

Assessment in the MYP

Friday 16 February 2018



Our mission

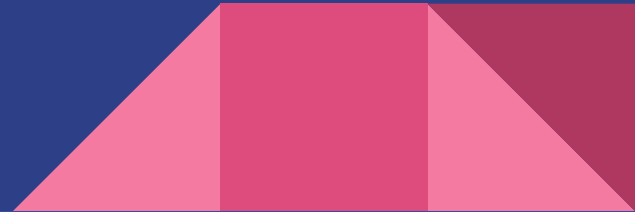
HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

MYP Assessment

What do you KNOW?

What do you WANT to
know?

What have you learned?



MYP Assessment Criteria

What do we see?

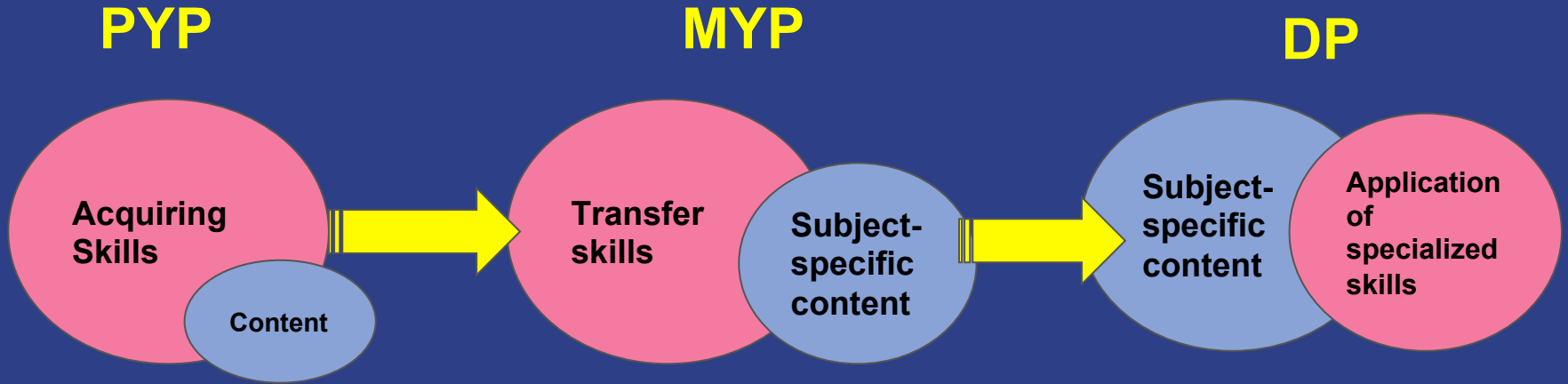
What do you think?

What do you wonder?

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

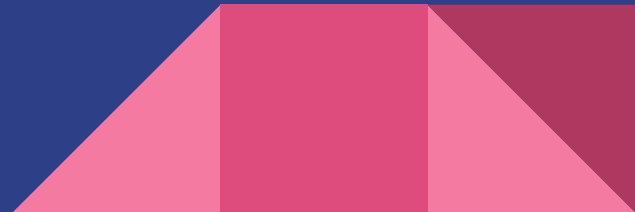
	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
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

Focus of assessment across the IB continuum



Using Assessment Criteria to Assess Students

- Example assessment criteria with strands
- Approach is to find a best fit between student work and the assessment criteria
- Leads to a grade for the criteria



Examples of Assessments and Student Work

Teachers create task-specific criteria based on the assessment criteria specific to each assessment task.

Assessments are aligned with the unit statement of inquiry. Allows for students to show conceptual understanding about unit.

What is the connection in the example between the statement of inquiry & the assessment task?

MYP grade boundaries

Descriptors are more important than numbers; descriptors provide information about what students know and can do.

Grade in each criteria is viewed in terms of improvement and growth.

- What students CAN do
- NOT penalties for what they cannot do

Grades reflect performance on summative assessment tasks

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, infrequently applying knowledge and skills.
4	15-18	Produces work of a good quality. Communicates a clear understanding of many concepts and contexts. Demonstrates some 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.
5	19-23	Produces work of a good quality. Communicates a clear understanding of many concepts and contexts. Demonstrates some 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.

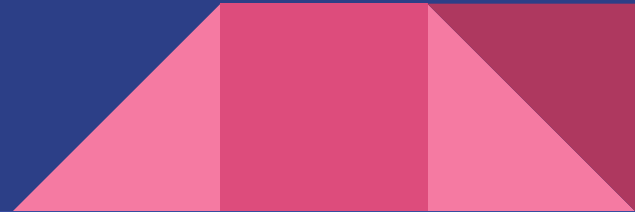
This is the sum of all four assessment criteria in a course.

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Assessment in the MYP

What I used to think...Now I think

Instructional Policies

Accessing the HIS Assessment Policy

HIS homepage > Curriculum tab >
Overview

Scroll down to HIS documents

Select Assessment Policy
