



**Middle Years
Programme**

International Baccalaureate Standards-Based Grading Explained

**Kip Malinosky,
IB MYP Coordinator**





Why IB
Standards-
Based
Grading?

Transparent

Consistent

Fair

Inclusive

Transparent

Grades are based on clear standards for every subject area.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Language acquisition	Listening	Reading	Speaking	Writing
Language and literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Evaluating	Synthesizing	Reflecting	–
Community Project	Investigating	Planning	Taking Action	Reflecting

Consistent

Grades are determined by scores based on mastery of standards.

Grade	Score	IB MYP Grade Descriptions
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. Demonstrates significant growth in the subject area.
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. Demonstrates noticeable growth in the subject area.
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. Demonstrates noticeable growth in the subject area.
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. Demonstrates some growth in the subject area.
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 classroom situations. Demonstrates some growth in the subject area.
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. Demonstrates marginal growth in the subject area.
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. Demonstrates inadequate growth in the subject area.

Examples

Example Student Report Card in Language and Literature

Criterion/Standard	Score
Criterion A - Analyzing	6
Criterion B - Organizing	6
Criterion C - Producing text	5
Criterion D - Using language	5
Total score	22
Letter Grade	B

Example Student Report Card in Mathematics - Math 6

Criterion/Standard	Score
Criterion A - Knowing and understanding	7
Criterion B - Investigating patterns	7
Criterion C - Communicating	7
Criterion D - Applying math in real-life contexts	7
Total score	28
Letter Grade	A

Scoring Rubric for all IB MYP Subjects within a criterion/standard

8 Point Rubric

Achievement Levels	Letter Grades
1	E
2	D+
3	C
4	C+
5	B
6	B+
7	A
8	A

Our Asks for Students and Families

Students will:

- Strive to complete every formative and summative assessment.
- Be academic risk-takers, willing to take on challenging work.
- Check grades and ask for help if they are struggling.
- Make up any work they missed or scored below a 3 on by an agreed upon date.

Caregivers will:

- Regularly check-in with students about their academic success.
- Check student grades in ParentVue regularly
- Ask your student(s), teachers or counselors questions about academic concerns.

Conclusions

Grades that are transparent, consistent, fair, and inclusive will hopefully increase accuracy, reduce stress and motivate to succeed.

**Questions ? - Email IB Coordinator, Mr. Malinosky,
kip.malinosky@apsva.us**