ESF 英基 DISCOVERY COLLEGE 智新書院

Assessment, Recording and Reporting in the MYP

Parent Workshop

September 17, 2018

DISCOVERY COLLEGE | E office@dc.edu.hk | T +852 3969 1000
38 Siena Awe. Discovery Bay, Hong Kong

ESF 英基 DISCOVERY COLLEGE 智新書院

Session objectives

- What is MYP assessment philosophy?
- What is summative and formative assessment?
- How is MYP work evaluated?
- How does MYP assessment practices promote student responsibility for learning?
- How does the IB calculate overall subject grades?
- How do I access my child's MYP reports?

ESF 英基 DISCOVERY COLLEGE 智新書院

Introductions

Adrian Gan
IB MYP Coordinator / Secondary VP
email: gana1@dc.edu.hk

Joe Leithead
Digital Literacy Coordinator
email: leithj1@dc.edu.hk

ESF 英基 DISCOVERY COLLEGE 智新書院

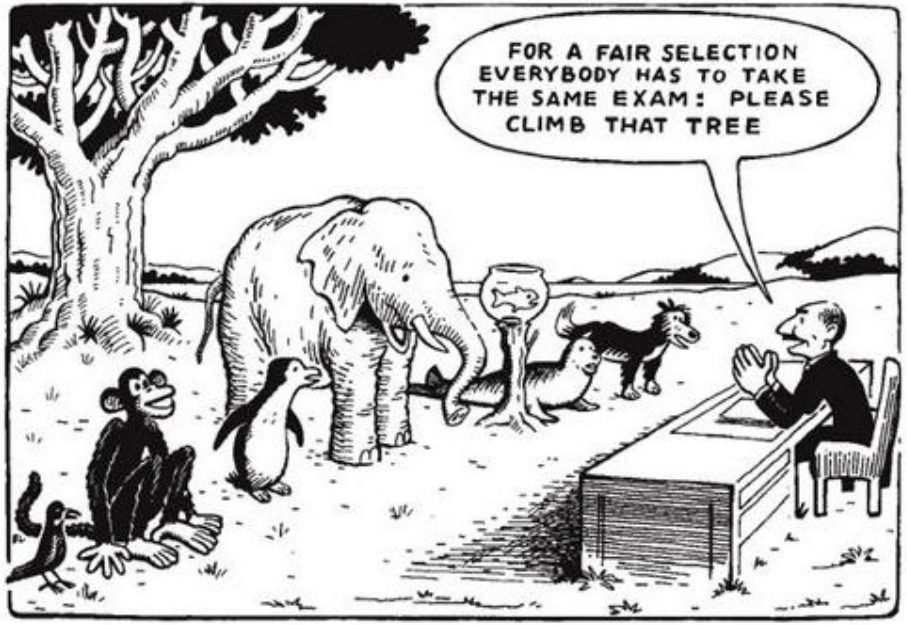
MYP assessment philosophy

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)

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment philosophy



Source: 'The education system - now climb that tree.' The Marquette Educator, 2012. https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/ accessed September 14, 2018

ESF 英基 DISCOVERY COLLEGE 智新書院

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

ESF 英基 DISCOVERY COLLEGE 智新書院

IB reporting requirements.

The IB mandates:

- Student work is assessed using the IB's published MYP subject criteria
- Each assessment criteria is assessed and reported on at least twice per academic year
- Overall subject achievement 1-7
- MYP assessment practices codified in the school's assessment policy, academic honesty policy and assessment procedures

ESF 英基 DISCOVERY COLLEGE 智新書院

Criterion-related assessment

Every MYP subject and the Personal Project 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* (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)

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & literature	Analysing	Organising	Producing text	Using language
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Language acquisition	Comprehending spoken & visual text	Comprehending written & visual text	Communicating in response to written &/or visual &/or visual text	Using language in spoken &/or written form
Individuals & societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical & Health Education	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving performance
Arts Group	Knowing & understanding	Developing skills	Thinking creatively	Evaluating
Interdisciplinary studies	Disciplinary grounding	Synthesising	Communicating	Reflecting

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - how it works:

- Criterion-related - based on IB published criteria which are know in advance by the student
- Used by teachers to as a ‘best fit’ identify qualitative descriptors of student achievement
- No norm-referenced comparisons, bell curves or rankings

Criterion B: Investigating patterns

Maximum: 8

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

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules.

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: i. **apply, with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest general rules** consistent with **findings**.
5–6	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **findings** iii. **verify** the validity of these general rules.
7–8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **correct findings** iii. **prove, or verify and justify**, these general rules.

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - how it works:

- Assessment rubrics
- Linked to subject objectives
- Leveled 1-2, 3-4, 5-6 and 7-8
- Each level described what a student can do
- Include **command terms** which describe the level of thinking the student has demonstrated

Criterion B: Investigating patterns

Maximum: 8

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

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules.

