ASSESSMENT IN THE MYP

A SHORT GUIDE FOR PARENTS

The International Academy of Amman

WHAT IS ASSESSMENT?

- *"The evaluation of the ability of a student"*

- usually using an **assessment task**

Examples:

- Test
- Essay
- Presentation
- Experiment

- Experiment Report
- Artwork
- Performance
- Product

INTERNAL / CONTINUOUS / EXTERNAL

Internal

Tasks, strategies and tools are designed, developed and applied by IAA teachers.

Continuous

Takes places throughout the programme.

External – G10 only

Not in 2020

E-assessments:

a) E-coursework / E-portfolio

b) Online examinations

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AIMS OF ASSESSMENT IN THE MYP

- To support and encourage student learning by providing feedback on the learning process

- To promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts

- To promote the development of critical and creative-thinking skills

- To inform, enhance and improve the teaching process

TYPES OF ASSESSMENT

- **Formative**
  - ongoing
  - provides information to guide teaching and improve student performance.
  - Information is unlikely to be used for deriving grades
  - Excellent, Very Good, Good, Satisfactory, Needs Improvement
  - *They should be short!*

- **Summative**
  - culminating assessment for a unit, term or course of study
  - provides information on a student's achievement level against specific objectives.

FORMATIVE SUMMATIVE

WHEN THE **CHEF** TASTES THE SOUP

WHEN THE **GUESTS** TASTE THE SOUP

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

THINK OUT LOUD

MOST IMPORTANT PURPOSE – TO SUPPORT STUDENT LEARNING

For the student:

- gathering and analysis of information

- feedback to students

- provide a basis for practice

For the teacher:

- identify student learning needs

- Plan accordingly

ASSESSMENT CALENDAR (G6) - MOODLE

October 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1 ● 🏛 PHE - cr...	2 ● 🏛 PHE su...	3 ● 🏛 Arabic A...	4 ● 🏛 Science	5	6	7 ● 🏛 Religion...
8 ● 🏛 Individu...	9 ● 🏛 Design -...	10	11	12	13	14 ● 🏛 Drama...
15 ● 🏛 English...	16 ● 🏛 UN FAO... ● 🏛 Spanish...	17 ● 🏛 Spanish... ● 🏛 English...	18 ● 🏛 English... ● 🏛 Drama...	19	20	21 ● 🏛 Science
22	23 ● 🏛 UN Day ● 🏛 Math su...	24	25 ● 🏛 Visual A...	26	27	28 ● 🏛 Mid Ter...
29 ● 🏛 Mid Ter...	30 ● 🏛 Mid Ter...	31 ● 🏛 Mid Ter...				

OBJECTIVES

- **Specific targets** that are set for learning in the subject by the IB

- Define what the student should be able **to accomplish** as a result of studying the subject

OBJECTIVES

Subject	A	B	C	D
Language & Literature	Analysing	Organising	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	Critical Thinking
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
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance

OBJECTIVES

Published by the IB

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Mathematics	Knowledge and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
Arts	Knowledge and Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance

OBJECTIVE D: REFLECTING ON THE IMPACT OF SCIENCE

By the end of Year 5 (G10), students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue

- ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue

- iii. apply scientific language effectively

- iv. document the work of others and sources of information used.

- How is student achievement of the final objectives measured (or assessed)?

Published Assessment Criteria

Criterion –Based Assessment

ASSESSMENT CRITERIA Published by the IB

Subject	A	B	C	D
Language & Literature (32)	Analysing (8)	Organising (8)	Producing Text (8)	Using Language (8)
Language Acquisition (32)	Comprehending Spoken and Visual Text (8)	Comprehending Written and Visual Text (8)	Communicating in Response to Spoken, Written and Visual Text (8)	Using Language in Spoken and Written Form (8)
Individuals and Societies (32)	Knowing and Understanding (8)	Investigating (8)	Communicating (8)	Critical Thinking (8)
Sciences (32)	Knowing and Understanding (8)	Inquiring and Designing (8)	Processing and Evaluating (8)	Reflecting on the Impacts of Science (8)
Mathematics (32)	Knowing and Understanding (8)	Investigating Patterns (8)	Communicating (8)	Applying Maths in Real-Life Contexts (8)
Arts (32)	Knowing and Understanding (8)	Developing Skills (8)	Thinking Creatively (8)	Responding (8)
Design (32)	Inquiring and Analysing (8)	Developing Ideas (8)	Creating the Solution (8)	Evaluating (8)
Physical and Health Education (32)	Knowing and Understanding (8)	Planning for Performance (8)	Applying and Performing (8)	Reflecting and Improving Performance (8)

