0 | The student does not reach a standard described by any of the descriptors below. | | | |
| 1 – 2 | <p>The student</p> <ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. | <p>The student</p> <ul style="list-style-type: none"> i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation. | <p>The student</p> <ul style="list-style-type: none"> i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way. | <p>The student</p> <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation iv. identifies different perspectives and minimal implications. |
| 3 – 4 | <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. | <ul style="list-style-type: none"> i. formulates a research question that is clear and focused and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation. | <ul style="list-style-type: none"> i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention. | <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations iv. interprets different perspectives and some of their implications. |
| 5 – 6 | <ul style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. | <ul style="list-style-type: none"> i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation. | <ul style="list-style-type: none"> i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention. | <ul style="list-style-type: none"> i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/ data in terms of origin and purpose, recognizing values and limitations iv. interprets different perspectives and their implications. |
| 7 – 8 | <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. | <ul style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results. | <ul style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention. | <ul style="list-style-type: none"> i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyzes and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications. |

MYP General Grade Descriptors

To arrive at criterion level totals for each student, teachers add together the student's final achievement levels (all the 0-8 scores) from each quarter and in all criteria of the subject group.

Teachers use the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades for each course.

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. |