

IB Middle Years Programme Assessment guidance for students

What is the MYP?

The Lower Richland Cluster aligns their educational beliefs and values to reflect the IB Middle Years Programme philosophy. This is to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect. The Middle Years Programme (MYP) is designed to teach students in to become independent learners, who can discover the links between subjects and the real world. The MYP emphasises the study of eight subject groups:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

The MYP places great emphasis on international-mindedness, interdisciplinary learning and service to others. The programme also offers opportunities to be actively involved in the community and promotes environmental responsibility in an ever changing world.



How will I be assessed?

Assessments will take a variety of forms, both formative and summative.

- **Formative assessments** are a range of formal and informal assessment procedures conducted by teachers **during the learning process** in order to modify teaching and learning activities to improve student achievement. The goal is to improve/accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: **conferencing** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own work, **feedback**, and **teacher observations during a lesson or from completed classwork /homework**.
- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** i.e. at the end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve. Examples of summative assessments: tests, examinations, final essay, project or presentation. This work is usually give a grade or mark.

Teachers collect both formative and summative evidence throughout a unit of work. This helps them to adapt their teaching to meet the needs of students and also assists when reporting to parents, students and other stakeholders.

Each subject group within the MYP has 4 set assessment areas called **criteria, A B C D**. Which are subject specific. This helps students to develop the knowledge and skill they need to be successful in each subject group. These skill are often transferable to other subject groups and aspects of learning. Teachers will assess you according to each of these criteria at least **twice** across each year.

The Assessment Criteria for all eight subject areas are listed below.

Subject Area	A	B	C	D
Language and Literature (English Language Arts)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (World Language)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language
Individuals and Societies (history)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
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-World Contexts
Arts (visual and performing)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design (technology & culinary courses)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

The MYP assessment process is a criterion-related model. The strengths of this model are:

- Students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- 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 descriptor

As the table above shows, the MYP has a clear set of assessment criteria for each subject group. Having clear criteria is very helpful as students will know what the learning expectations are for a particular **level of achievement** before attempting an assignment. As a student you will be able to monitor their own progress. The criteria also supports teachers to clarify expectations to students and can shape lessons. Each criterion has eight **achievement levels**. These are added together to give an **achievement level** out of a total of 32.

Grade Reporting

Students will receive a report that shows their progress for each assessed task for each subject group during the academic year. For each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject.

For example, the student below was assessed 4 times on criterion A. You will receive an Overall Achievement Level (OLA) based on the scores on the 4 tasks.

Your teacher will then make a professional judgment on the **criterion level of achievement** 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, your development, and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that of student performance at in each specific criterion at the end of the semester. As a result of consistent improvement over the semester you would receive a criterion level of achievement of **6 out of 8 for Mathematics in Criterion A**.

Mathematics Criterion A: Knowing and Understanding

Units of study				
	Variable Expressions and Operations	Equations and Inequalities	Linear Equations	Systems of Linear Equations and Inequality Graphing
Your Student	3/8	5/8	6/8	6/8

During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

How are final quarter/semester grades determined?

At the end of the grading period, a teacher will make a best judgment for each of the four prescribed criteria. In the example below, a Language and Literature student received a 5 on his first assessment and a 4 on the second. The teacher has chosen that overall the student has achieved a 5 in the A: Analyzing criteria taking into account all formative assessments. The teacher will continue to choose a best judgement for the remaining criterion.

Language and Literature

	Score 1	Score 2	Overall Achievement
A: Analyzing	5	4	5
B: Organizing	7	6	7
C: Producing text	5	6	6
D: Using language	5	6	6
Final			6

The local SC/RCSD1 grade is either an A or an A- (to be determined by the teacher)

These achievement levels are then converted to the state's 0-100 scale based on the conversion chart below.

Converting MYP Achievement levels into an MYP Grade

Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level. Achievement levels for the four criteria are added together creating a total number out of 32. Using the table below, this is converted to an **MYP Grade** from 1-7 with 7 being the highest. This table describes in broad terms what a student can do.

10 Point District Grade	Sum of Assessed Criteria	MYP Grade	Description
96-100	28-32	7	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.
90-95	24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
85-89	19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
80-84	15-18	4	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.

75-79	10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
70-74	6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
69-0	1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

In addition to assessing the criteria, you will monitor the progress of the development and application of the **Approaches to Learning (ATL skills)** listed below, to learning and completion of tasks.

You will observe your progress from novice, learner, practitioner, to expert.

