Multiple Measures: Assessment in the IB Middle Years Program

Board of Education

December 12, 2018

Welcome & Introductions

Presenters

- Michael Greenfield: Assistant Superintendent for Curriculum & Instruction
- Scott Fried: Principal, Louis M. Klein Middle School
- Kim Beukema: Principal, Harrison High School
- Julia Long & Ashley Harvey, Art/Design Teachers
- Lara Sawamukai & Joanna Venditto, Math Teachers
- Leah Moore, Lindsey Reilly & Marie Garcia, English Teachers
- Jen Egan, IB MYP Coordinator

Presentation Overview

- **Our Vision**
  What is our vision of a Multiple Measure Assessment Model?

- **Why IB MYP?**
  How does the IB Middle Years Program aligned to our vision?

- **Looking Ahead**
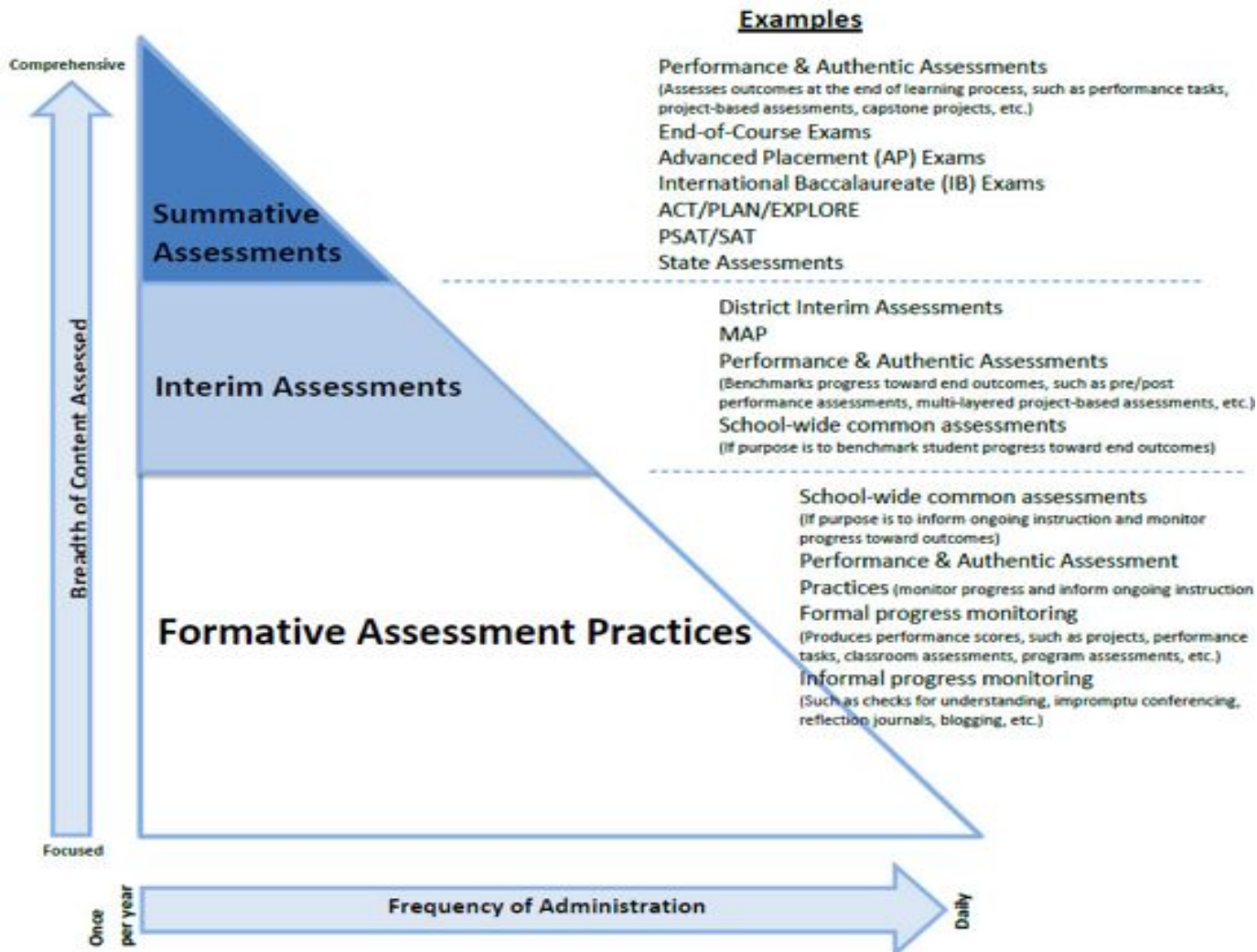 What is the timeline and implementation plan?

Comprehensive & Balanced Assessment System

Summative assessments measure student performance at the end of the learning process. They are often used to determine the degree of student mastery upon completing a course and to evaluate the effectiveness of the instructional activities already completed.

Interim assessments fall between formative and summative assessments and are delivered multiple times per year. They provide teachers and students with an appraisal at benchmarks to determine student progress, to improve instructional activities still underway, and to evaluate the effectiveness of instructional activities already completed.

Formative assessment practices are the most instructionally sensitive types of progress monitoring. They provide immediate or on-time feedback during the learning process that teachers can use to determine the learning needs of students and to improve instructional activities still underway.

Comprehensive

Breadth of Content Assessed

Focused

Summative Assessments

Interim Assessments

Formative Assessment Practices

Once per year — **Frequency of Administration** — Daily

Examples

Performance & Authentic Assessments
(Assesses outcomes at the end of learning process, such as performance tasks, project-based assessments, capstone projects, etc.)
End-of-Course Exams
Advanced Placement (AP) Exams
International Baccalaureate (IB) Exams
ACT/PLAN/EXPLORE
PSAT/SAT
State Assessments

District Interim Assessments
MAP
Performance & Authentic Assessments
(Benchmarks progress toward end outcomes, such as pre/post performance assessments, multi-layered project-based assessments, etc.)
School-wide common assessments
(If purpose is to benchmark student progress toward end outcomes)

School-wide common assessments
(If purpose is to inform ongoing instruction and monitor progress toward outcomes)
Performance & Authentic Assessment Practices (monitor progress and inform ongoing instruction
Formal progress monitoring
(Produces performance scores, such as projects, performance tasks, classroom assessments, program assessments, etc.)
Informal progress monitoring
(Such as checks for understanding, impromptu conferencing, reflection journals, blogging, etc.)

