

Intro to MYP ASSESSMENT, RECORDING AND REPORTING IN **THE MYP**

Parent Workshop

INTRODUCTION



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SESSION OBJECTIVES

- MYP Community Engagement
- Demystify Assessment
- Understand what is meant by 'formative' and 'summative' assessment
- Learn about the MYP criteria
- Reporting



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MYP Community Engagement

Presented by:

Mr Jonny Tate



Grow. Discover. Dream.

What is Community Engagement?



- A **hands on** personal and social development programme.
- Students plan and engage in **REAL tasks** with **REAL consequences**
- The idea is for students to be involved in experiences that will **make a significant difference** to their lives, and also to the lives of others.
- It asks student to **CHALLENGE themselves** to extend existing skills or learn new ones.



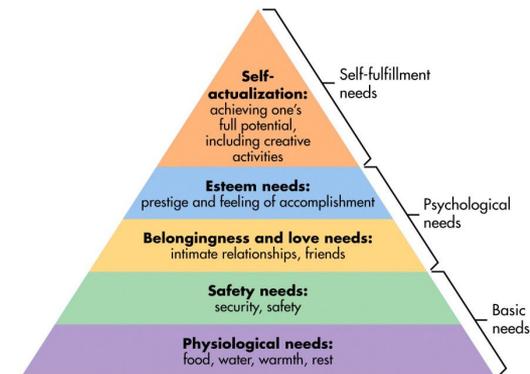


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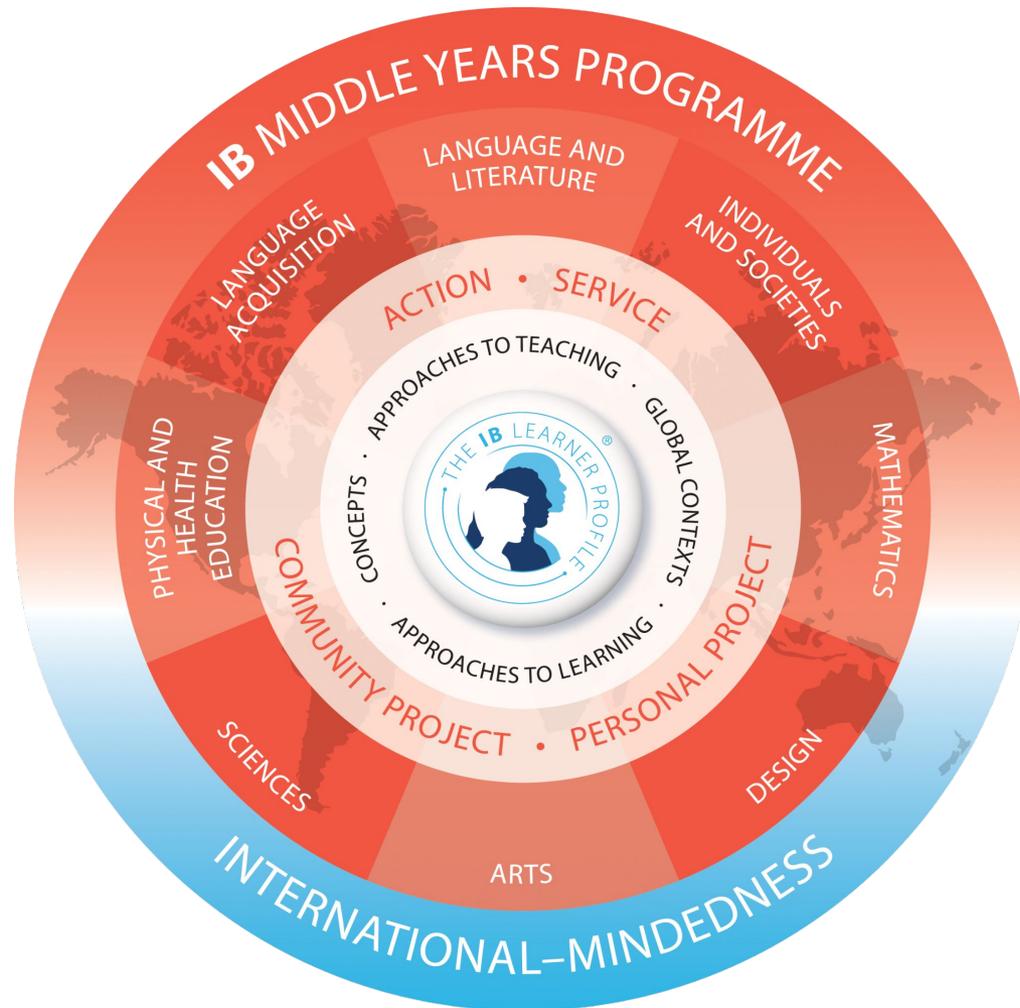
Grow. Be passionate about being the best we can be.

