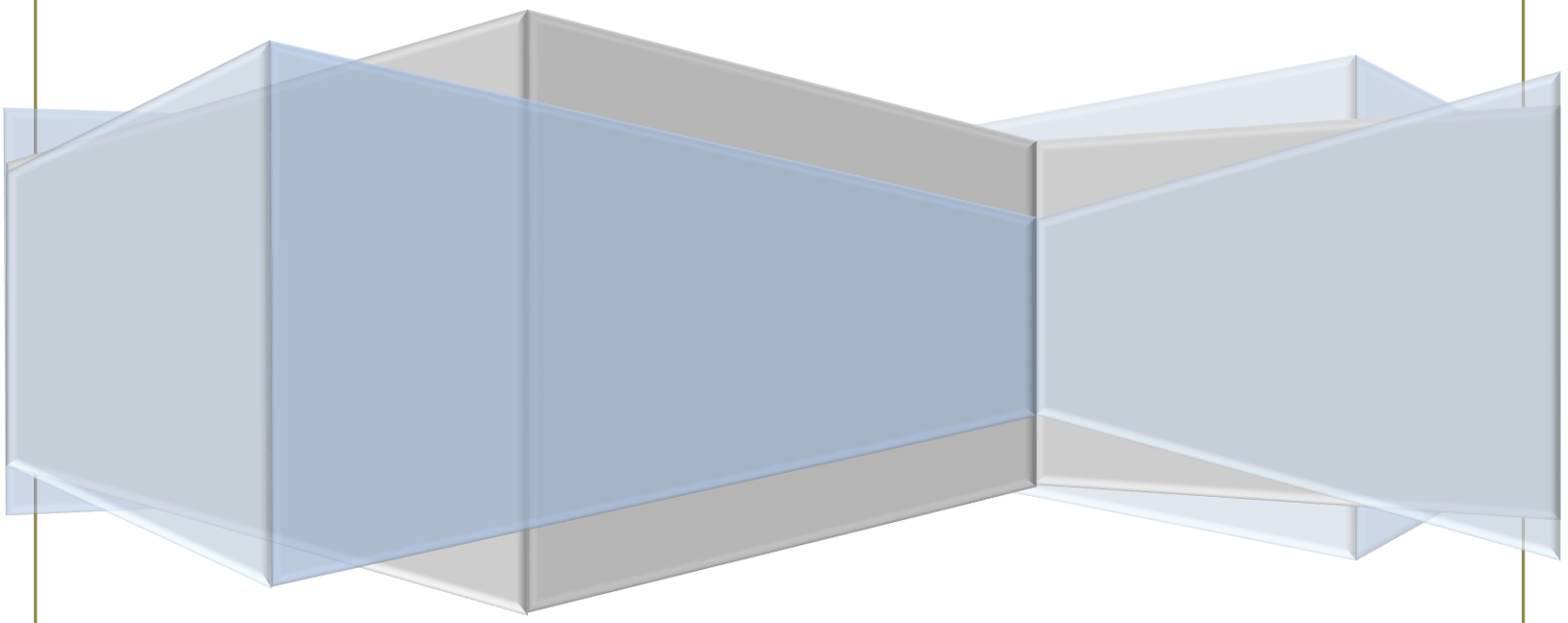
Robinson School
An International Baccalaureate* Authorized School

A Short Guide to IB MYP Assessment at Robinson School

Grade 7-10



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A Short Guide to IB MYP Assessment at Robinson School (Grades 7-10)

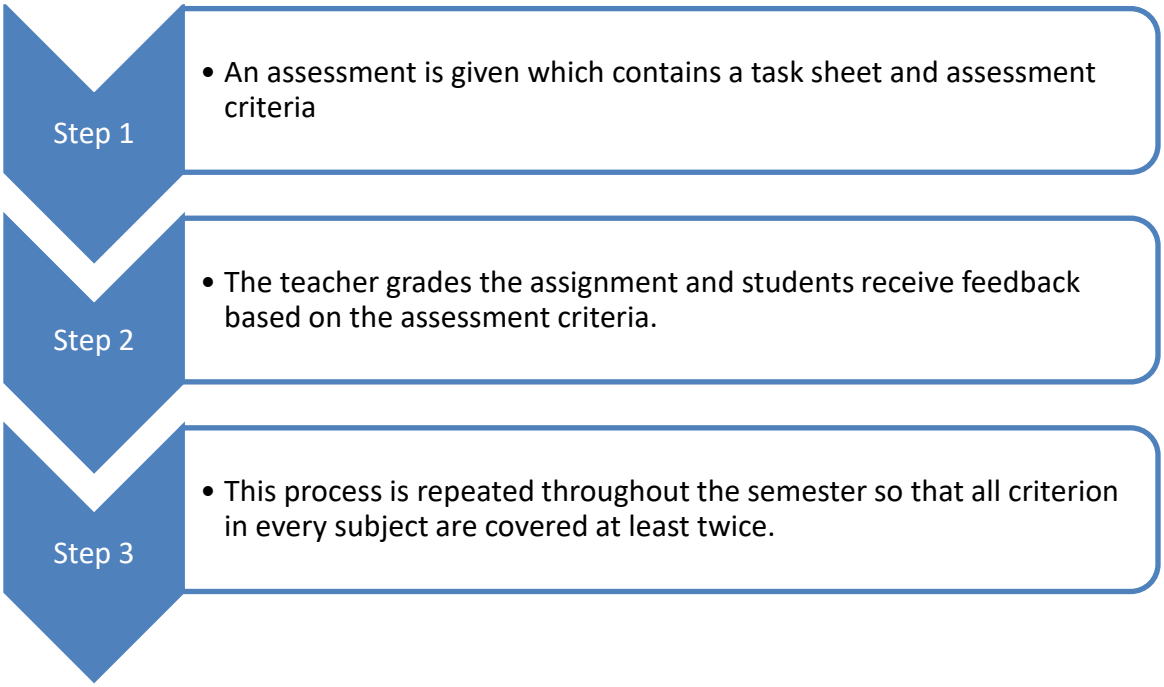
At first glance MYP Assessment can seem complicated when compared to traditional A-F grades. This short guide is intended to clarify the MYP assessment process at Robinson for Grades 7-10.

