

MYP Assessment Parent workshop

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MYP Coordinator

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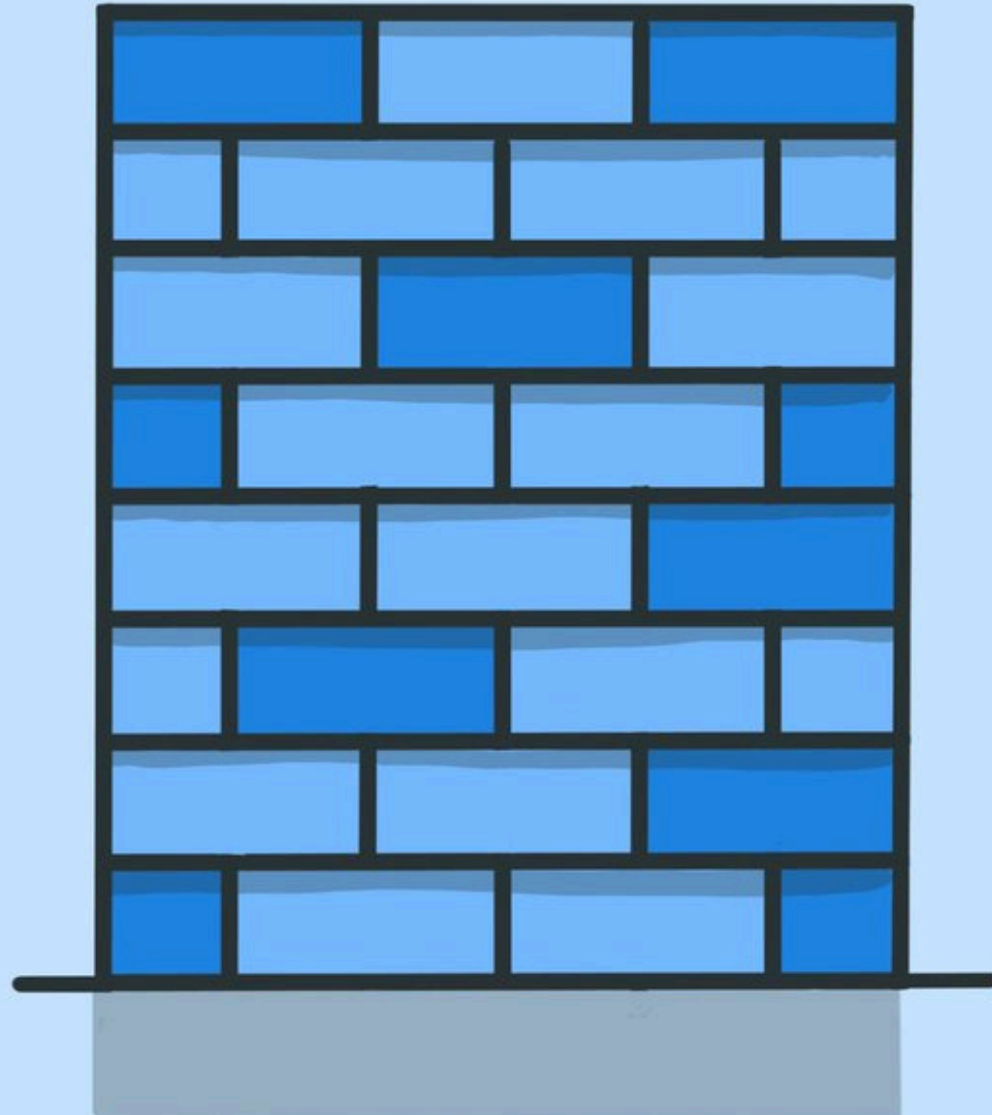
Agenda

- 01** Why do we assess?
- 02** How do we assess?
- 03** What does assessment look like in an MYP context?
- 04** Exit ticket

Assess-ment

Latin root *assidere* - **to sit beside**

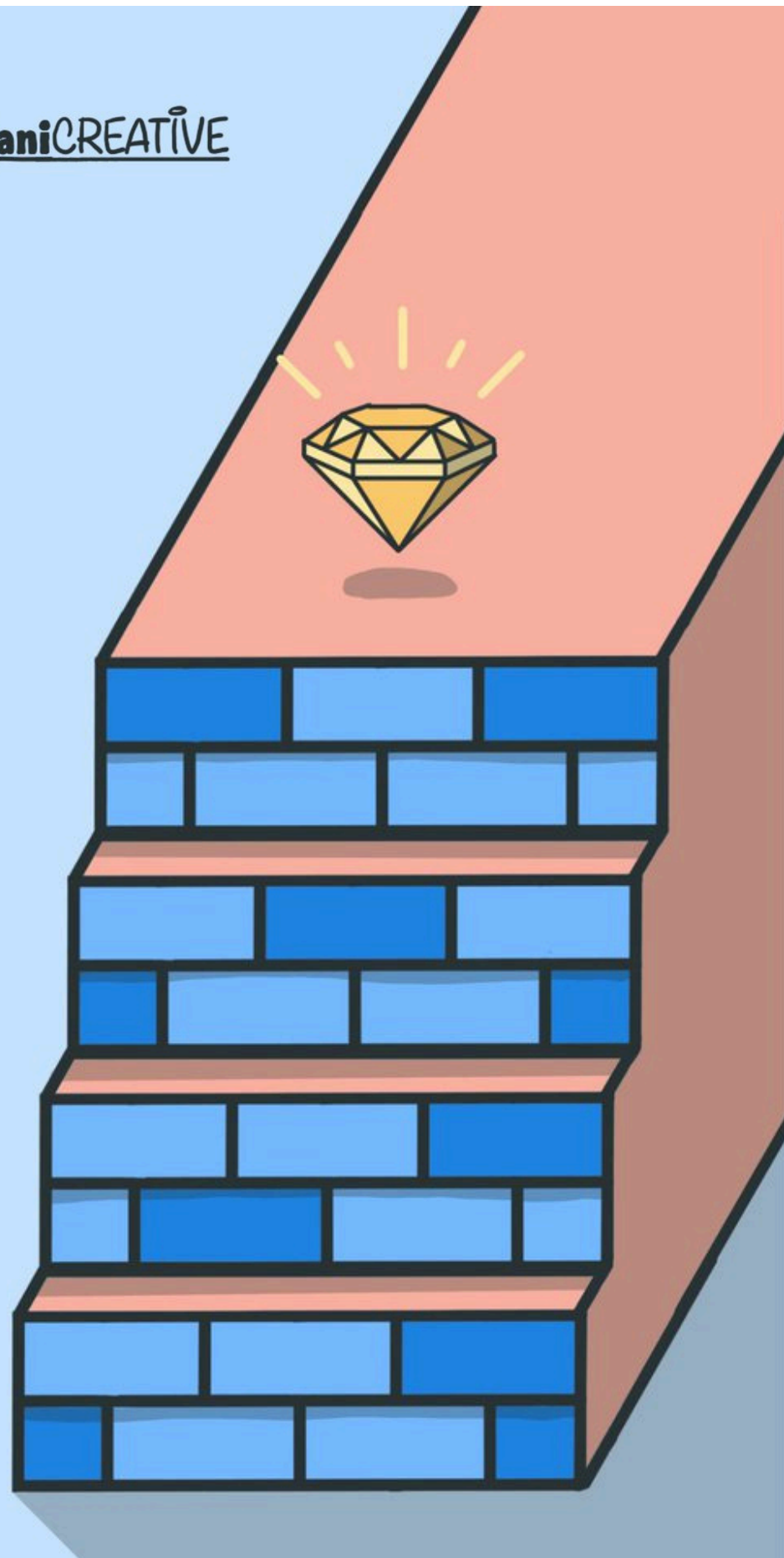
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THE OBSTACLE...



Instagram and Twitter icons followed by @milaniCREATIVE



Assess-ment

Latin root *assidere* - **to sit beside**

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In an educational context, assessment is the process of

- Observing learning
- Describing
- Collecting
- Recording
- Scoring
- interpreting information about a student's or one's own learning

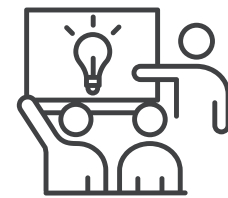


What the IB says...

