



Wilbur & McMahon Middle School

Teaching and Learning Guide

Academic Year 2025-2026

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What Is the MYP?

The Middle Years Programme (MYP) is an International Baccalaureate educational framework for students in grades 6, 7, and 8. It is built around inquiry, encouraging students to ask questions, explore real-world issues, and think critically. The goal is to help students become independent thinkers who see connections between their learning and the world around them.

Key Features of the MYP

Approaches to Learning (ATL) Skills: Students develop essential life and academic skills in:

- Communication
- Self-management and organization
- Research
- Collaboration
- Critical thinking

Global Contexts: All learning is framed through real-world themes to help students understand the relevance of their studies. The six global contexts are:

- Identities and Relationships
- Personal and Cultural Expression
- Orientation in Time and Space
- Scientific and Technical Innovation
- Fairness and Development
- Globalization and Sustainability

Learner Profile Attributes: The MYP helps students grow into well-rounded individuals who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

Community Engagement: Students apply their learning to real-life experiences and service projects, promoting responsibility, leadership, and civic involvement.

Interdisciplinary Learning: Subjects are connected so that students can see the bigger picture. For example, a science project might include math and writing, deepening understanding across subjects.

Standards-Based Reporting and Grading

At Wilbur-McMahon School, our middle school academic program is guided by the International Baccalaureate Middle Years Programme (MYP) and a Standards-Based Grading (SBG) model. This system helps students build real-world skills and gives families clear insight into both academic progress and learning behaviors.

Academic Grades

We use the IB MYP 0–8 grading scale to report student achievement on specific subject-area criteria. These grades reflect academic understanding and skill development.

Achievement Levels:

- 7–8: Excellent understanding
- 5–6: Strong and consistent understanding
- 3–4: Basic but developing understanding
- 1–2: Limited understanding
- 0: No evidence of understanding yet

Formative assessments are integral to student learning, teacher planning, and academic accountability. While formative tasks are considered practice and do not directly alter the criterion levels, they serve as prerequisites for summative assessment readiness and inform teacher judgment. Above all, formative tasks are required and serve as evidence of growth and preparation.

Formative tasks are:

- Assessed using MYP criterion rubrics
- Logged in Alma, scored as 0-8
- Labeled as “formative” for student and family visibility
- Evaluated for trends and used to inform summative achievement levels
- *Required* tasks that serve as evidence of growth and preparation

Summative assessments are the primary indicators used to determine student grades and proficiency. In the MYP, all summative assessments are assessed with MYP criterion rubrics and recorded accordingly in the Alma gradebook. When teachers offer frequent opportunities for students to demonstrate what they know, understand, and can do, the less high-stakes each assessment is. Within each reporting term, teachers of core subjects should offer multiple summative assessments. Specialists should provide a minimum of one summative assessment per reporting term.

Work Habits: How Students Approach Learning

In addition to academic scores, students receive feedback on their work habits, which are tracked in two areas:

Effort

- Organization and Preparedness
- Time Management
- Affective Skills (motivation, focus, self-regulation)
- Reflection (goal setting, using feedback)

Conduct

- Collaboration (respect and cooperation in group settings)
- Communication (expressing ideas clearly, active listening)

Work habits are reported as:

- *E = Exemplary*
- *S = Satisfactory*
- *N = Needs Improvement*
- *U = Unsatisfactory*

Work Habits scores do not affect academic grades, but they are important indicators of a student's responsibility and engagement. Consistently poor work habits—such as missing deadlines—may lead to support interventions and can affect a student's eligibility for extracurricular activities.

Additionally, students must not have any Unsatisfactory (U) ratings in Effort or Conduct/Work Habits to qualify for any level of honor roll recognition.