Assessment Types

Summative Assessments (Status)

- NYS Exams: 3-8 English Language Arts, Math & Science
- LOTE: Checkpoint A
- Regents Exams: 8-11
- IB & AP Exams: 10-12

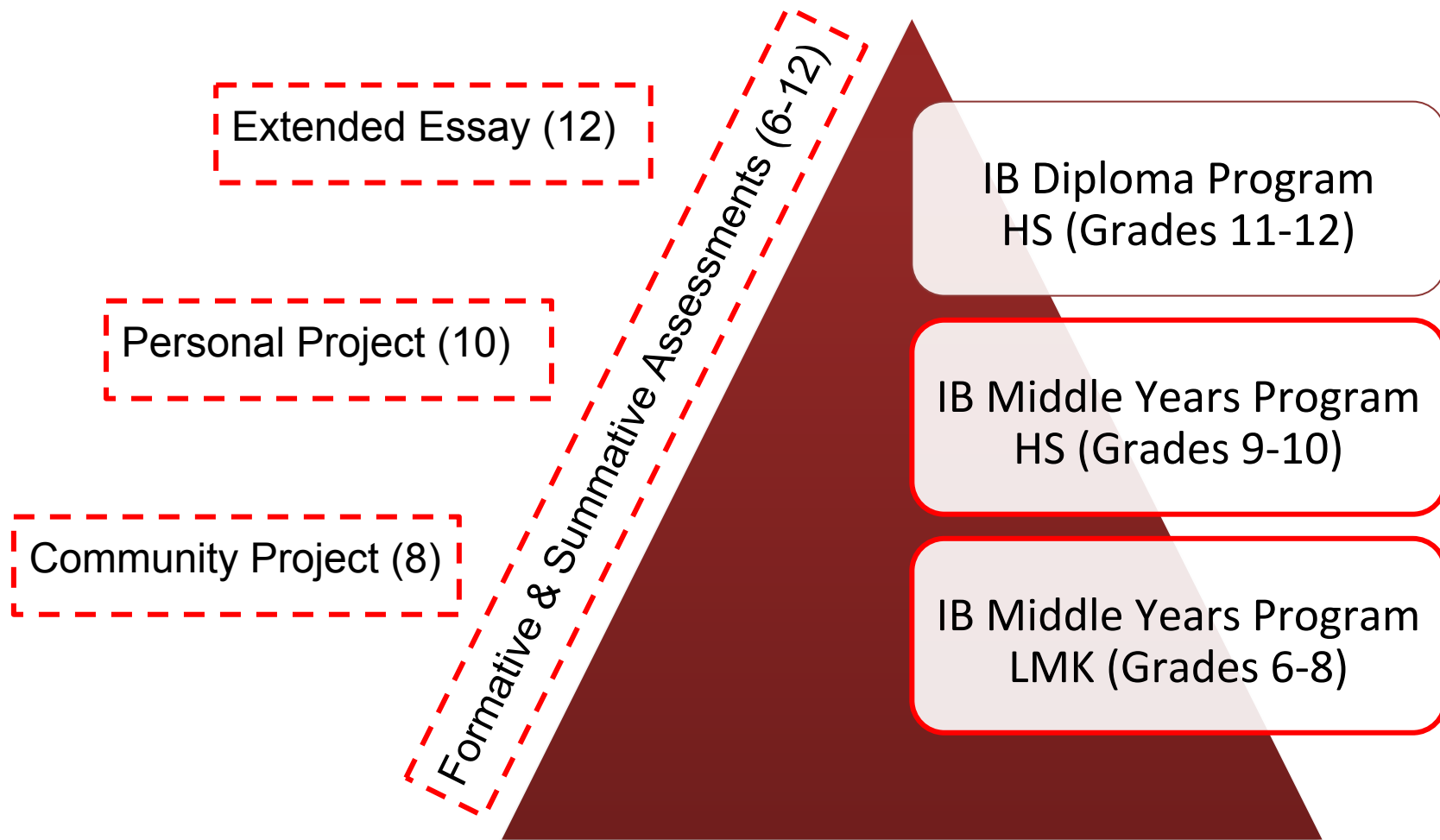## Common Benchmark Assessments (Periodic)

- Measure of Academic Progress (MAP) Reading & Math: K-9
- DIBELS: K-2 (Early Literacy)
- Fountas & Pinnell Reading Benchmark: K-5
- Schoolwide, MIF, Springboard Unit: K-8
- IB Internals: 6-12
- HCSD Writing and Reading Benchmark: K-8

Classroom Assessments (Ongoing)

- Performance Tasks, Individual/Group Projects
- Student Self-Monitoring Inventories, Perception Surveys
- Observation Checklists, Conferences, Anecdotal Notes, Classroom Discussion
- Quizzes, Tests, Essays

International Baccalaureate Program - Multiple Measure Model

Extended Essay (12)

Personal Project (10)

Community Project (8)

Formative & Summative Assessments (6-12)

IB Diploma Program HS (Grades 11-12)

IB Middle Years Program HS (Grades 9-10)

IB Middle Years Program LMK (Grades 6-8)

