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Assessment, Recording and Reporting in the MYP Parent Workshop

November 1, 2019



Introductions



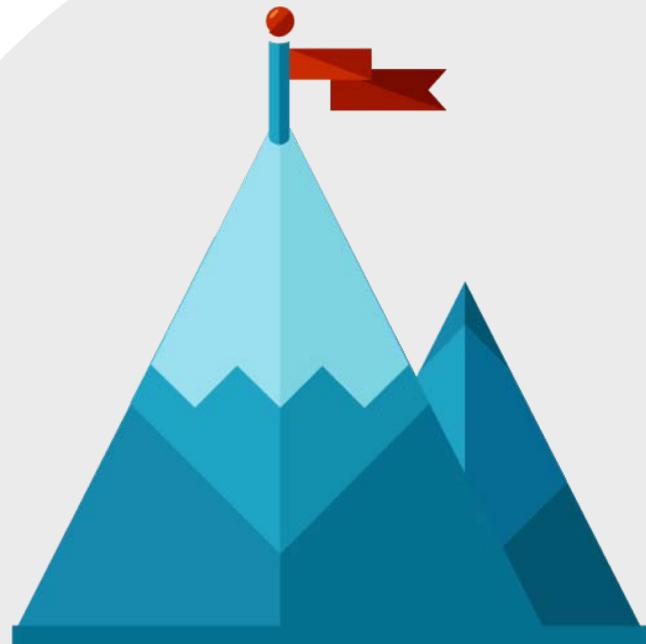
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Session Objectives

1. Demystify Assessment
2. Understand what is meant by 'formative' and 'summative' assessment
3. Learn about the MYP criteria
4. Learn about MYP command terms
5. Discover how ATLs help us in assessment



What often comes to mind when your child hears the word "assessment"?



MYP assessment philosophy

The root of the word 'assessment' is from the Latin *assidere*, which means "to sit beside." As teachers and students sit and work together, communication about ongoing learning and thinking naturally occurs.

Source: Communicating student learning (2011, p. 8)

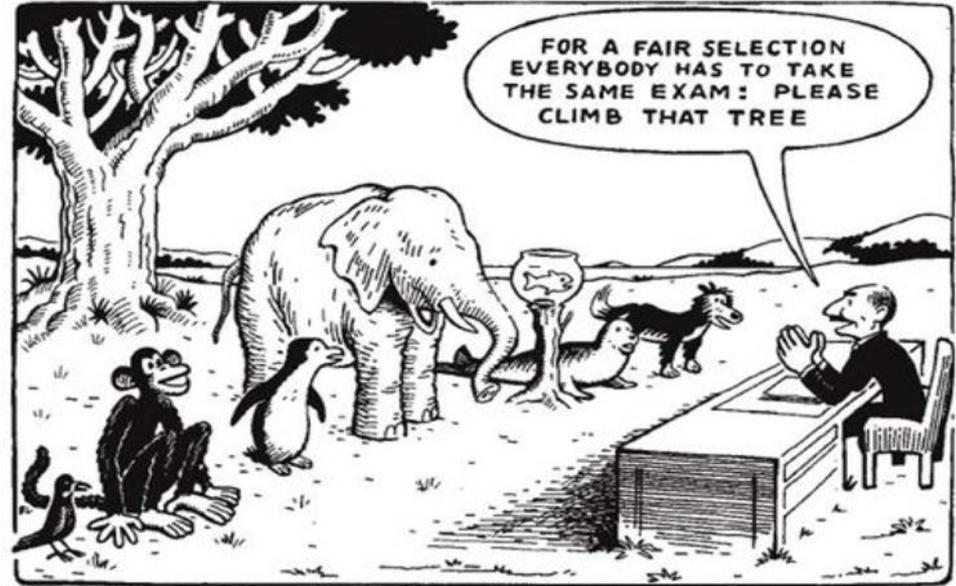
MYP Assessment Philosophy

The purpose of assessment is to:

- **inform, enhance and improve** teaching
- promote **positive student attitudes towards learning**
- promote deep **understanding** of subject matter
- promote the development of **higher-order thinking skills**
- develop **'approaches to learning'** (ATL) skills, i.e. learning how to learn skills
- report on current student achievement
- provide evidence which informs future goal setting

MYP Assessment Philosophy

- **We are all different and have different strengths**
- Assessment tasks look very different across different subjects
- Assessment tasks should allow for different student strengths



Source: 'The education system - now climb that tree.' The Marquette Educator, 2012.

<https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/> accessed September 14, 2018

Middle Years Programme Curriculum



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- The MYP curriculum is balanced - eight subject areas are all of equal value
- The Learner - your child - is at the centre of the MYP, meaning they are the most important!
- MYP assessment is based on what your child can do not what they can't do



Criterion-related Assessment

Every MYP subject and the Personal Project are assessed using four assessment criteria which:

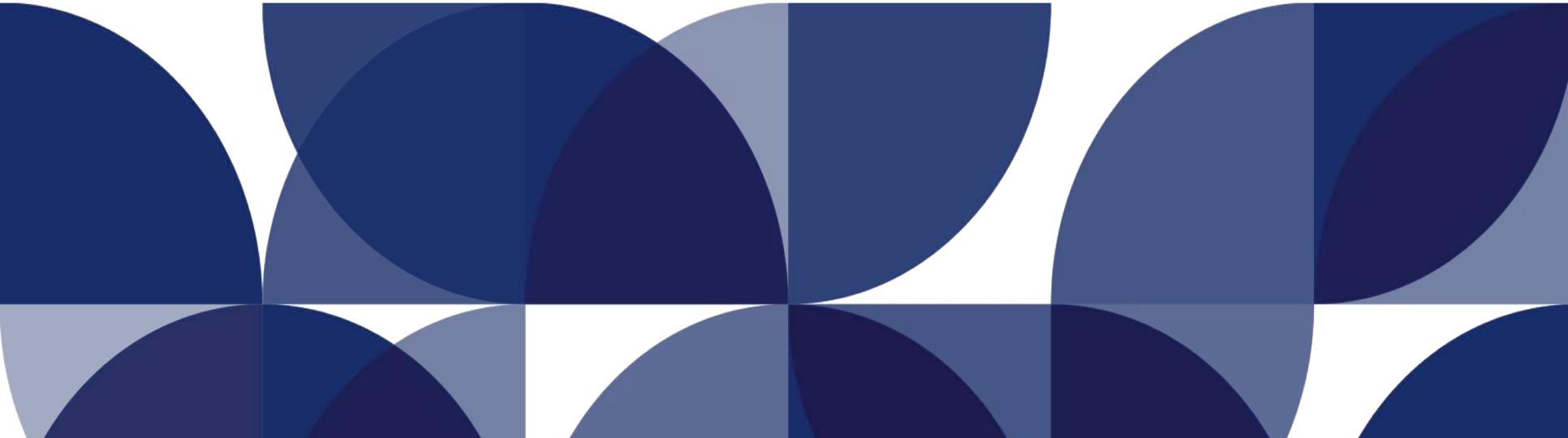
- ...clarifies the assessment processes for students and enables teachers to discuss and clarify their own perspectives of assessment processes (p. 15)
- ... gives both teacher and students reliable and valid information on the actual learning that takes place for each student (p. 17)

Source: The MYP: from principles into practice (2014)

- **Assessment in the MYP is something which happens throughout a unit and helps both the teacher and student on their learning journeys**
- **Assessment helps us reflect on what we have learnt and helps us set goals for future learning! It is not something for your child to be afraid of, but something to guide us**



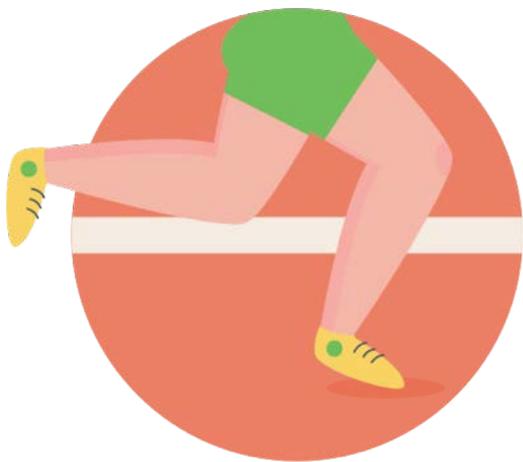
Assessment Happens Throughout a Unit





AT THE START
DIAGNOSTIC

...so teachers know what
their students know and
can tailor the class to them



DURING THE UNIT **FORMATIVE**

...to check on students' new knowledge and understanding. Students will get feedback on this 'formative' work, to help them grow as a learner in the unit

Formative work could include quizzes, worksheets, discussion activities, notebook work, exit tickets and more



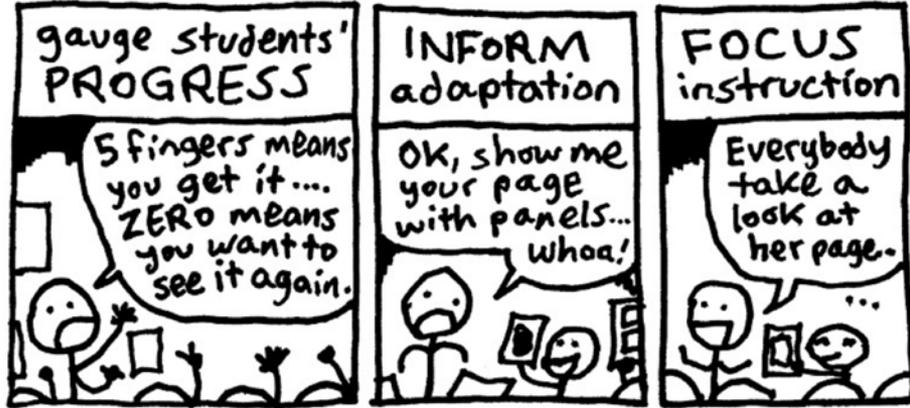
AT THE END **SUMMATIVE**

...students will do a summative tasks which shows the sum of their learning. This usually happens at the end of the unit in one or more criterion

This will not include multiple-choice or standardised tests, but could be projects, presentations, essays, videos, performances or more.

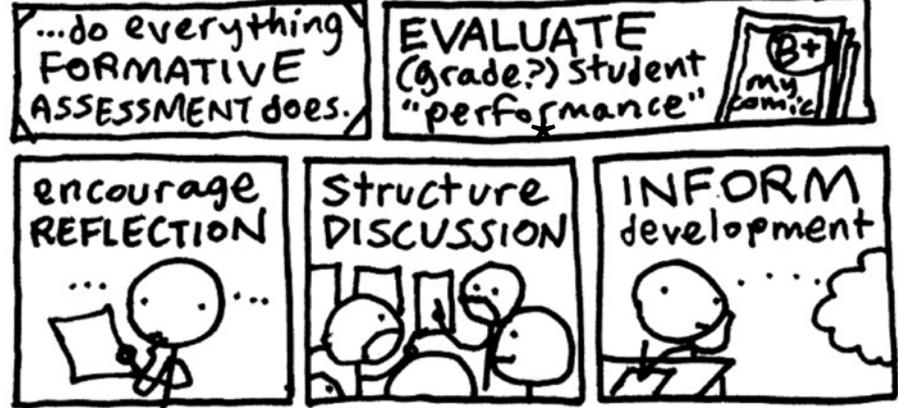
FORMATIVE ASSESSMENT

= used throughout lesson to help...



SUMMATIVE ASSESSMENT

= used at end of lesson, it can....



*"Period of learning or unit"

MYP Assessment

How It Works

- Assessment rubrics
- Linked to subject objectives
- Leveled 1-2, 3-4, 5-6 and 7-8
- Each level described what a student can do
- Include **command terms** which describe the level of thinking the student has demonstrated

Criterion B: Investigating patterns

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none">apply, with teacher support, mathematical problem-solving techniques to discover simple patternsstate predictions consistent with patterns.
3-4	The student is able to: <ol style="list-style-type: none">apply mathematical problem-solving techniques to discover simple patternssuggest general rules consistent with findings.
5-6	The student is able to: <ol style="list-style-type: none">select and apply mathematical problem-solving techniques to discover complex patternsdescribe patterns as general rules consistent with findingsverify the validity of these general rules.
7-8	The student is able to: <ol style="list-style-type: none">select and apply mathematical problem-solving techniques to discover complex patternsdescribe patterns as general rules consistent with correct findingsprove, or verify and justify, these general rules.