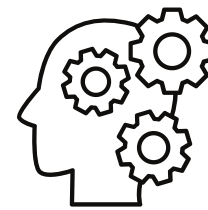
In the MYP, the **aims of assessment** are:



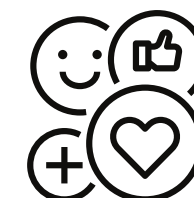
support and encourage student learning by providing **feedback** on the learning process



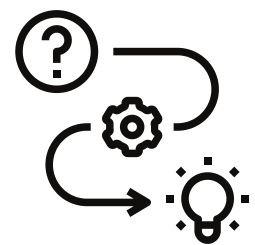
inform, enhance and improve the teaching process



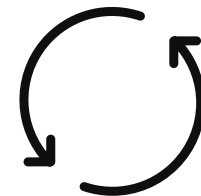
promote the development of critical- and creative-thinking skills



promote positive student attitudes towards learning



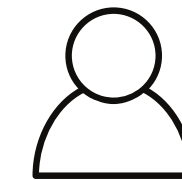
promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts



provide opportunity for students to exhibit **transfer** of skills across disciplines, such as in interdisciplinary units



reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts



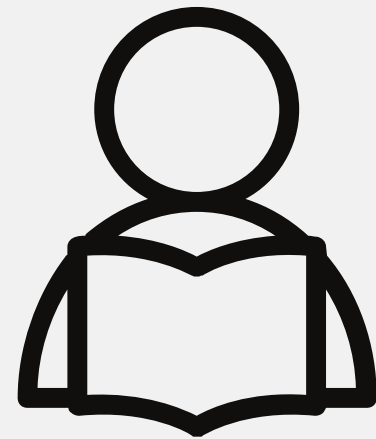
Include principles that nurture every part of a student—**academically, socially, emotionally,** and **ethically**—to ensure holistic development.

Purpose of assessment



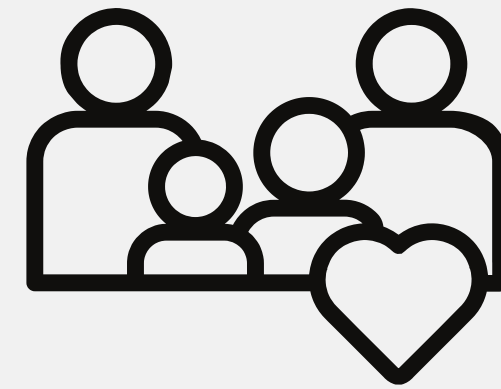
Teachers

How can teachers use assessment data to better support student learning?



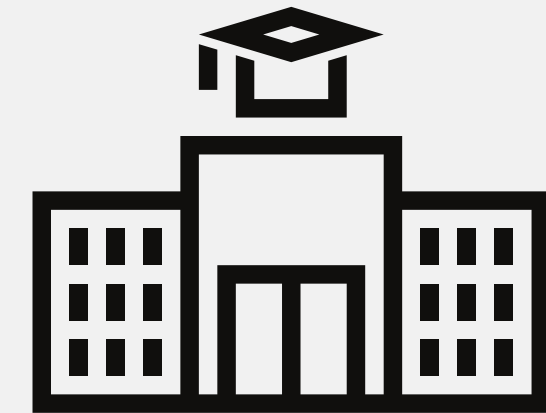
Students

What are some ways students can participate in their own assessment?



Families

In what ways can families interpret assessment results and support learning?



Schools

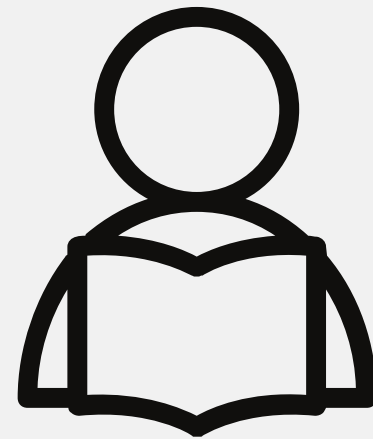
How can schools share student progress and assessments with families and external institutes?

Purpose of assessment



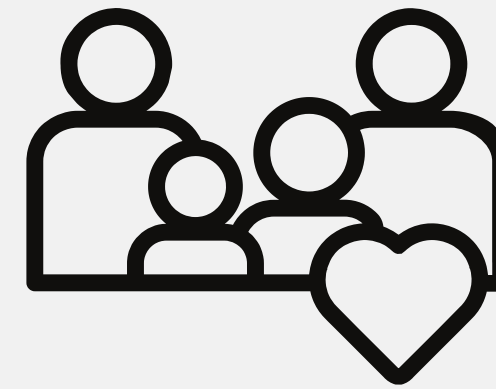
Teachers

Provide continuous feedback and adjust teaching to meet student needs.