Discover. Find wonder in the world around us.

Dream. Dare to make a difference for yourself, humanity and our planet.



How does CE fit into the MYP Programme?





CREATIVITY

‘Exploring and extending ideas leading to an original or interpretive product or performance’

- Art, Drama, Dance, Music
- Developing a website
- Teaching
- Photography
- Learning a new language
- Developing a project
- Model United Nations
- Writing short stories

ACTIVITY

‘Physical exertion contributing to a healthy lifestyle’



- Football • Netball • Yoga • Kayaking • Trampolining • Golf
- Dance • Hiking • Running • Swimming • Tennis • ...and many more

SERVICE



‘Collaborative and reciprocal community engagement in response to an authentic need’

- Creating a community group • Teaching basic literacy • Habitat for humanity • Student council • HEO ambassadors • Peer tutoring (to junior students) • Volunteering with the elderly
- Environmental stewardship

01



Identify meaningful opportunities for personal growth and making a difference (CE Learning outcomes)

Investigate

Preparation

SMART Goal setting and action planning based on success criteria



02

03



Get involved, persevere, demonstrate participation and learning

Action and Evidence

Ongoing reflection

Evaluate the impact that your experience has had on you and others



04



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What can PARENTS do to help?

What can PARENTS do to help?



Develop an understanding of the programme.



Encourage and discuss involvement



Help students find opportunities



Facilitate participation.

Who to contact if you have questions



YEAR 7

YEAR 8

Barry Wilkinson

Teacher- English



wilkib2@dc.edu.hk



YEAR 9

YEAR 10

Daniel Hansson

Teacher- Indiv & Soc



hanssj1@dc.edu.hk



YEAR 11

YEAR DP

Jonny Tate

Teacher- CAS/CE Coord



tatej1@dc.edu.hk

If you have any further questions or concerns...

Year 7 + 8



Barry Wilkinson

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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



