

Understanding Your Student's Report Card in the IB Middle Years Programme

What achievement information is provided in the Ann Arbor International Baccalaureate (IB) Middle Years Programme (MYP)? The goal of the Ann Arbor IB MYP at Huron is to provide meaningful feedback to students and families that communicates a student's level of academic performance and provides specific information about how the student can improve.

Students in Middle Years Programme receive two forms of feedback:

1. **Traditional letter grades** (based on the [Michigan Academic Standards](#)) shown in *table 1* on the student report card.
2. **MYP achievement levels** shown in *table 2* on the student report card. The inclusion of *MYP achievement level* data supplements the traditional letter grade feedback and offers additional information regarding student achievement in each subject area of the MYP.

What do MYP achievement levels mean? MYP achievement levels are based on the assessment criteria from the International Baccalaureate Middle Years Programme and are **different** than traditional letter grades. Each subject area has four assessment criteria labeled A, B, C, and D. The assessment criteria are scored numerically (0-8) and are used to describe how a student is currently performing on a given criteria.

The table below provides a description of each achievement level.

Achievement Level	Level Descriptor
7-8	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
5-6	Produces generally good-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.
3-4	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.
1-2	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.
0	No evidence of meeting the standard