

General grade descriptors

The generic grade descriptors that illustrate the MYP 1–7 scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. They are not specific to any particular subject-group assessment criteria.

The assessment philosophy established for the MYP requires a criterion-referenced approach rather than one that is norm-referenced. Therefore, the inclusion of normative type statements such as “above average” has been avoided. The approach relies on teachers’ professional expertise in making qualitative judgments similar to those that they make every day in the classroom.

IBCA uses these descriptors to determine grade boundaries for subject groups and the personal project.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Physical education: moderation

The following details apply **only** to schools that request **IBO-validated grades**.

Teachers should note that there are three distinct phases to the moderation process.

- Phase 1—submission of moderation samples
- Phase 2—submission of criterion levels totals
- Phase 3—award of MYP grades

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students' own teachers (or by the supervisors in the case of the personal project). The IBO moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to IBCA **must** be assessed using the assessment criteria and achievement levels listed in this guide.

Phase 1: submission of moderation samples

Schools that request IBO-validated grades must submit a moderation sample. Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. In each folder teachers must include a completed coversheet *Form F3.1*. For the latest versions of this form and further guidelines on moderation, please refer to the *MYP coordinator's handbook*. An additional folder containing descriptions of the assessment tasks and background information for each task must be supplied.

Prescribed minimum

The required number of judgments against each criterion for physical education is:

- Criteria A and C: two (2) judgments each
- Criteria B and D: one (1) judgment each.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

- **Two pieces of written work** that show the student's use of physical education knowledge, both assessed against criterion A.
- **Video evidence of the student's compositional and performance abilities**, that is, the student performing their own composition, assessed against criteria B and C. Written evidence that demonstrates that the student(s) actually composed the sequence themselves (or which part of the composition they created if part of a group) **must** be included.
- **Video evidence of the student's performance in another physical activity**, assessed against criterion C.
- Criterion D must be assessed by the teacher and written once on the coversheet *Form F3.1* for each student folder submitted. A thorough justification of the level awarded for criterion D must be documented by the teacher on the reverse of the *Form F3.1*. The level achieved by each student for criterion D will not be subject to moderation.

Important notes

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this guide. Due to the wide range of activities possible in physical education, teachers must make clear in the background information what the expectations were in order to achieve the highest levels of the criteria in all tasks.
- Background information should document details that may be useful to the moderators. This should include the descriptions of assessment tasks, proficiency needed to achieve particular levels, answer keys for written tasks, time allocation, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic/activity and so on.
- Background information should be compiled into a ninth folder. This information does not need to be added into each of the eight student folders. The background information must be submitted in the working language of the school (English, French, Spanish or Chinese).

Teachers should ensure that the correct number of judgments is recorded for each criterion on the coversheet *Form F3.1*. The reverse of coversheet *Form F3.1* should contain information on extenuating circumstances for individual students, if this is not already included in the background information.

Teachers should include the same tasks for all students in the sample wherever possible.

Anything in the moderation sample that differs from the prescribed minimum should be explained in the background information

Tasks for moderation must be devised to give students the opportunity to reach the highest band of each criterion.

Student work submitted for moderation should reflect the types of assessment tasks used later in the year by the teacher for final assessment.

Where possible, original student work should be submitted rather than photocopies, though schools are encouraged to keep photocopies of the work in the school.

In cases where group work is involved with criteria B and C, care must be taken to assess the work of each individual student. Group work should not be sent for criterion A.

The judgment and justification included in the sample for criterion D could be linked to the other tasks in the sample, however this is not mandatory.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from web sites, and so on.

Important notes for assessing criterion B

- For moderation purposes, criterion B may be best addressed through individual or small-group activities, for example, gymnastics, aerobics or dance. Groups should be a maximum of three students in order to give each student the opportunity to reach the highest achievement level.
- Written evidence that demonstrates that the student actually composed the sequence themselves (or which part of the composition they created if part of a group) **must** be included.

Important notes for assessing criterion C

- For moderation purposes, criterion C may be best addressed through small-sided activities, for example, racquet sports, three-a-side basketball, or individual/pair activities.
- Activities that do not give students the opportunity to demonstrate a variety of skills, techniques and strategies, for example, isolated athletics events, are poorly suited to moderation.

Important notes for preparing video evidence

- The video recording must be on VHS videotape, DVD or CD-Rom for each of the two videoed tasks. Mini-cassettes/digital tapes are not acceptable.
- Limit the video to 2–3 minutes per student per task in the sample. This should be sufficient time to demonstrate how the student has achieved the criterion level.
- The context of game play or of the activity should be visible, that is, the physical environment that is relevant to the outcome of the performance, for example, playing area, opponents' position, own team members, dance partners.
- Use credits, title cards, bibs or some other **clear method** to identify each of the students in the sample.
- Try to film from an elevated position and ensure the camera is steady.

The submission date for moderation samples is likely to come well before the end of a school's academic year. Schools must continue to make further assessments of students' work after moderation samples have been submitted.

In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IBO, students and schools are deemed to be granting the IBO a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* sections F1, F3 and F4 for further information on how this work may be used and section F for the *Student claim of exclusive copyright* form if needed.

The *MYP coordinator's handbook* provides the coversheet *Form F3.1*, and further guidance on submitting moderation samples in each subject. The physical education teacher support material provides examples of key components of a moderation sample.

Phase 2: submission of criterion levels totals

Phase 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to IBCA.

Phase 3: award of MYP grades

Following moderation in each subject, IBCA may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and IBCA will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Physical education: monitoring of assessment

The following applies to schools **not** requesting IBO-validated grades.

Definition

Monitoring of assessment is a service available to authorized MYP schools whereby schools can send samples of assessed student work to IBCA to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. To achieve this it calls on the expertise of trained assessors. Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances, without requiring them to follow every detail of the IBO system of grading.

Monitoring of assessment is not linked to validation of students' grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

Samples for monitoring of assessment in physical education must be submitted in English, French, Spanish or Chinese, although these may be translations into one of these languages.

Details on registering for monitoring of assessment and fees are available in the *MYP coordinator's handbook*, as well as the latest updated versions of the coversheets. Examples of completed coversheet *Form F4.4* are available in the physical education teacher support material.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school's programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Programme evaluation visit

If a school is due to receive its programme evaluation visit and has not registered students for moderation, it is a requirement that the school sends in a sample of work from each subject group and the personal project before the visit (usually spread over the two years before the due date of the visit). Registration should occur ten months before the scheduled visit in order to submit the samples to IBCA eight months before the visit, as stated in the *Guide to programme evaluation* (2005). For schools with an authorized three-year programme, samples from the last year will be submitted for programme evaluation.