

Assessment in the MYP

Introduction to Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process.

Purpose of Assessment

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- To diagnose learning problems and student needs.
- To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

Principles of Assessment

1. Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyze their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- 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.
- Perform at a higher level when challenged.

2. Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyze their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.

MYP Assessment

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. The MYP requires teachers to organize continuous assessment, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

How does MYP assessment work?

The IBO gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. In order to maintain world-wide standards RWA participates in external moderation of assessment in order to validate internal student assessment.

Staff training and internal moderation ensures staff applies the criteria correctly. RWA also informally assesses individual student approaches to learning in a subject. Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

MYP Assessment Criteria

- The IBO gives objectives and assessment criteria for each subject area.
- There are four assessment criteria for each subject group.
- Student achievement levels are based upon their meeting the criteria for that level.
- In order to maintain world-wide standards RWA participates in external moderation of assessment so as to validate internal student assessment. This quality control combined with staff training and internal moderation ensuring the correct application of the criteria.

The 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

The final achievement level is on a 1-7 scale and the holistic level descriptors are defined later. An example would be that if the student achieved 18 out of a maximum possible of 30 when all the criteria are added together, he/she would receive an overall MYP grade of 4 for the subject.

The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.

MYP general grade descriptors

The table provides a means of converting the criterion levels total into a grade based on a 1-7 scale.

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.

Criterion-related Assessment

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be. Assessment is therefore *formative* and *summative*.

Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

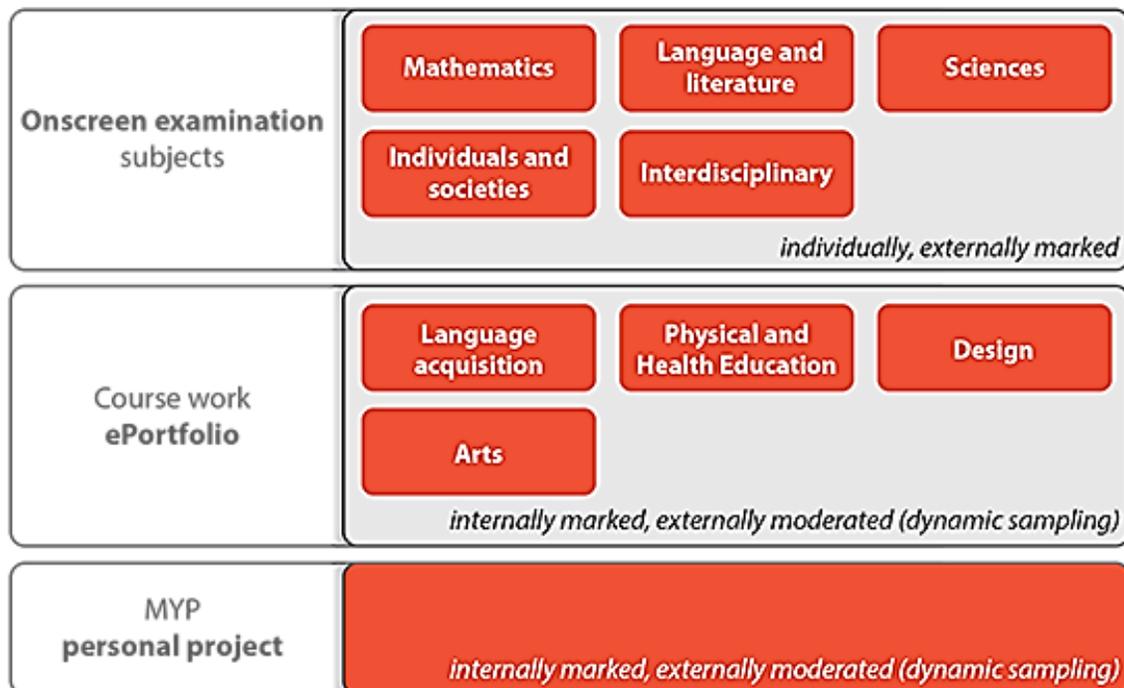
- Compositions – musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations – verbal (oral or written), graphic (through various media)

Each task provided to students will be accompanied by a student friendly criterion for assessment in a task-specific clarification sheet. These will provide all details of what is expected of the student, how they will be assessed and what levels they will achieve. There will be guidance for the development of specific ATL skills through each task.

In the report teachers comment on the student's achievement level and how they can improve for each strand of a specific criterion. In addition, teachers also comment on the student's ATL achievement as novice, learner, practitioner and expert.

Middle Years Programme external assessment in MYP Year 5

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project, ePortfolios and on-screen examinations.



How does eAssessment work?

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of coursework, including a compulsory ePortfolio for the Personal Project.
- on-screen examinations, with each exam lasting two hours.

The information below shows how these two types of assessment are divided across the MYP:

ePortfolios - The following subject groups are assessed at RWA via ePortfolios: Arts, Design, PHE, Personal Project, Language Acquisition. A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardized by other teachers within RWA and then externally moderated.

On-screen examinations - The following subject groups are assessed at RWA via on screen examinations: English A, Arabic A, Maths, Sciences, Individuals and Societies. Each on-screen exam comprised of two or three tasks. One task is connected with,

inspired by or derived from the chosen Global Context. This will be the same for all types of assessment for the session.

Continuous assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, we also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer - and self-assessment. (International Baccalaureate, 2015)