# IB-MA MYP Assessment Networking

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# IB-MYP ASSESSMENT POLICY and the Standards and Practice

Standard B1.5

The school develops and implements policies and procedures that support the programme(s).

Standard C4.1

Assessment at the school aligns with the requirements of the programme(s).

Standard C4.2

The school communicates its assessment philosophy, policy and procedures to the school community.

# STANDARD AND PRACTICES CONTD…..

Standard C4.3

The school uses a range of strategies and tools to assess student learning.

Standard C4.4

The school provides students with feedback to inform and improve their learning.

Standard C4.5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

# Standard and Practices Contd...

Standard C 4.6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C 4.7

The school analyses assessment data to inform teaching and learning.

Standard C4.8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

# What

The aim of MYP assessment is to support and encourage student learning

Both product and process are important

criterion-related (student performance is assessed against a list of qualitative subject specific objectives).

Not criterion referenced because students do not have to show mastery of lower level criteria before achieving higher level criteria.

# Ib-myp ASSESSMENT

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

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

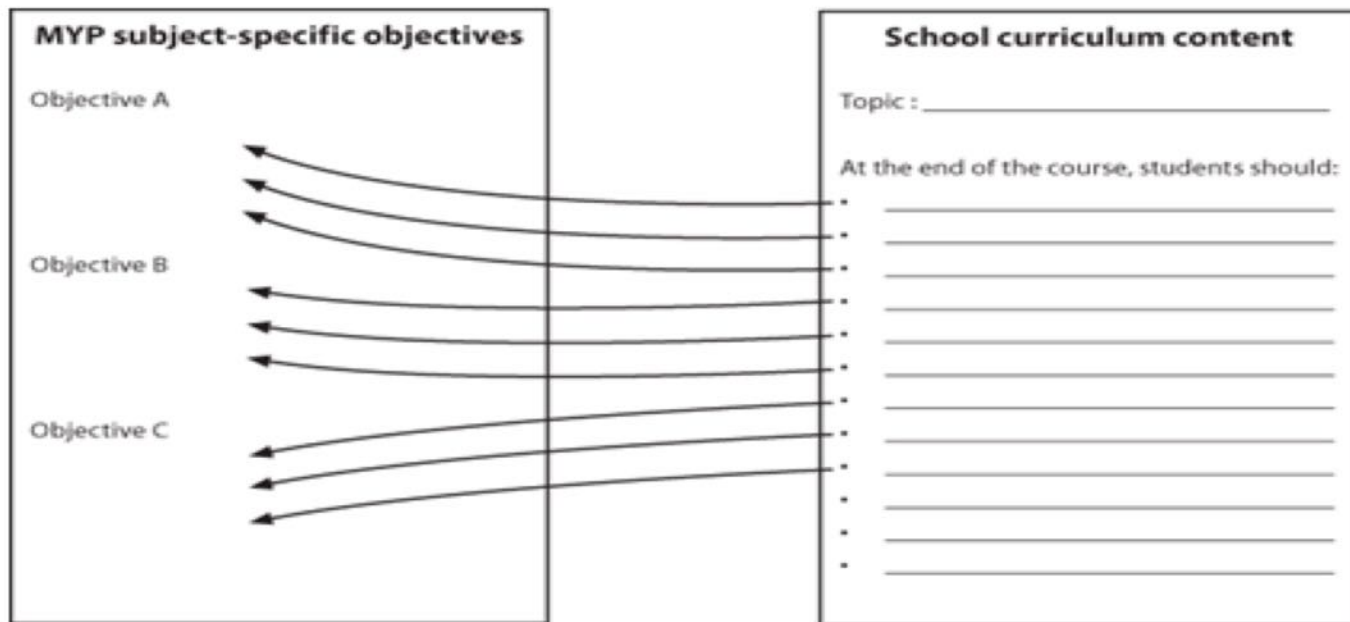| Subject group | A | B | C | D |
|---|---|---|---|---|
| Language and literature | Analyzing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to spoken, written and visual text | Using language in spoken and written form |
| 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 analyzing | Developing ideas | Creating the solution | Evaluating |
| MYP projects | Investigating | Planning | Taking action | Reflecting |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

# How DO We Coach Teachers on Alignment?

## HOW dO wE mERGE dISTRICT CURRICULUM wITH IB Requirements?

# Deciding on subject-specific content

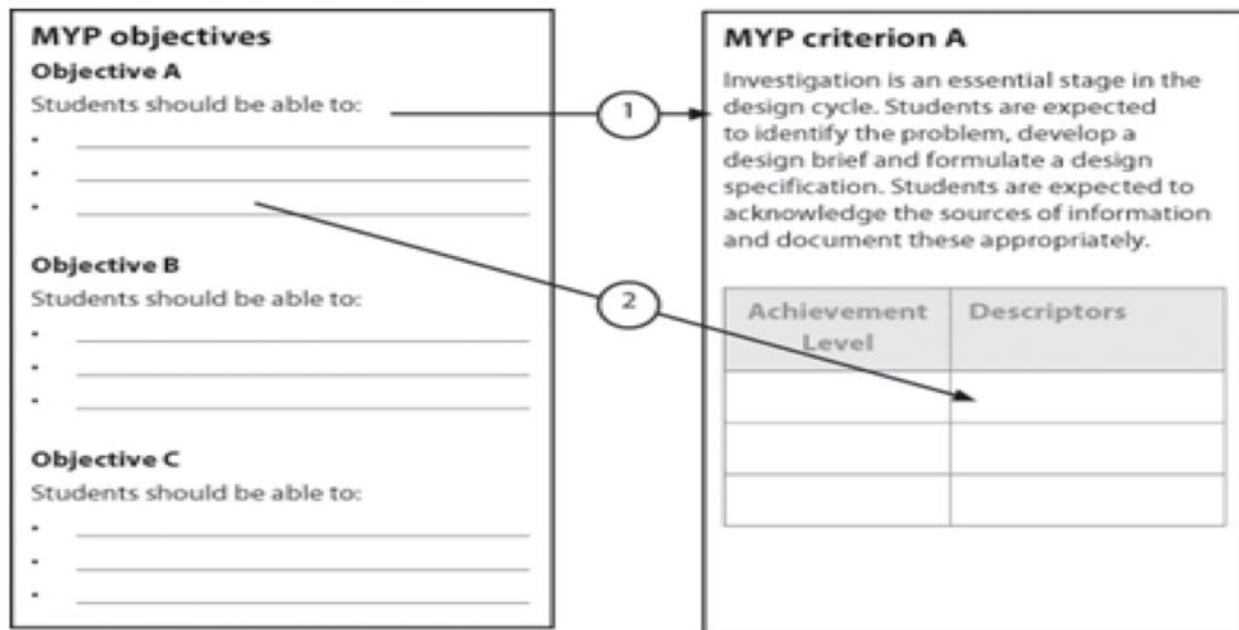| MYP subject-specific objectives | School curriculum content |
|---|---|
| Objective A | Topic : _____ |
| | At the end of the course, students should: |
| Objective B | |
| Objective C | |

The arrows depict a teacher's decisions when aligning
school curriculum content with objectives.

# Aligning the written and assessed curriculums



**MYP objectives**

**Objective A**

Students should be able to:

- _____
- _____
- _____

**Objective B**

Students should be able to:

- _____
- _____
- _____

**Objective C**

Students should be able to:

- _____
- _____
- _____

**MYP criterion A**

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

| Achievement Level | Descriptors |
|---|---|
|  |  |
|  |  |
|  |  |

# Appropriateness of tasks

✓ The assessment tasks developed for each unit should address **at least one MYP subject-group objective.**

✓ Student work that stems from these tasks is then assessed using the **appropriate criteria**.

✓ It is essential that tasks be developed to address the objectives appropriately.

