

Assessment and Feedback

International

Baccalaureate Middle

Years Program at CLPM



*** STUDENTS ARE SUPPORTED AND ENCOURAGED BY BEING PROVIDED SPECIFIC FEEDBACK BY CRITERIA SO THEY KNOW WHERE THEY ARE AND WHAT THEY NEED TO DO TO IMPROVE.**

*** TEACHERS MAKE DECISIONS ABOUT STUDENT ACHIEVEMENT USING PROFESSIONAL JUDGEMENT, GUIDED BY SUBJECT CRITERIA, AND IS KNOWN IN ADVANCE BY THE STUDENTS.**

*** STUDENTS ARE PROVIDED MULTIPLE AND VARIED WAYS THROUGH THE YEAR TO MASTER LEARNING.**

*** ASSESSMENTS PROMOTE DEEP UNDERSTANDING AND CRITICAL THINKING SKILLS.**

*** OVERALL, A GRADE SHOULD BE THE MOST ACCURATE REFLECTION OF THE MOST RECENT PROGRESS IN STUDENT'S LEARNING.**

*** GRADES ENCOURAGE CONSISTENT IMPROVEMENT AND DO NOT PUNISH FOR EARLIER MISTAKES.**

IB MYP Performance Level Descriptors

0	The student does not reach a standard described by any of the descriptors below.
1	The student is working toward meeting subject specific objectives.
2	The student is working toward meeting subject specific objectives.
3	The student partially meets subject specific objectives.
4	The student partially meets subject specific objectives.
5	The student mostly meets subject specific objectives.
6	The student mostly meets subject specific objectives.
7	The student completely meets subject specific objectives.
8	The student completely meets subject specific objectives.

Criterion	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the solution	Evaluating

IB Overall Semester Grade Conversion Scale CLPMS

IB Range	Percentage	Letter	Description
6.00-8.00	90-100%	A	Excellent Performance
3.75-5.99	80-89%	B	Substantial Performance
2.50-3.74	70-79%	C	Adequate Performance
1.50-2.49	31-69%	D	Limited Performance
0.00-1.49	0-30%	F	No Evidence of Performance

IB Individual Assignment Grade Conversion Scale

IB Score	Percentage	Letter	Description
8	99-100%	A+	Excellent Performance
7	94-98%	A	Excellent Performance
6	90-93%	A-	Excellent Performance
5	85-89%	B/B+	Substantial Performance
4	80-84%	B-/B	Substantial Performance
3	74-79%	C/C+	Adequate Performance
2	65-73%	D/C-	Adequate Performance
1	31-64%	D-	Limited Performance
0	0-30%	F	No Evidence of Performance

IB Overall Semester Grade Conversion Scale High School Classes

IB Range	Percentage	Letter	Description
6.00-8.00	90-100%	A	Excellent Performance
4.00-5.99	80-89%	B	Substantial Performance
3.00-3.99	70-79%	C	Adequate Performance
2.00-2.99	31-69%	D	Limited Performance
0.00-1.00	0-30%	F	No Evidence of Performance