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: i. **apply, with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest general rules** consistent with **findings**.
5–6	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **findings** iii. **verify** the validity of these general rules.
7–8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **correct findings** iii. **prove, or verify and justify**, these general rules.

ESF 英基 DISCOVERY COLLEGE 智新書院

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**

Criterion B: Investigating patterns

Maximum: 8

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

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules.

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: i. **apply, with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest general rules** consistent with **findings**.
5–6	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **findings** iii. **verify** the validity of these general rules.
7–8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **correct findings** iii. **prove, or verify and justify**, these general rules.

ESF 英基 DISCOVERY COLLEGE 智新書院

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*

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - how it works

When assessing using MYP assessment criteria, teachers:

- evaluate the work against the lowest descriptors in a rubric, i.e. levels 1-2
- if the work meets the expectations of levels 1-2, the teacher would then move to the level 3-4 descriptor and repeat the process until the appropriate level is established
- where a student's work does not meet **all** the strands within a level, a odd-numbered band is typically awarded. Where the work meets the expectation of every strand, then the work will be awarded an even-numbered level

Criterion B: Investigating patterns

Maximum: 8

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

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules.

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: i. **apply, with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest general rules** consistent with **findings**.
5–6	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **findings** iii. **verify** the validity of these general rules.
7–8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as general rules consistent with **correct findings** iii. **prove, or verify and justify**, these general rules.

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - how it works

When assessing using MYP assessment criteria, teachers:

- evaluate the work against the lowest descriptors in a rubric, i.e. levels 1-2
- if the work meets the expectations of levels 1-2, the teacher would then move to the level 3-4 descriptor and repeat the process until the appropriate level is established
- where a student's work does not meet **all** the strands within a level, a odd-numbered band is typically awarded. Where the work meets the expectation of every strand, then the work will be awarded an even-numbered level

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

i. define a clear goal and global context for the project, based on personal interests

ii. identify prior learning and subject-specific knowledge relevant to the project

iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility ii. identifies prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance iii. demonstrates **limited** research skills.
3–4	The student: i. **outlines** a **basic and appropriate** goal and context for the project, based on personal interests ii. identifies **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project iii. demonstrates **adequate** research skills.
5–6	The student: i. **defines** a **clear and challenging** goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrates **substantial** research skills.
7–8	The student: i. **defines** a **clear and highly challenging** goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrates **excellent** research skills.

ESF 英基 DISCOVERY COLLEGE 智新書院

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 marks with their colleagues and through professional discussions focussed and justified objectively on the MYP assessment criteria, determine a final level of achievement

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - overall subject grades

Overall MYP subject grades are calculated 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 a overall 1-7 grade
- each numeric grade is linked to a set of qualitative statements that describe what the learner is able to do

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - overall subject grades

Grade	Boundary guidelines	Descriptor (NB. these are selected published statements)
1	1-5	Produces work of limited quality. Conveys many significant misunderstandings or lack understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking.
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.
3	10-14	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and monot gaps. Often demonstrates basic critical and creative thinking.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrate critical and creative thinking, sometimes with sophistication
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - overall subject grades

Grade	Boundary guidelines	Descriptor (NB. these are selected published statements)
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.
4	15-18	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.
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.

ESF 英基 DISCOVERY COLLEGE 智新書院

Assessment, Recording and Reporting (ARR)

- unit by unit reporting:
  - Individual MYP criterion 0-8 levels
  - MYP written descriptors of achievement
  - uploaded pieces of student learning, via ‘evidencer’
- Semester 1 and 2 summary reports
- 3-way conferences at each semester’s mid-point

ESF 英基 DISCOVERY COLLEGE 智新書院

Evidence of learning - ‘what counts?’

Any piece of work, regardless of when during the unit it is completed can be included uploaded into the evidencer

“*... the qualifier formative will refer not to an assessment even to the purpose of an assessment, but rather the function that is actually serves. An assessment is formative to the extent that information from the assessment is fed back within the system and actually used to improve the performance of the system in some way (ie. that the assessment forms the direction of the improvement.)*”

Source: Wiliam D. and Leahy S. “A theoretical foundation for formative assessment.’ *Formative Classroom assessment; theory into practice* Ed. J. New York: Teachers College Press, 2007, pg. 29-42.

ESF 英基 DISCOVERY COLLEGE 智新書院

The ARR - a step-by-step guide

- accessing your child's ARR
- reading your child's report
- the 'evidencer'
- semester overviews

ESF 英基 DISCOVERY COLLEGE 智新書院

MYP assessment - looking ahead

MYP results into DP final grades correlations (Class of 2018)