

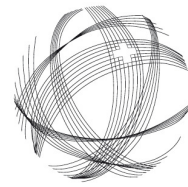
International  
School  
of Berne

# *MYP Guide to Assessment*

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2009 / 2010

*Education for life in the heart of Switzerland*



## ABOUT THIS BOOKLET

Dear Parents & Students

Thank you for taking the time to look through this guide to grading and assessment in grades 6 – 10 at ISBerne. The following introduction aims to explain the purpose and structure of this booklet.

### PURPOSE

ISBerne runs the International Baccalaureate Middle Years Programme (IB MYP) in grades 6 – 10. This programme of study – the curriculum model and the course descriptions – is explained in our MYP curriculum guide, available from the school office or as a download from our web-site ([www.isberne.ch](http://www.isberne.ch)). In addition, through this booklet the school would like to provide some further information about grading and assessment to help everyone in our community gain a better understanding of the way our teachers award grades.

If, having looked through this booklet, you still have questions about the programme, please feel free to call in and see me. Our aim is to share our work at ISBerne with our community, and I hope that you find this guide to grading and assessment a useful addition to our publications.

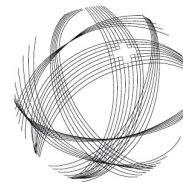
Sincerely

A handwritten signature in blue ink that reads "James Cairns".

Mr. James Cairns  
IB MYP Coordinator

**IB Middle Years Programme**





## IB Middle Years Programme

### STRUCTURE

The booklet aims to 'walk through' the process of awarding MYP grades at ISBerne, and is organised as follows

#### 1) Preparing for Assessment Page 4

This section addresses questions such as 'how do we develop assessment tasks?' and 'what are assessment criteria and how do teachers use them?'

#### 2) A Visual Summary Page 5

This provides a visual 'route map' through the assessment process.

#### 3) Information about our Assessment Policy Page 6

This section offers you information about our school guidelines; what we hope to achieve and how we approach assessment and grading.

#### 4) Assessment Criteria Page 8

Here you can find information about assessment criteria. There is an example of the assessment criteria for *one* subject area (humanities), followed by the assessment details for *every* subject area we teach at ISBerne, including the 'top' descriptor for each assessment criterion.

#### 5) Awarding a Semester Grade Page 27

Once you have read through the assessment criteria, you can look at a 'worked example' showing how teachers determine a semester attainment grade. This semester attainment grade summarises a student's level of achievement at that moment in time. **Please note that this example is for illustrative purposes only.**

#### 6) Grade Boundaries Page 28

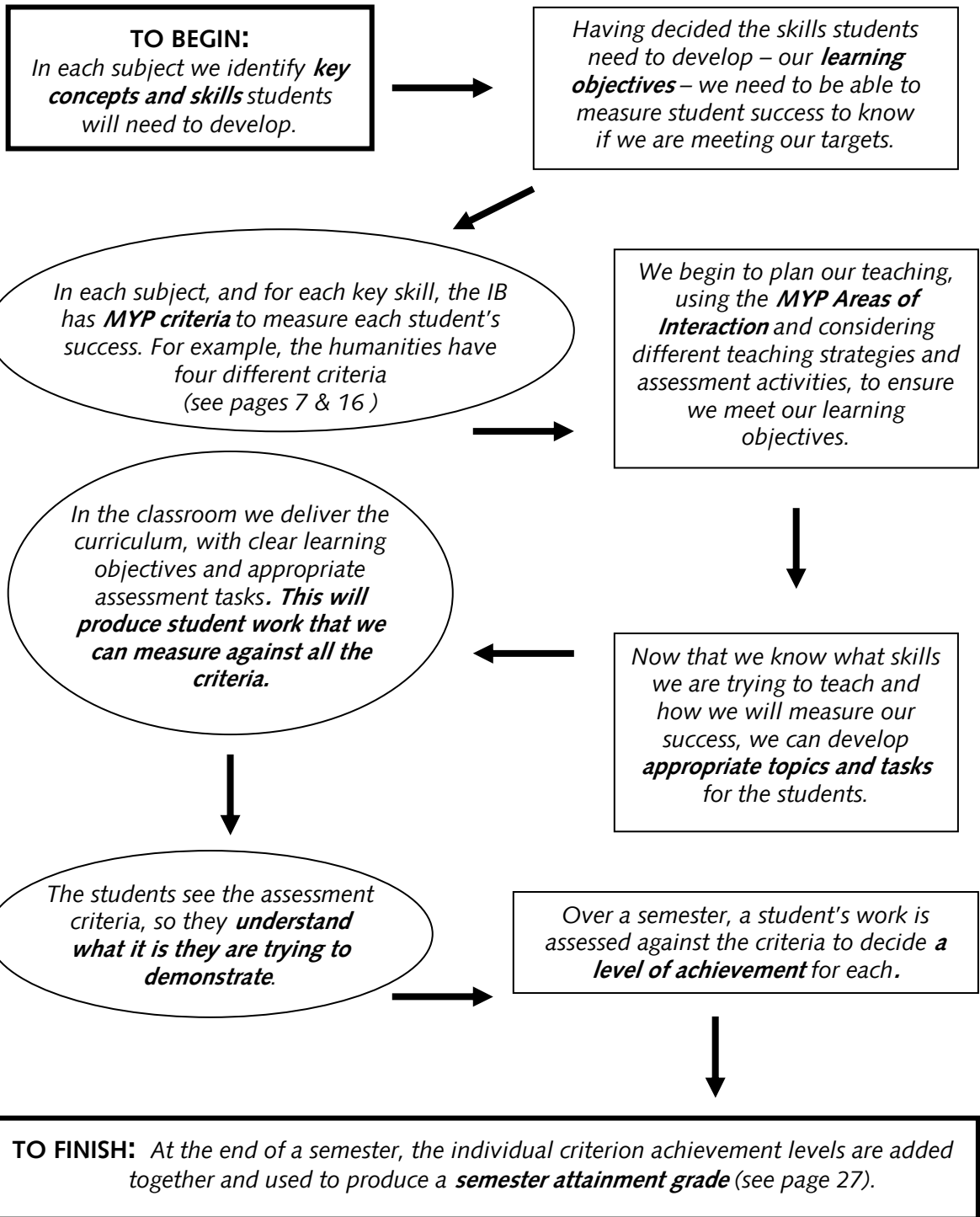
In the previous section we looked at determining a semester attainment grade in one subject (humanities): this section shows you all the grade boundaries for every MYP subject area.