ASSESSMENT CRITERIA Published by the IB

Subject	A	B	C	D
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Sciences (32)	Knowing and Understanding (8)	Inquiring and Designing (8)	Processing and Evaluating (8)	Reflecting on the Impacts of Science (8)
Mathematics (32)	Knowledge and Understanding (8)	Investigating Patterns (8)	Communicating (8)	Applying Maths in Real-Life Contexts (8)
Arts (32)	Knowledge and Understanding (8)	Developing Skills (8)	Thinking Creatively (8)	Responding (8)
Design (32)	Inquiring and Analysing (8)	Developing Ideas (8)	Creating the Solution (8)	Evaluating (8)
Physical and Health Education (32)	Knowing and Understanding (8)	Planning for Performance (8)	Applying and Performing (8)	Reflecting and Improving Performance (8)

CRITERION D: REFLECTING ON THE IMPACT OF SCIENCE

Achieve-ment Level	Level Descriptor Year 5 student is able to:
1-2	i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, with **limited success**.
3-4	i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.
5-6	i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding clearly and precisely iv. **usually** document sources correctly.
7-8	i. **explain** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

CRITERION D: REFLECTING ON THE IMPACT OF SCIENCE

Achieve-ment Level	Level Descriptor Year 5 student is able to:
7-8	**i.explain** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

ASSESSING STUDENT'S WORK

- Task-specific rubrics are provided

- Students note the highest level as the one to strive for

- Teacher assesses the work, starting with the descriptor for the lowest level, until reaching a descriptor for a level of achievement the work has not attained

SAMPLE SCIENCE TASK: WATER CRISIS

**How can science be applied to address
the water crisis in Jordan?**

- Discuss the factors that have contributed to the water crisis in the Jordan.

- Choose 1 method to explain how science is applied to solve the water crisis.

- Describe the positive and negative effects of the above method in solving the water crisis.

- Document your sources according to MLA format

TASK-SPECIFIC RUBRIC

1-2	3-4	5-6	7-8
I stated the method that can be used to address the water problem in Jordan.	I outlined the method that can be used to address the water problem in Jordan.	I summarized the method that can be used to address the water problem in Jordan.	I **described** the method that can be used to address the water problem in Jordan.
I stated the advantages or disadvantages of the method to solve the water problem	I outlined the advantages or disadvantages of the method to solve the water problem	I described the advantages or disadvantages of the method to solve the water problem	I **discussed** the advantages and disadvantages of the method to solve the water problem
I stated how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I outlined how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I described how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I **discussed** how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.
I used scientific language to communicate my understanding clearly and precisely but with limited success.	I sometimes used scientific language to communicate my understanding clearly and precisely.	Most of the time, I used scientific language to communicate my understanding clearly and precisely.	I consistently **used** scientific language to communicate my understanding clearly and precisely.
I documented sources but with limited success.	I sometimes documented sources correctly using MLA format.	Most of the time, I documented sources correctly using MLA format.	I **documented** sources correctly using MLA format.

TASK-SPECIFIC RUBRIC

1-2	3-4	5-6	7-8
I stated the method that can be used to address the water problem in Jordan.	I outlined the method that can be used to address the water problem in Jordan.	I summarized the method that can be used to address the water problem in Jordan.	I described the method that can be used to address the water problem in Jordan.
I stated the advantages or disadvantages of the method to solve the water problem	I outlined the advantages or disadvantages of the method to solve the water problem	I described the advantages or disadvantages of the method to solve the water problem	I discussed the advantages and disadvantages of the method to solve the water problem
I stated how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I outlined how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I described how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.	I discussed how this method interacts with one of the following factors: social, economic, political, environmental, cultural or ethical.
I used scientific language to communicate my understanding clearly and precisely but with limited success.	I sometimes used scientific language to communicate my understanding clearly and precisely.	Most of the time, I used scientific language to communicate my understanding clearly and precisely.	I consistently used scientific language to communicate my understanding clearly and precisely.
I documented sources but with limited success.	I sometimes documented sources correctly using MLA format.	Most of the time, I documented sources correctly using MLA format.	I documented sources correctly using MLA format.

