

Introduction to MYP Assessment

The Middle Years Program (MYP) applies to students enrolled in Grades 6-10 (MYP Years 1-5) at Raffles World Academy. Assessment at RWA aligns with the requirements of the IB MYP and information regarding our assessment philosophy, policies and procedures are communicated to the school community.

Assessment in the MYP is *continuous* and *criterion-related*. The continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers.

The MYP approach to assessment recognizes the importance of assessing not just the product but also the process of learning. In the MYP, Approaches to learning (ATL) includes both general and discipline-specific skills. While these skills are not formally assessed in the MYP, they contribute to student achievement in all subject groups.

RWA's school-based assessment uses a "*best-fit*" approach in which teachers work together to establish common standards against which we evaluate student achievement.

Purpose of MYP Assessment

- To provide information about how students learn
- To determine that learning outcomes are in alignment with curriculum objectives
- To develop ATL skills that are closely related to subject-group objectives
- To provide feedback for curriculum development and planning

Principles of MYP Assessment

1. MYP assessments should allow students to

- analyze their learning and identify areas for improvement
- synthesize and apply their learning in addition to recalling facts
- highlight their strengths and demonstrate mastery
- be reflective and partake in self and/or peer evaluation
- express different points of view and interpretations
- be encouraged to be responsible for their learning
- experience successful learning

2. MYP assessments should allow teachers to

- identify areas of concern with student learning
- track student attainment and progress, over time
- highlight student strengths and provide opportunities for extension
- construct remedial activities for students who are not working at the expected grade level
- provide students with regular, specific feedback on the development of ATL skills
- offer feedback to parents on their child's performance

Assessment expectations

Students should

- have a clear idea of the assessment criteria
- be aware of the assessment structure
- receive clear and timely feedback following assessments
- be given advance warning of any assessment
- be aware that failure to meet set deadlines could affect attainment

Teachers should

- organize *continuous assessment*, over the course of the program, according to specified criteria that correspond to the objectives of each subject group
- follow the assessment schedule established by the MYP Coordinator
- include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection
- integrate ATL skills in assessment through a variety of tasks and projects
- clearly define Reporting Point (RP) assessment tasks within subjects at each grade level
- provide task-specific clarifications for summative assessments
- record and report student attainment and progress in alignment with MYP requirements
- use student performance as a feedback mechanism to modify the curriculum, if necessary
- provide meaningful opportunities for students to participate in, and reflect on, the assessment of their work
- use a variety of assessment tools to assess student learning

What is criterion-based assessment in the MYP?

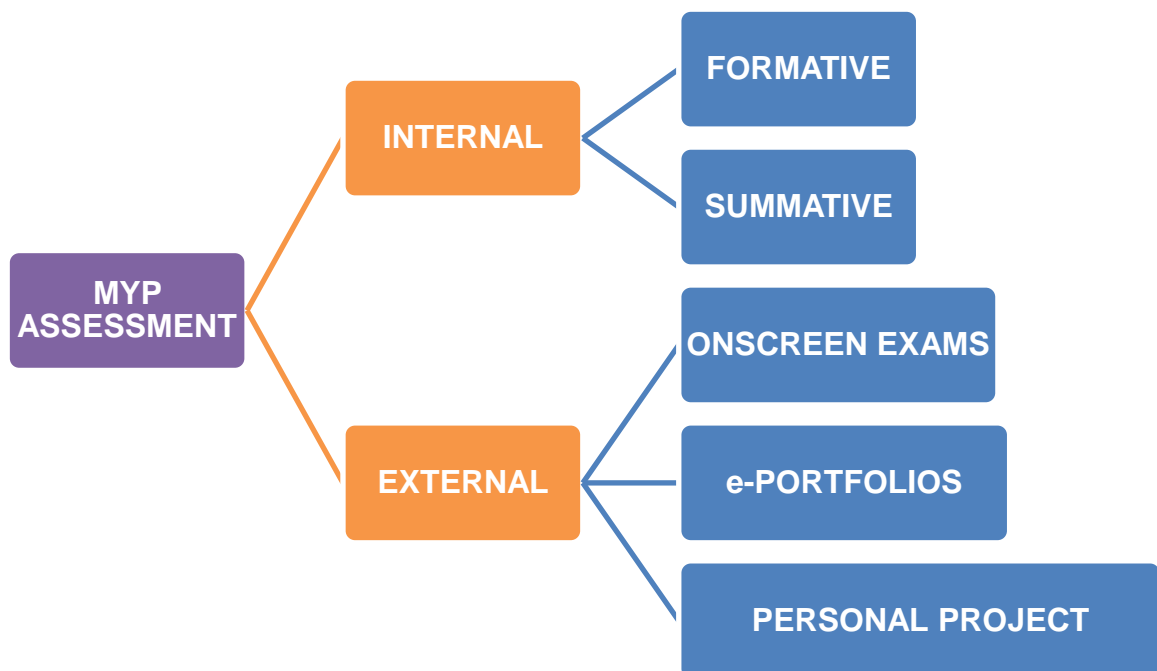
- Individual student work is not compared to other students' work but it is compared

to set standards (the assessment criteria).

- Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result.
- Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group.
- Task specific clarifications¹ are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

This criterion-related approach represents a philosophy of assessment that is neither *norm-referenced* (where students must be compared with each other and to an expected distribution of achievement) nor *criterion-referenced* (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)

Types of assessment in the MYP



1. Internal (school-based) assessments

Formative assessments (assessment *for* learning)

Formative assessment can take place before, during and after the substance of a unit is taught. Effective formative assessment provides teachers with insights into the ongoing

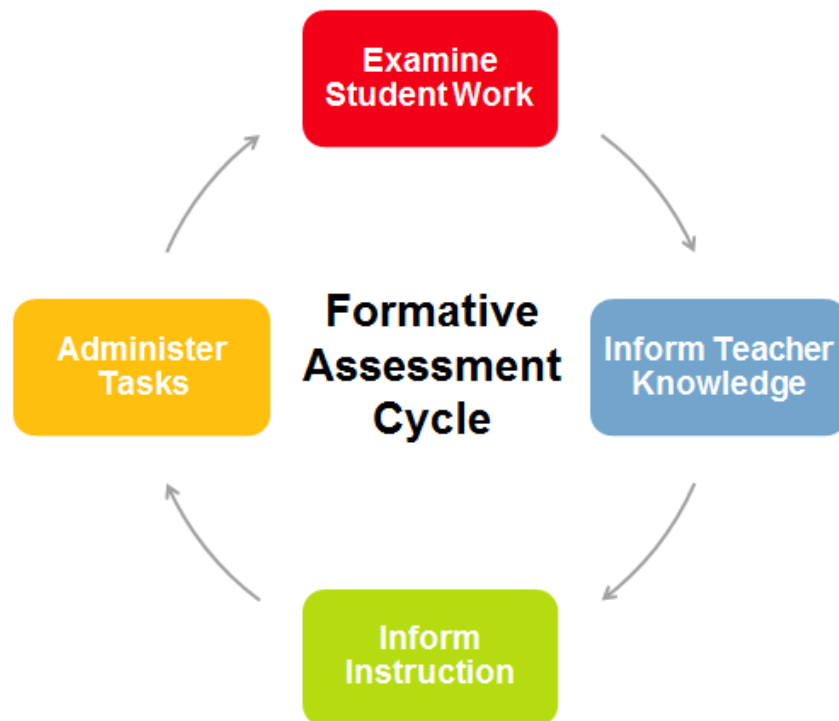
¹ Task specific clarifications are used to specify the assessment criteria. Each clarification is based on an MYP assessment criterion

development of knowledge, understanding, skills and attitudes. It allows teachers and students the opportunities to explore personal learning styles as well as individual student strengths, challenges and preferences.

Formative assessments may take the form of a quiz, oral feedback, observation and discussion. They can be:

- formal or informal
- used to develop ATL skills
- based on a selection of strands from the assessment criteria

Peer and self-assessment are integral part of formative assessment. Students are encouraged to assess themselves using **SIR** marking.



Source: <https://cole2.uconline.edu/courses/333119/pages/formative-assessment-purpose-and-function>

Summative assessments (assessment of learning)

Summative assessment is part of every MYP unit. These assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

- Summative assessment is formal.
- Summative assessments are based on IB subject-specific criteria but varied in form. For example, a movie may be produced instead of an essay.

- Students are assessed at the end of the unit to the same standard, irrespective of form.
- Students are provided with task-specific clarifications including details of assessment format and criteria that have been set in context for student understanding.
- Summative assessments require standardization within a subject group *prior to the administration of the assessment*.
- Summative tasks must be developed to address at least one MYP subject-group objective appropriately. They must take into account the requirements of students with SEND.
- Summative assessment tasks should not only address an objective but should allow students access to all achievement levels in the corresponding criterion. Many of the highest level descriptors require teachers to design open-ended tasks to facilitate this.
- Before administering a summative assessment, students should be provided with teacher expectations in the form of **task-specific clarifications**. Developing these requires teachers to study the MYP-published assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. This should however, be achieved without replacing or simplifying the command terms used in bold.

Types of summative assessment tasks

Summative assessment tasks can be broadly represented by the following:

- ✓ compositions - musical, physical, artistic
- ✓ creation of solutions or products in response to problems
- ✓ essays
- ✓ examinations
- ✓ questionnaires
- ✓ investigations
- ✓ research
- ✓ performances
- ✓ presentations - verbal (oral or written), graphic (through various media)

Achievement levels for summative assessments

Assessment Criteria Overview

Assessment for all courses in all years of the MYP is **critterion-related**, based on four equally weighted assessment criteria.

Subject groups must assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and literature	Analysing	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 analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

- Each criterion has **eight** possible achievement levels (1-8) divided into **four** bands that represent *limited* (1-2), *adequate* (3-4), *substantial* (5-6) and *excellent* (7-8) performance.
- Each band also contains general, qualitative value statements called **level descriptors**.
- A student who does not reach a standard described by any of the descriptors will be awarded a '0' achievement level.

- Teachers use the grade descriptors to make **'best-fit'** judgements about student progress and achievement.
- Where teachers conduct more than two summative assessments,

Recording assessment data

Teachers are responsible for recording assessment data for all their students. During the course of MYP units, teachers will need to record assessment data in their record books to support their determination of an achievement level.

Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an **achievement level** (1-8) as described within a criterion.

Assessment tools

The following tools may be used to collect evidence of student achievement in each unit.

1. Anecdotal records

Teachers can use brief written notes based on observations of students. These annotations and notes can help a teacher identify areas of understanding or misunderstanding.

2. Continuums

Continuums provide visual representations of learning development. They can identify the next stage of learning that can lead to mastery of skills. They are useful when used for ATL skills because they can be developed by teachers from a range of grades and can be used across all subjects in all years of the programme.

3. Student sample work

Samples of student work can be used as benchmarks against which other samples are judged. Teachers could keep a sample of student work for each achievement level in an assessment rubric.

4. Checklists

These are lists of attributes or elements that should be present in a particular response to a task. An example of a checklist would be a mark scheme for an examination.

Reporting student achievement

Students will be awarded a grade using the MYP 1-7 scale. To arrive at this grade, teachers will total the final achievement levels for all four subject criteria.

The following table shows a conversion of the criterion levels total into a grade based on

a scale of 1-7.

Grade	Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

1. Determining grades using a proportion of scores for classwork, homework and tests
2. Determining grades by averaging summative performance scores over the year
3. Using single pieces of work to determine final grades

The following table demonstrates how a final grade may be determined by a teacher.

Criterion	Achievement Level in Assessment 1	Achievement Level in Assessment 2	Achievement Level in Assessment 3	Final Achievement Level	Grade
A	4	6	4	4/8	4
B	3	5	6	4/8	
C	2	3	5	3/8	
D	4	5	5	5/8	
Achievement total				16/32	

Reporting Points (RPs) and Target Grades (TG)

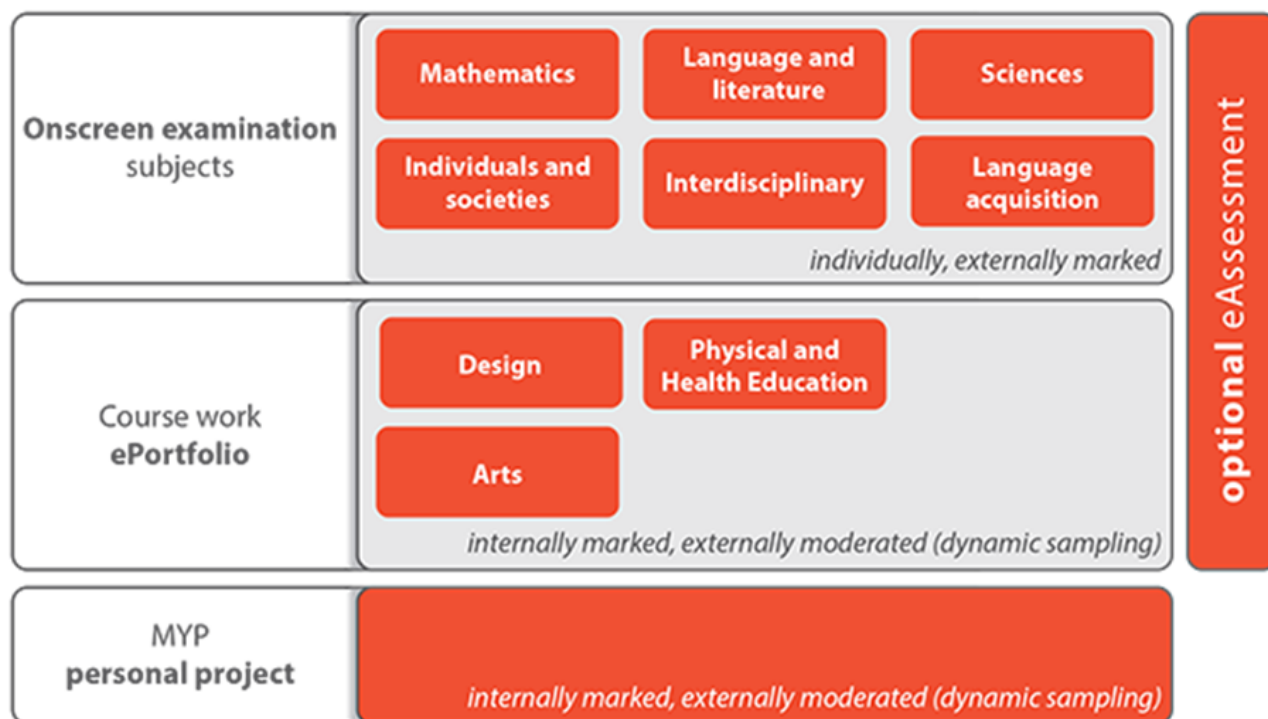
There will be **four** reporting points (RPs) in each academic year at RWA. From RP1 to RP3, students may be awarded achievement levels (1-8) for the criteria assessed up to that RP. This should not be confused with the MYP grade awarded (from 1-7) at the end of the year, upon completion of all four criteria.

The Target Grade (TG) is based on the CAT4 indicators and at RWA, these are usually aspirational to provide sufficient challenge to students.

2. External (IB) assessments

Students in Grade 10 (MYP Year 5) at RWA will be registered for eAssessments.

The following illustration shows the format of eAssessment that students will undertake.



Onscreen examinations

At RWA, onscreen examinations will be taken in the following subject groups:

1. Language and Literature: English A and Arabic A
2. Language Acquisition: English phase 2, 4 and 6, Arabic Phase 2, 4 and 6, French and Spanish Phase 2 and 4.
3. Mathematics: Mathematics Standard and Mathematics Extended
4. Sciences: Physics, Chemistry, Biology
5. Individuals and Societies: History, Geography
6. Interdisciplinary exam

- Each onscreen examination consists of two or three tasks.
- One task is connected with, inspired by or derived from the IB-defined Global Context for the session.
- This will be the same for all types of assessment for the session.
- All on-screen exams will last for **two** hours.

ePortfolios

At RWA, ePortfolios will be completed in the following subject groups:

1. Physical and Health Education
 2. Design: Digital design
 3. Arts: Visual Arts, Drama, Music
- Students prepare a portfolio of work between November and March of Grade 10. A typical ePortfolio summative assessment comprises approximately 20 hours of teaching time.
 - The task will be based on a partially completed unit plan set by the IB. The Global Context and the Inquiry questions will be given to students; however, the outcome of the task will be set by the school.
 - These will be internally assessed and standardized by teachers within RWA and externally moderated by the IB.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. The ATL skills developed in subject groups will prepare students to work more independently to develop the Personal Project over time.

It is introduced to students towards the end of Grade 9 and completed in February of Grade 10.

- Students decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- Students create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- Students make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- Students evaluate the product/outcome and reflect on their project and their learning.
- Students will demonstrate how they met their project objectives through a presentation or a report at the end of the project.

For the personal project, students are expected to document their process in the process journal. In this way they demonstrate their working behaviours and academic honesty.

The project is internally assessed by a teacher supervisor and standardized with other

MYP teachers before submission to the IB for external moderation.

Reporting results to parents:

Record of student achievements in the summative assessments is shared with parents 4 times in a year. A sample of subject report is given below.

1. For each reporting cycle, teachers report individual criterion marks out of 8 for any criterion/a assessed between two reporting cycles.
2. Criterion/a not assessed are marked as N/A.
3. A summary of student achievement out of 7 at a given point in time is shared with the parent in the form of an RP grade. This RP grade is
 - a. Reported only in the first 3 reporting cycles
 - b. Is reported to be the same as the criterion mark (if only one criterion is assessed). E.g. a student scoring a 4, will receive a 4 as their RP grade. This assumes that if a student scores level 4 across all criteria then using the grade boundary printed in FPIP, a total of 16 will lead to an overall MYP grade of 4.
 - c. If more than one criteria are assessed, RP grade is an average of all the assessed criteria. If this average is a decimal, it will be rounded up.
4. In the final reporting cycle, only MYP grade is shared with the parents. This is calculated after deriving the best fit mark for each criterion as outlined on page 9 of this document.

English Language and Literature Target Grade:	Summary of Achievement				Nicola Brooks
Approaches to Learning skills	RP1	MYR	RP3	RP4	EYR
• Self-Management Skills	Learner	Learner			
• Communication skills	Learner	Learner			
• Social Skills	Learner	Learner			
• Research Skills	Learner	Learner			
• Thinking skills	Learner	Learner			
Levels of achievement (1-8)	RP1	MYR	RP3	RP4	EYR
• Criterion C	4	N/A			
• Criterion B	6	7			
• Criterion A	N/A	6			
• Criterion D	5	6			
RP Grade (1-7)	5	6			
MYP Grade (1-7)					

Absence/ late submissions:

1. Where possible, teachers will assess students in class.
2. If a student misses an assessment in RP1, they will receive NA for the missed assessment. There will be no re-sit of the missed assessment.
3. For other RPs, students with a valid reason will be allowed to re-take the assessment at a later date.
4. All project work must be submitted individually on Managebac and run through Turnitin.
5. With a valid reason, late submission is only allowed within 24 hours of the missed deadline.

References

Guide to school authorization: Middle Years Programme (March 2016 update)

Published by IBO

MYP: From principles into practice (September 2014 update)

Published by IBO

MYP Projects Guide (March 2016 update)

Published by IBO

MYP Sciences Guide (September 2015 update)

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