



DISCOVERY
COLLEGE

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Assessment in the MYP

Parent education workshop
August 31, 2016

Workshop intentions: this workshop will be a success if I leave with an understanding of:

- MYP assessment philosophy
- The difference between summative and formative assessment
- How my child's work is graded
- How MYP assessment resources can be used for my child to self- and peer-assess their work
- How overall subject grades are calculated

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.

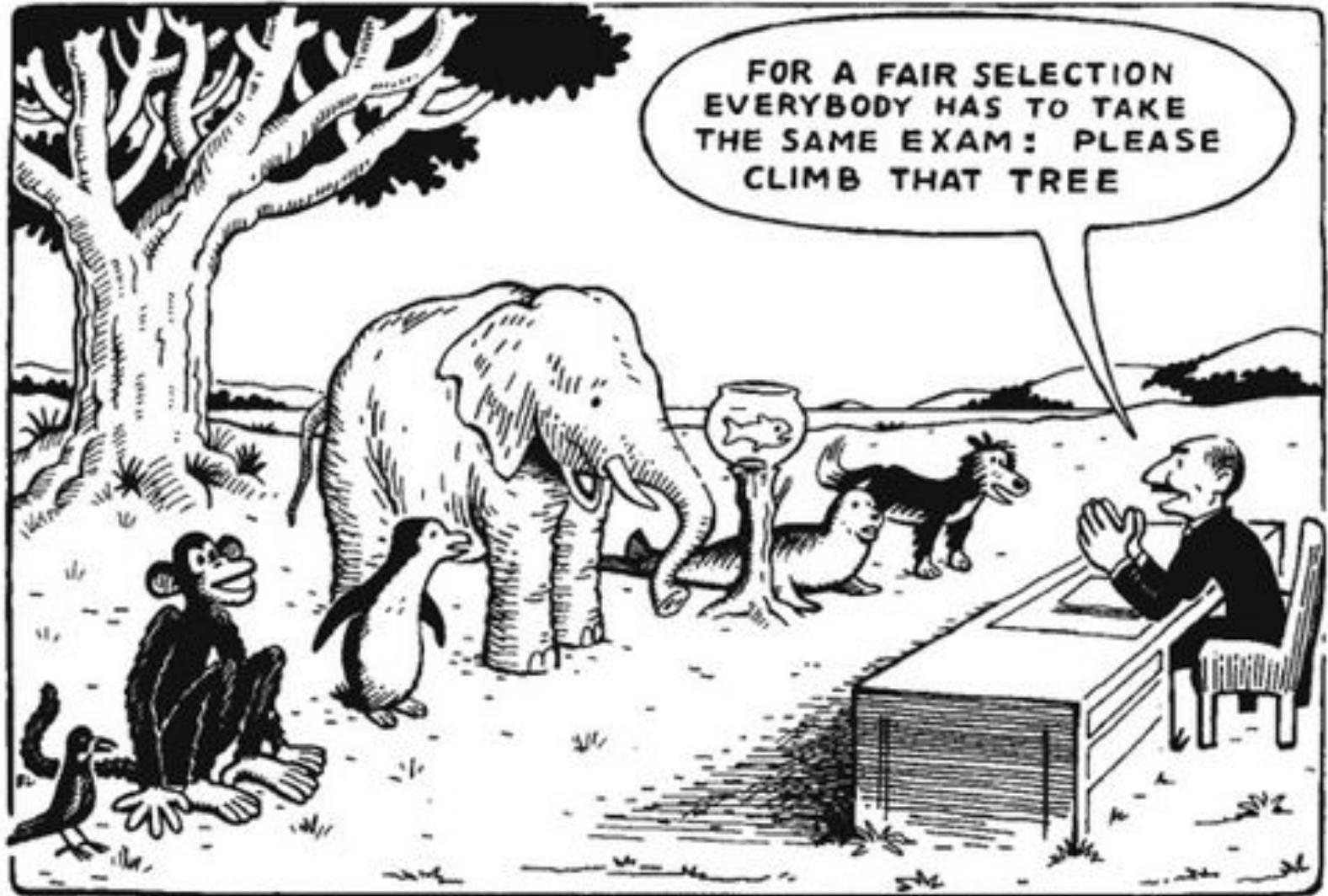
Source: Communicating Student Learning (2011, pg. 8)

MYP assessment philosophy

Purpose of assessment:

- 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

MYP assessment philosophy



Types of assessment

Formative:

- Ongoing
- Informs teacher's and student's ongoing planning
- Builds towards the summative assessment
- Examples: quizzes, drafts, closed- and open-response questions and teacher observations

Summative

- End-of-unit assessment
- Open-ended
- Criterion-related
- Guided by rubrics
- Evaluation and feedback via rubrics

Criterion-related assessment

Every MYP subject is taught to four objectives, each with a maximum level of 8, which are linked to MYP four MYP assessment criteria which:

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

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

Criterion-related assessment

Example:

MYP Individuals and societies (Humanities)
criterion:

- Criterion A: knowing and understanding (8)
- Criterion B: Investigating (8)
- Criterion C: Thinking critically (8)
- Criterion D: Communicating (8)

Criterion-related assessment

MYP Individuals and societies criterion strands:

- Criterion A: knowing and understanding (8)
- *Use vocabulary in context*
- *Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.*

Source: *MYP Individuals and societies guide* (2014, pg. 29)

MYP assessment rubrics

- Rubric: a table outlining the
- Evaluated according to levels of achievement
- Levels of achievement banded 1-2, 3-4, 5-6 and 7-8
- Levels are distinguished by **command terms** which describe increasingly complex thinking

Criterion D: Thinking critically

Maximum: 8

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

- discuss concepts, issues, models, visual representation and theories
- synthesize information to make valid, well-supported arguments
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- Interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories to a limited extent summarizes information to a limited extent to make arguments describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations Identifies different perspectives and minimal implications.
3-4	The student: <ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories summarizes information to make arguments analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations interprets different perspectives and some of their implications.
5-6	The student: <ol style="list-style-type: none"> discusses concepts, issues, models, visual representation and theories synthesizes information to make valid arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations interprets different perspectives and their implications.
7-8	The student: <ol style="list-style-type: none"> completes a detailed discussion of concepts, issues, models, visual representation and theories synthesizes information to make valid, well-supported arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations thoroughly interprets a range of different perspectives and their implications.

MYP assessment rubrics

The MYP does not use:

- Letter grades
- Numeric grades

Critical that learners focus on the written descriptors which describe performance in the task.

Criterion D: Thinking critically

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Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories to a limited extent summarizes information to a limited extent to make arguments describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations identifies different perspectives and minimal implications.
3–4	The student: <ol style="list-style-type: none"> analyses concepts, issues, models, visual representation and theories summarizes information to make arguments analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations interprets different perspectives and some of their implications.
5–6	The student: <ol style="list-style-type: none"> discusses concepts, issues, models, visual representation and theories synthesizes information to make valid arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations interprets different perspectives and their implications.
7–8	The student: <ol style="list-style-type: none"> completes a detailed discussion of concepts, issues, models, visual representation and theories synthesizes information to make valid, well-supported arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations thoroughly interprets a range of different perspectives and their implications.

Command terms

Criterion D:	Thinking critically
Achievement level	Achievement level descriptor
7-8	<ul style="list-style-type: none"> i. Completes a detailed discussion of concepts, issues, models, visual representation and theories ii. Synthesises information to make valid, well-supported arguments iii. Effectively analyses and evaluates a range of sources/data in terms of origin and purpose; consistently recognising value and limitations iv. Thoroughly interprets a range of perspectives and their implications

In your groups define these command terms.

Command terms – IB definitions

- **Discuss:** *offer a considered and balanced review that includes a range of arguments, factors or hypotheses*
- **Synthesise:** *combine different ideas in order to create new understanding*
- **Analyse:** *break down in order to bring out the essential elements or structure*
- **Evaluate:** *Make an appraisal by weighing up the strengths and limitations*
- **Interpret:** *use knowledge and understanding to recognise trends and draw conclusions from given information*

Determining achievement levels

- Does the level 1-2 descriptor describe the performance?
- If so, then does the work exceed the expectations of the 3-4 descriptors?
- Continues until the descriptor does not describe the work, the previous descriptor will be used to describe the work

Criterion D: Thinking critically

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MYP subject grade calculation

An aggregate of the four A-D assessment criterion is measured against a set of IB-published grade boundaries

MYP grade	Boundaries	Descriptor
1	0-3	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	4-7	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	8-12	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	13-17	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	18-22	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	23-27	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.