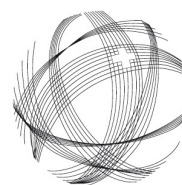
#### 7) The Semester Attainment Grade Page 31

Once a semester attainment grade has been awarded, we use a descriptor to explain that grade; for example, your child may receive a '5' as a final semester attainment grade for humanities, but what does that mean? This section shows you the grade descriptors for all 1 – 7 MYP grades.

**PREPARING FOR ASSESSMENT**

A semester attainment grade, or a summative assessment of your child's work, comes at the end of a long process; it is the culmination of a great deal of planning which attempts to offer your child the best chance of demonstrating a range of competencies in each subject area. Below, we have tried to outline this process.





**THE ASSESSMENT PROCESS**

<b>1</b>	<b>The teacher establishes a range of learning objectives; one example would be the development of critical, analytical skills.</b>
<b>2</b>	<b>The teacher will outline anticipated learning and assessment tasks for the students, prepare the necessary materials, and set assessment deadlines.</b>
<b>3</b>	<b>The teacher identifies and explains to the students which assessment criteria are to be used for which task, and distributes the relevant criteria to students.</b>
<b>4</b>	<b>At the end of, or during, a teaching unit the students will present their work. The teacher assesses this work, according to previously agreed and published criteria.</b>
<b>5</b>	<b>The teacher returns work to the students, with a level of achievement for each criterion assessed. The students have time for reflection and feedback.</b>
<b>6</b>	<b>Over a semester, the teacher repeats steps 1 – 5, generating a range of achievement levels for each criterion.</b>
<b>7</b>	<b>At the end of the semester, the most consistent levels of achievement, taken from each criterion, are added together to produce a final total.</b>
<b>8</b>	<b>The final total is measured against the subject-specific published grade boundaries to determine a final semester attainment grade.</b>



### ISBERNE ASSESSMENT POLICY

The following excerpts are taken from the school's Curriculum Development and Assessment Policy. The full document is available as a download from our website ([www.isberne.ch](http://www.isberne.ch)).

#### Principles

Assessment at ISBerne should be guided by the following principles:

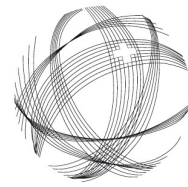
- I. Assessment should account for a variety of learning styles.
- II. Assessment should be differentiated to account for the diverse backgrounds of learners.
- III. Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer and self-assessment).
- IV. Assessment should be criteria-referenced, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students.
- V. Assessment should measure what students understand, what they can do and what they know.
- VI. Assessment should be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).
- VII. Assessment should be on-going and reflective, allowing
  - i. students to evaluate their progress and set targets for improvement; and
  - ii. the school to evaluate the measure of success in meeting specific learning objectives.
- VIII. Assessment should be internally moderated, both at departmental and grade level, and between secondary and elementary school, to ensure consistency.

In addition,

- IX. Attainment grades awarded for any particular piece of work should reflect a student's level of performance as measured against specific criteria.
- X. At the end of each reporting period, final attainment grades should reflect the level of achievement most consistently achieved by the student.

#### Awarding Grades

In each subject, the award of final (reported) attainment grades requires the translation of a variety of criteria-referenced levels of achievement awarded through each reporting period, semester 1 and semester 2, into a single 7 (high) – 1 (low) grade. Each subject will have different benchmark criteria used for different assessment opportunities, such as written essays or projects, oral work, science practicals, theatre performance, art exhibitions etc. These criteria are measured on numeric scales, which differ in range and weighting by assessment, subject and course. Each Head of Department should have these criteria clearly identified in their curriculum documentation.



## **IB Middle Years Programme**

### **Awarding Grades for the Middle Years Programme**

In each subject, the translation of MYP criteria-referenced numeric levels of achievement into a final 7 (high) – 1 (low) reported grade should be achieved by

- a. determining the most consistent level of achievement, for each criterion, achieved by the student during the course of each semester; and
- b. measuring the final criterion levels total against published IB MYP grade boundaries.