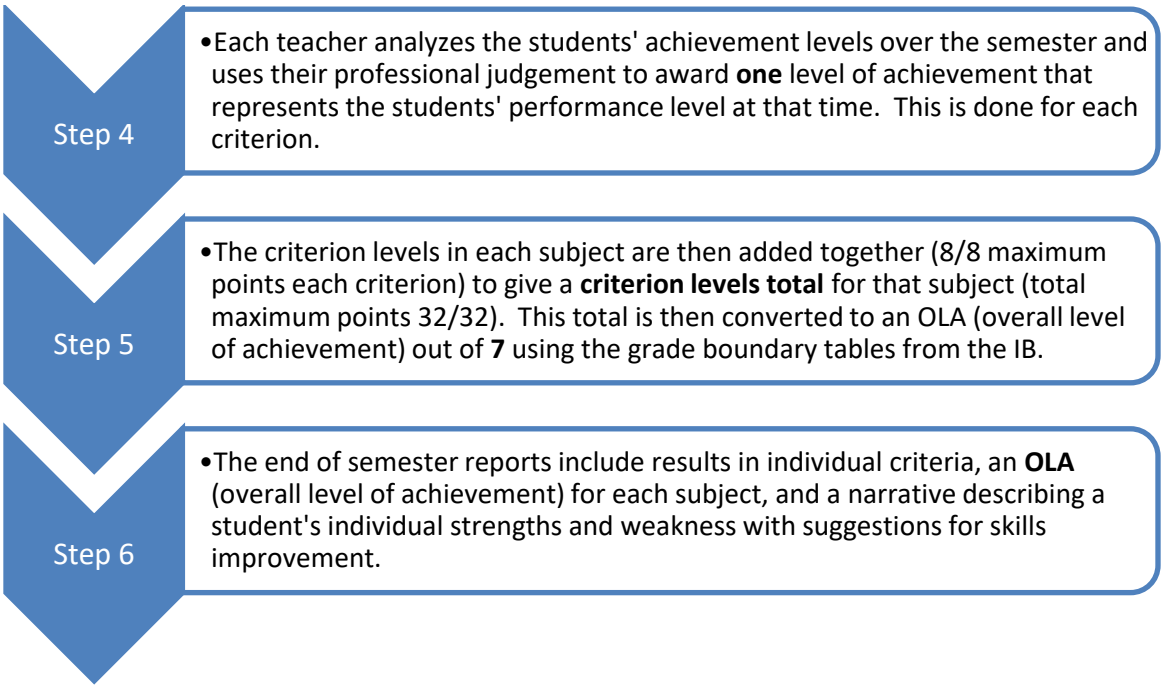
The single most important aim of MYP assessment is to **support and encourage student learning**. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluation of their own progress using self-assessment and reflection. In doing so, they should develop wider critical thinking and self-assessment skills.

The MYP assessment system used in Grades 7-10 at Robinson is called a **criterion-related model**, and it is vital that both students and parents understand the methods of assessment and play an active role in the process.

Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers to clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

Grade 7 - 10 Assessment in Action at Robinson (An Overview)





What are the Assessment Criteria in each subject?

	Criterion A	**Criterion B**	**Criterion C**	**Criterion D**
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Arts	Knowing and Understanding	Developing Skills	Thinking creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

The Evolution of an OLA (Overall Level of Achievement)

How are end of the year criterion totals reached?

Throughout the year, teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 2 or 3 criteria are assessed per task. Only assessments that are criterion-related are entered as grades to be applied towards the OLA.

By the end of the year, students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice.

To explain the evolution of an OLA, let's follow the creation of a Mathematics OLA for a Grade 7 student named Juan. There are four criteria in Mathematics. After Semester 1, Juan will have at least 1-2 grades in all 4 of the Mathematics criteria. In Mathematics Criteria A: *Knowing and Understanding*, Juan has 4 pieces of evidence (marks).

Mathematics Criterion A: *Knowing and Understanding*

	Number Vocab Project	Fractions Check Test	Adding and Subtracting Fractions Assessment	Prime Time Test
Juan	**3/8**	**5/8**	**6/8**	**6/8**

Juan's teacher will then make a professional judgment on the **criterion level of achievement** for him in this criterion. THIS IS NOT AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on patterns in the data, the development of that student, and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the semester. As a result of Juan's consistent improvement over the semester he would receive a criterion level of achievement of **6 out of 8 for Mathematics in Criterion A.**

How do criteria marks become a final OLA out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a **Criterion Levels Total.** This total is then compared to the **Grade Boundaries Table** published by the IB to give the student a final grade **out of 7** for that subject for the semester. Juan's 6 out of a possible 8 in Mathematics Criterion A would be added to his criterion level of achievement in the other 3 Mathematics criteria, which would give him a **Criterion Levels Total of 21**. As a result Juan would receive a 5 out of 7 for his final OLA in Mathematics (See below).

Juan – **Mathematics**

MYP Mathematics Criteria	**Semester Level of Achievement**
Criterion A: *Knowing and Understanding* **/8**	**6/8**
Criterion B: *Investigating Patterns* **/8**	**6/8**
Criterion C: *Communicating* **/8**	**4/8**
Criterion D: *Applying Math in Real World Contexts* **/8**	**5/8**
Criterion Levels Total /32	**21/32**

IB Published Mathematics Grade Boundaries

Grade(OLA)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

How does MYP assessment differ from other assessment models?

MYP assessment is not based on a "bell curve" distribution of scores, and is neither percentage graded nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What does an OLA of 1 – 7 really mean?

So what does Juan's OLA of a 5 in Mathematics mean? Below are the IB General Grade Descriptors for each grade. To fully understand student achievement, it is important to focus on all the individual criterion scores as these highlight a student's strengths and weaknesses in the subject.

OLA	MYP General Grade Descriptors
7 (96-100)	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.
6 (90-95)	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.
5 (85-89)	Produces generally high 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 situation.
4 (80-84)	Produces generally good quality work. Communicates basic understanding of most concepts and contest 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.
3 (75-79)	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding 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.
2 (70-74)	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 applies knowledge and skills.
1 (65-69)	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

To give a global perspective of MYP grades, here is the percentage of the grades awarded to Grade 10 students around the world in 2009.

Percentage of Candidates Awarded Grades

Level	1	2	3	4	5	6	7
%	0	2	10	29	31	20	8

Approaches to Learning (ATL skills)

As part of Robinson's mission statement we aim to instill academic excellence. We will report every semester on each student's ability to examine his or her individual developmental skills using the following ATL framework.

I. Communication skills

Students can exchange thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication.
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to digital social media networks
- Collaborate with peers and experts using a variety of digital environments
- Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

II. Collaboration skills

Working effectively with others

- Use social media networks appropriately to build and develop relationships
- Practice empathy
- Delegate and share responsibility for decision making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and suitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage other to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

III. Organizational skills

Manage time and tasks effectively

- Plan short and long term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills

Mindfulness

- Practice focus and concentration
- Practice strategies to develop mental focus
- Practice strategies to overcome distractions
- Practice being aware of body-mind connections

Perseverance

- Demonstrate persistence and perseverance
- Practice delaying gratification

Emotional Management

- Practice strategies to overcome impulsiveness and anger
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

Self-motivation

- Practice analyzing and attributing causes for failure
- Practice managing self-talk
- Practice positive thinking

Resilience

- Practice “bouncing back” after adversity, mistakes and failures
- Practice “failing well”
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change

V. Reflection Skills

(Re)considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider Content *What did I learn about today? What don't I yet understand? What questions do I have now?*
- Consider ATL skills development *What can I do already? How can I share my skills with others? What will I work on next?*
- Consider personal learning strategies *What can I do to be a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?*
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

VI. Information Literacy skills

Finding, interpreting, judging and creating information

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long term memory
- Present information in a variety of formats and platforms
- Collect and analyze data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyze and interpret media communications
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

VII. Media Literacy skills

Interacting with media to use and create ideas and information

- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences.
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences
- Using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

VIII. Critical Thinking skills

Analyzing and evaluating issues and ideas

- Practice observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulation to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications.

IX. Creative Thinking skills

Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technology
- Make guesses, ask “What if . . .” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practice flexible thinking – develop multiple opposing, contradicting and complementary arguments
- Practice visible thinking strategies and techniques
- Generate metaphors and analogies

X. Transfer skills

Using skills and knowledge in multiple contexts

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives.