

MYP ASSESSMENT HANDOUT FOR PARENTS

What is assessment?

“It is the evaluation of the ability of a student” usually using an **assessment task**. Assessment in the MYP can be formal or informal. Tasks include:

Formal Assessment (Summative)

For example: classroom tests, timed writing, essays: descriptive, argumentative, performance tasks/projects investigations, field work, practical work, examination.

Informal Assessment (Formative)

For example: observations, dialogues, interviews and conferencing, role plays, presentations, student self-assessment, video/audio recording and photographs

Assessment rubrics

Each of the 8 subject groups, as well as the Personal Project, has its own assessment criteria.

Teachers develop task-specific rubrics, which describe levels of achievement in each of the four subject-assigned criteria.

The IB requires that MYP assessment is ‘transparent’, meaning that students are given the rubric and know exactly what is expected of them prior to starting new learning.

Here is an example of a one criteria rubric from Sciences:

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">• makes a limited attempt to use some relevant terminology• demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples.
3–4	The student: <ul style="list-style-type: none">• uses some humanities terminology appropriately• demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	The student: <ul style="list-style-type: none">• uses relevant humanities terminology accurately• demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ul style="list-style-type: none">• uses a range of humanities terminology accurately and appropriately• demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.

The assessment criteria for each subject group are shown below:

Arts Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Individuals and Societies-(aka Humanities) Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking Critically	Maximum 8

Language and literature - (aka English and Serbian A-Mother Tongue) Criteria

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Language Acquisition (aka Language B) - French/Serbian/Spanish Criteria

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Using Language	Maximum 8

Design [aka Technology] Criteria

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Sciences Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

Mathematics Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-world contexts	Maximum 8

Physical and Health Education [aka PE] Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

NOTE: Teachers of each subject meet together in departments and compare assessed work to ensure they are giving the same grades to the same quality of work.

MYP Projects Criteria (Only for Grade 10 students)

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking Action	Maximum 8
Criterion D	Reflecting	Maximum 8

MYP Semester Grade Boundaries

The final MYP grade for all subjects can be calculated from the scores in the individual subjects. Each subject has its own table of Grade Boundaries, showing how the level obtained (using all subject criteria A, B, C, and D) can be converted into an overall MYP level from 1 to 7.

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

NOTE: This will occur at the end of Semester 1 and at the end of Semester 2, once all criteria have been assessed

Quarterly Criteria Reports:

At the end of quarter 1 and 3, you will receive only criteria achievement levels in the specific criteria assessed formally (summative) throughout those quarters. Keeping in mind that not all criteria may have been assessed. This is to ensure that teachers are providing students with authentic and meaningful assessment tasks throughout the year.

See example for Individuals and Societies:

Criteria	Criteria Name	Achievement Level
A	Knowing and Understanding	6/8
B	Investigating	
C	Communicating	5/8
D	Thinking Critically	

*No score out of 7 will appear.

Student Improvement Feedback Reports:

Once per quarter, teachers will communicate with a Student Improvement Feedback Report with goals for your child. (You may or may not receive one from each teacher.) This report is to allow you to know how your child is doing, and any areas the teacher has identified as an area which needs further development.