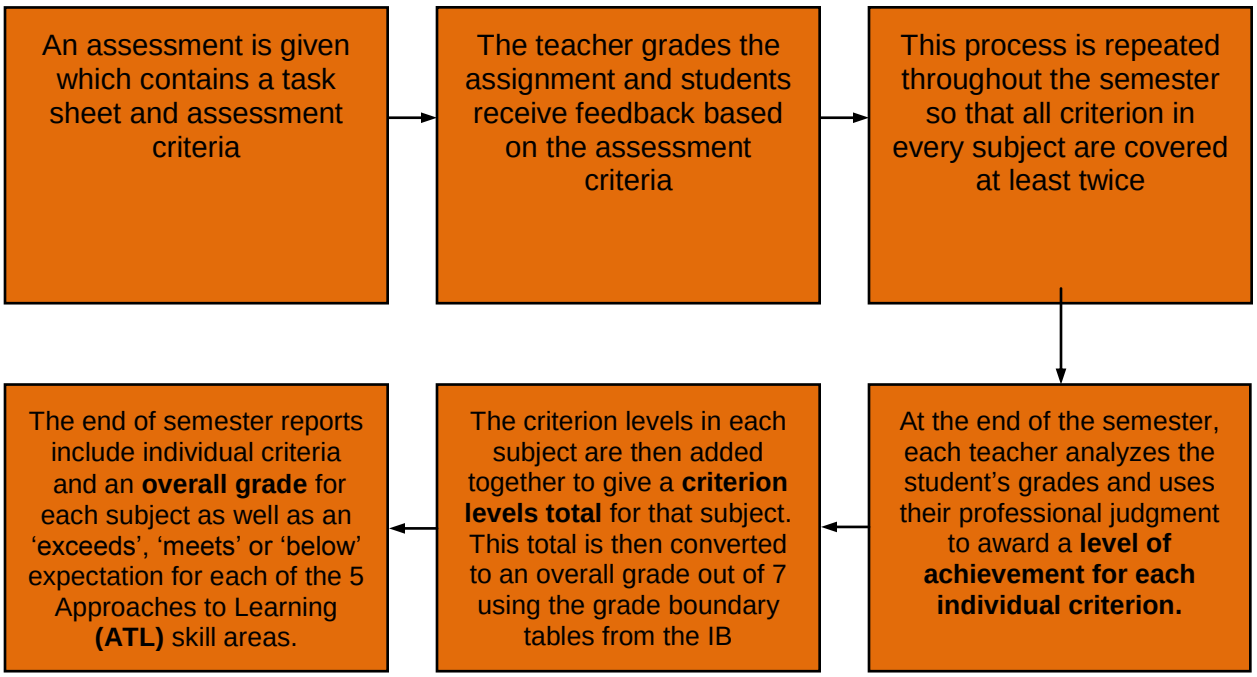
A Short Guide to MYP Assessment at ISU

At first glance MYP Assessment is complicated. This short guide is intended to clarify the MYP assessment process at ISU.

The single most important aim of MYP assessment is to support and encourage student learning. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluating their own progress using self-assessment and reflection. In doing so, they should develop wider critical-thinking and self-assessment skills.

The MYP assessment system used in grades 6-10 at ISU is a **criterion-based** model and it is vital that both students and parents understand the methods of assessment and play an active role in the process.
Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

Assessment in action at ISU



What are the assessment criteria and why do they differ between subjects?

The most complicated part of MYP assessment is that the number of assessment criteria varies from one subject to another. The maximum levels in these assessment criteria also vary *(see the assessment criteria summary for the different subjects on page 6).* Science for example has 6 assessment criteria all with a maximum level of 6. Humanities has 4 assessment criteria, three with a maximum level of 10 and one with a maximum level of 8.

The reasons for these differences lie in the nature of different subjects. In Technology all elements of the design cycle are judged to be of equal importance so all 6 technology criteria are assessed out of 6. In Mathematics Criterion A *'Knowledge and Understanding'* (maximum level of 8) has more emphasis placed upon it and is seen as 'relatively more important' than Criterion D '*Reflection in Mathematics'* (maximum level of 6).

This does look confusing but the huge benefit of this type of assessment is that it identifies the strengths and weaknesses of each individual student, and provides an overview of student achievement in the various aspects of all subjects.

What marks count towards the semester grade?

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 1 or 2 criteria are assessed per task. Only assessments that are criterion-related (*that are assessed against criteria provided by the teacher for that specific assessment task*) count towards the overall grade.

The process of arriving at a semester grade

How are end of semester criterion totals reached?

By the end of the semester students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice.

To explain how we arrive at a semester grade let's follow the creation of a Mathematics grade for a Grade 8 Student called Maria. There are 4 criteria in Mathematics. After Semester 1 Maria will have at least 2 marks in all 4 of the Mathematics criteria. In Mathematics *Criterion A 'Knowledge and Understanding'* Maria has 4 pieces of evidence (marks).