Source: FPIP, p. 87

# Appropriateness of tasks



✓ Teachers will need to ensure that assessment tasks not only address an objective, but allow students access to all the achievement levels in the corresponding criterion.
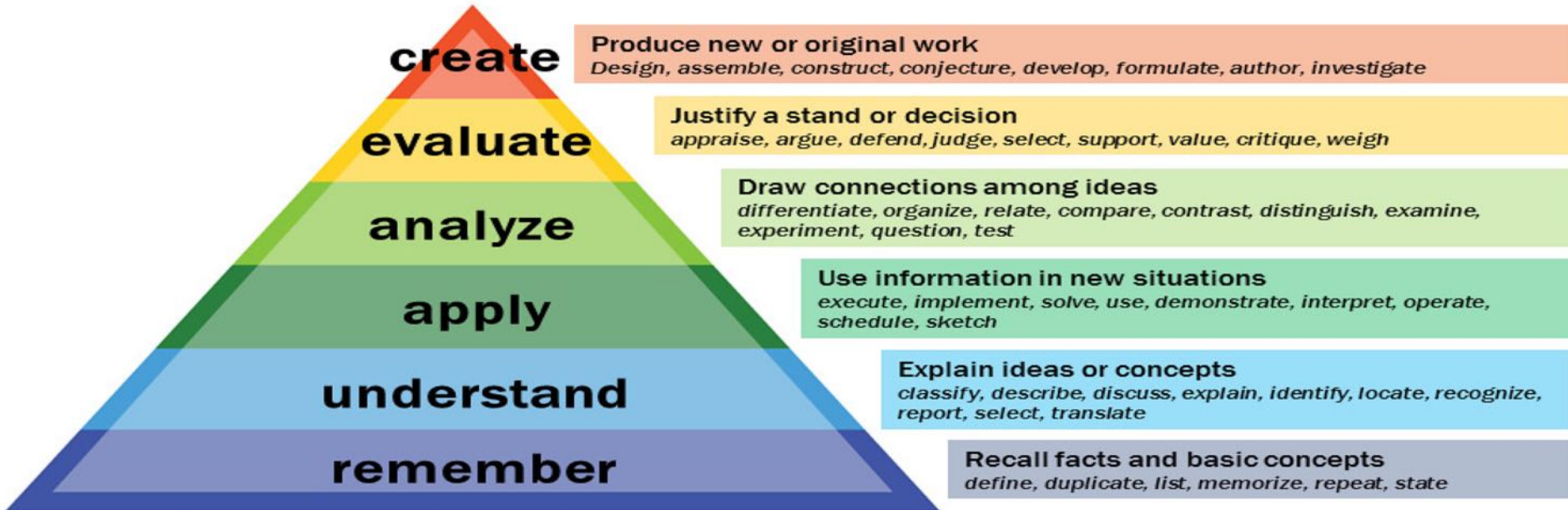
Sources: FPIP, p. 87

# Appropriateness of Task

- align with subject group and objectives
- enhance learning and align to curriculum goals
- differentiated to address diverse students' needs
- rigorous and involving critical and creative thinking skills

- very in design and be authentic (not simply the recall of factual knowledge)
- Yield meaningful feedback for students
- Assess both skills and and understanding
- include clear, consistent use of command terms

# How to INTEGRATE OBJECTIVES INTO dAILY LESSONS?



## Bloom's Taxonomy

**create**
Produce new or original work
*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate**
Justify a stand or decision
*appraise, argue, defend, judge, select, support, value, critique, weigh*

**analyze**
Draw connections among ideas
*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply**
Use information in new situations
*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**understand**
Explain ideas or concepts
*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember**
Recall facts and basic concepts
*define, duplicate, list, memorize, repeat, state*

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# Pay attention to Command terms

## Mathematics

Objective C: Communicating

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- organize information using a logical structure.

| Command Term | Definition |
|---|---|
| Use | Apply knowledge or rules to put theory into practice. (See also "Apply".) |
| Organize | Put ideas and information into a proper or systematic order. |

# Pay attention to Command terms

- Go back to your own task. ...does it actually ask students to do what the command terms **tell** them to do?

| Command Term | Definition |
|---|---|
| Use | Apply knowledge or rules to put theory into practice. (See also "Apply".) |
| Organize | Put ideas and information into a proper or systematic order. |

- Consider...How do you think using the command terms would affect how we design assessment tasks?

