MYP Assessment: Assessment for Learning

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Session Overview

How does MYP Assessment stimulate student learning?

Significant Concept:
1. MYP Assessments provide feedback to students to cultivate student learning.
2. Authentic summative assessments fully support students to demonstrate what they know and can do.
Session Goals

Cultivate understanding of

- criterion-referenced assessment
- IB MYP 1-7 scale
- subject specific assessment criteria
- formative and summative assessment
- using rubrics
You teach a grade 9 MYP Product Design class.

As the final assessment for the cooking unit, students had to make a cookie.

*What criteria would you develop to assess the students’ understanding and skills of cooking?*
What would you do?

Here is a sample of student work.

*How will you grade this sample?*
Group Discussion

Designate a **lead teacher** to facilitate your discussion

Designate an **observer/reporter** who will notice issues that come up in discussion and report back.
Reporting Back:

What issues/ideas about assessing student work came up in your discussions?
Criterion-Related

Students are marked against criteria, not against each other.

Formative Assessment Emphasized

Opportunities for students to develop their understanding are offered frequently.

Subject Specific Assessment Criteria

Students gain specific insights into their achievement levels and areas for improvement.
Inquiry Cycle
Formative Assessment

Frequent, ongoing, formal/informal
An integral part of the learning experience

This is Assessment **FOR** learning, not **OF** learning.
Assessment for learning places the learner at the heart of the assessment process. The purpose is to enhance and further learning, and therefore assessment is not something that happens to the learner but rather something that the learner is an active participant in.”

Summative Assessment

A judgment made by the teacher of the standard of achievement reached by each student at the end of each stage of the program

Summative Assessments contribute to report card grades.
How it Works

Formative Assessments

IB Grade (1-7)

Subject Specific - Criterion Related Summative Assessment

Grade Boundaries
Subject-Specific Criteria

• Language A
• Language B and Language B Classical
• Humanities Individuals and Societies (Geography and History)
• Integrated Science (Biology, Chemistry, Physics)
• Maths
• Arts (Visual, Drama, or Music)
• Technology Design (Product or Digital)
• Physical Education
MYP Next Chapter

• Each subject = 4 Criteria

• Language B, Individuals and societies, Math, Design, and Arts are already using 4
Assessment Criteria
Academics → Middle School or Upper School → MYP
Let’s try our hand at grading!

Assignment

Rubric
Background information

Response to poem
MYP year: 5
Unit title: “The poetry of war”

After having studied war poetry for six weeks the students were asked to write a formal commentary on Wilfred Owen's “Dulce et Decorum Est”.

Students were given a task sheet with a summary of the teacher's expectations for excellent achievement (as listed below) in each of the three criteria.

This summary supports the IB's published assessment criteria, and clarifies their application to this specific task, but does not replace them. The task is assessed using the published criteria.
Background

Criterion A

- Your response is very thoughtful, illustrating a depth in interpretation and demonstrating a sophisticated analysis of the author’s choices.
- You demonstrate a high degree of sensitivity towards stylistic issues, such as imagery, irony and symbolism.
- Your commentary consistently and convincingly refers to the poem to support observations.

Criterion B

- Your commentary has a very clear, coherent and effective structure.
- There is a clear and effective distribution of the literary aspects over the different paragraphs.
- You integrate quotations correctly into your commentary.

Criterion C

- Your language usage contains very appropriate, mature vocabulary.
- You skilfully employ suitable literary terminology.
- Your commentary contains a great variety of sentence structure with few or no errors.
- Your writing is free or almost free of errors in mechanics.
The Scores are in!

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<thead>
<tr>
<th>Criteria</th>
<th>Scores</th>
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<tbody>
<tr>
<td>Content</td>
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<td>Organization</td>
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<td>Style and language mechanics</td>
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<tr>
<td>Criterion A</td>
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## Sciences Assessment Criteria

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<thead>
<tr>
<th>Criterion A</th>
<th>One World</th>
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<tbody>
<tr>
<td>Criterion B</td>
<td>Communication in Science</td>
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<td>Criterion C</td>
<td>Knowledge and Understanding in Science</td>
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<td>Criterion D</td>
<td>Scientific Inquiry</td>
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<td>Criterion E</td>
<td>Processing Data</td>
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<td>Criterion F</td>
<td>Attitudes in Science</td>
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How do we translate Subject-Specific Criteria into 1-7 grades?
How would you calculate grades?

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Best Fit Approach

- The descriptors for each criterion are hierarchical.
- Start with 0 until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained.
- Professional judgment
- Weak or strong examples
Reporting Periods

Trimester 1
August 13\textsuperscript{th} – November 12\textsuperscript{th}

Trimester 2
November 13\textsuperscript{th} – February 28\textsuperscript{st}

Trimester 3
March 1\textsuperscript{th} – June 3\textsuperscript{th}
Report cards give the following information for each subject:

Subject Criteria Scores
1-7 Achievement Grade
Effort Grade
Teacher Comments

Using what we know to help our students grow!
AIS Policies

- Assessment Policy
- Late Work Policy
Questions?