

Student, I am A. (12345678)

Counselor:, Last Name, First Name - Grade: 08

## General Information Middle Years Programme Achievement

This report shows your student's academic grade in every class. The overall Arlington Public Schools letter grade is determined by the mean or average score of your student's final achievement scores (1-8) in all four criteria for each subject area. The achievement scores within each criterion are not averaged together, but rather are determined by the mode or latest score. Achievement scores are cumulative over the duration of the year. The chart below shows the letter grade equivalencies to Middle Year Programme (MYP) boundaries.

## MYP Boundary Descriptions Aligned with Arlington Public School Grades

APS Grade	Alignment of Arlington Public School Grades with MYP Grade Descriptions
A	Produces high-quality, <b>frequently</b> innovative work. Communicates <b>comprehensive, nuanced</b> understanding of concepts and contexts. <b>Consistently</b> 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. Demonstrates significant growth in the subject area.
B+	Produces high-quality, <b>occasionally</b> innovative work. Communicates <b>extensive</b> understanding of concepts and contexts. <b>Demonstrates</b> critical and creative thinking, <b>frequently</b> with sophistication. <b>Uses</b> knowledge and skills in familiar and unfamiliar classroom and real-world situations, <b>often with independence</b> . Demonstrates noticeable growth in the subject area.
B	Produces <b>generally</b> high-quality work. Communicates <b>secure</b> understanding of concepts and context. <b>Demonstrates</b> critical and creative thinking, <b>sometimes</b> with sophistication. <b>Uses</b> knowledge and skills in familiar classroom and real-world situations, and, <b>with support, some</b> unfamiliar real-world situations. Demonstrates noticeable growth in the subject area.
C+	Produces <b>good</b> quality work. Communicates <b>basic</b> understanding of <b>most</b> concepts and contexts with <b>few</b> misunderstandings and minor gaps. <b>Often</b> demonstrates <b>basic</b> critical and creative thinking. <b>Uses</b> knowledge and skills with <b>some</b> flexibility in familiar classroom situations, but <b>requires support</b> in unfamiliar situations. Demonstrates some growth in the subject area.
C	Produces work of an <b>acceptable</b> quality. Communicates <b>basic</b> understanding of <b>many</b> concepts and context, with <b>occasionally</b> significant misunderstandings or gaps. Begins to demonstrate <b>some</b> basic critical and creative thinking. Is <b>often inflexible</b> in the use of knowledge and skills, requiring support even in familiar classroom situations. Demonstrates some growth in the subject area.
D+	Produce work of <b>limited</b> quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. <b>Infrequently</b> demonstrates critical or creative thinking. <b>Generally</b> inflexible in the use of knowledge and skills, <b>infrequently</b> applying knowledge and skills. Demonstrates marginal growth in the subject area
D	
E	Produces work of <b>very limited</b> quality. Conveys <b>many significant</b> misunderstandings or lacks understanding of most concepts and contexts. <b>Rarely</b> demonstrates critical or creative thinking. <b>Very</b> inflexible, <b>rarely</b> using knowledge and skills. Demonstrates inadequate growth in the subject area.

## Citizenship, Work and Collaboration Comments

G	Takes responsibility for actions and completes work on time.
H	Needs to improve on taking responsibility and completing work on time.
I	Works well with other students.
J	Needs to improve on working with other students.
K	Shows strong organizational skills.
L	Needs to improve organizational skills.
M	Respectfully participates in and contributes to the class.
N	Needs to improve respectfully participating in and contributes to the class.

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Section ID	Course Title	Teacher	MP1	MP2	MP3	MP4	EXM	FNL
123456-0001	French II	Last Name, J.	A					

Criterion	Achievement Score
Criterion A: Listening; i. explicit and implicit information (facts, opinions, messages and supporting details), ii. analyse conventions, iii. analyse connections.	7
Criterion B: Reading; i. identify explicit and implicit information (facts, opinions, messages and supporting details), ii. analyse conventions, iii. analyse connections.	7
Criterion C: Speaking; i. use a wide range of vocabulary, ii. use a wide range of grammatical structures generally accurately, iii. use clear pronunciation and intonation in comprehensible manner, iv. communicate all the required information clearly and effectively.	7
Criterion D: Writing; i. use a wide range of vocabulary, ii. use a wide range of grammatical structures generally accurately, iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices, iv. communicate all the required information with a clear sense of audience and purpose to suit the context.	7

Section ID	Course Title	Teacher	Grade	Comment(s)
99999-1234	Reading	Teacher, B	Grade: B+	Comment(s): G

Criterion	Achievement Score
Criterion A: Analyzing; i. identify and comment upon significant aspects of texts; ii. identify and comment upon the creator's choices; iii. justify opinions and ideas, using examples, explanations and terminology; iv. identify similarities and differences in features within and between texts.	5
Criterion B: Organizing; i. employ organizational structures that serve the context and intention; ii. organize opinions and ideas in a logical manner; iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	7
Criterion C: Producing texts; i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process; ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; iii. select relevant details and examples to support ideas.	7
Criterion D: Using language; i. use appropriate and varied vocabulary, sentence structures and forms of expression; ii. write and speak in an appropriate register and style; iii. use correct grammar, syntax and punctuation; iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy; v. use appropriate non-verbal communication techniques.	6

Section ID	Course Title	Teacher	Grade	Comment(s)
99999-1234	Inventions and Innovations	Teacher, C.	Grade D+	Comment(s): H, L