	Mathematics Criterion A 'Knowledge and Understanding'. /8			
	Number Vocabulary Project	Fractions Check-In Test	Adding and Subtracting Fractions Assessment	Prime Time Test
Maria	**4**	**5**	**6**	**6**

Maria's teacher will then make a professional judgment on the **criterion level of achievement** for her in this criterion. THIS IS NOT AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on patterns in the data, the development of that student and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the semester. As a result of Maria's consistent improvement over the semester she would receive a criterion level of achievement of **6 out of 8 for Mathematics Criterion A.**
It is important to note that the MYP exams are assessed using MYP criteria and that the examination results will count as only one of the many assessments that will be used to determine the final end-of-semester grade.

How do criteria achievement levels become a grade out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject these criterion levels of achievement are then added together to give a **criterion levels total**. This total is then compared to the **grade boundary tables** published by the IB (see page 5) to give the student a grade out of 7 for that subject. Maria's 6 out of a possible 8 in Mathematics Criterion A would be added to her criterion level of achievement in the other 3 Mathematics criteria, which would give a **criterion levels total of 21**. As a result Maria would receive 5 out of 7 for her final semester grade in Mathematics.

Maria – Mathematics

Criteria	Semester Level of Achievement
Criterion A: Knowledge and Understanding /8	**6**
Criterion B: Investigating Patterns /8	**6**
Criterion C: Communication in Mathematics /6	**4**
Criterion D: Reflection in Mathematics /6	**5**
Criterion Levels Total / 28	**21**

IB Published Mathematics Grade Boundaries

21
⇓

Grade	1	2	3	4	**5**	6	7
Boundaries	0-4	5-8	9-12	13-17	**18-21**	22-25	26-28

<u>How MYP assessment differs from other assessment models.</u>

MYP assessment is not based on a 'bell-curve' distribution of scores and is neither percentage graded nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What does a grade of 1-7 really mean?

So what does Maria's grade of 5 in Mathematics mean? Below are the **IB general grade descriptors** for each grade. A grade of 5 means that in Mathematics Maria shows *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.* To fully understand student achievement it is important to pay attention to all the individual criterion scores as these highlight student's strengths and weaknesses in the subject, as well as the grade and the general grade descriptors.

Grade	MYP General Grade Descriptors
Grade 1	**Minimal** achievement in terms of the objectives
Grade 2	**Very limited** achievement against all the 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**
Grade 3	**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**.
Grade 4	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
Grade 5	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.
Grade 6	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 is shown where appropriate. The student **generally** demonstrates originality and insight.
Grade 7	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 is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.

To give a global perspective on MYP grades here is the percentage of the grades awarded to Grade 10 students around the world in 2009.

	Percentage of Candidates Awarded Grades						
Level	**1**	**2**	**3**	**4**	**5**	**6**	**7**
%	**0**	**2**	**10**	**29**	**31**	**20**	**8**

MYP Grade Boundaries and Final Grades

Language A (English, Korean and Mongolian) Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-4	5-9	10-14	15-19	20-23	24-27	28-30

Language B (Foundation, Standard and Advanced) Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-8	9-16	17-23	24-30	31-36	37-42	43-48

Mathematics Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-4	5-8	9-12	13-17	18-21	22-25	26-28

Humanities Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-7	8-12	13-18	19-23	24-28	29-33	34-38

Sciences Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-11	12-18	19-24	25-28	29-32	33-36

Technology Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-15	16-21	22-26	27-31	32-36

Arts Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-3	4-8	9-13	14-20	21-25	26-30	31-34

PE Grade Boundaries

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-10	11-15	16-20	21-24	25-28	29-32

Personal Project Grade Boundaries (only Grade 10)

Grade	1	2	3	4	5	6	7
Boundaries	0-5	6-9	10-13	14-16	17-21	22-24	25-28

A Summary Of The MYP Assessment Criteria

	Arts	Humanities	Language A	Language B	Mathematics	Physical Education	Sciences	Technology	Personal Project (Grade 10 Only)
Criterion									
A	Knowledge and understanding	Knowledge	Content	Oral communication (message)	Knowledge and understanding	Use of knowledge	One world	Investigate	Planning and Development
	8	**10**	**10**	**8**	**8**	**8**	**6**	**6**	**4**
B	Application	Concepts	Organization	Oral communication (language)	Investigating patterns	Movement composition	Communication in science	Design	Collection of information / resources
	10	**10**	**10**	**8**	**8**	**6**	**6**	**6**	**4**
C	Reflection and evaluation	Skills	Style and langauge mechanics	Writing (message)	Comunication in mathematics	Performance	Knowledge and understanding of science	Plan	Choice and application of techniques
	8	**10**	**10**	**8**	**6**	**10**	**6**	**6**	**4**
D	Personal engagement	Organization and presentation		Writing (language)	Reflection in mathematics	Social skills and personal engagement	Scientific inquiry	Create	Analysis of information
	8	**8**		**8**	**6**	**8**	**6**	**6**	**4**
E				Reading comprehension			Processing data	Evaluate	Organization of the written work
				16			**6**	**6**	**4**
F							Attitudes in science	Attitudes in technology	Analysis of process and outcome
							6	**6**	**4**
G									Personal engagement
									4