

# MONTEREY HIGH SCHOOL

Home of the Toreros



## Entendiendo el Bachillerato Internacional Programa de los Años Intermedios

## Understanding International Baccalaureate Middle Years Program Reporting of grades

Estimados Guardianes de los Estudiantes de la Preparatoria Monterey:

Guardians of Monterey High School Students:

Muchas personas consideran que los informes de evaluación del PAI son muy diferentes de otros sistemas de clasificación. Una escuela del PAI notifica los niveles de logro final para los criterios de evaluación específicos de cada grupo de asignaturas. El propósito de este sistema es describir lo que los estudiantes pueden hacer. Las escuelas también pueden completar los niveles de logros relacionados con los criterios para determinar un grado final de IB de 1-7, basado en las pautas de límites de grado general del programa y los descriptores de grado general.

Many people find MYP assessment reporting to be quite different from other grading systems. An MYP school reports final achievement levels for each subject group's specific assessment criteria. The purpose of this system is to describe what students *can do*. Schools may also total criterion-related achievement levels to determine a final IB grade from 1-7, based on the programme's general grade boundary guidelines and general grade descriptors.

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

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Los descriptores proporcionan información muy específica sobre la capacidad del estudiante. A diferencia de un porcentaje o una calificación de referencia normativa, las calificaciones basadas en estas descripciones están diseñadas para proporcionar una guía clara sobre cómo los estudiantes pueden mejorar su rendimiento.

Algunas personas y los sistemas educativos desean comparar las descripciones relacionadas con el criterio del PAI de los logros estudiantiles con porcentajes, calificaciones de letras u otros sistemas nacionales de información. El IB advierte contra esto porque los sistemas de clasificación varían mucho y pueden no estar alineados o compatibles entre sí.

Las escuelas pueden determinar las calificaciones del PAI y luego convertirlas a grados para otros sistemas. No es aceptable determinar los grados para otros sistemas y luego convertirlos a los grados del PAI. Este cuadro proporciona una comparación general de las calificaciones del PAI que usa nuestra escuela al comparar nuestra política de evaluación con algunos sistemas de calificación comunes usados en Norteamérica.

The descriptors give very specific information about student ability. Unlike a percentage or a norm-referenced grading, grades based on these descriptions are designed to provide clear guidance about how students can improve their performance.

Some people and education systems wish to compare MYP criterion-related descriptions of student achievement with percentages, letter grades or other national reporting systems. The IB cautions against this because grading systems vary greatly and may not be aligned or compatible with one another.

Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable to determine grades for other systems and then convert these to MYP grades.

This chart provides a general comparison of MYP grades that our school uses when comparing our assessment policy with some common grading systems used in North America.

Grade	Letter grade	Percentage *	Proficiency	Expectations
1	F	0-59%	Fail- not proficient	Far Below Basic
2	D	60-69%	Fail- not proficient	Below Basic
3	C	70-76%	Pass- proficient	Meets
<b>4** eligible for MYP certificate</b>	C+	77-82%	Pass- proficient	Meets
5	B	83-88%	Pass- proficient	Above Basic
6	B+	89-94%	Pass- advanced	Far Exceeds Basic
7	A	95-100%	Pass- advanced	Excels