Authentic Assessment
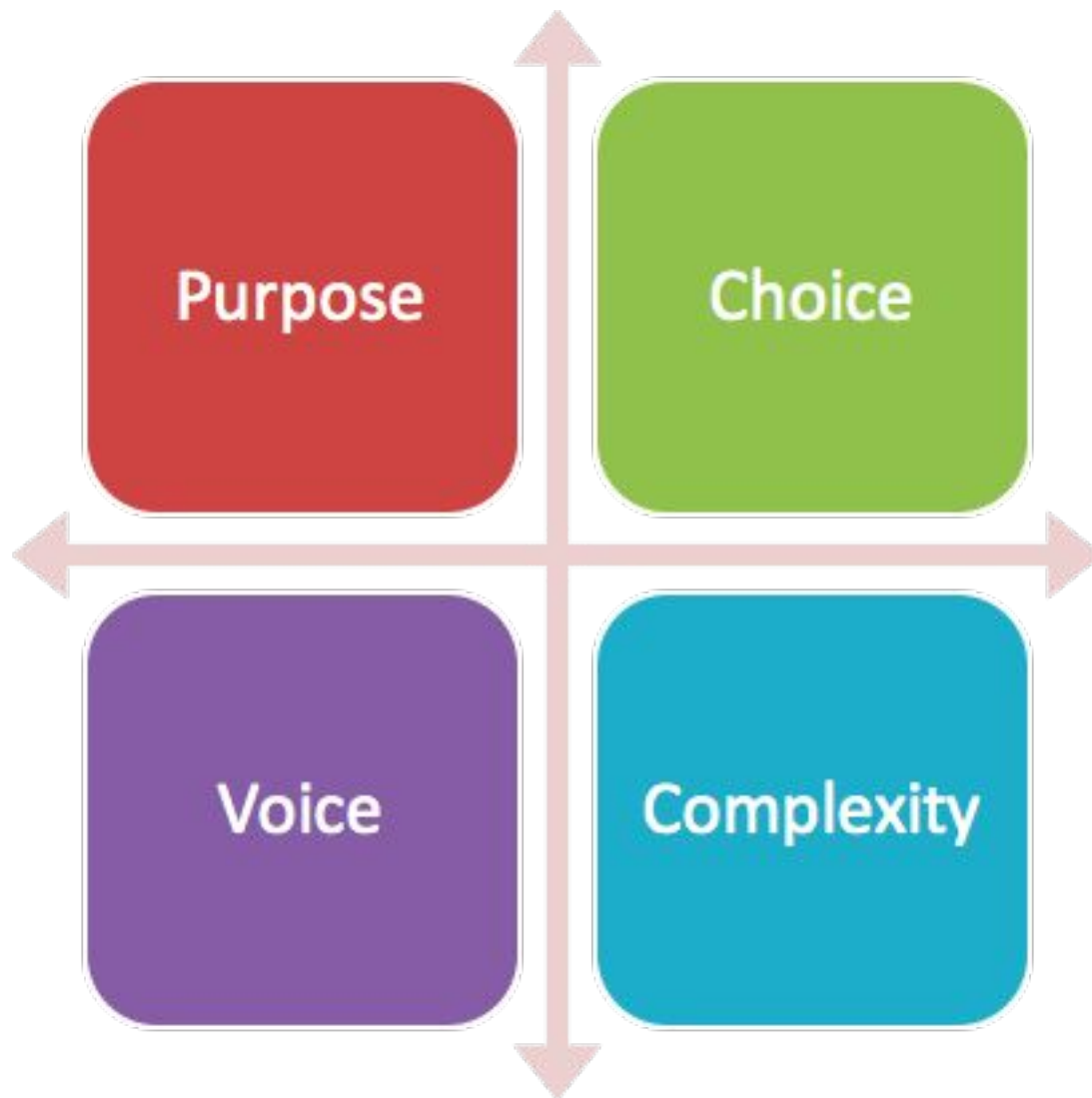
MYP & Authentic Assessment
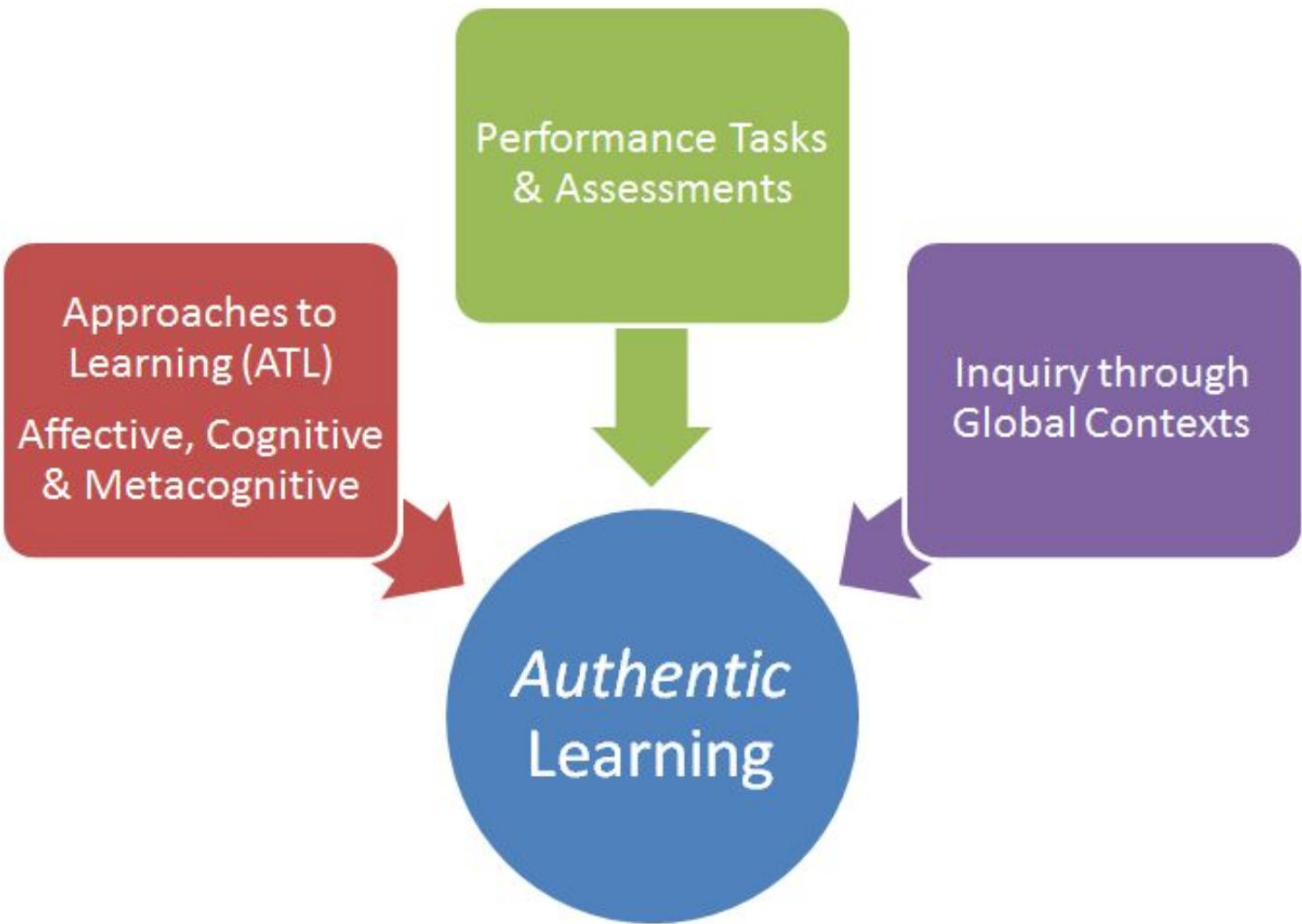
Art & Design

Process & Problem-Solving...

Art Subject

Criterion B: Developing Skills

		IB descriptor	Task-specific clarification
	0	If you do not reach a standard described by the descriptors below, you will receive a score of zero (0) for this criterion.	
	1-2	The student: • demonstrates **limited** acquisition and development of the skills and techniques of the art form studied • demonstrates **limited** application of skills and techniques to create, perform and/or present art.	**Composition-** • Poor composition or layout **Value-** • 2 values of shading has been attempted to create depth and space • Design uses 1-2 values with no use of a light source.
	3-4	The student: • demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied • demonstrates **adequate** application of skills and techniques to create, perform and/or present art.	**Composition-** • Basic composition **Value-** • 3-4 values of shading has been applied adequately to create depth and space • Design uses 3-4 values with the use of a light source.
	5-6	The student: • demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied • demonstrates **substantial** application of skills and techniques to create, perform and/or present art.	**Composition-** • The shape, size and detail of the composition has been represented clearly **Value-** • Values of shading has been applied creating a gradual change of more than 4 values • The Light source is emphasized creating contrast between the object and background • A cast shadow is attempted
	7-8	The student: • demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied • demonstrates **excellent** application of skills and techniques to create, perform and/or present art.	**Composition-** • The shape, size and detail of the composition has been represented accurately **Value-** • Values of shading has been applied effectively creating a gradual change in value, contrast, and distinguishes the object • The Light source is emphasized creating extreme contrast

Design Subject

Screen: Home
Screen: Adopting
Screen: Uploading

Adoption Options

Saving souls

Username

Email

Scroll

Information…

Upload Photo

Animal ID Form
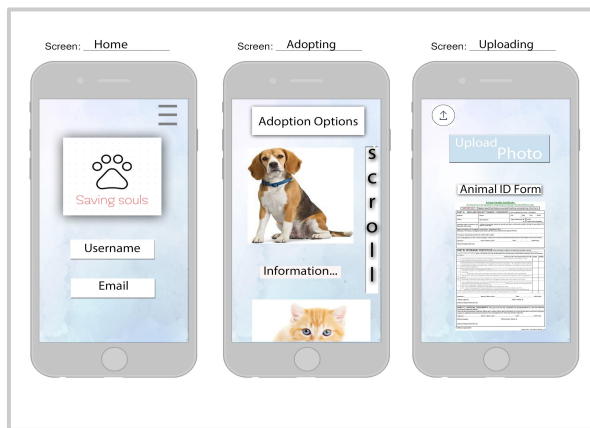
Computer Science Project Rubric
‹ Design Concept: Community App ›   Name:

