



Harare International School

A guide to MYP assessment

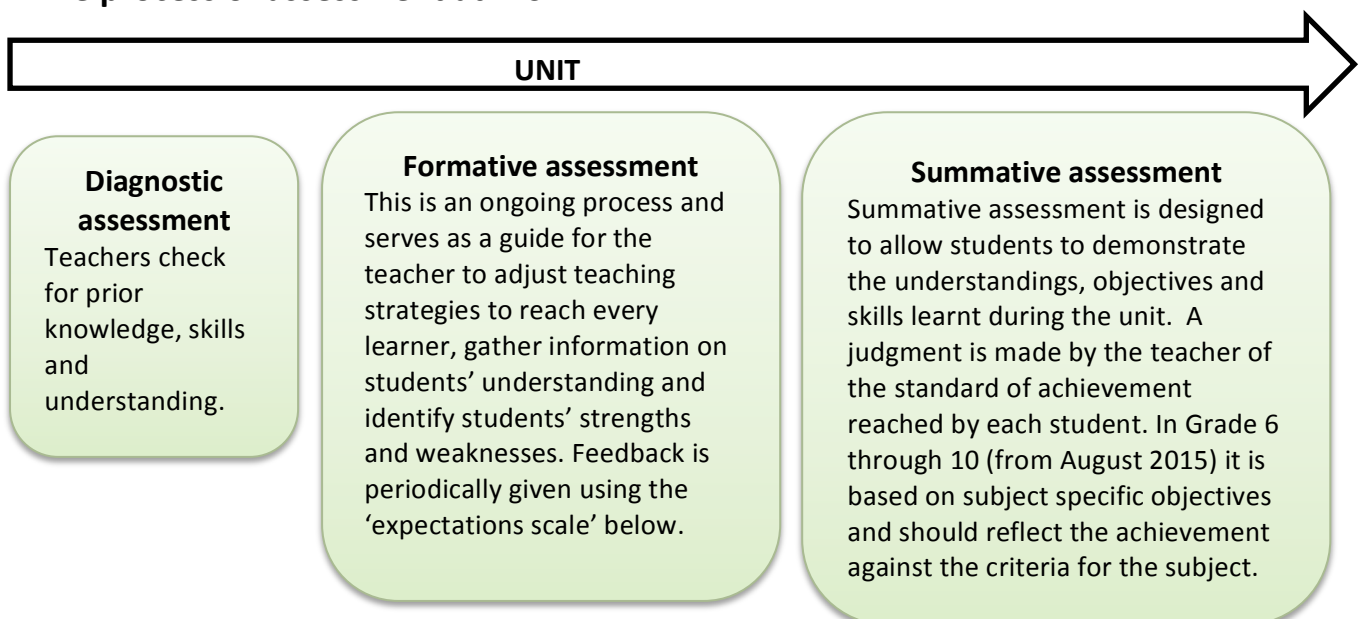
At first glance MYP Assessment may appear complicated. This short guide is intended to clarify the MYP assessment process at HIS.

The single most important aim of MYP assessment is to support and encourage student learning. This means that teachers constantly gather and analyse information on student progress and provide feedback to students to help them improve their performance. It also means that students should be involved in evaluating their own progress using self-assessment and reflection. In doing so, they develop wider critical-thinking and self-assessment skills. MYP assessment is authentic (it aims to assess students in real world applications) and is targeted (it aims to assess directly what the student has been taught). Units of work are planned with the final assessment in mind, and therefore the skills and understandings needed are integrated into the curriculum.

The MYP assessment system used in Grades 6-10 is a criterion-related model in which students are assessed against rubrics. These rubrics describe what is expected of the students and what level will be awarded for each of the elements of the work they complete.