These ratings are based on teachers' observations and interactions with students over time. Students will review the work habits rubric early in the school year and have regular opportunities to reflect on their progress and set goals. **(See table 1 below)**

Table 1 Work Habits- Criteria and Rubric

Work Habit		8 E = Exemplary	6 S = Satisfactory	4 N = Needs Improvement	2 U = Unsatisfactory
Effort	Organization and Preparedness	Consistently brings materials, meets deadlines, and follows routines independently.	Usually brings materials and meets deadlines; needs occasional reminders.	Often unprepared; inconsistently meets deadlines or follows routines.	Rarely prepared for class; misses deadlines and does not follow routines.
	Time Management	Uses time effectively and remains focused without redirection; completes all work on time.	Manages time with minimal redirection; most work is completed on time.	Frequently distracted; work is often incomplete or late.	Rarely uses time effectively; regularly off task and missing assignments.
	Affective Skills	Consistently demonstrates self-control, perseverance, and positive attitude toward learning.	Usually shows self-control and perseverance; maintains effort with some support.	Struggles with managing emotions or motivation; gives up when challenged.	Frequently off-task or disruptive; shows little effort or motivation.
	Reflection	Regularly reflects, uses feedback effectively, and sets meaningful goals for improvement.	Occasionally reflects and uses feedback to improve with teacher support.	Rarely reflects or uses feedback; goals lack clarity or follow-through.	Does not engage in reflection; ignores feedback and resists opportunities for growth.
Conduct	Collaboration (Social Skills)	Works cooperatively and respectfully with others; consistently contributes and encourages peers.	Participates appropriately in group work; generally respectful and cooperative.	Inconsistent participation; occasionally disrespectful or uncooperative.	Rarely participates in group work; frequently disrespectful or unwilling to cooperate.
	Communication Skills	Expresses ideas clearly and respectfully; actively listens and engages in classroom dialogue.	Communicates clearly most of the time; usually respectful and attentive.	Struggles to communicate ideas or listen to others; occasionally disruptive.	Rarely communicates appropriately; frequently interrupts or shows disregard for others.

Late & Missing Work

At Wilbur and McMahon School, grades should reflect what a student knows and understands, not serve as a punishment for late work. That's why we focus on academic achievement when assigning grades—not on learning behaviors like timeliness.

Late Work

- Teachers will communicate all due dates for assessments.
- If a student misses a deadline, they are expected to communicate with the teacher to discuss if and how the student can still submit the academic work.
- While a late assignment may still receive full credit, poor work habits—like consistently missing deadlines—will be reflected in the student's Work Habits score.
- For students with Individual Education Plans (IEPs), 504 plans, or Academic Support Time (AST) support, deadlines may be adjusted in line with their plans.
- Until completed, the assignment will have a “missing” status in Alma and a “0” will be given as a placeholder.

Missing Work

On-Demand Summative Tasks (Examples: tests, performances, presentations)

- If a student is absent, they should complete the assessment as soon as possible, on a date set by the teacher.
- Until completed, the assignment will appear as a “0” and flagged as “missing” in the gradebook to indicate ‘no evidence of student work yet rather than a penalty.
- If the student completes the task, the teacher will update the grade. If not, the zero may remain, and the student is expected to focus on current learning and assessments.

Ongoing Summative Tasks (Examples: posters, papers, lab write-ups)

- If the assignment is not turned in on time, it will be marked as a 0 and flagged as “missing”.
- If the student later completes the work, the score may change.

Formative Assessment Late Policy:

- Students are expected to complete all required formative assessments in a unit
- Failure to complete formative work may result in:
 - Assignment to Academic Support Time.
 - A “Needs Improvement” or “Unsatisfactory” score on Work Habits

- Teachers may require students to reflect on missed formative work.
- Repeated missing formatives results in ineligibility for extracurricular activities until a restoration plan is in place.

Summative Assessment Late Policy

- Students must submit a summative assessment to earn MYP criterion scores.
- Late or missing summative assessments are marked as “0”.
 - Late summative work falls under the Tiered Intervention System (See Table 2 below).
 - Repeated missing summative results in ineligibility for extracurricular activities until a restoration plan is in place.

Table 2: Tiered Intervention System for Summative Work

Instance	Action	Follow-up
1st	Student signs the Late Work Log; new due date set	The teacher marks the gradebook with “missing”
2nd	Student completes Reflection; parent/guardian contacted	-The teacher marks the gradebook “missing” -Support time arranged/AST
3rd	Referral to Principal and support team; pending ineligibility for activities	-The teacher marks the gradebook with “missing” -Monitored during PLCs

Assessment Summary

At Wilbur McMahon School, all assessments—both formative and summative—are essential parts of the learning process.

- Formative assessments help students build the skills and knowledge they need to succeed on summative assessments, which are major assignments that show what students have learned.
- Students are expected to complete all assignments on time, with support from teachers, staff, and families.
- To promote fairness and responsibility, we use a combination of tools: the Alma Assignment Status feature, (Late Work Log) Work Habits scores, and consistent teacher monitoring.