OBJECTIVES	DISTINGUISHED 4 (This represents the student who learned beyond the lessons taught in class. Evidence of learning should be represented in the final project and also the written responses) 90-100	PROFICIENT 3 (This is what you are expected to do) 85-95	BASIC 2 75-85	1 65-75
App Design: **Form**	My App has a inventive and/ or clever name but is also appropriate A color palette has been established and uniformly used throughout the App My App has a related logo (download the template)	My App has a descriptive and appropriate name Repetition of colors, text size, button size, sounds etc. on each screen creates unity in my App	My app has an appropriate name Screens and buttons are labeled and look somewhat similar	My App is named Screens and buttons are labeled
App Design: **Function**	I used a **variety of features** (other than buttons, screens and sounds) in my App design **Numerous screens** and **complex screenflow** attend to the specifics of the user and the problem. I researched and considered some of the design principle for mobile apps Explain:	My App addresses a problem or need that has **affected my community** My App's **content** is appropriate and **relevant** to the purpose of the App The features are designed to be **easy to use** (labeled) and also **functional** (they have purpose) in navigating the App Multiple screens and **features** give adequate **depth** to the App and would **satisfy the user** who paid for the App.	My App addresses a general problem or need My App's content is appropriate I have more than one screen	My App has some functionality
Programming **Event-Driven Program**	My program includes **complex events** (ie. screen change and sound on event)	Each element has a **descriptive ID** Each screen has a **descriptive ID** My program **includes an event for each element** I included in my App My program is **written correctly**	My program includes some events My program needs debugging	My program has needs developing in communicating the function of my App.

Art Subject 🎨

"The **process** of creating artwork, as well as the product, demonstrates what students have **experienced, learned and attempted to convey**." IBO 2015

Design Subject 💻

"Inquiry and problem-solving are at the heart of design… a solution can be a model, prototype, product or system **independently created and developed** by students." IBO 2015
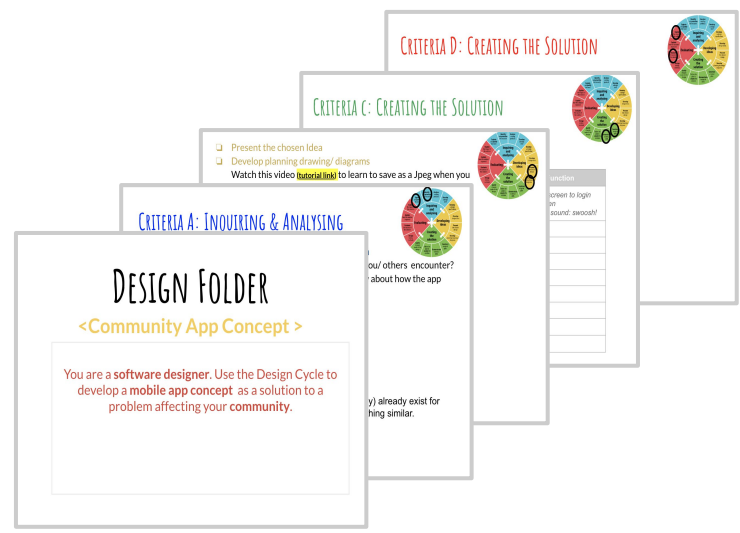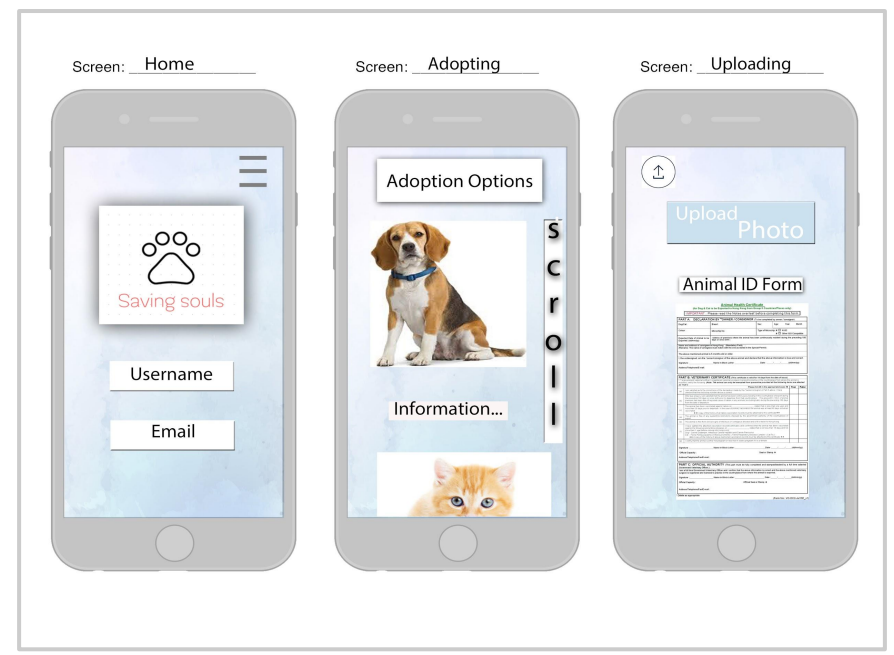
Design Subject

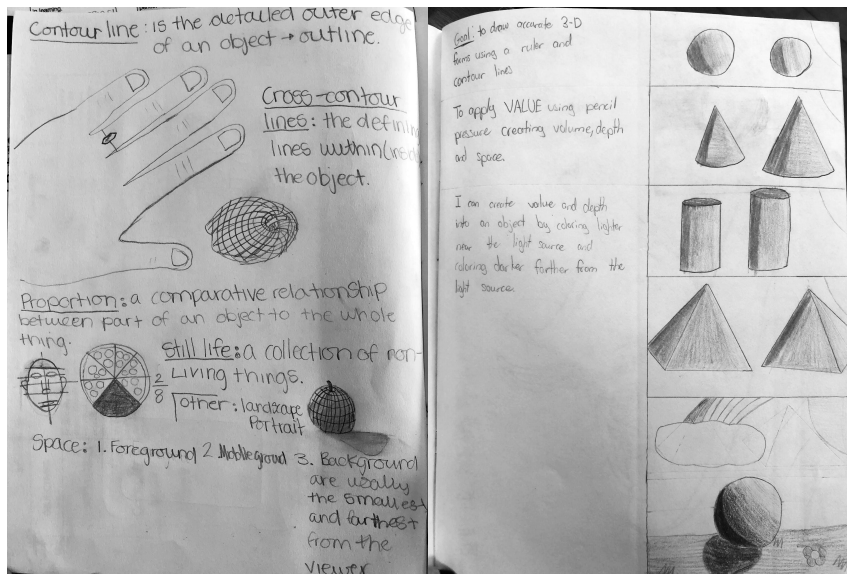## Summative Assessment: **Mobile App Design**

Design Folder

Criteria D: Creating the Solution

Criteria C: Creating the Solution
- Present the chosen Idea
- Develop planning drawing/ diagrams
Watch this video (tutorial link) to learn to save as a Jpeg when you

Criteria A: Inquiring & Analysing

Design Folder
<Community App Concept >

You are a **software designer**. Use the Design Cycle to develop a **mobile app concept** as a solution to a problem affecting your **community**.