# 1-3-5 objectives-criteria alignment

- Command terms

- Specifically designed for MYP progression

- Age-appropriate

# The 1, 2 and 3 of summative assessment

| Summative assessment | | |
|---|---|---|
| Objectives: | Outline of summative assessment task(s): | Relationship between summative assessment task(s) and statement of inquiry: |
| Approaches to learning (ATL) | | |
| | | |

# Creating sufficiently rigorous tasks

- Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks.

**Find x.**



*Here it is*
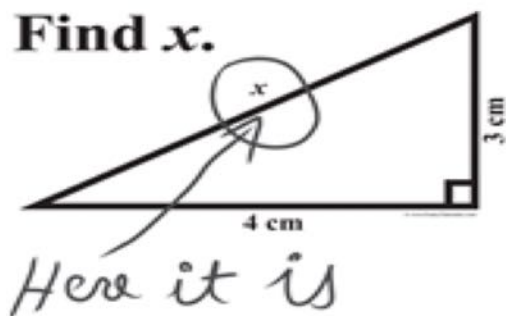
- Most of the highest level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.

# Question

How often do you need to use the criteria over the course of a unit? a semester? a year?

| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real world contexts |
|---|---|---|---|---|

# ANSWER

In the MYP, teachers must:

✓ make judgments on their students' achievement levels **at least twice** for each objective strand **in each subject group** criterion **each year**.

✓ ensure that this evidence comes from student performance **over the duration of the units taught**.

# Let's talk about recording...

- The MYP says we MUST assess **each strand** within each criterion at least twice each MYP year. MYP reports of student achievement should communicate the student's achievement level for **each assessment criterion.**

| Partial progress – mid-year | | | | |
|---|---|---|---|---|
| Student | Criterion A | Criterion B | Criterion C | Criterion D |
| Mary | 3, 3, 4, 4 | 2, 3, 3, 4 | 4, 4, 4, 4 | 3, 3, 2, 3 |
| Johann | 2, 2, 2, 3 | 2, 2, 4, 3 | 2, 3, 3, 3 | 2, 2, 2, 2 |
| Ann | 6, 6, 7, 8 | 6, 6, 6, 7 | 7, 6, 6, 7 | 7, 7, 8, 7 |
| Cedrick | 5, 5, 5, 4 | 5, 4 ,5, 4 | 5, 6, 5, 5 | 4, 5, 6, 6 |

## What does each get?

# Now what?

| At Semester | | | | |
|---|---|---|---|---|
| Student | Criterion A | Criterion B | Criterion C | Criterion D |
| Mary | 4 | 4 | 4 | 3 |
| Johann | 2 | 3 | 3 | 2 |
| Ann | 7 | 6 | 7 | 7 |
| Cedrick | 5 | 4 | 5 | 6 |

Synergy TeacherVUE

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1 of 12 - FA Federalism Gallery Walk