YEARS 7-11

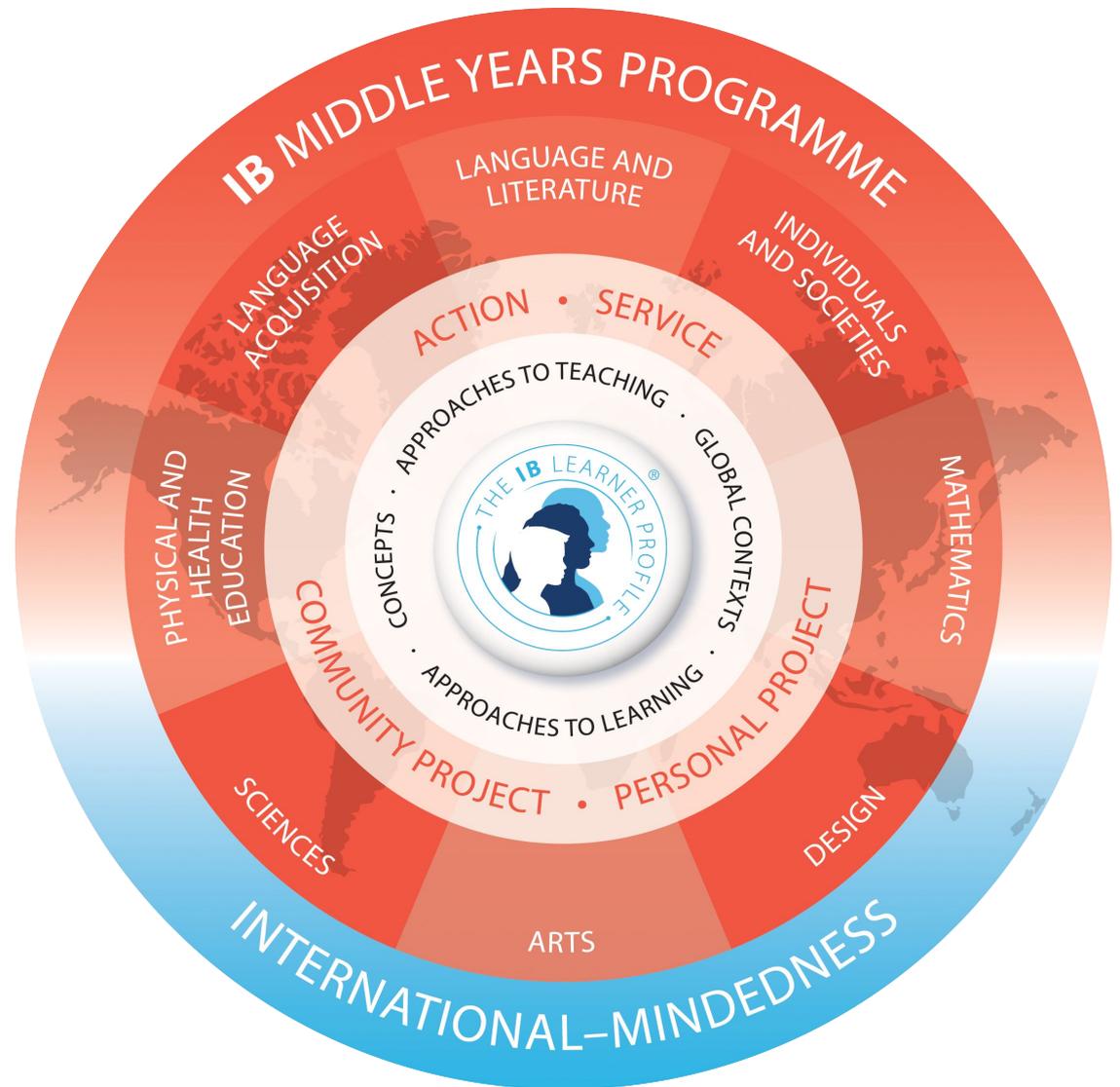
THE MIDDLE YEARS PROGRAMME

MYP curriculum

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 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)

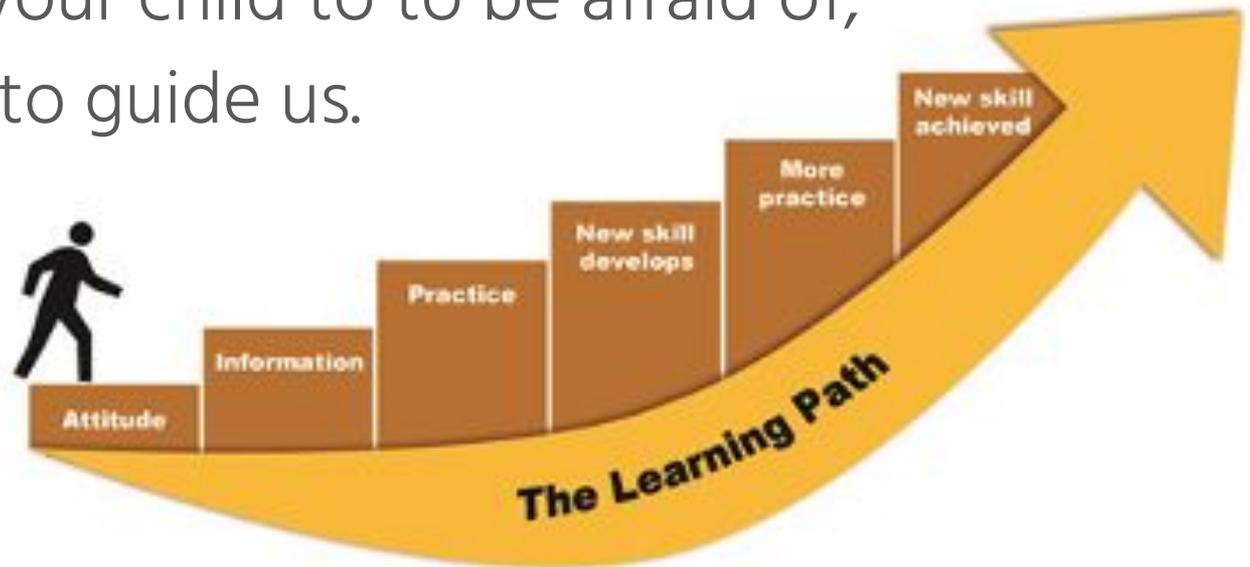
This does not happen in the MYP!