ATL Area	ATL Skills	Quarter Performance		
		1	2	3
Communication				
How can students communicate through interaction?	Use a range of speaking techniques to communicate with a variety of audiences			
Exchanging thoughts, messages and information effectively through interaction	Use appropriate forms of writing for different purposes and audiences			
	Use intercultural understanding to interpret communication			
	Give and receive meaningful feedback			
	Negotiate ideas and knowledge with peers and teachers			
	Be an active listener			
	Use a variety of media to communicate with a range of audiences			
How can students demonstrate communication through language?	Take effective notes and illustrations in class			
Reading, writing and using language to gather and	Read critically for information			
	Make inferences and draw conclusions			
	Use and interpret a range of subject –			

communicate information	specific terms and symbols			
	Understand and use mathematical notation			
Collaboration				
How can students collaborate?	Listen actively to others perspectives and ideas			
	Practice empathy			
Working effectively with others	Manage and resolve conflict and work collaboratively in groups			
	Take responsibility for one's own actions			
	Encourage others to contribute by being open-minded and respectful			
	Give and receive meaningful feedback			
	Take on a variety role within a group			
Organization Skills				
How can students demonstrate organization skills?	Arrive to class on time			
	Bring necessary equipment and supplies to class			
Managing time and task effectively	Record information accurately			
	Set goals that are challenging and realistic			
	Plan short and long term assignments and meet deadlines			
	Maintain an organized materials notebook, binder, sketchbook in a chronological order			
	Keep and use a weekly planner/Agenda for assignments			
	Plan strategies and take action to achieve personal and academic goals			
	Select and use technology effectively and accurately			
	Make right choices within the stipulated time			
Affective Skills				
	Mindfulness: Practice focus and concentration Practice strategies to			

	overcome distractions Practice being aware of body-mind connections			
How can students manage their own state of mind?	Perseverance: Demonstrate persistence and perseverance			
Managing state of mind	Emotional Management: Practice strategies to overcome impulsiveness Practice strategies to prevent or eliminate bullying Practice strategies to reduce stress and anxiety			
	Self-Motivation: Practice analyzing and attributing causes for failure Practice positive thinking			
	Resilience: Practice “bouncing back” after adversity, mistakes and failures Practice dealing with disappointment and unmet expectations Practice coping with change			
Reflection Skills	Identify strengths and weaknesses of personal learning strategies through goal setting and self-assessment			
How can students be reflective?	Develop new skills, techniques and strategies for effective learning			
Considering the process of learning, choosing and using ATL skills	Try new ATL skills and evaluate their effectiveness			
	Consider content: What you learned What you do not understand Questions you have			
	Consider ATL Skills Development: What you can already do How you can share your skills to help others who need more practice What you can work on next			
	Consider Personal learning strategies: What you can do to become a more efficient			

	and effective learner What factors are important for helping you learn well			
	Consider ethical, cultural and environmental implications			
	Keep a journal to record reflections			
Information Literacy Skills	Collect, record, verify, analyze and interpret data			
How can students demonstrate information Literacy?	Access information to be informed and inform others			
Finding, interpreting, judging and creating information	Make connections between various sources of information			
	Find and use appropriate sources			
	Present information in a variety of formats and platforms			
	Understand and implement intellectual property rights			
	Identify primary and secondary resources			
	Create references and citations and construct a bibliography according to recognized conventions			
Media Literacy Skills	Demonstrate an awareness of media interpretations of events and ideas			
How can students demonstrate media Literacy?	Choose and use appropriate sources and credit sources if used			
Interacting with media to use and create ideas and information	Seek a range of perspectives from multiple sources			
	Communicate information and ideas effectively to multiple audiences using a variety of media and modes of presentation			
	Compare, contrast and draw connections among multi-media resources			

	Make informed choices about personal viewing experiences			
Critical Thinking Skills				
How can students think critically?	Practice observing carefully in order to recognize problems			
Analyzing and evaluating issues and ideas	Gather and organize relevant information to formulate an argument			
	Consider ideas from multiple sources			
	Draw reasonable conclusions and generalizations			
	Revise understanding based on new information and evidence			
	Identify Obstacles and challenges			
	Formulate factual, conceptual and debatable questions			
	Test generalizations and conclusions			
	Identify trends and forecast possibilities			
	Form and justify own opinions			
	Identify different points of view			
	Use models and simulations to explore complex systems			
Creative Thinking Skills				
How can students be creative?	Generate metaphors and analogies			
Generating novel ideas and considering new perspectives	Use brainstorming and visual diagrams to generate new ideas and inquiries			
	Create novel solutions to authentic problems			
	Practice flexible thinking –develop multiple opposing,			
	contradictory and complementary arguments			
	Design improvement to existing machines, media and technologies			