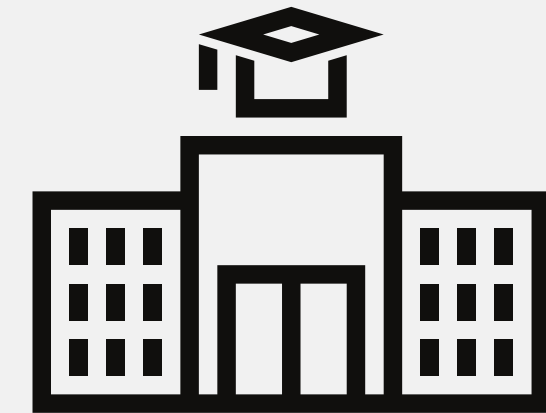
Students

Use feedback to set and reflect on learning goals



Families

Observe learning, form shared goals with teachers and recognise child's progress



Schools

Make school-wide decisions around curriculum and resources to support learning.

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Diagnostic Assessment

Before the unit starts

Can know the knowledge and skills students already know

Plan teaching strategies that will enhance student learning

- Q&A
- observe
- pre-test
- group discussion
- survey

Formative Assessment

Continuing throughout the unit; teacher revise teaching plan

Feed back information to students without evaluation (no grades)

Assist students in reflecting and improving during the learning process

- draft
- mind map
- discussion
- quiz
- reflection
- notes
- exit tickets

Summative Assessment

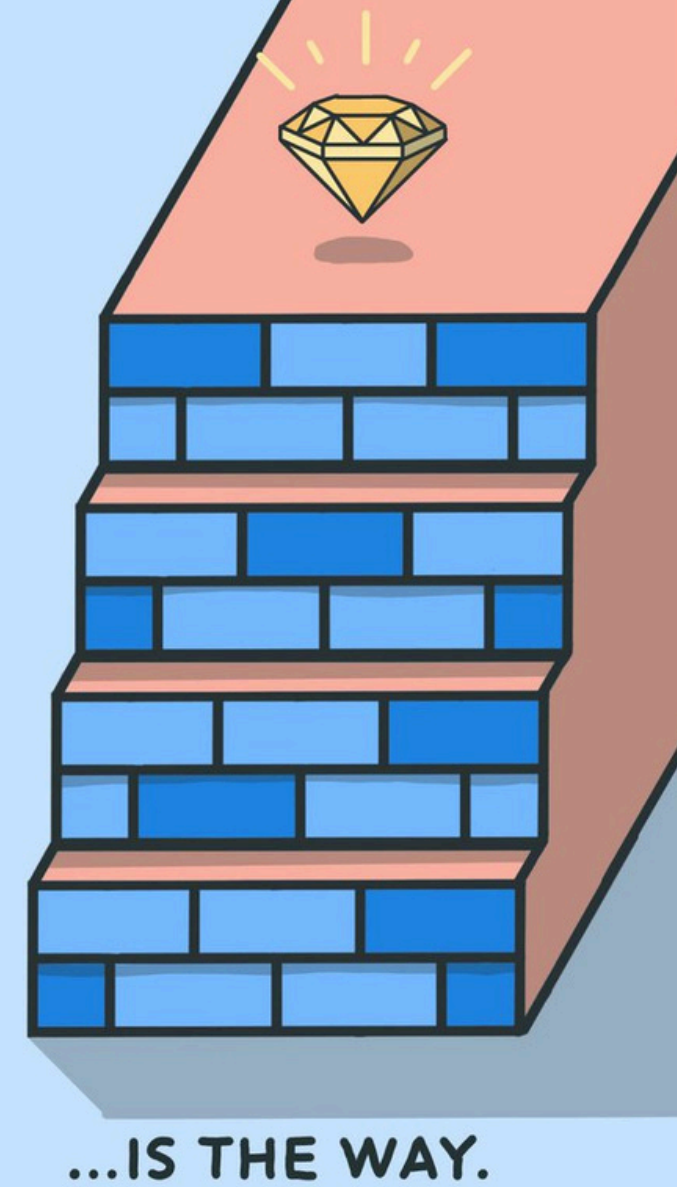
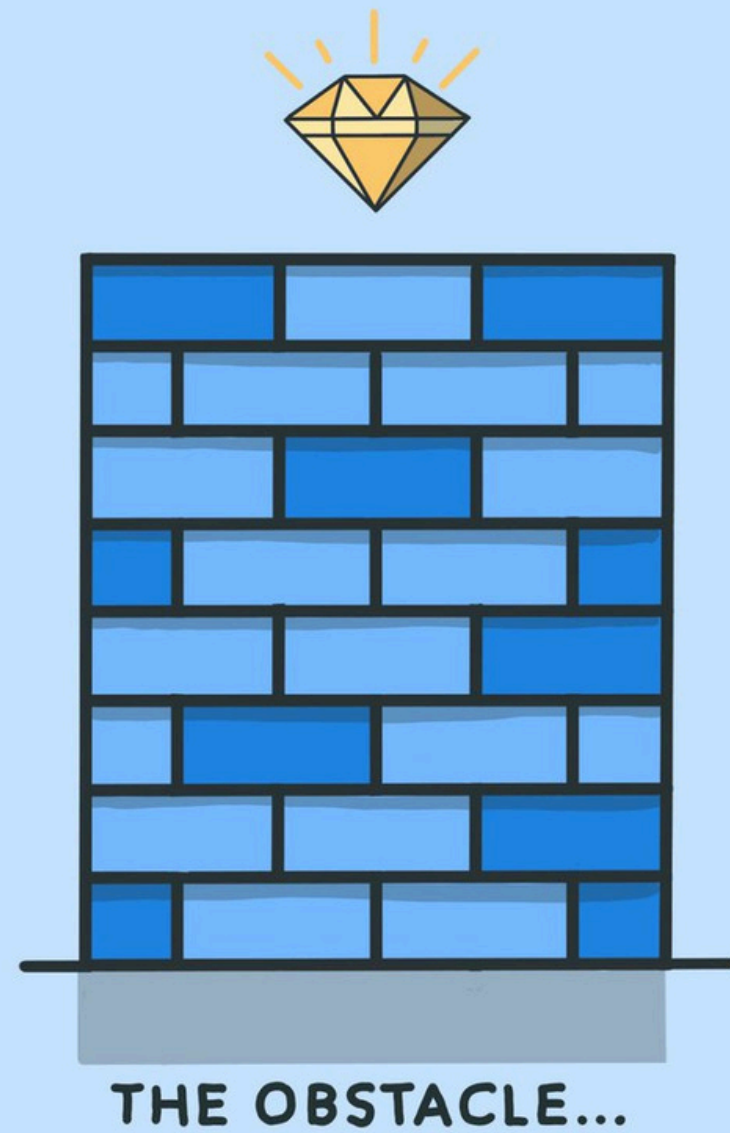
Usually done towards the end of a unit of study

Evaluate student work

Students demonstrate knowledge, conceptual understanding, and skills through a variety of tasks