- Teachers, support staff, and administrators work together to recognize patterns, keep families informed, and provide students with the support they need—while still holding high academic expectations.

Extra Credit

Teachers will not offer extra credit or bonus point opportunities, as these systems do not measure learning as related to the standards and/or criteria.

Reassessment Policy

Students who score a two or below on one or more criteria on an assessment will be allowed to reassess. Reassessments should take place within two weeks of the original assessment being returned. Teachers will provide this two-week window, and may extend it in collaboration with the guidance or administrative team if there are extenuating circumstances.

Each assessment may be reassessed once. To prepare for a reassessment, students are expected to:

- Meet with the teacher to discuss areas for improvement and clarify expectations.
- Review mistakes from the original assessment.
- Complete any practice or preparation activities identified during the meeting.

If a student misses the original opportunity for an on-demand summative assessment, they should complete it as soon as possible. If their score includes a two or below on any criteria, they may also be eligible to reassess, following the exact expectations.

How Student Progress Is Reported

At Wilbur McMahon School, student grades will be posted on Alma. Alma is one of the main platforms used to communicate student progress to families and students. To ensure families stay informed, teachers will post at least one formative or summative score every two weeks for each class.

At the end of each trimester, teachers review all evidence of learning to determine a student's achievement level for each of the four subject criteria (A, B, C, and D). These scores are reported on a 0–8 scale and are based on how students performed on key unit assessments.

If a criterion was assessed more than once during the term, the teacher looks at all data points to determine the student's most accurate, up-to-date level of understanding. This

framework is not an average of scores, but rather a thoughtful professional judgment based on:

- Patterns in the student's performance,
- Growth over time, and
- The conditions in which the work was completed.

Zeroes are not averaged into criterion achievement levels. However, if a student has several missing assessments resulting in zeroes, the teacher may not have enough evidence to determine a score. In this case, a zero may be assigned for the overall criterion until sufficient evidence is submitted. The teacher should include a comment explaining the lack of evidence.

Alma Student Information System (SIS) Expectations

Teachers mark the status of all assignments in the gradebook. Parents/caretakers are encouraged to check the status of their student's assignments. Once flagged as missing, assignments are documented in the student's "to-do" list on Alma.

Assignments will be categorized as *formative* or *summative* and given a "status" of turned in, missing, or redo needed

Missing assignments appear in the "to do" list on Alma, visible to parents/guardians and students. Assignments remain "missing" until students submit work to teachers.

Summative assessments will be entered into Alma and categorized by the criteria being assessed.

Formative assessments are not calculated into final achievement levels, however students are required to complete all as assigned.

Rubrics

Teachers at Wilbur-McMahon School will design and use rubrics that align with IB Middle Years Programme (MYP) standards to ensure consistency, fairness, and clarity in assessment. Each rubric will be criterion-referenced, reflecting the IB's 0–8 achievement levels, and will be shared with students prior to assessments so that expectations are transparent. Rubrics will outline the specific descriptors for each level of achievement, enabling students to understand what quality work looks like and how they can improve. This practice ensures that assessment is both rigorous and supportive, providing meaningful feedback that fosters growth in knowledge, skills, and approaches to learning.

Reporting Terms

At WMS, the grading and reporting system (ALMA) is used to calculate Criterion Level Totals (CLTs), which are then converted to letter grades on report cards. ALMA gives students, families, and teachers a clear view of performance on each IB criterion, based on evidence from both formative and summative assessments. At the end of each trimester, report cards show students' current levels of achievement. Trimester grades are not averaged over the year; instead, teachers update scores using the most recent and reliable evidence. Final course grades reflect the level of proficiency demonstrated by the end of the course. (See Table 3 for reporting dates)

Table 3: Reporting Dates for the 2025–2026 School Year *(subject to change)*

	Trimester 1	Trimester 2	Trimester 3
Progress Report	October 10, 2025	January 26, 2026	May 5 2026
Report Cards	December 8, 2025	March 23, 2026	June 17, 2026

Grade Point Average (GPA) Determination

At Wilbur McMahon School, GPA is a numerical calculation based on the final letter grades students earn in their classes, weighted by how frequently each class meets. Grades such as “P” (Pass), “F” (Fail), or courses still in progress are not factored into GPA calculations. This system ensures that courses with more instructional time have a proportional impact on a student's overall Grade Point Average.