| Student | Grade | Missing | FA Federalism Gallery Walk MAX:100 PTS:0 1/10/2020 Formative | FA Quiz - Sep of Power/Checks & MAX:100 PTS:0 1/10/2020 Formative | FA Checks & Balances MAX:100 PTS:0 1/10/2020 Formative | B-CE.2a-d: Investigating a MAX:100 PTS:0 12/15/2019 Criterion B | C-CE.2a-d: Communicating MAX:100 PTS:0 12/12/2019 Criterion C | A. Roots of American MAX:100 PTS:0 12/10/2019 Criterion A | Review Day - Constitution MAX:100 PTS:0 12/1/2019 Formative | Preamble & Articles Quiz MAX:100 PTS:0 12/1/2019 Formative | FA Fundamental Principles Quiz MAX:100 PTS:0 11/15/2019 Formative | D. CE.5a-f: Thinking MAX:100 PTS:0 11/13/2019 Criterion D | C. CE.5a-f: Communicating MAX:100 PTS:0 11/13/2019 Criterion C | A. CE.5a-f: Political Parties MAX:100 PTS:0 11/7/2019 Criterion A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abraham-Salome, Steven | 72.8% C | 0 | 0 | 7 | 5 | 5 | 4 | 1 | 1 | 4 | 4 | 4 | 4 | 1 |
| Albright, Maximilian | 90.4% A- | 0 | 5 | 8 | 8 | 8 | 7 | 8 | 8 | 8 | 8 | 4 | 4 | 8 |
| Al-Dubai, Ivan | 88.5% B+ | 0 | 5 | 8 | 8 | 8 | 8 | 5 | 2 | 8 | 8 | 4 | 8 | 8 |
| Al-Ukaily, Amar | 84.7% B | 0 | 5 | 8 | 8 | 8 | 8 | 7 | 8 | 8 | 0 | 4 | 4 | 8 |
| Antezana Prado, Anthony | 87.4% B+ | 0 | 5 | 7 | 8 | 7 | 5 | 8 | 8 | 8 | 4 | 8 | 4 | 8 |
| Avant, Kaylyn | 75.0% C | 0 | 0 | 7 | 8 | 8 | 7 | 3 | 1 | 2 | 8 | 0 | | 5 |
| Brent, Samuel | 96.8% A | 0 | 4 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Brookes-Weiss, Indigo | 96.5% A | 0 | 5 | 0 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Bui, Emily | 92.2% A- | 0 | 5 | 8 | 8 | 8 | 7 | 8 | 8 | 8 | 0 | 8 | 8 | 7 |
| Coughlin, Claire | 94.5% A | 0 | 5 | 0 | 8 | 8 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Donaghy, Olivia | 91.2% A- | 0 | 5 | 8 | 8 | 8 | 8 | 8 | 8 | 4 | 8 | 8 | 8 | 8 |
| Gebreegziabeher, Feben | 92.9% A | 0 | 4 | 8 | 8 | 8 | 7 | 8 | 8 | 8 | 8 | 8 | 7 | 8 |
| Hassan, Abdullah | 78.9% C+ | 0 | 0 | 0 | 0 | 5 | 4 | 7 | 1 | 8 | 3 | 3 | 3 | 7 |
| Hassan, Fartun | 95.0% A | 0 | 3 | 8 | 8 | 8 | 7 | 8 | 4 | 8 | 8 | 8 | 8 | 8 |
| Kassa, Elias | 91.4% A- | 0 | 5 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 4 | 4 | 8 |
| Larmoyeux, John | 96.8% A | 0 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Nguyen, Derren | 96.8% A | 0 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Olemba Bolyong, Abdoulaye | 81.7% B- | 0 | 5 | 8 | 0 | 5 | 4 | 7 | 3 | | 0 | 5 | 8 | 8 |

🔍 100%

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# Arriving at a "Best-fit" judgment...

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to 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). (FPIP: pg. 78)

# Inappropriate practices

Counter to MYP assessment principles:

- determining grades using a proportion of scores for classwork, homework and tests as this represents formative feedback, not summative judgments.

- determining grades by **averaging** summative performance scores over the year

- using **single** pieces of work (one summative scored with all criteria) to determine final grades.

*"Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable to determine grades for other systems and then convert these to MYP grades."*

FPiP p. 92

# Reporting other components of the MYP

- ATL – **not** required to give parents/guardian feedback but some schools find this to be a useful component of a standard or alternative reporting cycle, at least for some ATL skill clusters. (feedback, not grades)

- Learner Profile – **not** to be formally graded and reporting should reflect where a student sees themselves in relation to the descriptors provided.

- Service Learning – **not** to be formally graded and should include a student's reflection on their emotional growth.

# Reporting Format

There is no specific report format mandated for the MYP. Schools communicate assessment data to parents (FPIP, 92).

in a variety of ways, but they must do so formally, using a clear process, and at frequent intervals.

- **Report cards**
- **Parent conferences**
- **Student-led conferences**

# Aligning IBMYP Grades with External Requirements

Schools can determine MYP grades and then convert them to grades for other systems. It is not acceptable

to determine grades for other systems and then convert these to MYP grades.

Where the two systems are incompatible, schools must determine and report any MYP grades separately.