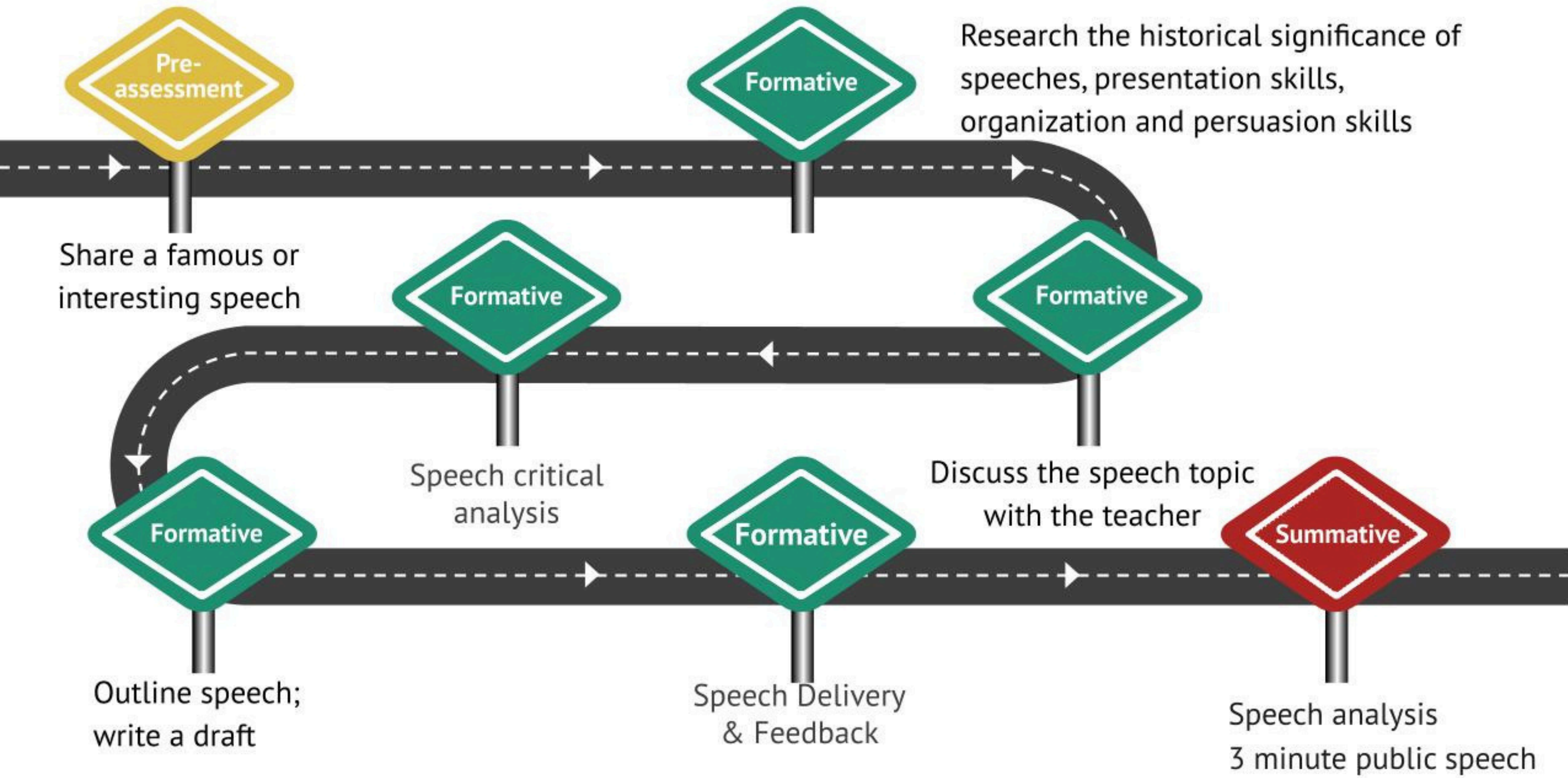
- magazine article/brochure
- debate
- podcast
- presentation
- test
- research report
- infographic

Summative Assessment



Formative Assessment

Assessment Roadmap | Language and Literature



How do we assess?

Formative Assessment

To monitor progress:

- Keep track of students' progress towards the learning objectives
- Refine teaching and learning plans to improve progress

Summative Assessment

To document achievement:

- Record attainment of specific objectives or milestones (graduation, board certification)
- Qualify for a next-step (university, career)

Formative



When the chef tastes the soup

Summative



When the guests taste the soup




We don't evaluate students; we evaluate their work.

Students' learning can't be measured directly. It can only be estimated by looking at several artefacts, like behaviours, responses to questions, and samples of work.