### **Assessment Tasks**

Each student can expect, during the course of each semester,

- a variety of different assessment tasks to be undertaken
- to be notified in advance of the criteria for each assessment task
- that different assessment tasks will be weighted according to the complexity, length and relative importance of the assessment. In practice, this means that major projects or unit assessments will provide a more significant contribution to a final (reported) grade than minor completion or reinforcement tasks.

## IB Middle Years Programme

### ASSESSMENT CRITERIA

The use of assessment criteria gives us a framework to determine a student's success. To explain how criteria are used, look at the information below, taken from the humanities curriculum.

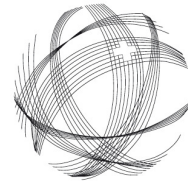
- 1) There are four criteria used to assess a child's progress in the humanities (at ISBerne, these criteria apply to integrated humanities, geography and history):

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Knowledge	10
CRITERION B: Concepts	10
CRITERION C: Skills	10
CRITERION D: Organization of Information	8

- 2) We have identified **four learning objectives** (knowledge, concepts, skills and organisation of information) as the focus of our teaching, and a student's success in meeting each of these four objectives is measured using descriptors. Here is one example:

#### CRITERION C: Skills

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1 – 2	The student can select and use <b>some relevant</b> information. The student displays <b>minimal analytical skills</b> . The student's arguments, decisions or judgments are <b>not always relevant</b> , or may be <b>absent</b> . The student <b>attempts</b> to carry out investigations, demonstrating <b>few skills</b> .
3 – 4	The student selects and uses <b>mostly relevant</b> information. The student's work <b>lacks the required depth in analysis</b> . The student makes some <b>relevant</b> arguments, decisions or judgments though these are <b>unsupported</b> . The student demonstrates <b>basic</b> investigative skills.
5 – 6	The student selects and uses <b>relevant</b> information. Work shows <b>satisfactory evidence of analysis</b> . Arguments, decisions and judgments are <b>supported and balanced but superficial</b> . The student demonstrates <b>adequate</b> investigative skills.
7 – 8	The student selects and uses a <b>range of relevant</b> information. Work shows a <b>good level of critical analysis</b> . Arguments, decisions and judgments are <b>well supported and balanced</b> . The student demonstrates <b>effective</b> investigative skills.
9 - 10	The student selects and uses a <b>wide range of relevant</b> information. Work shows a <b>high level of critical analysis</b> . Arguments, decisions and judgments are <b>fully supported and well balanced</b> . The student demonstrates <b>sophisticated</b> investigative skills.



## IB Middle Years Programme

- 3) Teaching and learning strategies are developed so that students will develop the skills needed to meet each of our four learning objectives. Assessment tasks are prepared that will allow the students to demonstrate, and the teacher to judge, a level of achievement against each criterion.
- 4) When a student submits a piece of work we ask the question: **which descriptor best fits the student's work?** So, for each criterion, we decide on a descriptor and then award the corresponding level of achievement.

The intention is to give students **clear learning objectives**. Students can reflect on their work, study the criteria and the levels of achievement that have been awarded, and then identify any weaknesses or areas for improvement. This is **formative assessment** or assessment that encourages each student to take ownership of his/her own learning, thus promoting the attributes of the Learner Profile.

**On the following pages you will find**

- a) the assessment criteria (learning objectives) for each subject
- b) the top descriptor for each assessment criteria

*Please note that some subjects may modify some criteria for grades 6 – 8.*

**GROUP 1: LANGUAGE A**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Content	10
CRITERION B: Organization	10
CRITERION C: Style & Language Usage	10

**Sample Assessment Criteria**

CRITERION A: Content	CRITERION B: Organization	CRITERION C: Style & Language Usage
<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 9 - 10</i>
The student demonstrates a <b>perceptive</b> understanding of the relevant aspects of the topic or theme. The work <b>consistently displays</b> illustrative detail, development and support. Creative pieces <b>reflect a high degree</b> of imagination and sensitivity. The student's response to literature <b>demonstrates a sophisticated analysis</b> of the author's intention and techniques.	The student's work is <b>consistently well organized, clear and coherent</b> , and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions <b>effectively develop and substantiate the ideas being expressed</b> . When such devices are required, critical conventions and apparatus are used <b>in a sophisticated manner</b> .	The student's use of vocabulary is <b>always appropriate</b> and <b>greatly varied</b> with <b>very infrequent</b> errors in spelling, pronunciation, punctuation and syntax. The student has <b>mastered</b> the use of a register suitable to intention and audience.

**GROUP 2: LANGUAGE B FOUNDATION**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Speaking and Listening — Message & Interaction	<b>8</b>
CRITERION B: Speaking — Language	<b>8</b>
CRITERION C: Writing — Message & Organization	<b>8</b>
CRITERION D: Writing — Language	<b>8</b>
CRITERION E: Reading Comprehension	<b>16</b>

**Sample Assessment Criteria**

CRITERION A: Speaking and Listening — Message & Interaction	CRITERION B: Speaking — Language	CRITERION C: Writing — Message & Organization
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>
The student <b>consistently</b> communicates information, on a <b>variety</b> of aspects within common/everyday topics. The student's responses show <b>understanding of most</b> questions/comments and are <b>almost always</b> appropriate. The student's ideas are <b>relevant</b> and <b>detailed where appropriate</b> . The student <b>rarely needs</b> prompting and/or rephrasing and <b>actively contributes</b> to the flow of ideas. Any pauses are <b>natural</b> .	The student's pronunciation and intonation are <b>clear and make communication easy</b> . The student makes <b>excellent use of a basic range of vocabulary</b> . The student uses <b>basic and more-complex grammatical structures, generally accurately</b> .	The student <b>always</b> communicates information, on a <b>variety</b> of aspects within common/everyday topics. The student's ideas are <b>relevant and detailed</b> and/or <b>supported where appropriate</b> . The presentation follows a <b>logical structure</b> . The student uses <b>cohesive devices that add clarity</b> to the message.

