



Herbert A. Ammons Middle School
17990 SW 142 Avenue
Miami, Florida 33177
305-971-0158



International Baccalaureate Middle Years Programme (IB-MYP)
MYP Progress Report Card/ Tarjeta Reporte del Progreso Academico en MYP

Student Name/Nombre del Estudiante	Grade/Grado	Date/Fecha	Homeroom Teacher

Pd.	Course Curso	Teacher Maestro(a)	MYP Assessment Criteria				Your Points Max. /32	IB Grade	Teacher Sign
			A	B	C	D			
1st									
2nd									
3rd									
4th									
5th									
6th									

The purpose of the IB Progress Report is to show the progress that students are making on the objectives of the International Baccalaureate Middle Years Program. Each of the eight courses in the MYP has a specific subject area guide. These guides spell out the aims (what students will experience or learn), the objectives (what the students will be able to do) and the assessment criteria (how they are evaluated).

When the IB assessment process is used, the grading is always criterion-related. Students know the assessment rubric and are measured against specific criteria. The criterion ranges in level of achievement and are measured on a scale of 1-8. In giving a final grade, the MYP uses a scale of 1 – 7, with 7 being the highest. This report grades progress on MYP tasks only.

*The MYP assessment criteria for all courses are listed *by letter* on the back of this report.

IB Grade Scale

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.
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.
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.
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.
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.
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.
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.

Students: explain this form to your parent/guardian, have them sign and date it and then place it in the *Approaches to Learning* section of your Portfolio.

_____ Date
 Parent/guardian signature

Assessment Criteria For MYP Subjects

Subject & Criteria		Subject & Criteria	
Arts: Visual and Performing		Language Acquisition	
A	Knowledge and Understanding	A	Comprehending Spoken and Visual Text
B	Developing Skills	B	Comprehending Written and Visual Text
C	Thinking Critically	C	Communicating
D	Responding	D	Using Language
Individuals and Societies		Physical and Health Ed	
A	Knowledge and Understanding	A	Knowledge and Understanding
B	Investigating	B	Planning for Performance
C	Communicating	C	Applying and Performing
D	Thinking Critically	D	Reflecting and Improving Performance
Language and Literature		Design	
A	Analyzing	A	Inquiring and Analyzing
B	Organization	B	Developing Ideas
C	Producing Text	C	Creating the Solution
D	Using Language	D	Evaluating
Sciences		My Personal Project	
A	Knowledge and Understanding	A	Investigating
B	Inquiring and Designing	B	Planning
C	Processing and Evaluating	C	Taking Action
D	Reflecting on the Impact of Science	D	Reflecting
Math		Interdisciplinary	
A	Knowledge and Understanding	A	Integrating Knowledge and Understanding
B	Investigating Patterns	B	Learning in Context
C	Communicating	C	Communicating
D	Applying Mathematics in Real World Context	D	Reflecting