IBMYP Math Criterion

	Level 0	Level 1-2	Level 3-4	Level 5-6	Level 7-8
Criterion A: Knowledge and Understanding	The student does not reach a standard described by any of the descriptors	The student generally makes appropriate deductions when solving simple problems in familiar contexts.	The student generally makes appropriate deductions when solving more complex problems in familiar contexts.	The student **generally** makes appropriate deductions when solving **challenging** Problems in a **variety** of **familiar** contexts.	The student **consistently** makes appropriate deductions when solving **challenging** problems in a **variety** of contexts including **unfamiliar situations**.
Criterion B: Investigating Patterns	The student does not reach a standard described by any of the descriptors	The student **applies**, **with some guidance**, mathematical problem-solving techniques to recognize simple patterns.	The student **applies** mathematical problem-solving techniques to recognize patterns, **and suggests** relationships or general rules.	The student **selects and applies** mathematical problem-solving techniques to recognize patterns, **describes** them as relationships or general rules, and **draws conclusions** consistent with findings.	The student **selects and applies** mathematical problem-solving techniques to recognize patterns, **describes** them as relationships or general rules, draws the **correct conclusions** consistent with the correct findings, and **provides justifications or a proof**.
Criterion C: Communication in Mathematics	The student does not reach a standard described by any of the descriptors	The student shows **basic use** of mathematical language and/or forms of mathematical representation. The lines of reasoning are **difficult to follow**.	The student shows **sufficient use** of mathematical language and forms of mathematical representation. The lines of reasoning are **clear though not always logical or complete**. The student moves between different forms of representation with **some success**.	The student shows **good use** of mathematical language and forms of mathematical representation. The lines of reasoning are **concise, logical and complete**. The student moves **effectively** between different forms of representation.	
Criterion D: Reflection in Mathematics	The student does not reach a standard described by any of the descriptors	The student **attempts to explain** whether his or her results make sense in the context of the problem. The student **attempts to describe** the importance of his or her findings in connection to real life where appropriate.	The student **correctly but briefly explains** whether his or her results make sense in the context of the problem. The student **describes the importance** of his or her findings in connection to real life where appropriate. The student **attempts to justify** the degree of accuracy of his or her results where appropriate.	The student **critically explains** whether his or her results make sense in the context of the problem. The student provides a **detailed explanation** of the importance of his or her findings in connection to real life where appropriate. The student **justifies** the degree of accuracy of his or her results where appropriate. The student suggests improvements to his or her method where appropriate.	

IBMYP Math Criterion

IBMYP Grading and Assessment Information

All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm‐referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Parents/Guardians should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale.

The highest descriptors do not imply faultless performance, but should be achievable by students at the end of the program. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.