We do not have standardized or just multiple choice tests for summative assessments in the MYP.

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

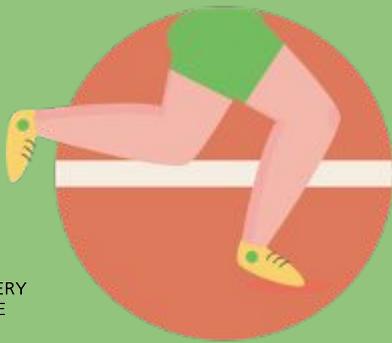


At the Start (diagnostic)

**...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 just multiple-choice or standardised tests, but could be projects, presentations, essays, videos, performances or more.

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”**

So what happens at Discovery College?

The way students are graded is different upon entering the MYP. Moving from the PYP, you will notice that there are now numbers attached to their achievement levels. New components are added that form the MYP report card.

There are new ways that students are being graded by, and new things now affect the grading.

For instance:

- MYP Criteria
- Community and Service (Met/Not met)

	CRITERION A	CRITERION B	CRITERION C	CRITERION D
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
Language and literature	Analysing	Organizing	Producing Text	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-life 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
How the criteria can be summarised:	The Knowing criteria - likely to be assessed through a test, interview, project, presentation, essay or report.	The Doing criteria - usually through a process. Eg. investigating/building skills and assessed through a planning document, or process journal.	The Sharing (or communicating) criteria - is assessed through a performance, presentation, lab, essay or report.	The reflecting criteria - includes evaluating, analysis or responding. Could be assessed through an action plan, reflection document, process journal, or essay.



MYP summative assessment - how it works

- MYP rubrics are generic and known by the student before the task starts
- Used by teachers to as a **'best fit'** identify qualitative descriptors of student achievement
- No norm-referenced comparisons, bell curves or rankings

ACHIEVEMENT LEVEL	LEVEL DESCRIPTION
0	The student does not match a descriptor by any of the descriptors before.
1-2	The student is able to: <ol style="list-style-type: none"> 1. Apply with teacher support, mathematical problem-solving techniques to discover simple patterns 2. State predictions consistent with patterns
3-4	The student is able to: <ol style="list-style-type: none"> 1. Apply mathematical problem-solving techniques to discover simple patterns 2. Suggest general rules consistent with findings
5-6	The student is able to: <ol style="list-style-type: none"> 1. Select and apply mathematical problem-solving techniques to discover complex patterns 2. Describe patterns as general rules consistent with findings 3. Verify the validity of these general rules
7-8	The student is able to: <ol style="list-style-type: none"> 1. Select and apply mathematical problem-solving techniques to discover complex patterns 2. Describe patterns as general rules consistent with correct findings 3. Proof or verify and justify the validity of these general rules

MYP assessment - how it works

Command terms - thinking verbs which describe achievement and levels of sophistication in thinking.

How would you define these terms?

Levels 1-2. State

Levels 3-4. Suggest

Levels 5-6. Verify

Levels 7-8. Justify

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: <ul style="list-style-type: none">i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patternsii. state predictions consistent with simple patterns.
3-4	The student is able to: <ul style="list-style-type: none">i. apply mathematical problem-solving techniques to recognize patternsii. suggest how these patterns work.
5-6	The student is able to: <ul style="list-style-type: none">i. apply mathematical problem-solving techniques to recognize patternsii. suggest relationships or general rules consistent with findingsiii. verify whether patterns work for another example.
7-8	The student is able to: <ul style="list-style-type: none">i. select and apply mathematical problem-solving techniques to recognize correct patternsii. describe patterns as relationships or general rules consistent with correct findingsiii. verify whether patterns work for other examples.

MYP assessment - how it works

Command terms - thinking verbs which describe achievement and levels of sophistication in thinking

Level 1-2. State: give a specific name, value or other brief answer without explanation or calculation

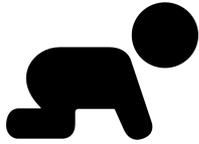
Level 3-4. Suggest: Propose a solution, hypothesis or other possible answer

Level 5-6. Verify: Provide evidence that validates the result

Level 7-8. Justify: Give valid reasons or evidence to support an answer or conclusion



MYP assessment



CRAWLING Missed the mark	WALKING On their way	RUNNING Got it	FLYING Above and beyond
0-2	3-4	5-6	7-8
<ul style="list-style-type: none"> ● Limited ● Significant misunderstandings or lacks understanding ● Gaps in knowledge 	<ul style="list-style-type: none"> ● Basic, adequate ● Basic understanding ● age appropriate 	<ul style="list-style-type: none"> ● Good ● Substantial ● Secure understanding 	<ul style="list-style-type: none"> ● Excellent ● High quality ● Frequently innovative work ● Comprehensive and nuanced understanding

MYP assessment - 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
- individual teachers then **compare** student samples with their colleagues and through professional discussions justify objectively on the MYP assessment criteria, to determine a final level of achievement

How can we create an approach where students get **specific goals** to improve learning, know **the actions** they can take and have focused **conversations** with their teachers, learning advisors and parents?

Monthly update for parents

[Name of student] has received a unit assessment for [name of unit/subject]. This will include a grade for that unit, teacher next steps and student actions to take. Please find the opportunity to have a short conversation with [first name of student] which can focus on:

- * **What did you do well in that unit?**
- * **Where might you be able to improve?**
- * **How will you make these improvements?**



Consistency

- A specific goal for their next steps of learning that is not dependent on the previous task
- Feedback...not praise
- Ensure students understand what to do by articulating the Action they will need to take
- Check for understanding
- Grades are released when these steps are complete

MYP assessment - overall subject grades

Overall MYP subject grades are **calculated each Semester** by:

- aggregating a students **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 level of achievement (1-7 grade)**
- each numeric grade is linked to a set of qualitative statements that describe what the learner is able to do
- MYP assessment practices codified in the school's assessment policy, academic integrity policy and assessment procedures

Semester 1 and Semester 2 grades

To arrive at a final overall total, teachers add together the student's overall achievement levels in all four criteria for the subject. Our school uses the IB MYP 1-7 scale, and the grade boundaries determine the final grades. Refer to table.

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

GRADE	BOUNDARIES
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Subject grade descriptors - Semester 1 & 2

BOUNDARIES	GRADE	DESCRIPTOR
0-5	1	Minimal achievement against subject objectives
6-9	2	Very limited achievement. Difficulty understanding required knowledge and skills, even with support
10-14	3	Limited achievement. Limited understanding of the required skills, only able to apply these with support.
15-18	4	A good general understanding of the requirements. Able to apply them effectively in normal situations.
19-23	5	A consistent and thorough understanding of the required knowledge and skills. Being able to apply them effectively in a variety of situations. Occasionally demonstrates originality and insight.
24-27	6	A consistent and thorough understanding. Being able to apply them in a wide variety of situations. Generally demonstrates originality and insight.
28-32	7	A consistent and thorough understanding of the required knowledge and skills. Applies them almost faultlessly in a wide variety of situation. Originality and insight demonstrated consistently.

Interpreting if your child is making progress

MYP objectives and criteria are also adjusted according to the year level of the students. This means that the objectives a Year 7 student is trying to achieve are less sophisticated than those presented in Year 9 (MYP Year 3), and of those at Year 11 (MYP Year 5).

To this end, if a student achieves an overall level of achievement 4, in any subject, at the end of Year 7, expected progress would be achieving a level 4 (or higher) at the end of Year 9, and at the end of their Year 11.



So what is a “passing grade” in the MYP?

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

Ideally, students will achieve a final grade of 4 or higher.

“Rules” of MYP assessment at DC

- Students **shouldn't have more than 3 assessment** tasks per week; some tasks are ongoing through lessons which reduces the pressure
- **Two week turnaround** for teachers to hand back marked assessments
- Achievement **grades are ongoing** and **loaded on ARR**
- Semester grades
- **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.

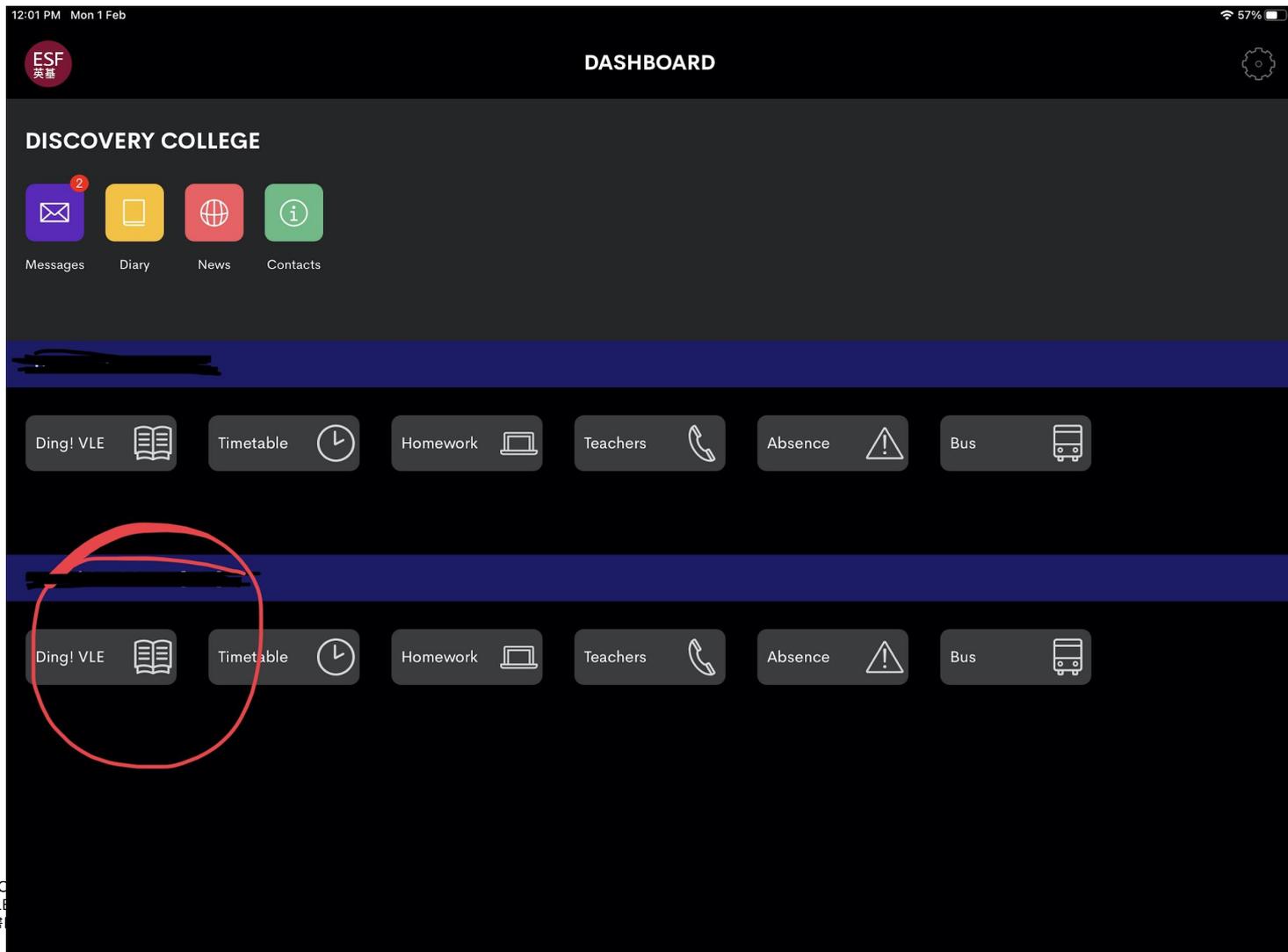
Assessment, Recording and Reporting (ARR)

- Unit by unit reporting: Ongoing throughout the year. Next steps recorded for each task.
- Individual MYP criterion 0-8 levels
- Uploaded pieces of student learning, via 'Evidencer' with samples or portfolio of work
- Semester 1 and 2 summary reports
- **3-way conferences** at **each Semester's mid-point: Next one is Zoom based (9 and 11 November).**
- Please look for MYP updates in the Explorer.