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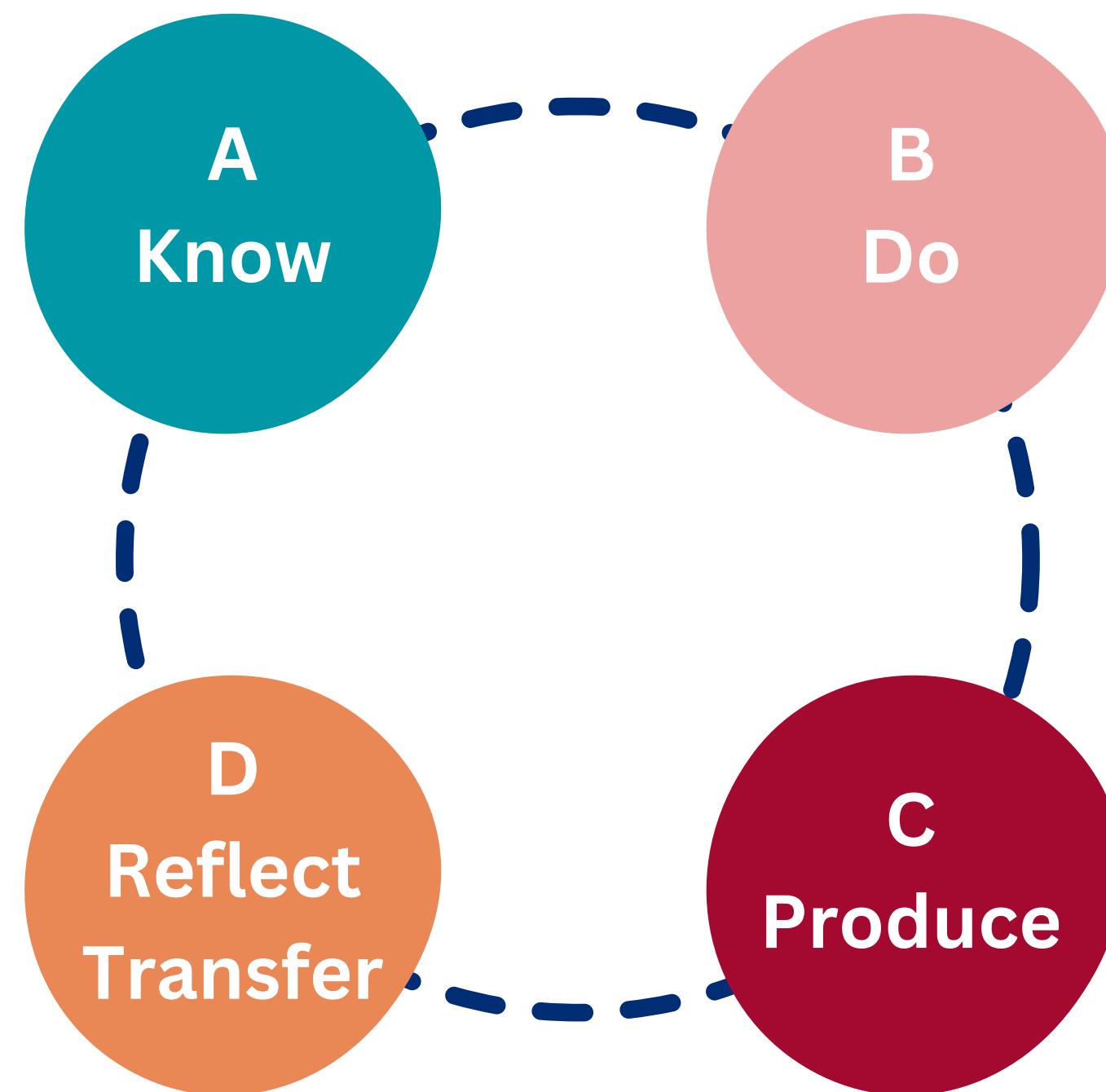
Students' learning can't be measured directly. It can only be estimated by looking at several artefacts, like behaviours, responses to questions, and samples of work.

MYP Assessment Criteria

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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
Maths	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world 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

“

Criterion-related assessment clarifies the assessment **processes** for students and enables teachers to discuss and clarify their own perspectives of assessment processes.



Sciences Criterion A

Knowing and understanding

0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> i. state scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. interpret information to make judgments
3-4	<ul style="list-style-type: none"> i. Outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems iii. set in familiar situations interpret information to make scientifically supported judgments.
5-6	<ul style="list-style-type: none"> i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. analyse information to make scientifically supported judgments
7-8	<ul style="list-style-type: none"> i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments

These **descriptors** indicate what the MYP science teacher will be looking for in a task that assess students' performance on criterion A. It also gives students **clear expectations**, so they know what they are expected to do!

How to make sense of the numbers?

Every subject's four criterion are graded in **markbands** out of 8. Each criterion is assessed multiple times in the year. Teachers then pick the best fit.