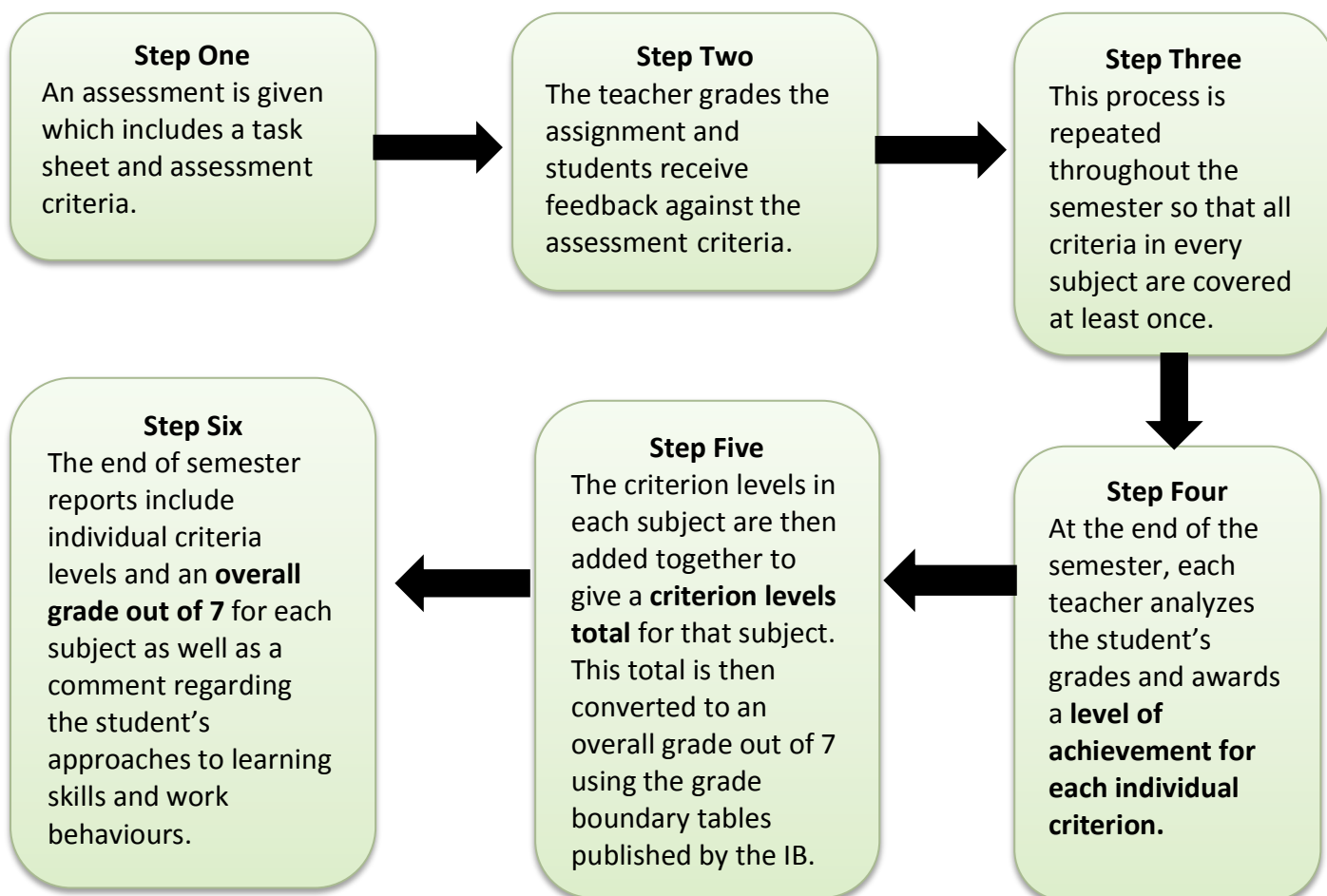
Assessing students against criteria helps the student know, before attempting the work, what needs to be done to demonstrate their understanding of the objectives. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance assessed against the criterion level descriptors.

The process of assessment at HIS



Expectations Scale:	
This scale will be used at HIS to track general progress (formative classwork and homework). Student general progress will be communicated approximately every 2 weeks.	
Expectations	Descriptor
Exceeding Expectations (EE)	<ul style="list-style-type: none"> i. Produces high quality, frequently innovative work. ii. Communicates excellent understanding of concepts and contexts. iii. Demonstrates excellent organizational skills.
Meeting Expectations (ME)	<ul style="list-style-type: none"> i. Produces generally high-quality work. ii. Communicates good understanding of concepts and contexts. iii. Demonstrates good organizational skills.
Approaching Expectations (AE)	<ul style="list-style-type: none"> i. Produces work of an acceptable quality. ii. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. iii. Demonstrates basic organizational skills.
Not Meeting Expectations (NME)	<ul style="list-style-type: none"> i. Produces work of very limited quality. ii. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. iii. Demonstrates limited organizational skills.

The process of summative assessment at HIS



What counts towards the semester grade?

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 1 or 2 criteria are assessed per task. Only assessments that are criterion-related (*that are assessed against criteria provided by the teacher for that specific assessment task*) count towards the overall grade which is communicated on the Semester Report Card, however the formative assessments help students develop the knowledge and skills necessary to be successful in their summative assessments.

The process of arriving at a semester grade

How are end of semester criterion totals determined?

By the end of the semester students will have completed enough assessment tasks for each criterion in most subjects to be assessed at least twice.

To explain how we arrive at a semester grade let's follow the creation of a Mathematics grade for a Grade 8 student called Sarah. There are 4 criteria in Mathematics. After Semester 1 Sarah will have at least 2 marks in all 4 of the Mathematics criteria. In Mathematics *Criterion A 'Knowing and Understanding'* Sarah has 4 pieces of evidence (marks).

	Mathematics Criterion A: Knowing and Understanding /8			
	Number Project	Recipe Book	Water Tank Investigation	Prime Time Exam
Sarah	4	5	6	6

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

How do criteria achievement levels become a grade out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject these criterion levels of achievement are then added together to give a **criteria levels total**. This total is then compared to the **grade boundary tables** published by the IB (see below) to give the student a grade out of 7 for that subject.

Sarah Mathematics	
Criteria	Semester Level of Achievement
A: Knowing and Understanding /8	6
B: Investigating Patterns /8	6
C: Communicating /8	4
D: Applying Mathematics in Real Worlds Contexts /8	5
Criterion Levels Total /32	21

Sarah's 6 out of a possible 8 in Mathematics Criterion A would be added to her criterion level of achievement in the other 3 Mathematics criteria, which would give a **criterion levels total of 21**. As a result Sarah would receive 5 out of 7 for her final semester grade in Mathematics.

IB Published Grade Boundaries for all subjects



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

What does a grade of 1-7 really mean?

So what does Sarah's grade of 5 in Mathematics mean? Below are the **IB general grade descriptors** for each grade out of 7. A grade of 5 means that in Mathematics Sarah *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.*

To really understand this achievement it is important to pay attention to all the individual criterion achievement levels as these show a student's strengths and weaknesses in the subject, as well as the grade and the general grade descriptors.

Grade	Boundary	MYP General Grade Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

Assessment Criteria for All Subject Groups

Each subject group has four different criteria against which student achievement is assessed. The advantage of these criteria being subject specific is that a student receives detailed information on what they can do to improve in that subject in each of the key areas that matters in that discipline.

Subject Groups	Assessment Criteria for All Subject Groups			
	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form.
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking creatively
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-life contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting
Personal Project	Investigating	Planning	Taking action	Reflecting