Report Cards

Report cards are issued at the end of each trimester and include each student's achievement level for all assessed IB MYP criteria, a Work Habits score for each course, and a current letter grade. These grades reflect running scores—they are not averaged across trimesters. Each report provides a snapshot of the student's most current standing in the course. Report Cards will be sent to parents/guardians electronically via the Alma platform.

Honor Roll

Honor Roll is determined at the end of each trimester to recognize students for their academic achievement and consistent effort. Honor roll is based on students' Criterion Level Totals (CLTs) and/or final letter grades in each course.

- High Honors: All CLTs and/or letter grades are in the A+ to A- range
- Honors: A combination of CLTs and/or letter grades in the A+ to B- range

For Pass/Fail courses, students will need to *pass* in order to be considered for the honor roll.

In addition to academic performance, Work Habits scores play a role in honor roll eligibility. Students must not have any Unsatisfactory (U) ratings in either Effort or Conduct to be eligible for any level of honor roll. The honor roll is awarded at the end of each trimester, once students have had sufficient time to demonstrate their learning and achievement across all subject areas.

WMS MYP Grading Conversion Chart MYP grades do not have a direct one-to-one conversion to traditional letter grades. The chart below is provided as a general guide to show how MYP scores may correlate with traditional letter grades, but it should not be viewed as an exact conversion. (See table 4)

Table 4 MYP Achievement Level & Letter Grade Conversion Chart

MYP Grade	Letter Grade	Percent Equivalent	Achievement level bands (IB Rubric)	MYP Grade Descriptors	Honor Roll
8	A+	100-98	7-8	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts.	High Honors
7	A	97-94		Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts.	
	A-	93-90			
6	B+	89-87	5-6	Produces generally high-quality work. Communicates secure understanding of concepts and contexts.	Honors
	B	86-85			
5	B	84-82			
	B-	81-80			
4	C+	79-77	3-4	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.	N/A
	C	76-74			
	3	C-			
2	D+	69-68	1-2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts.	
	D	67-66			
	D-	65			
1	F	64-50		Does not reach any of the above descriptors. Produces little or no evidence of proficiency.	
0	F	50	0		

MYP Academic Criteria and WMS Curriculum

The International Baccalaureate (IB) creates guides for each subject that explain the goals and expectations for student learning. At WMS, we teach using Rhode Island Department of Education-approved curricula that meet all state requirements, and the IB

MYP gives us a framework to connect and support that learning. To learn more about our curriculum, please visit our school website, contact school administration, or the Main Office.

MYP Criteria & Standards by Subject Area

Language and Literature (English Language Arts)

A. Analyzing

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

B. Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C. Producing text

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on 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 develop ideas.

D. Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- 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.

Language Acquisition (Spanish)

A. Listening

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

B. Reading

- demonstrate understanding of explicit and implicit written information multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

C. Speaking

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively
-

D. Writing

- use written language to communicate with others
- demonstrate accurate use of language conventions
- organize information in writing
- communicate information with a sense of audience and purpose.

Individuals and Societies (Social Studies)

A. Knowing and understanding

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

C. Communicating

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

D. Thinking critically:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Sciences**A. Knowing and understanding**

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgements

B Inquiring and designing

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

C. Processing and evaluating

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

D. Reflecting on the impacts of science

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of 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.

Mathematics

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.

B. Investigating patterns

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

C. Communicating

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

D. Applying mathematics 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. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Arts (Visual, Performing, Music)

A. Investigating

- i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement(s) or genre(s).

B. Developing

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

C. Creating/Performing

- i. create or perform an artwork.

D. Evaluating

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Design

A. Inquiring and analysing

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing ideas

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution

- i. construct a logical plan, which describes the efficient use of time and resources, 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. fully justify changes made to the chosen design and plan when making the solution.

D. Evaluating

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved

- iv. explain the impact of the solution on the client/target audience.

Physical Education and Health

A. Knowing and understanding

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

C. Applying and performing

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance

8th Grade Community Project

Objective 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

Objective 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

Objective C: Taking action

- i. Demonstrate service as action as a result of the project
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

Objective 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 Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

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