

International Baccalaureate Middle Years Programme PROGRESS SUMMARY

Subject	Teacher	IB Achievement Levels						
		Criterion A	Criterion B	Criterion C	Criterion D	Final Grade	Engagement/Comment	
Design: Technological Systems		7	6	8	7	A	M	Excellent work
Language and literature: English		7	6	6	7	B+		
Mathematics: Geometry		7	5	6	4	B		
Individuals and societies: History		7	7	7	7	A		
Sciences		5	4	5	5	C+		
Physical and health education		7	8	8	8	A		
Arts Visual arts		5	5	6	6	B		
Language acquisition French		5	4	3	2	C		

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Design (e.g.)	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Language and literature: English	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-work contexts
Individuals and societies: History	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences: Biology	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and health education	Knowing and understanding	Planning for performance	Applying and Performing	Reflecting and improving performance
Arts Visual arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Language acquisition French	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to forms of texts	Using language in spoken and/or written form

GRADING INFORMATION

Grade	Boundaries	Grade Description
A	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.
B+	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 .
B	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and context. 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.
C+	16-18	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.
C	10-15	Produces work of an acceptable quality. Communicates basic understanding of many concepts and context, 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 classrooms situations.
D+	8-9	Produce work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
D	6-7	
E	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge and skills.

STUDENT ENGAGEMENT

Effort Scale	Effort Description	Explanation
M	Mostly	An engaged learner participates fully, collaborates willingly, acts responsibly, and seeks challenges.
U	Usually	
S	Sometimes	
R	Rarely	