But when they do get grades, remember ...
"Grades do not reflect who your child is as a learner, but where they are in their learning journey - and where is always temporary"

Source: <https://gradingrx.com/dont-get-rid-of-grades-change-their-meaning-and-consequences/>

	CRITERION A	CRITERION B	CRITERION C	CRITERION D
Language acquisition	<ul style="list-style-type: none"> Comprehending spoken and visual text 	<ul style="list-style-type: none"> Comprehending written and visual text 	<ul style="list-style-type: none"> Communicating in response to spoken and/or written and/or visual text 	<ul style="list-style-type: none"> Using language in spoken and/or written form
Language and literature	<ul style="list-style-type: none"> Analysing 	<ul style="list-style-type: none"> Organizing 	<ul style="list-style-type: none"> Producing Text 	<ul style="list-style-type: none"> Using language
Individuals and societies	<ul style="list-style-type: none"> Knowing and understanding 	<ul style="list-style-type: none"> Investigating 	<ul style="list-style-type: none"> Communicating 	<ul style="list-style-type: none"> Thinking Critically
Sciences	<ul style="list-style-type: none"> Knowing and understanding 	<ul style="list-style-type: none"> Inquiring and designing 	<ul style="list-style-type: none"> Processing and evaluating 	<ul style="list-style-type: none"> Reflecting on the impacts of science
Mathematics	<ul style="list-style-type: none"> Knowing and understanding 	<ul style="list-style-type: none"> Investigating patterns 	<ul style="list-style-type: none"> Communicating 	<ul style="list-style-type: none"> Applying mathematics in real-life contexts
Arts	<ul style="list-style-type: none"> Knowing and understanding 	<ul style="list-style-type: none"> Developing Skills 	<ul style="list-style-type: none"> Thinking creatively 	<ul style="list-style-type: none"> Responding
Physical and health education	<ul style="list-style-type: none"> Knowing and understanding 	<ul style="list-style-type: none"> Planning for performance 	<ul style="list-style-type: none"> Applying and performing 	<ul style="list-style-type: none"> Reflecting and improving performance
Design	<ul style="list-style-type: none"> Inquiring and Analysing 	<ul style="list-style-type: none"> Developing Ideas 	<ul style="list-style-type: none"> Creating the Solution 	<ul style="list-style-type: none"> Evaluating
Interdisciplinary learning	<ul style="list-style-type: none"> Disciplinary grounding 	<ul style="list-style-type: none"> Synthesizing 	<ul style="list-style-type: none"> Communicating 	<ul style="list-style-type: none"> Reflecting
Personal project	<ul style="list-style-type: none"> Investigating 	<ul style="list-style-type: none"> Planning 	<ul style="list-style-type: none"> Taking Action 	<ul style="list-style-type: none"> Evaluating

How Might Students Be Assessed?

CRITERION A

Knowing
likely to be
assessed through a
test, interview,
project,
presentation,
essay, report

CRITERION B

Doing
usually through a
process

*e.g.
investigating/building
skills - likely to be
assessed through a
planning
document/process
journal.*

CRITERION C

Sharing
communicating or
thinking
likely to be
assessed through a
performance/prese
ntation /lab
report/essay/test

CRITERION D

Reflecting/evaluating
/analysis/responding
likely to be assessed
through a process
journal/ action plan/
reflection
document/essay

MYP Assessment

How It Works

When assessing using MYP assessment criteria teachers:

- evaluate the work against the lowest descriptors in a rubric, i.e. levels 1-2 (see diagram)
- if the work meets the expectations of levels 1-2, the teacher would then move to the level 3-4 descriptor and repeat the process until the appropriate level is established
- where a student's work does not meet all the strands within a level, a odd-numbered band is typically awarded. Where the work meets the expectation of every strand, then the work will be awarded an even-numbered level

Criterion B: Investigating patterns

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none"> apply, with teacher support, mathematical problem-solving techniques to discover simple patterns state predictions consistent with patterns.
3-4	The student is able to: <ol style="list-style-type: none"> apply mathematical problem-solving techniques to discover simple patterns suggest general rules consistent with findings.
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7-8	The student is able to: <ol style="list-style-type: none"> select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as general rules consistent with correct findings prove, or verify and justify, these general rules.