**GROUP 2: LANGUAGE B FOUNDATION**

**Sample Assessment Criteria (cont'd)**

<p>CRITERION D: Writing — Language</p>	<p>CRITERION E: Reading Comprehension</p>
<p><i>Level of Achievement 7 - 8</i></p>	<p><i>Level of Achievement 14 - 16</i></p>
<p>The student makes <b>excellent use of a basic range</b> of vocabulary and grammatical structures, and uses <b>some more-complex structures</b>. Vocabulary and grammar are <b>accurate</b>. There may be <b>occasional errors</b> in spelling/writing, but these <b>do not interfere</b> with communication.</p>	<p>The student identifies <b>basic and more-complex facts</b> in texts with <b>familiar and unfamiliar language</b>, identifies <b>the main idea and supporting details</b>, and <b>draws conclusions</b>. The student shows <b>good understanding of the text(s) overall</b>.</p>

**GROUP 2: LANGUAGE B STANDARD**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Oral Communication — Message & Interaction	<b>8</b>
CRITERION B: Oral Communication — Language	<b>8</b>
CRITERION C: Writing — Message & Organization	<b>8</b>
CRITERION D: Writing — Language	<b>8</b>
CRITERION E: Reading Comprehension	<b>16</b>

**Sample Assessment Criteria**

CRITERION A: Oral Communication — Message & Interaction	CRITERION B: Oral Communication — Language	CRITERION C: Writing — Message & Organization
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>
The student communicates information <b>clearly and effectively</b> ; both <b>simple and complex ideas are relevant and developed</b> ; opinions are <b>justified</b> . The student <b>shows understanding</b> through <b>responding correctly in familiar and spontaneous situations</b> . The student <b>contributes to the coherent flow</b> of conversation; and <b>is actively and spontaneously engaged</b> . Any <b>prompting is natural and does not disturb the flow</b> .	The student's pronunciation and/or intonation have <b>occasional mistakes</b> , but these <b>do not interfere</b> with comprehensibility. The student uses a <b>wide range</b> of vocabulary and varied structures <b>appropriately, including idiom and register</b> appropriate to context. Errors <b>do not interfere</b> .	The student communicates information <b>clearly and effectively</b> ; both <b>simple and complex ideas are relevant and supported</b> ; opinions are <b>justified</b> . The student structures the work <b>clearly and effectively</b> , which adds to the <b>clarity and coherence</b> of the message; there is <b>effective use of cohesive devices</b> .

**GROUP 2: LANGUAGE B STANDARD**

Sample Assessment Criteria (cont'd)

<p>CRITERION D: Writing — Language</p>	<p>CRITERION E: Reading Comprehension</p>
<p><i>Level of Achievement 7 - 8</i></p>	<p><i>Level of Achievement 14 - 16</i></p>
<p>The student uses a <b>wide range</b> of vocabulary and varied structures <b>appropriately</b>, and <b>uses idiom</b> appropriate to the context. Errors <b>do not interfere</b>. The student shows a <b>good command</b> of spelling/writing. The student shows a <b>clear sense of audience</b> by <b>consistently</b> using an <b>appropriate register</b>.</p>	<p>The student identifies <b>stated and implied information, main ideas</b> and <b>supporting details</b> in texts with <b>familiar and unfamiliar language</b> and/or <b>complex ideas</b>. The student <b>draws conclusions</b> and <b>recognizes opinions and attitudes implied within the text</b>. The student <b>identifies some aspects of format and style</b> where appropriate. The student shows a <b>good understanding of the text(s) overall</b>.</p>

**GROUP 2: LANGUAGE B ADVANCED**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Oral Communication — Message & Interaction	<b>8</b>
CRITERION B: Oral Communication — Style & Language Use	<b>8</b>
CRITERION C: Writing — Message & Organization	<b>8</b>
CRITERION D: Writing — Style & Language Use	<b>8</b>
CRITERION E: Text Interpretation	<b>16</b>

**Sample Assessment Criteria**

CRITERION A: Oral Communication — Message & Interaction	CRITERION B: Oral Communication — Style & Language Use	CRITERION C: Writing — Message & Organization
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>
The student communicates <b>basic and complex information with ease</b> ; ideas and opinions are <b>relevant, focused and supported by examples and illustrations</b> . The student shows a <b>complete and sophisticated understanding</b> of the topic through their responses and reactions. The student is <b>actively engaged and contributes much</b> to the conversation. The student's <b>coherent structuring</b> of ideas <b>enables the flow</b> of the message and interaction.	The student's intonation and fluency <b>contribute effectively</b> to communication. The student's vocabulary is <b>varied, appropriate and idiomatic</b> . The student uses <b>basic and complex grammar</b> with a <b>good degree of accuracy</b> . Register and style are <b>effective and appropriate</b> to the task.	The student communicates <b>complex information</b> ; ideas and opinions are <b>relevant, focused and supported</b> by examples and illustrations where appropriate. The student shows a <b>sophisticated, in-depth</b> understanding of the topic. The structure is <b>clear and effective</b> and <b>adds to the message</b> being conveyed; <b>cohesive devices enhance</b> the development of ideas.