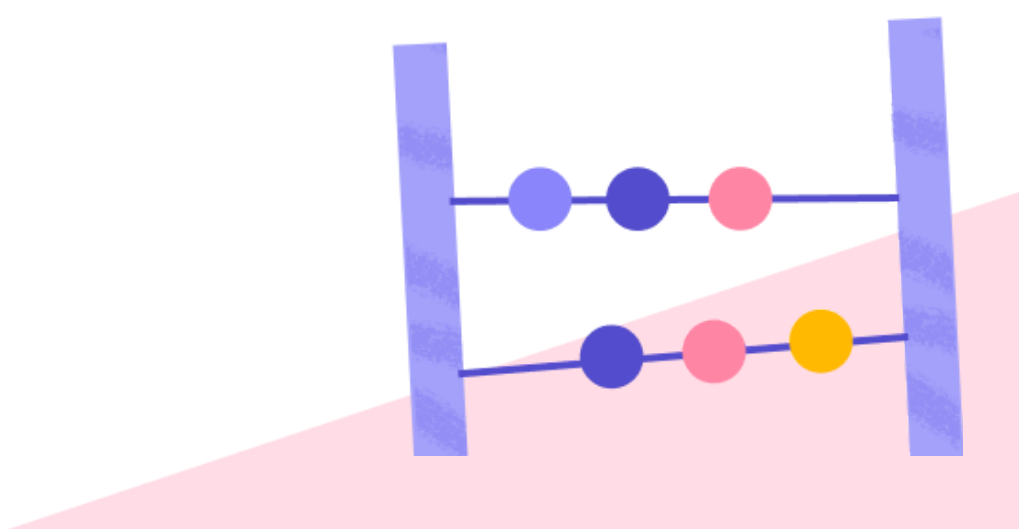
At the end we add up the **best-fit grade** for each criterion, to get a total out of 32. This helps us assess a **final grade**, which is out of 7!

Level	Criterion
1-2	• • •
3-4	• • •
5-6	• • •
7-8	• • •

Markband

Descriptors

Final MYP Grade	1	2	3	4	5	6	7
Grade boundary based on marks achieved out of 32	0-3	4-7	8-12	13-17	18-22	23-27	28-32



Personal Project & Interdisciplinary Learning

Grade Boundaries

Personal Project has three criterion graded in **markbands** out of **8**. Each criterion is assessed multiple times in the year. Teachers then pick the best fit.

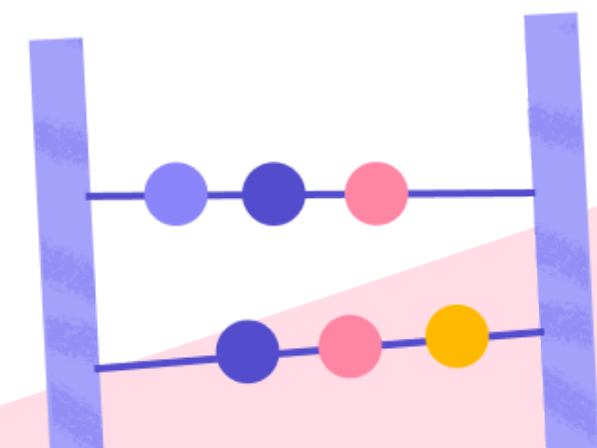
At the end we add up the **best-fit grade** for each criterion, to get a total out of **24**. This helps us assess a **final grade**, which is out of **7**!

Level	Criterion
1-2	• • •
3-4	• • •
5-6	• • •
7-8	• • •

Markband

Descriptors

Final MYP Grade	1	2	3	4	5	6	7
Grade boundary based on marks achieved out of 32	0-2	3-5	6-10	11-14	15-17	18-20	21-24



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MYP internal (school-based) assessment uses a **“best-fit” approach** in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

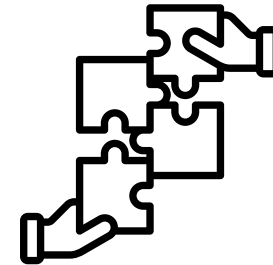
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3 strategies to support assessments at home



Support organisation

If your child is working on a project or long-term task, consider setting mini goals with them. Periodically ask them how they're doing and help them stay on track.



Learn together

A culture of learning and curiosity at home goes a long way! Explore things you can do together to help your child better understand the content or hone their skills. Watch a documentary, read a book, or go to the museum.



Ask questions

Instead of directly asking about “what’s on this test?”, structure conversations around learning: Here are some questions to try:

- What do you feel most confident about?
- How can you show what you’ve learnt?
- Where do you need help?
- Do you understand what you need to do for this task?