

Summit Charter Intermediate Academy International Baccalaureate Middle Years Program Grading Guide

What is the purpose of assessment?

Assessment is instrumental to learning. It helps give students feedback on the learning process. Assessment helps inform, enhance and modify the teaching process. It supports the development of the whole child. Great assessments promote a positive student attitude toward learning by utilizing creative and critical thinking.

How is my student being assessed?

As an IB school, every teacher must assess specific subject group criteria listed below using a variety of summative assessments at least twice during the year. These criteria represent the use of knowledge, understanding and skills which must be taught. They are summarized below and the complete MYP standards and strands for year 1 (6th grade) to year 3 (8th grade) are posted here: [IB MYP Assessment Objectives and Strands](#), [IB MYP Objetivos en Espanol](#)

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language and Literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-
Community Project	Investigating	Planning	Taking Action	Reflecting

What is a summative assessment?

Assessment of learning (it determines grades). These are performances or tasks directly linked to the statement of inquiry that demonstrate student understanding of IB subject criteria. They are based on the theory that understanding is not something we have - like a set of facts we possess - but rather is something we can do. The MYP uses the term "performance" in its widest sense to describe all forms of assessment. Types of summative assessments may include: compositions, creation of solutions to problems or products, essays, examinations, investigations, research, performances and presentations. To ensure depth and complexity of a summative task, teachers often use the GRASPS model (Goal, Role, Audience, Situation, Product, Standards). Using this model creates exciting, real-world assessments.

What is a formative assessment?

Assessment for learning (not for grading). This should be done before and during learning. Effective formative assessment can help personalize learning and provide opportunities for students to refine or rehearse performances for summative assessments. Peer and self-assessment are powerful tools for learning. These formative assessments, checks for understanding, should take place every class period. Examples of effective formative assessments include: quick writes, exit tickets, hand signals, think-pair-share, peer interviews, and one-sentence summaries. Students will receive valuable feedback on their formative assessment to help support their success on summative assessments and their understanding of the content.

How are grades determined?

Transitioning to IB MYP grading will be done over a two-year process. Students will be graded on a 1-8 rubric scale, using the criterion and strands (see above *IB MYP Assessment Objectives and strands*). This allows students to know how they are performing on each objective. Teachers analyze student summative scores, paying attention to patterns in the data, including increasing performance, consistency and mitigating circumstances to determine the student's final achievement level. In the two examples below, determining a final score by looking at patterns gives a better sense of what a student understands at the end of the grading period rather than simply averaging. Since formatives don't count toward the final grade, students aren't penalized for not scoring well while they are learning.

Student Name	Formative* Homework Max 8	Formative* Quiz Max 8	Formative* Exit-Ticket Max 8	Criterion A Unit Test Max 8	Criterion A Project Max 8	Criterion Slide-Deck Max 8	Criterion A Essay Max 8	Criterion A Research Project Max 8	Final Score Criterion A Max 8
Amy	8	3	4	5	5	6	8	8	8
Jose	1	1	2	1	5	4	5	5	5

**Formative scores will be reported on Canvas, but are not used in determination of a final grade.*

How will grades be reported to parents this year?

Parents will be able to see their student's updated grades on Canvas and Aeries. Percentages are aligned with the 1-8 rubric scores that students are receiving in the classroom. Grades will be reported out using Traditional letter grades for this school year. The descriptors on the chart below provide additional feedback for parents and students to support their growth and understanding of content.

Summit Charter Intermediate Academy

IB Grading Chart for Quarter/Semester Grade Reporting

IB Grade	Traditional Letter Grade	Percentages	Descriptor
7/8	A	95% / 100%	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	A-	90%	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	B	85%	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	B-	80%	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	C	75%	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	D	65%	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	F	50%	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.