

January 26, 2015

Dear Parents and Guardians,

Westland Middle School is an International Baccalaureate World School authorized to provide the Middle Years Programme (MYP) to all of our students. Our students are part of an international community of learners who strive to make connections to our world and communicate with others in multiple ways to become culturally aware global citizens.

We request that you take a few minutes to review the attached MYP Progress Report with your child. The recording and reporting of MYP achievement levels are organized in a way that provides students with detailed feedback on their progress. Each subject area has pre-determined assessment criteria established by the International Baccalaureate (IB) for all authorized world schools. 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) have been used to evaluate each student's understanding of skills and content which aligns to courses taught in the MCPS program of studies. Teachers have reported MYP scores as a part of the MCPS online grading and reporting system. The MYP grading system is based on MYP assessment scores which differs from the traditional percentage-based letter grades used by MCPS. The MYP scores will not impact the student's grade in a class or their overall grade point average. 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 the aims and objectives of the MYP. 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 about the assessment grades your child received, please feel free to contact your child's teacher. If you have any further questions or concerns about your child's assessment grades or this assessment tool, please contact Rachel Johns, IB MYP Coordinator at the school (Rachel_L_Johns@mcpsmd.org). Thank you for your continued support.

Sincerely,

Alison Serino

Alison Serino, Principal

Rachel Johns

Rachel Johns, IB MYP Coordinator

HOW TO INTERPRET THE IB MYP SEMESTER PROGRESS REPORT

Assessments for all IB MYP subjects are based on IB MYP objectives (received as part of your child's syllabus for the course) and scored using one of four subject-specific rubrics. The rubric titles are listed on the progress report. Each of the four criteria is scored on an 8 point rubric scale with each subject maximum equaling a maximum 32 points. The scores of each assessment criterion are averaged and then rounded to give a final score. The four scores for each criterion are totaled and printed on the progress report at the top of each subject title.

HON BIOLOGY A (Inactive)	
MYP Science - MCPS Science	29
SC Criteria A: Knowing and understanding	7
SC Criteria B: Inquiring and designing	7
SC Criteria C: Processing and evaluating	8
SC Criteria D: Reflecting on the impacts of science	7

Semester 1 Biology Total

****"Inactive" indicates courses offered during Semester 1. Semester 2 classes are blank****

The **total for each course** is then compared to the IB MYP "Grade and Boundary chart" below to determine the appropriate grade descriptor listed on the IB's 7-point grading system.

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

Biology = 29 Total points or IB Grade 7

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 .