Criterion	Achievement Score
Criterion A: Inquiring and analyzing; i. explain and justify the need for a solution to a problem; ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem; iii. analyse a group of similar products that inspire a solution to the problem; iv. develop a design brief, which presents the analysis of relevant research.	2
Criterion B: Developing ideas; i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected; ii. present a range of feasible design ideas, which can be correctly interpreted by others; iii. present the chosen design and outline the reasons for its selection; iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	2
Criterion C: Creating the solution; i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution; ii. demonstrate excellent technical skills when making the solution; iii. follow the plan to create the solution, which functions as intended; iv. list the changes made to the chosen design and plan when making the solution.	2
Criterion D: Evaluating; i. outline simple, relevant testing methods, which generate data, to measure the success of the solution; ii. outline the success of the solution against the design specification; iii. outline how the solution could be improved; iv. outline the impact of the solution on the client/target audience.	2

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**99999-1234 Science Teacher, F. Grade: B Comment(s): I, K**

Criterion	Achievement Score
Criterion A: Knowing and understanding; i. outline scientific knowledge; ii. identify and comment upon the creator's choices; iii. interpret information to make scientifically supported judgments.	5
Criterion B: Inquiring and designing; i. outline an appropriate problem or research question to be tested by a scientific investigation; ii. outline a testable prediction using scientific reasoning; iii. outline how to manipulate the variables, and outline how data will be collected; iv. design scientific investigations.	4
Criterion C: Processing and evaluating; i. present collected and transformed data; ii. interpret data and outline results using scientific reasoning; iii. discuss the validity of a prediction based on the outcome of the scientific investigation; iv. discuss the validity of the method; v. describe improvements or extensions to the method.	4
Criterion D: Reflecting on the impacts of science; i. summarize the ways in which science is applied and used to address a specific problem or issue; ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue; iii. apply scientific language effectively; iv. document the work of others and sources of information used.	6

**99999-1234 Health and PE 7 Teacher, M. Grade: B+ Comment(s): I, K**

Criterion	Achievement Score
Criterion A: Knowing and understanding; i. outline physical and health education-related factual, procedural and conceptual knowledge; ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations; iii. apply physical and health terminology to communicate understanding.	5
Criterion B: Planning for performance; i. identify goals to enhance performance; ii. construct and outline a plan for improving physical activity and health.	7
Criterion C: Applying and performing; i. recall and apply a range of skills and techniques; ii. recall and apply a range of strategies and movement concepts; iii. recall and apply information to perform effectively.	7
Criterion D: Reflecting and improving performance; i. identify and demonstrate strategies to enhance interpersonal skills; ii. describe the effectiveness of a plan based on the outcome; iii. describe and summarize performance.	6

**99999-1234 Math 7 Malinosky, C. Grade: B+ Comment(s): G**

Comment(s):  
You are doing well with tests and short answers, but you really need more work on understanding math concepts. Please stay after school.

Criterion/Competency	Achievement Score
Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.	5
Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to discover complex patterns; ii. describe patterns as relationships and/or general rules consistent with correct findings; iii. verify and justify relationships and/or general rules.	3
Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. move between different forms of mathematical representation; iv. communicate coherent mathematical lines of reasoning; v. organize information using a logical structure.	3
Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. explain whether a solution makes sense in the context of the authentic real-life situation.	2

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**99999-1234 USHistory/Civ/Eco1865-pre Teacher, I. Grade: C Comment(s): G**

Criterion/Competency	Achievement Score
Criterion A: Knowing and understanding; i. use vocabulary in context; ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	5
Criterion B: Investigating; i. explain the choice of a research question; ii. follow an action plan to explore a research question; iii. collect and record relevant information consistent with the research question; iv. reflect on the process and results of the investigation.	3
Criterion C: Communicating; i. communicate information and ideas with clarity; ii. organize information and ideas effectively for the task; iii. list sources of information in a way that follows the task instructions.	3
Criterion D: Thinking critically; i. identify the main points of ideas, events, visual representation or arguments; ii. use information to justify an opinion; iii. identify and analyse a range of sources/data in terms of origin and purpose; iv. identify different views and their implications.	2

**99999-1234 Interdisciplinary Unit Teacher, A. & Teacher, B.**

Criterion/Competency	Achievement Score
Criterion A: Evaluating; i. analyse disciplinary knowledge; ii. evaluate interdisciplinary perspectives.	5
Criterion B: Synthesizing; i. create a product that communicates a purposeful interdisciplinary; ii. understanding, justify how their product communicates interdisciplinary understanding.	3
Criterion C: Reflecting; i. discuss the development of their own interdisciplinary learning; ii. discuss how new interdisciplinary understanding enables action.	3

**99999-1234 Community Project Teacher, A. Comment(s): G**

Criterion/Competency	Achievement Score
Criterion A: Investigating; i. define a goal to address a need within a community, based on personal interests; ii. identify prior learning and subject-specific knowledge relevant to the project; iii. demonstrate research skills.	7
Criterion B: Planning; i. develop a proposal for action to serve the need in the community; ii. plan and record the development process of the project; iii. demonstrate self-management skills.	7
Criterion C: Taking action; i. demonstrate service as action as a result of the project; ii. demonstrate thinking skills; iii. demonstrate communication and social skills.	7
Criterion D: Reflecting; i. evaluate the quality of the service as action against the proposal; ii. reflect on how completing the project has extended their knowledge and understanding of service learning; iii. reflect on their development of ATL skills.	6