Final Model

Screen: Home

Saving souls

Username

Email

Screen: Adopting

Adoption Options

Scroll

Information...

Screen: Uploading

Upload Photo

Animal ID Form

Art Subject 🎨

Summative Assessment: **The Transforming Egg**

Process Journal

Final Artwork

Process Journal

Process Journal notes

Formative Skill Assessment

IB Criterion

Developing Skills
Task-Specific Clarification

Composition-
- The shape, size and detail of the composition has been represented accurately

Value-
- Values of shading has been applied effectively creating a gradual change in value, contrast, and distinguishes the object
- The Light source is emphasized creating extreme contrast
- An accurate cast shadow is created

Thinking Creatively
Task-Specific CLarification

Brainstorm-
- Explores multiple ideas-list has more than 10 items.
- Uses multiple resources to develop each idea.

Creative Composition-
- appropriate balance and arrangement of foreground, middleground, and background
- designs and develops a theme based on 3-D form
- draws multiple thumbnail sketches and develops ideas.
- designs a composition that extends one's own individuality

Process Journal notes
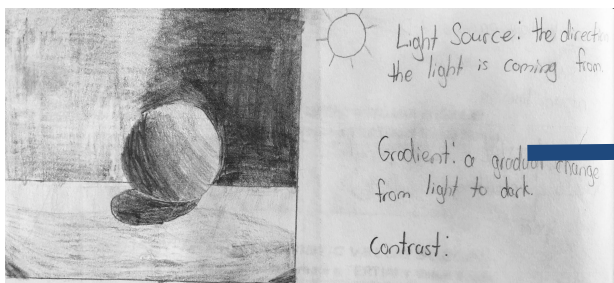
Formative Skill Assessment
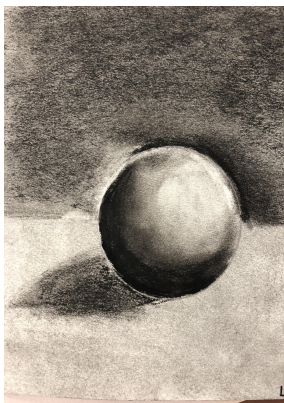
Thinking Creatively:
Transforming Egg Final Artwork

Lasting Impact

The Mobile App or the Artwork students create may, in time, become irrelevant to our changing world, but the students' capacity for process thinking will be useful forever.

Mathematics

Real-World Contexts and Applications...

English Language Arts

Authentic Context & Metacognition...

Multiple Measures
Assessment in Action: 9th grade English

Criterion A	Criterion B	Criterion C	Criterion D
Analyzing	**Organizing**	**Producing Text**	**Using Language**
Synthesizing content and justifying interpretations using examples and explanation	Employing organizational structures to develop coherent ideas	Producing texts that are thoughtful, imaginative, and sensitive, while exploring new perspectives	Using sophisticated and varied vocabulary appropriate to audience

| Quote:	Analysis:
"It is, it is!--hie hence, be gone away!/ It is the lark that sings so out of tune,/ Straining harsh discords and unpleasing sharps./ Some say the lark makes sweet division;/ This doth not so, for she divideth us:" (III.v.26-30)	**Level 1:** In this quote, Romeo and Juliet have spent the night together to consummate their marriage. Because Romeo is banished from Verona, he is forced to leave Juliet in order to refrain from being killed. Juliet explains that she does not want him to go but knows he must despite how hard it will be for the two of them. **Level 2:** Metaphor → A lark is a bird who chirps at dawn. The lark in this context represents Romeo's departure from Juliet thus, their division. Juliet illustrates the lark as chirping "out of tune" to emphasize that Romeo must leave, instead of staying which he had agreed to do previous to this quote. She describes the bird's singing as unpleasant because the morning is when Romeo must separate himself from Juliet. This is a significant moment in the text because, formerly, Romeo and Juliet made references to death when they were apart and this separation might have an impact on their decision to kill themselves. **Level 3:** Although dividing a relationship is difficult, it is better to separate for a practical reason, rather than remaining together and confronting the consequences.

Dialectical Journals
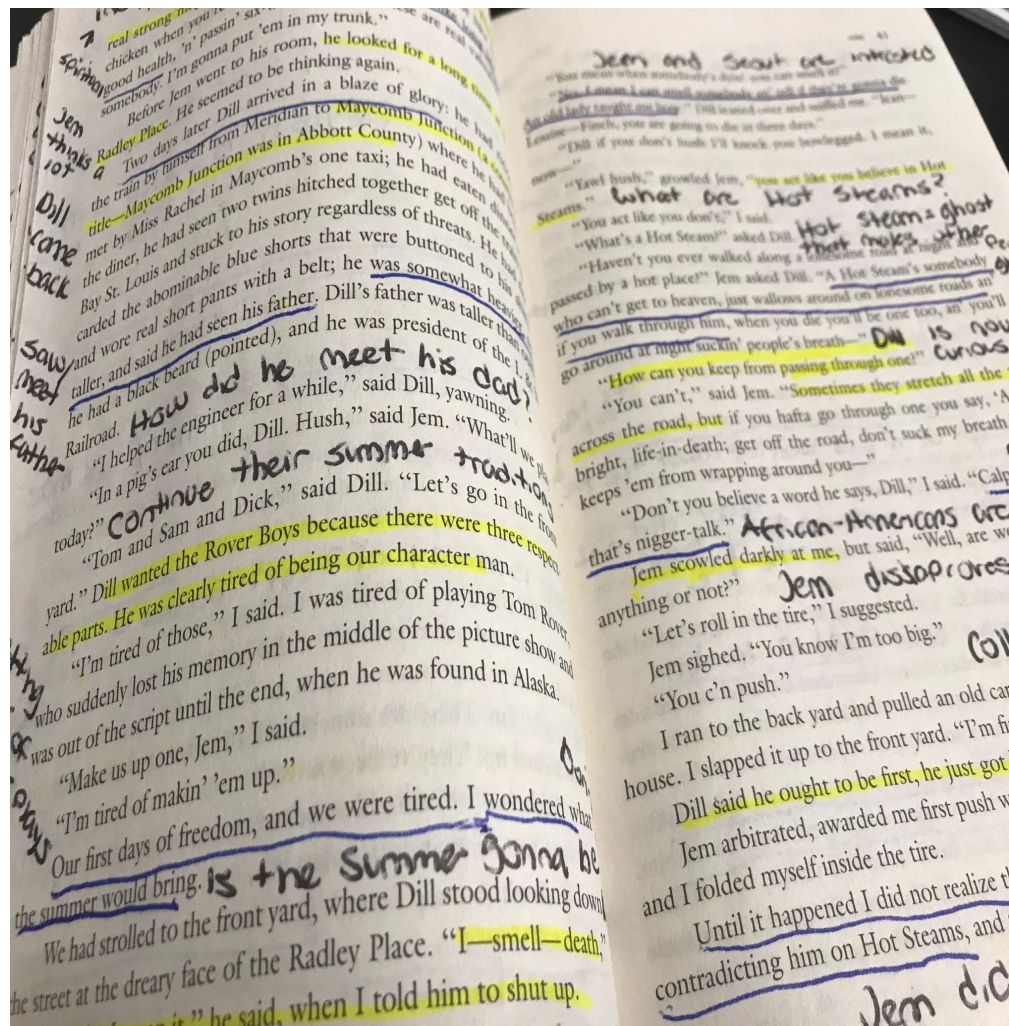
Annotations

Curley's Wife is portrayed as a sexual object by the men in the novella because of the stereotypes about women. On Lennie and George's first day at the ranch, one of the men named Candy is talking about Curley and his wife. Curley's Wife is introduced to Lennie and George as a tart and Candy specifically tells George, "'... I think Curley's married... a tart'" (Steinbeck, 28). A tart is a woman who dresses/ behaves in a way that is considered sexually provocative. The men perceive her as a tart because she goes around interjecting herself in the group, asking for Curley when she knows or doesn't care where he is. Another reason why Curley's Wife is perceived this way is because she arches and twitches her body in certain ways for attention. Curley's Wife is also referred to as "jailbait" and "having the eye". Steinbeck uses characterization in order to display that Curley's Wife is a sexual object in other people's eye. The author paints Curley's Wife to be this way in order to show an over exaggerated version of how women who pushed to join a group were perceived during this time period. It also portrays how the men immediately came to the conclusion that Curley's Wife was vying for attention because she wanted to cause trouble, when in fact they really didn't know the reason behind her actions. This results in the reader assuming Curley's Wife's character solely based on the men's opinions. While we know the men's thoughts, we don't know about Curley's Wife's opinions and the way she perceives herself. She is even referred to as just "Curley's Wife" because while other characters have nicknames connected to their perceived traits, she is distinguished only as it relates to others. These quotes depict how Curley's Wife was perceived and shows how women as a minority were viewed when the book was written.
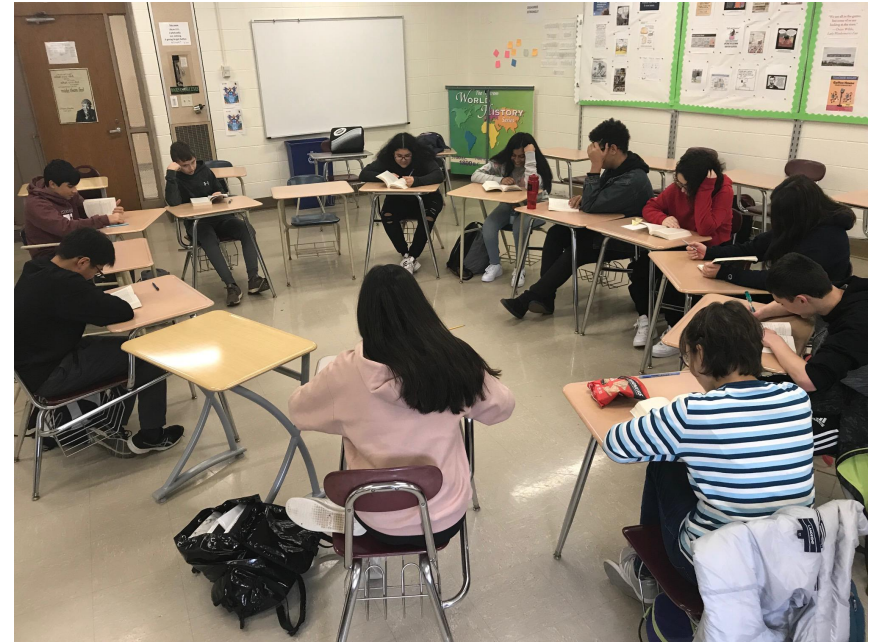
Literary Analysis Short Responses

Socratic Seminar

Individual Oral Commentary
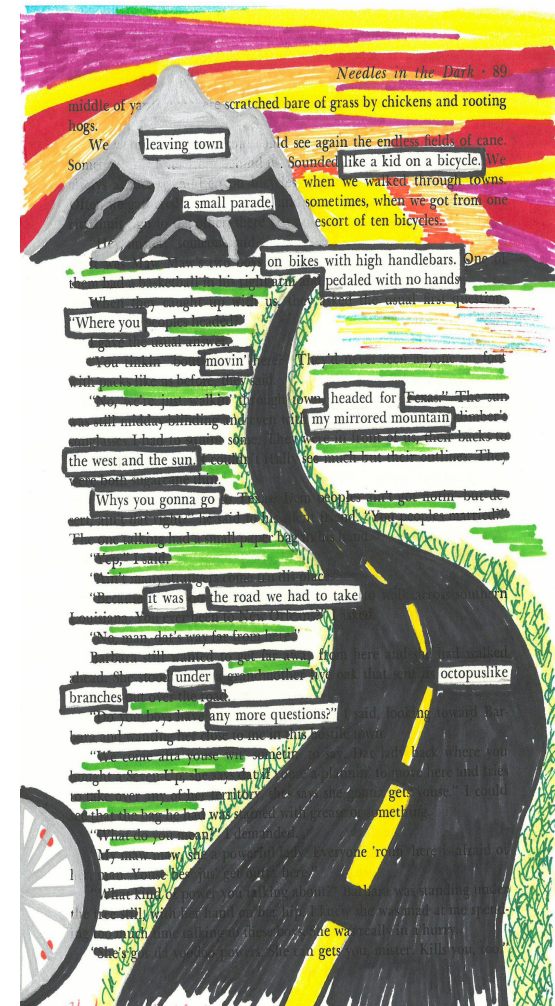
Poetry

Summative Assessment

Public Service Announcement

**Develop a presentation that informs your audience about an issue that has a local, national and/or global significance and convinces them to take action.
It must be inspired by our core texts and at least 3 supplemental texts.**

You can either create:
- **A video PSA (3 minutes max)**
- **A poster campaign (3 billboard style 22x28)**

Artist statement communicates a written rationale explaining the creative process.

"Authentic assessment […]means that the testing is done in a way that matches the situations in which the candidate would expect to encounter problems in the real world."
- Assessment Principles and Practices, International Baccalaureate

Student Example
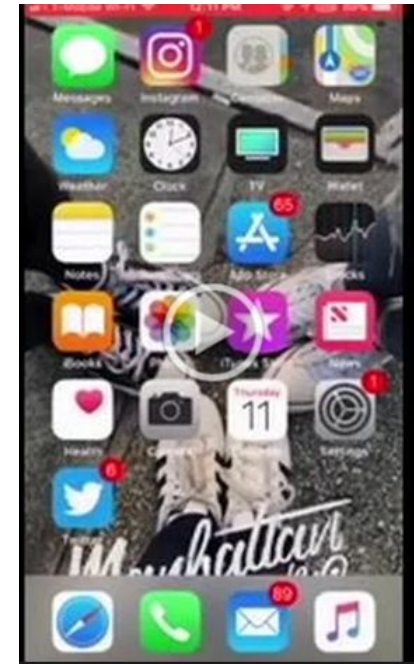
The reason I chose online harassment is because I wanted to include the use of social media. The internet is a popular environment for teens to go to express their feelings, good and bad. Cyber bullying is also a method that most teens use so that they can hide behind a computer screen. While creating my PSA, I wanted to come up with an idea that would be different but relatable to my classmates. So I came up with an idea for a piece that would show the perspective of a young lady being bullied via instagram. **My idea was that by showing what goes on in cyberbullying from a different perspective, it would change the view of this terrible behavior within my audience.** I included statistics to add validity to the point I was making.

After gathering my footage, I knew that editing the footage was the most important part because that is where I would include literary elements and choices regarding my designs. Once my raw footage was planted into my laptop, my main focus would be my conclusion. The ending includes a positive outcome which has the victim scroll through the comments of other uses, recognizing the cyber bullying and defending her. I knew this was the most crucial part of my video. To highlight this section, **I zoomed in on the positive comments and slowed down the music. I strategically chose music that would be mundane and then more upbeat. A brief silence creates suspense for what was happening next; and finally, the upbeat song plays when the nice comments appear on the screen. It is the feel good moment.**

Approaches to Learning (ATL)

Approaches To Learning

In the IBMYP world the emphasis is both on assessing what you learn as well as **how you learn**

ATL Skill Categories	**MYP Clusters**
Communication	Communication Skills
Social	Collaboration Skills
Self Management	Organization Affective Reflection
Research	Information Literacy Media Literacy
Thinking	Critical Thinking Creative Thinking Transfer

Approaches to Learning

In the IBMYP world the emphasis is both on assessing what you learn as well as **how you learn**

Learning Skills in the MYP—
Approaches to Learning (ATL) Skills

ATL Categories

MYP Clusters

Thinking Skills	Social Skills	Communication Skills	Self-Management Skills	Research Skills
Critical Thinking	Collaboration	Communication	Organization	Information Literacy
Creative Thinking			Affective Skills	Media Literacy
Transfer			Reflection	
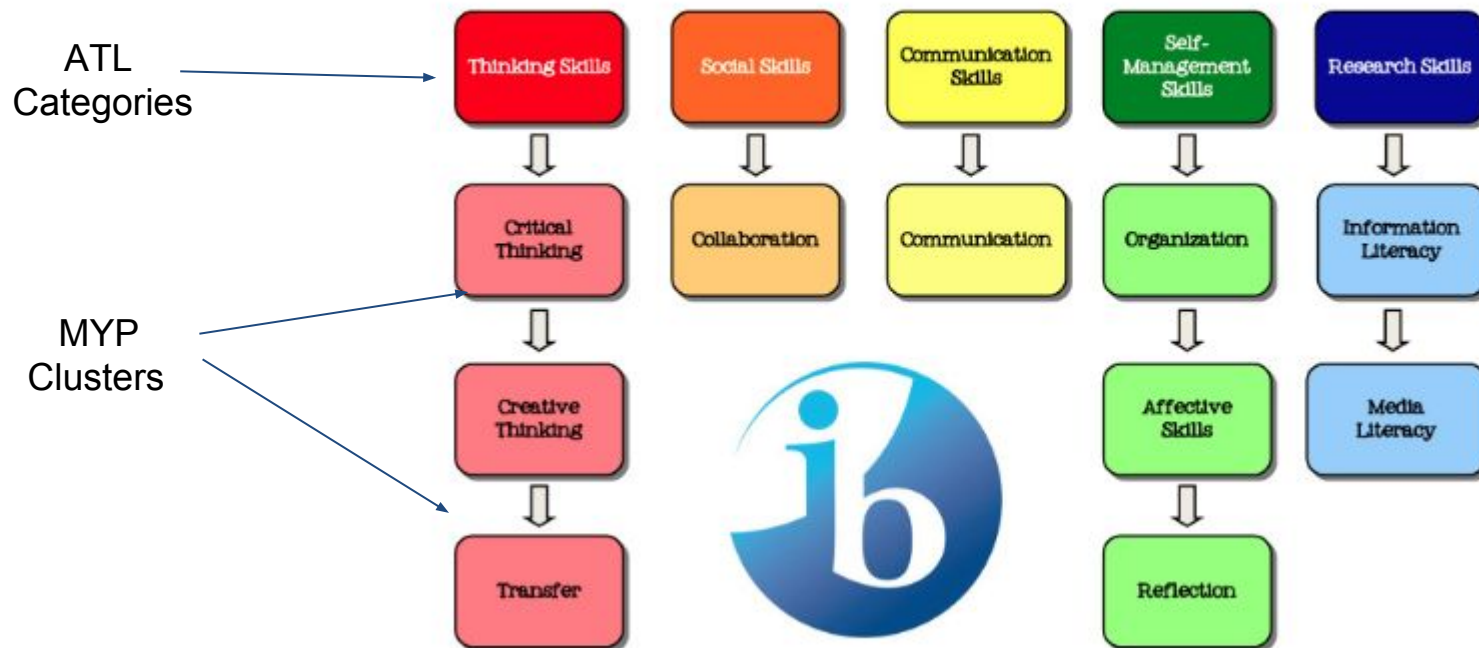
LMK Faculty Professional Development- ATLs

- The LMK faculty has used faculty meeting and Superintendent Conference Days this year building ATLs into each unit and developing strategies for explicit and implicit teaching of these skills
- ATLs are being charted across subjects and grade levels allowing for teams of teachers to plan approaches to learning together and providing common language for students to articulate their process for learning
- ATLs are built into units, lessons and assessments
- A staff feedback loop allows for critical feedback in the development of the work
- Over time students will be assessed and self assess themselves in the learning environment as a novice, learner, practionshioner or expert in different ATL clusters

Personal Project

International Baccalaureate Program - Multiple Measure Model

Extended Essay (12)

Personal Project (10)

Community Project (8)

Formative & Summative Assessments (6-12)

IB Diploma Program HS (Grades 11-12)

IB Middle Years Program HS (Grades 9-10)

IB Middle Years Program LMK (Grades 6-8)
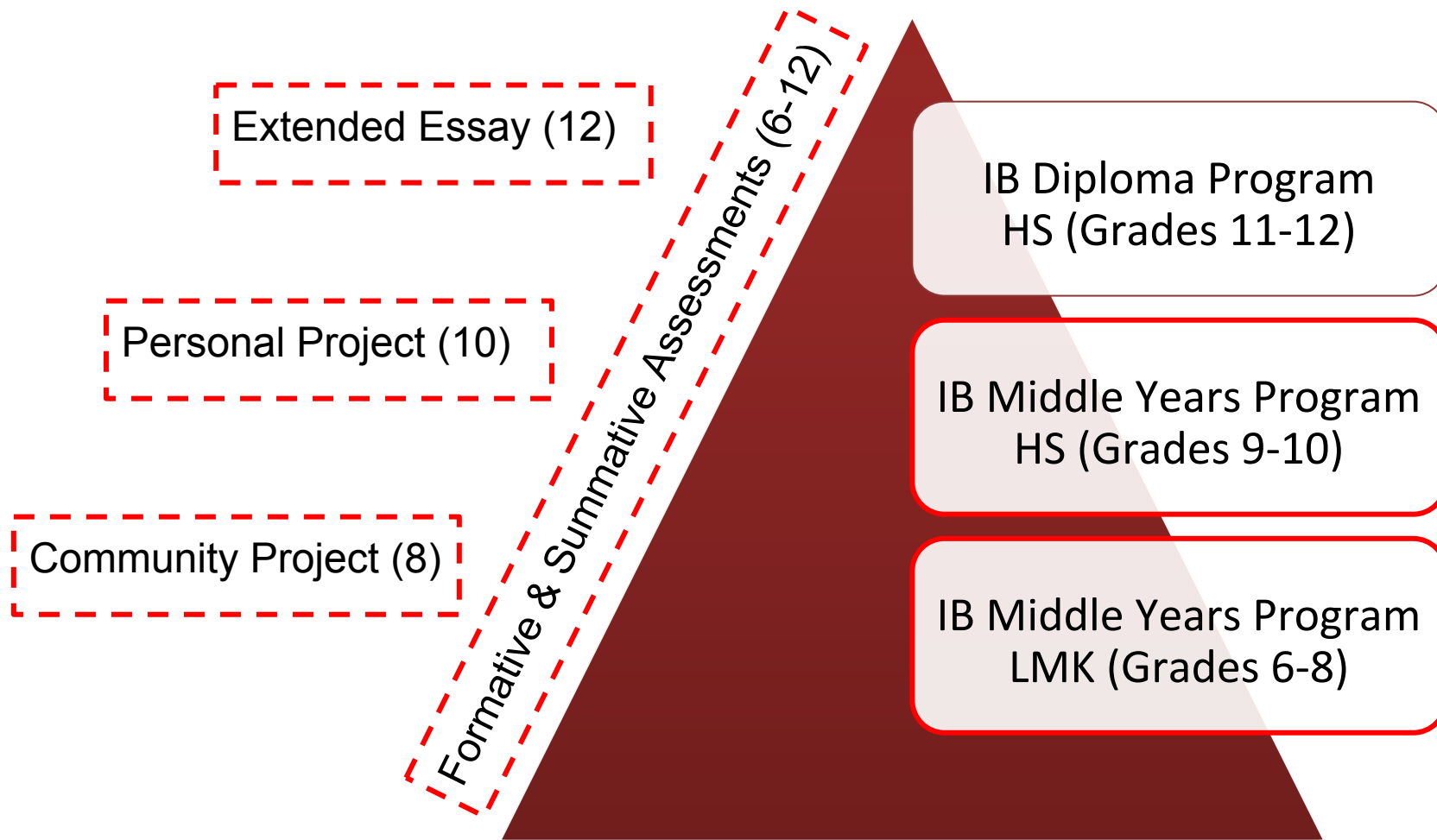
What is the Personal Project?

A Project that revolves around a challenge that motivates and interests the individual student. It encourages students to:

- Practice & Strengthen ATL Skills
- Consolidate Prior & Subject Specific Learning
- Develop an Area of Personal Interest

The Outcome: A personal & creative product/outcome which demonstrates a consolidation of their learning in the MYP.

What does the project allow for?

- differentiation of learning
- personalization of learning
- experiential learning
- student centeredness

For example, students may complete their project in a language other than the language of instruction and the school must be able to assess the project in that language.
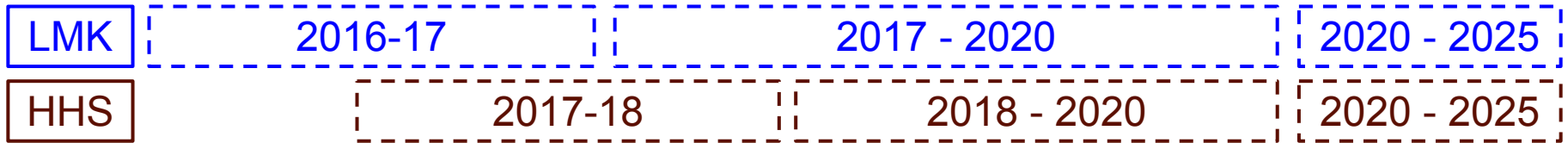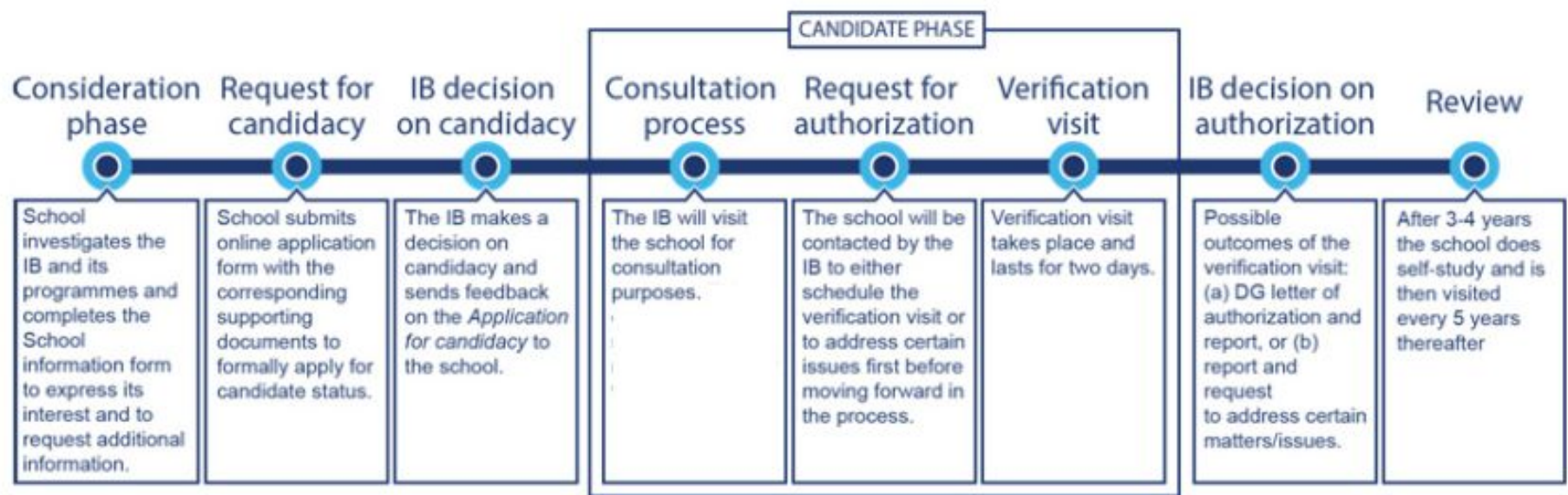
MYP Authorization Process

How is a school authorized and reviewed?

Consideration phase	Request for candidacy	IB decision on candidacy	**CANDIDATE PHASE**			IB decision on authorization	Review
			Consultation process	Request for authorization	Verification visit		
School investigates the IB and its programmes and completes the School information form to express its interest and to request additional information.	School submits online application form with the corresponding supporting documents to formally apply for candidate status.	The IB makes a decision on candidacy and sends feedback on the *Application for candidacy* to the school.	The IB will visit the school for consultation purposes.	The school will be contacted by the IB to either schedule the verification visit or to address certain issues first before moving forward in the process.	Verification visit takes place and lasts for two days.	Possible outcomes of the verification visit: (a) DG letter of authorization and report, or (b) report and request to address certain matters/issues.	After 3-4 years the school does self-study and is then visited every 5 years thereafter

LMK	2016-17		2017 - 2020	2020 - 2025
HHS		2017-18	2018 - 2020	2020 - 2025

IB MYP Implementation

Current Grade 7

MYP Assessments, Projects and Certification Option
(5 Years)

(2017-2022)

Current Grade 8

MYP Assessments & Personal Project
(4 Years)

(2017-2021)

Current Grade 9

MYP Exposure
(3 Years)

(2017-2020)

Questions & Answers