MYP Assessment How It Works

Command terms – these are in bold and are thinking verbs which describe achievement and levels of sophistication in thinking

How would you
define these terms?

STATE

SUGGEST

VERIFY

JUSTIFY

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MYP Assessment

How It Works

- Criterion-related - based on IB published criteria which are known in advance by the student
- Used by teachers for 'best fit'; identify qualitative descriptors of student achievement
- No norm-referenced comparisons, bell curves or rankings

Criterion B: Investigating patterns

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MYP Assessment Teacher Moderation

When assessing using MYP assessment criteria, MYP teachers **ensure consistency** by engaging in the moderation of student responses. This involves:

- individual teachers independently assessing work using MYP assessment criterion in their teams
- individual teachers then compare marks with their colleagues and through professional discussions focus objectively on the MYP assessment criteria, to determine each child's final level of achievement

MYP Assessment

Overall Subject Grades

Overall MYP subject grades are calculated by:

- aggregating a student's 0 - 8 levels for each of the subject's four criteria to a number out of 32
- the aggregate is compared with IB published grade boundaries, to establish an overall 1-7 grade
- each numeric grade is linked to a set of qualitative statements that describe what the learner is able to do

IB Reporting Requirements

The IB mandates:

- Student work is assessed using the IB's published MYP subject criteria.
- Each assessment criteria is assessed and reported on at least twice per academic year. This is graded out of 8
- Overall subject achievement 1-7
- MYP assessment practices codified in the school's assessment policy, academic honesty policy and assessment procedures



- **Overall subject grades 1-7 are NOT created by averaging.** Must look at the written descriptions. E.g. The overall grade awarded shows what they can do. The difference between each is a lot
- Saying your child got $5/7 = 70\%$, tells you **nothing** about your child as a person or as a learner. It tells you **nothing** about what their 'next steps' are

IB MYP Achievement Grade Descriptors

Achievement Grade	Descriptor
7	Always produces work of an excellent quality by fully meeting specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	Usually produces work of a high quality and meets most specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations there is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Generally produces work of poor quality and does not meet specific subject criteria. Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	None of the standards above have been reached

What Does This Mean?

When we report, we do not average your child's levels. E.g. if they 'bomb' an assessment and do well in the next one, they'll be judged on where they are at that point in time, it is called "best fit" e.g.

- **Bob achieved a '2' in his first English assessment. He's not happy.** What did he do? He reflected on what he did wrong, he carefully read the rubric and sought feedback from his teacher. When the next assessment came around he followed the same criterion rubric, asked questions, provided a draft to his teacher and worked hard. In this assessment he achieved a '5'
- When it came to Bob's report, his teacher awarded him an overall achievement of '4'. This is because his teacher knew Bob well enough that his first assessment was not a fair reflection of his abilities. His teacher also knew that averaging his two levels would lead to a final achievement of a '3', which would not accurately describe his semester's achievement

MYP Assessment

Overall Subject Grades

Grade	Boundary guidelines	Descriptor (NB. these are selected published statements)
1	1-5	Produces work of limited quality. Conveys many significant misunderstandings or lack understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking.
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.
3	10-14	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and monot gaps. Often demonstrates basic critical and creative thinking.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrate critical and creative thinking, sometimes with sophistication
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking

“Rules” Of Assessment At DC

- Students shouldn't have more than 3 assessment tasks per week.
- Two week turnaround for teachers to hand back marked assessments.
- Semester grades
- Achievement grades are ongoing and loaded on ARR
- Responsibility and Student Agency (This is based on what students should/could do to self-advocate if they don't know what to do, want to question their grade etc.). This would also include questions about what students are doing to find success

Assessment, Recording And Reporting (ARR)

Unit by unit reporting:

- Individual MYP criterion 0-8 levels.
- MYP written descriptors of achievement.
- uploaded pieces of student learning, via 'evidencer'.

Semester 1 and 2
summary reports

3-way conferences at
each semester's
mid-point

How Can Parents Help?