The ARR - a step-by-step guide

- Accessing your child's ARR via the ESF App
- Reading your child's report - ongoing assessment - graded out of 8
- The 'Evidencer'
- Semester overviews - graded out of 7

Accessing the ARR: Click on 'Ding! VLE'



Click on 'ARR'

ESF App 12:02 PM Mon 1 Feb | vle.discovery.edu.hk | 56%

Daily Temperature Record

Tap to edit and enter °F or °C
°F temperature will be automatically converted to °C

[Redacted] °C
No temperature recorded for 01/02/2021

[Redacted] °C
No temperature recorded for 01/02/2021

Covid-19 Health Declaration (Feb 2021)

[Redacted] can attend school on dates given by the school based on information you supplied on 01/02/2021 12:00:45
[Redacted] can attend school on dates given by the school based on information you supplied on 01/02/2021 12:00:45

To complete/update the Covid-19 Health Form click here

In year 9, ARR assessments for [Redacted] recorded in the ARR.

See the detailed summary dashboard for [Redacted]

See the homework summary for [Redacted]

View the CE tracker for [Redacted]

useful links

- Student bulletin
- Parent newsletters

For assistance contact ICT Helpdesk (ict@dc.edu.hk)

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LEANNE.FERGUSON@DC.EDU.HK



Grades visible - Click for PDF

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- > Science
- > Spanish Language Acquisition
- > Interdisciplinary

Semester Overviews

Course	Year 09 Semester 1	Year 08 Semester 2	Year 08 Semester 1	Year 07 Semester 2	Year 07 Semester 1
Arts - Visual Arts					
Food Design					
Arts - Drama					
English language and literature					
Individuals and Societies					
Mathematics					
Arts - Music					
Physical and Health Education					
Sciences					
Spanish Language Acquisition - Phase 2					
Community Engagement					
Systems Design					
Spanish Language Acquisition - Phase 1					
Product Design					
Design Technology					

PDF download icons are located at the bottom of each column. A red circle highlights the 'Year 09 Semester 1' header, and red arrows point to the PDF icons for 'Year 09 Semester 1' and 'Year 08 Semester 2'.

- > Year 09 Semester 1
- > Year 08 Semester 2
- > Year 08 Semester 1

MYP ASSESSMENT

External assessment, or standardized assessment, refers to all student testing developed and used by sources outside of the student's school.

EXTERNAL

INTERNAL

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability

ASSESSMENTS

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the assessment objectives of each subject curriculum.



WHAT you hope to do
Overall intention.

01

02

03

OBJECTIVES

HOW you will reach the aim, which specific steps will be taken.



CRITERIA 1-8

Each assessment will give you an achievement level in one or more criterion. Every subject uses pre-determined criteria.

04

05

MYP GRADES

The marks awarded for each course range from 1 (lowest) to 7 (highest). This is given 2 times/year and is a summary of your criteria



MYP GRADE 1-7

- CRITERION A: **know**
- CRITERION B: **do**
- CRITERION C: **share**
- CRITERION D: **reflect**

MYP PERSONAL PROJECT

In **Year 10 and 11**, students also complete an **independent year long project** (outside of the scheduled timetable). **MYP PERSONAL PROJECTS** are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.



- **Access DING!** for homework tasks, use Student login to access the Assessment calendar

How can I help?

- 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
- **Review the Rubrics and awarded grades** - these will have pointers as to the next steps. Read what was needed in the band above to identify the “next steps”.
- **A good conversation will be...**What did you do to achieve that grade? What are your next steps? How will you do this?
- **Read Explorer**/join DC facebook group

- **Contact class teacher for academics.** 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” on DING!**
- **Book meetings with individual teachers over Zoom at 3 way conferences**



If you remember nothing else, remember these 3 points ...

1. The single most important aim of assessment is to **support and encourage student learning**. Teachers constantly gather and analyse information on achievement and provide feedback to help them grow.
2. To be effective, students **should be evaluating their own progress** using self-assessment and reflection based on the feedback. In doing so, they will develop more effective critical and thinking skills.
3. Assessment is **ongoing and reported in ARR**. Unit by unit they are graded out of 8; final semester grades are out of 7 based on the use of grade boundaries assigned by the IB.

QUESTIONS



CONTACT DETAILS



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