BEST FIT FOR REPORTING

- For each subject, each criterion should be assessed a **minimum of two times** over the year

- Teacher uses **professional judgement** to determine the final level of the student **at that point in time** based on the summative assessments taken. If this is not clear, then we may look to formative assessments to help guide decision making.

- **NOT** an arithmetical average
- **NO** fractions – whole numbers only
- All of the criterion levels for that subject are added together

- The total is converted to a 1 – 7 grade using a "grade level boundary" table

Task Name & Description	Criterion (A)	Criterion (B)	Criterion (C)	Criterion (D)
1. An analytical essay on a topic in WWI	5		6	
2. A presentation on Trench Warfare		7		5
3. An end of unit test: Causes of WWI	7	6		
4. A Propaganda Poster during Communist China		6		7
5. An essay on reasons for the Bolshevik Revolution	4		7	
6. A pamphlet spreading awareness on environment and sustainable energy.			7	6
7. An end of Unit Test: Tourism	6	8		
8. Producing a model of a Medieval Castle			5	6
Best- Fit/ Final Judgment				
Total out of (32)				
Total out of (7)				

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2. A presentation on Trench Warfare		7		5
3. An end of unit test: Causes of WWI	7	6		
4. A Propaganda Poster during Communist China		6		7
5. An essay on reasons for the Bolshevik Revolution	4		7	
6. A pamphlet spreading awareness on environment and sustainable energy.			7	6
7. An end of Unit Test: Tourism	6	8		
8. Producing a model of a Medieval Castle			5	6
Best- Fit/ Final Judgment	**6**	**6**	**7**	**6**
Total out of (32)	25			
Total out of (7)				

25

Grade	Boundary Guidelines
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Task Name & Description	Criterion (A)	Criterion (B)	Criterion (C)	Criterion (D)
	5		6	
		7		5
	7	6		
		6		7
	4		7	
			7	6
	6	8		
			5	6
Best- Fit/ Final Judgment	**6**	**6**	**7**	**6**
Total out of (32)	25			
Total out of (7)	6			

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A GRADE 6 (VERY GOOD)

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.

GENERAL GRADE DESCRIPTORS

Grade	Descriptor
1	**Minimal** achievement in terms of the objectives.
2	**Very** ... under... situat... has difficulty in ...em fully in normal
3	**Limit**... stude... **only**... n some areas. The ...e and skills and is
4	A **go**... apply... analy... and the ability to ...ce of the skills of
5	A **co**... ability... analy... origin... and skills, and the ...hows evidence of ...**lly** demonstrates
6	A co... ability... synth... origin... nd skills, and the ...ence of analysis, ...**lly** demonstrates
7	A co... nd 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**.

1	Very Poor
2	Poor
3	Mediocre
4	Satisfactory
5	Good
6	Very good
7	Excellent

APPROACHES TO LEARNING SKILLS

- **Reported on for each reporting period in terms of Excellent, Very Good, Good, Satisfactory and Needs Improvement.**

- Communication
  - Exchanging thoughts, messages and information effectively through interaction
  - Reading, writing and using language to gather and communicate information

- Social
  - Working effectively with others

- Self-management
  - Managing time and tasks effectively
  - Managing state of mind

- Research
  - Finding, interpreting, judging and creating information
  - Interacting with media to use and create ideas and information

- Thinking
  - Analysing and evaluating issues and ideas
  - Generating novel ideas and considering new perspectives

PROGRESS REPORTS

Progress Report 1 – Best fit of Aug to Oct

- Approaches to Learning Skills
- Not all criteria may have been assessed
  - N/A will be placed in the relevant box.
- Teacher comment
- Grade out of 7

Progress Report 2 – Best fit of Aug to March

- Approaches to Learning Skills
- Achievement level for each criterion
- Teacher comment
- Grade out of 7

SEMESTER REPORT CARD

- Semester 1
  - Best fit of Aug to Jan

- End of Year
  - Best fit of Aug to June

- Both include achievement level for each criterion and rating of Approaches to Learning Skills

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