

MYP...Assessment

“The single most important aim of MYP assessment is to support and encourage student learning... it aims to identify what students know, understand, can do and feel at different stages of the learning process. MYP assessment recognizes the importance of assessing the processes of learning as well as the products of learning.” (MYP: From Principles into Practice 2008, page 41)

In the MYP, assessment is based on ***criteria***. Each subject has a number of different criteria that are used to evaluate the students’ achievement in various aspects of the work. Sometimes all the criteria in the subject are applied to an assessment task or project, but more often, only one or two criteria apply. Student work is evaluated by giving the task a level of achievement in one or more of the criteria.

Examples of ***criteria*** from different subjects look like this:

<p><i>Standard Level Languages (French, Spanish, Kiswahili)</i> <i>Oral communication – message and interaction</i> Assesses to what extent a student show the ability to communicate information, ideas and opinions, respond and react to questions and ideas, contribute to the conversation and engage actively and maintain a flow of ideas in the conversation (maximum 8)</p>
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<p><i>Technology: Create</i> Assesses how well students document the process of making their product/solution, including when and how they use tools, materials and techniques. Also evaluates the degree to which follow and evaluate their plan and justify any changes they make while they are creating the product/solution. (maximum 6)</p>
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Each criterion has ***level descriptors*** that describe at each level of achievement what the student knows, understands or is able to do. The descriptors explain what the level stands for in terms of the student’s learning and development.

Here is an example of level descriptors in Technology.

Technology - Create (a product/solution) The student...

1-2	The student considers the plan and creates at least part of a product/solution.
3-4	The student uses appropriate techniques and equipment. The student follows the plan and mentions any modifications made, resulting in a product/solution of good quality.
5-6	The student competently uses appropriate techniques and equipment. The student follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.

Some assignments in MYP are ***formative*** assessment tasks and some are ***summative***. Formative assessment is like a practice piece of work (for example, a draft or an essay or a quick vocabulary quiz). The student can check his / her own progress and identify where improvements need to be made before attempting a final, summative piece. A summative assessment task is usually carried out at the end of a unit or project and

summarizes what the student knows, understands and is able to do. A report grade is an example of a summative assessment.

Report grades use the MYP 1-7 scale, where 1 is the lowest and 7 is the highest. First, the levels the student has reached in each of the criteria are added together. Then, the MYP *grade boundaries* for that subject area applied to the total to determine the student's final 1-7 grade.

For example, here are the *grade boundaries* for Language A, *English*:

Grade	Boundaries
1	0-4
2	5-9
3	10-14
4	15-19
5	20-23
6	24-27
7	28-30

If the student achieved 18 out of a maximum possible of 30 when all the criteria are added together, he / she would receive an overall MYP grade of 4 for the subject. A grade of 4 means that the student has “a good general understanding” with “occasional evidence of the skills of analysis, synthesis and evaluation”.

Summary of assessment in the MYP...

- ✓ focuses on student learning and development
- ✓ uses criteria
- ✓ the criteria are different in each subject because the subjects require different knowledge, understanding and skills
- ✓ there are no externally set or marked exams, although teachers may of course set exams as one of the methods used to assess the students
- ✓ assessment is ongoing and takes into account process as well as product
- ✓ it requires students to understand how the work is being assessed and for them to evaluate their own work
- ✓ the MYP criteria must be used by all teachers

Using criteria to assess student achievement is very helpful because the student knows before attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about the assignment in a way that students can understand. Students can monitor their own performance and increase in the quality of their work.

Further information about the MYP can be found on the IBO website, www.ibo.org Please feel free to contact the MYP co-ordinator, or any of the teachers if you have specific questions.