**GROUP 2: LANGUAGE B ADVANCED**

Sample Assessment Criteria (cont'd)

<p>CRITERION D: Writing — Style &amp; Language Use</p>	<p>CRITERION E: Text Interpretation</p>
<p><i>Level of Achievement 7 - 8</i></p>	<p><i>Level of Achievement 14 - 16</i></p>
<p>The student's choice of vocabulary is <b>varied, sophisticated and idiomatic</b>. The student uses <b>complex grammar that adds to the style</b> of the text; he/she shows the <b>ability to manipulate</b> the language. Spelling/writing <b>contributes to the quality</b> of the work. There is a <b>clear sense of audience; register and style are effective</b>. The student may be <b>creative with the language</b>, or show <b>humour or irony</b> when appropriate to the task.</p>	<p>The student shows understanding of <b>stated and implied</b> information, <b>main ideas and supporting</b> details in texts with <b>familiar and unfamiliar language</b>, and/or <b>complex ideas and subtleties</b>. The student makes inferences that are <b>convincingly supported with details from the text</b> and can <b>interpret aspects of style</b>. The student shows a <b>perceptive understanding of the text(s) overall</b>.</p>

**GROUP 3: HUMANITIES**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Knowledge	10
CRITERION B: Concepts	10
CRITERION C: Skills	10
CRITERION D: Organization and Presentation	8

**Sample Assessment Criteria**

CRITERION A: Content	CRITERION B: Organization	CRITERION C: Skills	CRITERION D: Organization and Presentation
<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 7 - 8</i>
The student shows an <b>excellent command of a wide range</b> of terminology, and uses it appropriately. An <b>extensive range</b> of relevant facts and examples are used to show understanding. Descriptions are <b>accurate and detailed</b> and explanations are <b>fully developed</b> .	Application of concepts is <b>appropriate and sophisticated</b> . The student demonstrates conceptual awareness and understanding by <b>explaining in detail</b> connections to the subject matter. The student applies concepts <b>effectively</b> to other situations.	The student selects and uses a <b>wide range of relevant</b> information. Work shows a <b>high level of critical analysis</b> . Arguments, decisions and judgments are <b>fully supported and well balanced</b> . The student demonstrates <b>sophisticated</b> investigative skills.	The student communicates information that is <b>always relevant</b> . The student organizes information into a <b>well-developed and logical sequence</b> , appropriate to the format required. Presentation and expression are <b>clear, concise and effective</b> , and the language, style and visual representation used are <b>always appropriate</b> to the audience and purpose. All sources of information are <b>documented according to a recognized convention</b> .

**GROUP 4: SCIENCES**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: One World	6
CRITERION B: Communication in Science	6
CRITERION C: Knowledge & Understanding of Science	6
CRITERION D: Scientific Inquiry	6
CRITERION E: Processing Data	6
CRITERION F: Attitudes in Science	6

**Sample Assessment Criteria**

CRITERION A: One World	CRITERION B: Communication in Science	CRITERION C: Knowledge & Understanding of Science
<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>
The student <b>explains</b> how science is applied to addressing a specific local or global issue. The student <b>explains some</b> of the benefits <b>and</b> limitations of science in solving the issue. The student <b>discusses</b> how science and its applications interact with <b>some</b> of the following factors: social, economic, political, environmental, cultural and ethical.	The student communicates scientific information <b>effectively</b> using <b>scientific language correctly</b> . The student presents all the information appropriately using symbolic and/or visual representation accurately according to the task. The student acknowledges sources of information <b>appropriately</b> .	The student explains scientific ideas and concepts and applies scientific understanding to solve <b>problems in familiar and unfamiliar situations</b> . The student <b>analyses</b> and <b>evaluates</b> scientific information by making <b>scientifically supported judgments</b> about the information, the validity of the ideas or the quality of the work.

**GROUP 4: SCIENCES**

**Sample Assessment Criteria (cont'd)**

CRITERION D: Scientific Inquiry	CRITERION E: Processing Data	CRITERION F: Attitudes in Science
<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>
<p>The student <b>defines</b> the purpose of the investigation, <b>formulates a testable hypothesis</b> and <b>explains</b> the hypothesis using scientific reasoning. The student identifies the relevant variables and <b>explains how to manipulate</b> them. The student <b>evaluates</b> the method commenting on its <b>reliability</b> and/or <b>validity</b>. The student suggests improvements to the method and makes suggestions for further inquiry when relevant.</p>	<p>The student organizes and transforms data into numerical and diagrammatic forms and presents it logically and clearly, using appropriate communication modes. The student <b>explains trends, patterns or relationships</b> in the data, comments on the reliability of the data, draws a <b>clear conclusion</b> based on the correct interpretation of the data, and explains it using <b>scientific reasoning</b>.</p>	<p>The student <b>works largely independently</b>; uses equipment with precision and skill; <b>pays close attention to safety</b> and deals responsibly with the living and non-living environment. The student consistently <b>works effectively as part of a team</b>, collaborating with others and respecting their views.</p>

**GROUP 5: MATHEMATICS**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Knowledge & Understanding	<b>8</b>
CRITERION B: Investigating Patterns	<b>8</b>
CRITERION C: Communication in Mathematics	<b>6</b>
CRITERION D: Reflection in Mathematics	<b>6</b>

**Sample Assessment Criteria**

CRITERION A: Knowledge & Understanding	CRITERION B: Investigating Patterns	CRITERION C: Communication in Mathematics	CRITERION D: Reflection in Mathematics
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 5 - 6</i>	<i>Level of Achievement 5 - 6</i>
The student <b>consistently</b> makes <b>appropriate</b> deductions when solving <b>challenging</b> problems in a <b>variety</b> of contexts including <b>unfamiliar</b> situations.	The student <b>selects and applies</b> mathematical problem-solving techniques to recognize patterns, <b>describes</b> them as relationships or general rules, <b>draws conclusions</b> consistent with findings, and <b>provides justifications or proofs</b> .	The student shows <b>good</b> use of mathematical language <b>and</b> forms of mathematical representation. The lines of reasoning are <b>concise, logical and complete</b> . The student moves <b>effectively</b> between different forms of representation.	The student <b>critically explains</b> whether his or her results make sense in the context of the problem and provides a <b>detailed explanation</b> of the importance of his or her findings in connection to real life. The student <b>justifies</b> the degree of accuracy of his or her results where appropriate. The student <b>suggests improvements</b> to the method when necessary.

**GROUP 6: CREATIVE ARTS**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Knowledge & Understanding	<b>8</b>
CRITERION B: Application	<b>10</b>
CRITERION C: Reflection & Evaluation	<b>8</b>
CRITERION D: Artistic Awareness & Personal Engagement	<b>8</b>

**Sample Assessment Criteria**

CRITERION A: Knowledge & Understanding	CRITERION B: Application	CRITERION C: Reflection & Evaluation	CRITERION D: Artistic Awareness & Personal Engagement
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 7 - 8</i>
The student shows a <b>thorough</b> understanding of the topic under consideration. The student <b>confidently</b> applies theoretical knowledge and subject-specific terminology to <b>identify clearly</b> the complexities of the materials studied.	The student is <b>highly competent</b> in choosing and applying a <b>range</b> of skills and strategies for the realization of work. The student's processes and resolved artwork reflect a <b>high level</b> of proficiency and creativity.	The student gives a <b>considered response</b> to feedback and provides a <b>thorough</b> reflection and evaluation of his/her development and of the process of working. This evaluation includes an <b>accurate analysis</b> of the quality of produced work and <b>details of improvements</b> which could be made.	The student demonstrates a <b>high level</b> of interest and personal engagement in the work, and shows <b>initiative, enthusiasm</b> and <b>commitment</b> .

**GROUP 7: TECHNOLOGY**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Investigate	6
CRITERION B: Design	6
CRITERION C: Plan	6
CRITERION D: Create	6
CRITERION E: Evaluate	6
CRITERION F: Attitudes in Technology	6

**Sample Assessment Criteria**

CRITERION A: Investigate	CRITERION B: Design	CRITERION C: Plan
<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>
The student <b>explains</b> the problem, <b>discussing</b> its relevance. The student critically investigates the problem, <b>evaluating</b> information from a <b>broad range of appropriate, acknowledged</b> sources. The student describes <b>detailed</b> methods for appropriate testing to <b>evaluate</b> the product/solution against the design specification.	The student generates a <b>range of feasible</b> designs, <b>each evaluated</b> against the design specification. The student justifies the chosen design and <b>evaluates</b> it fully and critically against the design specification.	The student produces a plan that contains a <b>number of detailed, logical</b> steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design.

**GROUP 7: TECHNOLOGY**

**Sample Assessment Criteria (cont'd)**

CRITERION D: Create	CRITERION E: Evaluate	CRITERION F: Attitudes in Technology
<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>	<i>Level of Achievement 5 – 6</i>
<p>The student <b>competently uses</b> appropriate techniques and equipment. The student follows the plan and <b>justifies</b> any modifications made, resulting in a product/solution of <b>appropriate</b> quality using the resources available.</p>	<p>The student evaluates the success of the product/solution in an objective manner based on the <b>results of testing</b>, and the <b>views of the intended users</b>. The student provides an evaluation of his or her own performance <b>at each stage of the design cycle</b> and suggests improvements. The student provides an appropriate evaluation of the <b>impact</b> of the product/solution on life, society and/or the environment.</p>	<p>The student <b>consistently</b> displays a satisfactory standard in <b>both</b> personal engagement (motivation, independence, general positive attitude) and attitudes towards safety, cooperation and respect for others.</p>

**GROUP 8: PHYSICAL EDUCATION**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Use of Knowledge	8
CRITERION B: Movement Composition	6
CRITERION C: Performance	10
CRITERION D: Social Skills & Personal Engagement	8

**Sample Assessment Criteria**

CRITERION A: Use of Knowledge	CRITERION B: Movement Composition	CRITERION C: Performance	CRITERION D: Social Skills & Personal Engagement
<i>Level of Achievement 7 - 8</i>	<i>Level of Achievement 5 - 6</i>	<i>Level of Achievement 9 - 10</i>	<i>Level of Achievement 7 - 8</i>
Uses a <b>wide range</b> of physical education terminology <b>accurately and appropriately</b> in <b>most</b> situations. Demonstrates a <b>thorough</b> knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge <b>wisely and effectively</b> to analyze and solve problems in familiar <b>and unfamiliar situations</b> .	The student <b>selects, adapts and creates a wide range</b> of aesthetic moves that <b>are appropriate</b> to the requirements of the task. The sequence shows a <b>sophisticated use</b> of space, time, level, force and flow. The composition is <b>coherent</b> , and shows <b>aspects of imagination, creativity and style</b> .	The student shows a <b>high level of competence in both basic and complex</b> moves, skills and techniques in the performance or playing situation. The student <b>applies</b> movement concepts, tactics, strategies and rules <b>in a critical and effective manner</b> . The student performs with a high degree of precision, synchronization, energy, <b>style and flair</b> .	The student demonstrates attitudes and strategies that <b>deepen and enhance</b> their communication and relationships with others. The student <b>consistently</b> shows a <b>high degree of respect and sensitivity</b> to themselves, others and the physical environment. The student <b>takes responsibility</b> for their own learning and <b>consistently shows enthusiasm and commitment</b> to physical education. The student <b>reflects critically</b> on their own achievements, sets <b>appropriate goals that enhance learning</b> , and <b>takes action</b> towards achieving them.

**PERSONAL PROJECT (GRADE 10 ONLY)**

ASSESSMENT CRITERIA:	LEVEL OF ACHIEVEMENT
CRITERION A: Planning and Development	4
CRITERION B: Collection of Information/Resources	4
CRITERION C: Choice and Application of Techniques	4
CRITERION D: Analysis of Information	4
CRITERION E: Organization of the Written Work	4
CRITERION F: Analysis of Process and Outcome	4
CRITERION G: Personal Engagement	4

**Sample Assessment Criteria**

CRITERION A: Planning and Development	CRITERION B: Collection of Information/Resources	CRITERION C: Choice and Application of Techniques	CRITERION D: Analysis of Information
<i>Level of Achievement 4</i>	<i>Level of Achievement 4</i>	<i>Level of Achievement 4</i>	<i>Level of Achievement 4</i>
The student identifies and clearly describes the goal of the personal project <b>within a context, develops and justifies</b> the focus on the area(s) of interaction and provides a coherent <b>and thorough</b> description of how he/she aims to achieve this goal. The development of the personal project is <b>totally</b> consistent with this description.	The personal project contains <b>excellent</b> , relevant information and resources from a <b>wide variety</b> of appropriate sources. The bibliography is <b>complete and well presented</b> , with <b>clear references</b> to sources in the body of the text and appendices, where appropriate.	The student has chosen <b>absolutely appropriate</b> techniques, provided <b>specific justification</b> for their choice and applied them <b>effectively</b> to achieve the stated goal.	The personal project <b>clearly shows</b> the depth of reflection and vitality of the student's own <b>ideas and vision</b> . The student consistently supports a <b>truly personal response</b> to the topic with arguments and evidence.

**PERSONAL PROJECT (GRADE 10 ONLY)**

**Sample Assessment Criteria (cont'd)**

CRITERION E: Organization of the Written Work	CRITERION F: Analysis of Process and Outcome	CRITERION G: Personal Engagement
<i>Level of Achievement 4</i>	<i>Level of Achievement 4</i>	<i>Level of Achievement 4</i>
<p>The organization of the work is <b>completely coherent</b> with the required structure. Ideas are sequenced in a <b>consistently</b> logical manner with appropriate transitions. Overall presentation and neatness of the work are <b>excellent</b>.</p>	<p>The student consistently and <b>thoroughly</b> reviews his/her personal project in terms of the goal set at its start. The student's review shows <b>excellent reflection</b> on different stages of the process. The evaluation includes an <b>excellent</b> analysis of the quality of the product and reveals a <b>thorough</b> understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents <b>new perspectives</b> emerging from the chosen topic.</p>	<p>The personal project is judged to be <b>outstanding</b> in terms of the required qualities and working behaviours (see below).</p>

*Criterion G focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken. The assessment should also take account of working behaviours such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals. The levels of achievement awarded should be based on a holistic judgment of the degree to which these qualities and working behaviours are evident in the personal project.*

**AWARDING THE SEMESTER ATTAINMENT GRADE: A WORKED EXAMPLE FOR HUMANITIES**

ASSESSMENT CRITERIA (LEVEL OF ACHIEVEMENT)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6		FINAL
CRITERION A: Knowledge (10)	6	7	4	7	6	6		6
CRITERION B: Concepts (10)	6	5	7	6	7	7		7
CRITERION C: Skills (10)	6	6	5	7	7	6		6
CRITERION D: Organization of Information (8)	4	6	7	7	7	6		7
							<b>TOTAL</b>	<b>26</b>

To ensure that each student has a variety of opportunities to meet the criteria

- all students have a copy of the assessment criteria and are aware of the aims of each task
- the teacher will provide a variety of assessment opportunities, such as oral presentation, extended and short-answer writing, group or project work, quizzes or other formal written assessment, exhibition or performance (particularly in the arts), research assignments (independent study), home- and class-work, role play (empathy) etc
- a student's best work in each criterion - in this case tasks 4 and 5 - will be included in the student's portfolio which, for Grade 10 students, will be sent to the IB for moderation.

