



MONTGOMERY COUNTY PUBLIC SCHOOLS
SILVER SPRING INTERNATIONAL MIDDLE SCHOOL
An IB World School



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Dear Parents and Guardians,

The Silver Spring International Middle School has been an International Baccalaureate World School authorized to provide the Middle Years Programme (MYP) since 2006. Our students are part of an international community of learners who strive to make connections to our world, communicate with others in multiple ways to become culturally aware global citizens.

Assessment is a primary component of the MYP program and our students are assessed throughout the year in all subject areas. Each subject area has pre-determined assessment criteria established by the International Baccalaureate Organization (IBO) for all authorized world schools. This year we are pleased to have been selected to pilot the new county-wide MYP Progress Report, which will be distributed at the end of each semester. The MYP Progress Report is a measure of student achievement in the context of the IB's 7-point grading system which is applied to students in IB schools throughout the world. Task-specific scoring rubrics (assessment criteria) are used to evaluate each student's understanding of skills and content in eight discrete disciplines which aligns to most courses taught in the MCPS program of studies. This year, teachers report MYP scores in a separate process, to the MCPS online grading and reporting system. The MYP grading system is based on MYP assessment scores and it differs from the traditional percentage-based letter grades used by MCPS. Success on MYP assessment criteria is measured in terms of achievement levels, which are task-specific descriptors of concepts and skills. These achievement levels indicate how completely a student has mastered each assessment objectives.

We request that you take a few minutes to review with your child, the enclosed MYP Progress Report to familiarize yourself with the MYP grading and reporting process. On the reverse side of this letter, you will find details of the IB MYP grading system and a key to help you interpret the Progress Report.

It is important to remember that the MYP Progress Report does not replace the standard MCPS report card. Instead, it is our way of providing a view of your child's progress through the lens of the IB. It is our goal to keep you informed of all the practices and initiatives we are implementing as an International Baccalaureate World School. If you have any questions and concerns about this assessment tool, please contact Ms. Lis Caison, IB Coordinator at the school. Thank you for your continued support.

Sincerely,

John W. Haas
Principal

cc: File

HOW TO INTERPRET THE MYP GRADING SYSTEM

MYP-MCPS Course/Subject Alignment	
MYP Discipline	MCPS Subject/Course(s)
<i>Language and Literature</i>	<i>Advanced English and Reading</i>
<i>Individuals and Societies</i>	<i>Advanced World Studies and U.S. History</i>
<i>Mathematics</i>	<i>Math, IM, Algebra, Honors Geometry</i>
<i>Language Acquisition</i>	<i>French and Spanish</i>
<i>Sciences</i>	<i>Investigations in Science, Earth Space Systems</i>
<i>Arts</i>	<i>Art, Music, Dance, FACS, LCL</i>
<i>Design</i>	<i>Imbedded in Science and Social Studies</i>

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



Grade Boundaries: Beginning this year, assessments for all MYP subjects are scored on one of four subject-specific assessment criteria or rubrics that have been teacher-tailored to individual assessment tasks. The scores for each assessment criteria are averaged and then the four averages for each course are totaled. The sum for each course is then measured against the grade boundaries chart above to determine the appropriate grade descriptor listed in the chart below.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	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 3	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 4	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 5	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 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	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. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .