

Assessments and grades in MYP programme

Robinson School



MYP philosophy in assessments

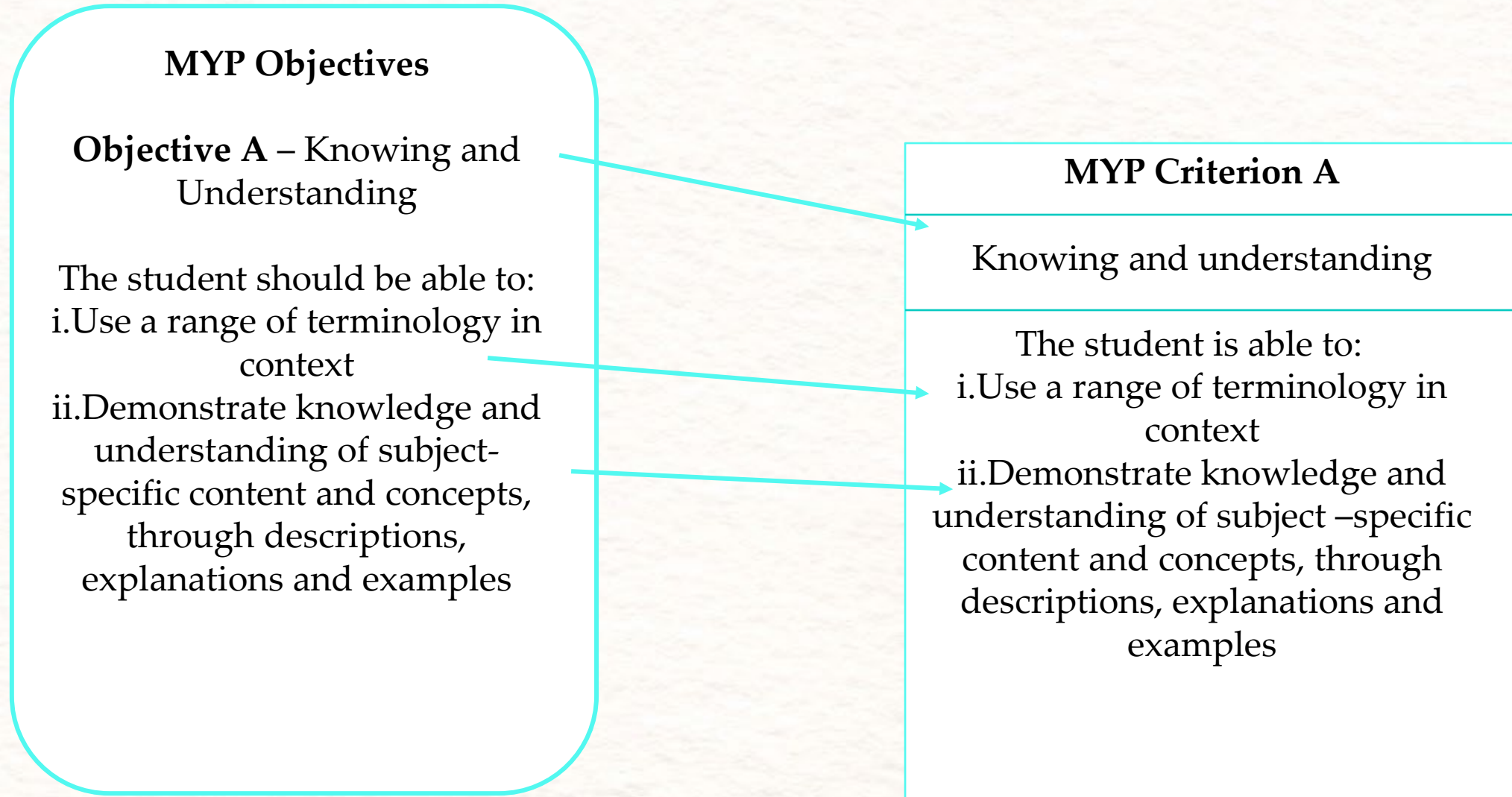
- ❖ The aim of MYP assessment is **to support and encourage student learning**.
- ❖ By providing **constant feedback**, it also encourages reflective process of learning. Assessment is not only seen as a method of measuring student achievement, but more as **an integral part of the learning process**.
- ❖ MYP assessment is **ongoing, rigorous, varied and integrated** to our curriculum.

MYP – A criterion – based assessment model

- ❖ Each of our 8 subjects have 4 specific criteria that teachers are required to use to assess students.
- ❖ The criteria-based approach focuses on what the student can do and not ranking students against each other. **MYP assessment emphasizes individual achievement.**
- ❖ This model offers qualitative descriptors indicating the level of achievement of the student in meeting its objectives for learning.
- ❖ Students receive feedback on their performance based on the criteria level descriptors. Students are encouraged to reflect on their **own** learning and to use the descriptors to motivate **themselves** to a higher level of achievement.
- ❖ Students, by knowing in advance the criteria they will be evaluated on, are more involved in the assessment process and will be more apt to reach a higher level of achievement.

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 impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-world context
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

Alignment between unit objectives and unit assessment criteria



MYP Unit – formative and summative assessments

MYP Teaching/ learning unit will focus on

1, 2 or 3 (maximum) objectives. It usually takes 6 to 8 weeks to complete a unit.



Formative assessments (addressing the criteria and strands that will be evaluated in the summative assessments).



Summative assessments evaluating the criteria and strands that correspond to the objectives of the MYP unit.

Why formative assessments are essential to students and teachers?

Students will benefit from formative assessments in order:

- ❖ To assess their own progress and process of learning,
- ❖ To understand their level of performance thanks to the feedback provided by teachers,
- ❖ To build, little by little, their learning of the subject content and skills,
- ❖ To understand better the teacher's and subject's expectations,
- ❖ To acquire better understanding of the strands and criteria related to the subject and related to the summative criteria,
- ❖ To get prepared for the summative assessment and set goals for achievement,
- ❖ To develop, in students, self-evaluation skills as well as reflective skills
- ❖ Help teachers differentiate and refine instruction according to the needs of their students
- ❖ Effective formative assessment also provides teachers and students with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

What to expect with formative assessments

- ❖ Depending on the subjects and how many times a cycle teachers meet with their students, the quantity of formative assessments will vary.
- ❖ All criteria and strands that will be evaluated in the summative assessments will be addressed previously via formative assessments.
- ❖ Since formative assessments correlate with summative assessments and assess the same MYP criteria and strands, they are graded and assigned a MYP grade (0-8) that will be converted to a 100 scale.

Summative assessments

- ❖ Summative assessments are usually administered at the end of a MYP teaching unit.
- ❖ Summative assessments are evaluating 1, 2 MYP and sometimes 3 subject criteria. Our MYP Unit is focusing on 1, 2 or maybe 3 (the most) objectives, that will be evaluated using the corresponding criteria via the summative assessment. Only Design can evaluate all 4 criteria in their summative assessments.
- ❖ Summative assessments address **some Approaches to learning skills** that teachers have been focusing on during the teaching unit.
- ❖ **A task – specific clarification is created for each summative assessment.** This task –specific clarification should help students and teachers get clearer on the expectations for the summative assessment.
- ❖ The summative assessments receive a grade of 0-8 per criterion assessed that will be converted to a 100 scale.(As the Formative assessments).

The Approaches To Learning skills (ATL)

According to IB:

“Over time, students should develop a clear and sophisticated understandings of how they learn...This kind of self-regulated learning helps students:

- ❖ Reflect purposefully on their learning
- ❖ Understand the diversity of human learning needs
- ❖ Evaluate and provide evidence of their learning
- ❖ Prepare for further study and responsible participating in local and global communities”

From “Principles into Practice”



What categories of ATL skills are taught in MYP curriculum?

❖ Research skills

❖ Self-management skills

❖ Communication skills

❖ Social skills

❖ Thinking skills



MYP Rubric for Individuals and Societies in 8th grade

MYP Year 3 / 8th Grade




Individuals and Societies Assessment Criteria

strands

Achievement
levels

Achievement Level	Criterion A: Knowing and Understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking Critically
7 - 8	The student: i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information with guidance, provides a detailed evaluation of the research process and results.	The student: i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications.
5 - 6	The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information with guidance, evaluates on the research process and results.	The student: i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.	The student: i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.
3 - 4	The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	The student: i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.	The student: i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations iv. recognizes different perspectives and suggests some of their implications.
1 - 2	The student: i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.	The student: i. communicates information and ideas in a way that is not always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently .	The student: i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data iv. identifies different perspectives.
0	The student does not reach a standard described by any of the descriptors above.	The student does not reach a standard described by any of the descriptors above.	The student does not reach a standard described by any of the descriptors above.	The student does not reach a standard described by any of the descriptors above.

How do we grade a MYP Criterion? First, each strand is graded and then the teacher assigns the grade for the criterion.

Achievement levels	Criterion C Achievement level for C would be 5 Communicating
7 - 8	The student: i.communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.
5 - 6 i=5  iii=5 	The student: i.communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii.create an adequate reference list and usually cites sources.
3 - 4 ii=4 	The student: i.communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii.create an adequate reference list and sometimes cites sources
1 - 2	The student: i.communicates information and ideas in a way that is not always appropriate to the audience and purpose ii.organizes information and ideas in a limited way iii. lists sources of information inconsistently .
0	The student does not reach a standard described by any of the descriptors above.

MYP Assessment (7th – 10th grade)/ An overview

Step 1

- An assignment is given which contains a task sheet, an assessment criteria and a task –specific clarification.

Step 2

- The teacher grades the assignment and students receive feedback based on the assessment criteria and strands.

Step 3

- This process is repeated throughout the semester so that all criteria in every subject are covered at least twice.

MYP Assessment (7th- 10th grade)

An overview (cont'd)

Step 4

- At the end of the semester, each teacher analyzes the student's grades and uses their professional judgment, evidences and IB MYP Guidelines to award a **level of achievement for each individual criterion**.

Step 5

- The criterion levels in each subject are then added together (8/8 maximum points per criterion) to give a **criterion levels total** for that subject (total maximum points 32/32). This total is then converted to an **OLA (overall level of achievement)** out of 7 using the grade boundary tables from the IB.

Step 6

- The end-of-semester reports include individual criteria, an **OLA (overall level of achievement)** for each subject and a narrative that describes the student's performance and how he develops the ATL skills.

How are End-of-the-Semester / End of the year criterion totals reached?

Teachers collect evidence.

- Sometimes **all** criteria in the subject are applied to a summative assessment, but more often only 1, 2 or 3 criteria are assessed.
- Only summative assessments are entered as grades to be applied towards the **overall level of achievement (OLA)**.

To explain the evolution of an OLA, let's follow the creation of a Mathematics OLA for a Grade 7, 8, or 9 student named Juan.

- **Mathematics Criterion A: *Knowing and Understanding***

	Project	Fractions check test	Adding and Subtracting fraction assessment	Prime Time Test
Juan	4/8	5/8	6/8	6/8

Determining a final mark for criterion A

After considering the data presented in that criterion, Juan's teacher will assign the final grade for Criterion A (Knowing and Understanding) in Mathematics.

Important:

THIS IS NOT AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but an analysis of data patterns, student development, and the context in which the work was completed.

Because of Juan's consistent improvement, he would be awarded an OLA of 6 out of 8 for Mathematics in Criterion A.

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

In each subject, the criterion levels are added together to get a **Criterion Levels Total**.

This total is then compared to the **IB MYP Grade Boundaries Table** to give a student a final grade **out of 7** for that subject.

Let's look at an example of Juan's final grade . . .

Juan - Mathematics

MYP Grades - Mathematics	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



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

OLA	MYP General Grade Descriptors
7	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	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	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 situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts 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	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.
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.
	Produces work of very limited quality. Conveys many significant misunderstandings or lacks

Thank you!

Gracias

Merci