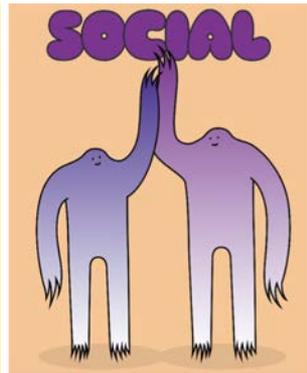
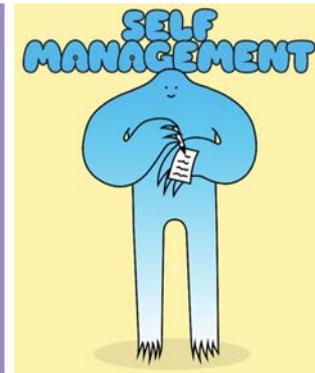
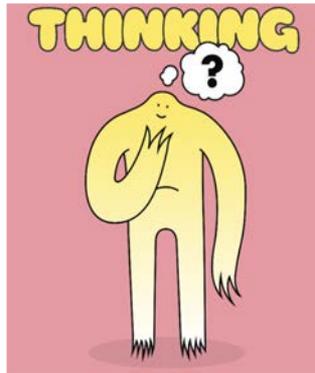
- Access DING! for homework tasks, use Student login to access the Assessment calendar
- Give time to your child to allow them to get the necessary rest and have “time out”. Don’t overschedule your child or allow them to overschedule themselves. Time management is a learned skill
- Ask your child to discuss their results with the teacher. (Student agency). Teachers are more than happy to state next steps and help your child on their journey.
- Any piece of work, regardless of when during the unit it is completed can be included and uploaded into the Evidencer
- Book meetings with individual teachers at 3 way conferences (First one held 14 - 15 November 2019)
- Read Explorer/join DC Facebook group

The ARR

A Step-by-Step Guide

- accessing your child's ARR via Gateway
- reading your child's report - ongoing assessment - graded out of 8
- the 'evidencer'
- Semester overviews - graded out of 7

Group Discussion: How Might AtI Skills Help Your Child With MYP Assessment?



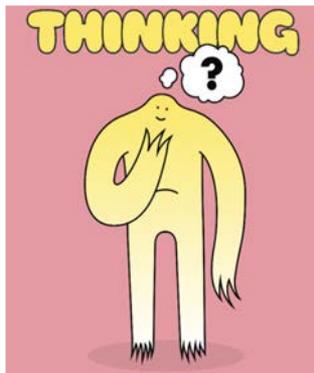
Some Examples Of How Atls Might Help:



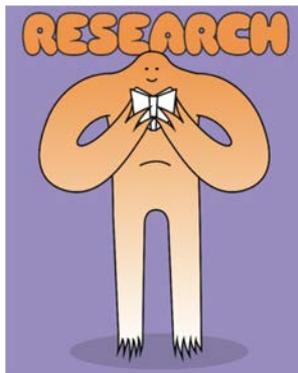
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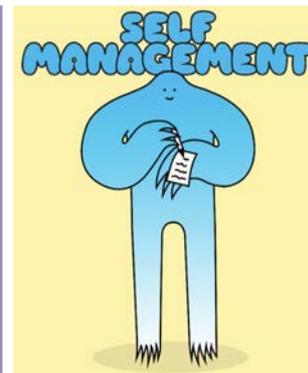
Communication:
Carefully reading through task instructions.



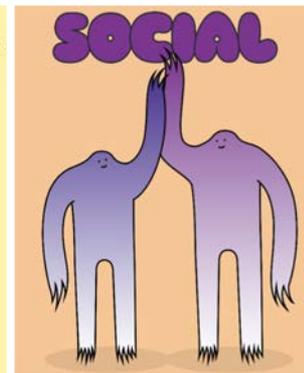
Thinking: Using the Command Terms to make sure you are producing the highest quality work you can. Reflecting on formative work before summative assessments.



Research:
Criterion A is usually looking for you to gain new knowledge through researching!



Self-Management:
Balancing your workload and not getting stressed!



Social: Giving and receiving feedback from your classmates to help improve work.

What other ways might you use AtL skills to help you?

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