**Awarding the Semester Attainment Grade**

- Determine the most consistent level of achievement in each criterion; in this case  
 Criterion A: 6  
 Criterion B: 7  
 Criterion C: 6  
 Criterion D: 7
- Add the final criterion scores together; in this case, 26
- Measure the final level of achievement (26) against the published grade boundaries (right). This student would receive a semester attainment grade of 5.

HUMANITIES	
GRADE	BOUNDARIES
1	0 – 7
2	8 – 12
3	13 – 18
4	19 – 23
5	24 – 28
6	29 – 33
7	34 – 38

### FINAL GRADES & GRADE BOUNDARIES

#### Awarding Final Semester Grades for the Middle Years Programme

In each subject, the translation of MYP criteria-referenced numeric levels of achievement into a final 7 (high) – 1 (low) reported grade should be achieved by **a)** determining the most consistent level of achievement, for each criterion, achieved by the student during the course of each semester; and **b)** measuring the final criterion levels total against published IB MYP grade boundaries. Grade boundaries are different in each subject group, as you will see below, and the staff at ISBerne use these boundaries to establish a final semester attainment grade for each child in each subject. These boundaries are fixed (mandatory) in Grade 10; however, the school may choose to adapt both subject criteria and grade boundaries to assist learning in Grades 6 – 9.

LANGUAGE A	
GRADE	BOUNDARIES
1	0 – 4
2	5 – 9
3	10 – 14
4	15 – 19
5	20 – 23
6	24 – 27
7	28 - 30

LANGUAGE B (FOUNDATION, STANDARD & ADVANCED)	
GRADE	BOUNDARIES
1	0 – 8
2	9 – 16
3	17 – 23
4	24 – 30
5	31 – 36
6	37 – 42
7	43 - 48

HUMANITIES	
GRADE	BOUNDARIES
1	0 – 7
2	8 – 12
3	13 – 18
4	19 – 23
5	24 – 28
6	29 – 33
7	34 - 38

**GRADE BOUNDARIES & FINAL GRADES**

<b>INTEGRATED SCIENCES</b>	
<b>GRADE</b>	<b>BOUNDARIES</b>
<b>1</b>	<b>0 – 5</b>
<b>2</b>	<b>6 – 11</b>
<b>3</b>	<b>12 – 18</b>
<b>4</b>	<b>19 – 24</b>
<b>5</b>	<b>25 – 28</b>
<b>6</b>	<b>29 – 32</b>
<b>7</b>	<b>33 - 36</b>

<b>MATHEMATICS</b>	
<b>GRADE</b>	<b>BOUNDARIES</b>
<b>1</b>	<b>0 – 4</b>
<b>2</b>	<b>5 - 8</b>
<b>3</b>	<b>9 – 12</b>
<b>4</b>	<b>13 – 17</b>
<b>5</b>	<b>18 – 21</b>
<b>6</b>	<b>22 – 25</b>
<b>7</b>	<b>26 - 28</b>

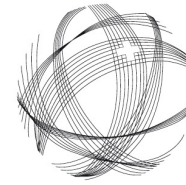
<b>CREATIVE ARTS</b>	
<b>GRADE</b>	<b>BOUNDARIES</b>
<b>1</b>	<b>0 – 6</b>
<b>2</b>	<b>7 – 10</b>
<b>3</b>	<b>11 – 14</b>
<b>4</b>	<b>15 – 21</b>
<b>5</b>	<b>22 – 25</b>
<b>6</b>	<b>26 – 29</b>
<b>7</b>	<b>30 - 34</b>

**GRADE BOUNDARIES & FINAL GRADES**

TECHNOLOGY	
GRADE	BOUNDARIES
1	0 – 5
2	6 – 9
3	10 – 15
4	16 – 21
5	22 – 26
6	27 – 31
7	32 - 36

PHYSICAL EDUCATION	
GRADE	BOUNDARIES
1	0 – 5
2	6 – 10
3	11 – 15
4	16 – 20
5	21 – 24
6	25 – 28
7	29 - 32

PERSONAL PROJECT	
GRADE	BOUNDARIES
1	0 – 5
2	6 – 9
3	10 – 13
4	14 – 16
5	17 – 21
6	22 – 24
7	25 - 28

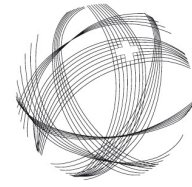


### AWARDING THE SEMESTER ATTAINMENT GRADE


A student's semester attainment grade is determined by looking at his/her performance against a range of criteria; in our example (above) the student's final level of achievement was a 5, which is 'Good', and you can read the description below. This is the grade that will appear on the student's report and school transcript.

- Grade 7:**  
(Excellent) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
- Grade 6:**  
(Very good) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
- Grade 5:**  
(Good) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- Grade 4:**  
(Satisfactory) A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- Grade 3**  
(Needs Improvement) Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
- Grade 2:**  
(Poor) Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
- Grade 1:**  
(Very poor) Minimal achievement in terms of the objectives.

## IB Middle Years Programme



International  
School  
of Berne

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