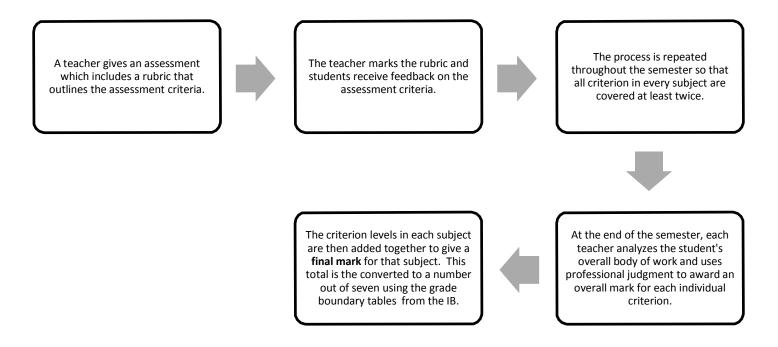
Assessment Guide - Century Middle School - 2014-2015

Assessment at Century Middle School (CMS) exists to support and encourage student learning. This means that teachers are continually gathering and analyzing data on a student's performance against criteria and then providing him/her feedback to help improve his/her performance. MYP assessment is neither percentage graded nor letter graded. MYP assessment emphasizes individual achievement.

The MYP assessment system at CMS called a criterion-related model and it is important that both students and parents/guardians understand how this assessment works as it is a change from previous practices of grading in a traditional environment.

Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach the highest levels of achievement. It also helps teachers clarify and express their expectations about assignments in a way that students are able to 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 based on the criteria level descriptors.

Assessment in Action at Century Middle School



What Are The Assessment Criteria?

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the uses of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

The MYP assessment criteria across subject groups can be summarized as follows.

A Summary of the MYP Assessment Criteria

	Arts	Individuals & Societies	Language and	Language Acquisition	Mathematics	Physical and Health Education	Sciences	Design (Tech)
Criterion								
A	Knowing and Understanding	Knowing and understanding	Analyzing	Comprehending Spoken & Visual Text	Knowledge and Understanding	Knowing and Understanding	Knowledge and Understanding	Inquiring & Analyzing
	8	8	8	8	8	8	8	8
В	Developing skills	Investigating	Organizing	Comprehending Written & Visual Text	Investigating patterns	Planning for Performance	Inquiring and designing	Developing Ideas
	8	8	8	8	8	8	8	8
C	Thinking creatively	Communicating	Producing Text	Communicating in response to spoken, written, and visual text	Communication in mathematics	Applying and Performing	Processing and evaluating	Creating the Solution
	8	8	8	8	8	8	8	8
D	Responding	Thinking critically	Using Language	Using language	Applying mathematics in real world contexts	Reflecting and Improving Performance	Reflecting on the impacts of science	Evaluating
	8	8	8	8	8	8	8	8

What Contributes to the Semester Grades in Each Criterion?

Over the course of the school year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. By the end of each semester students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice, and probably more often. It is important to note that these marks are NOT AVERAGED! Professional judgment based on an entire body of evidence including patterns and trends in the data, the development of that student and the context that the work was completed in will allow teachers to determine where the student is performing in each specific criterion at the end of the semester.

How Do Criteria Marks Become a Final Mark out of 7?

Teachers add together the student's final achievement levels in all four criteria of the subject group.

Then, the teachers use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

IB Published Grade Boundaries

	Arts	Individuals & Societies	Language and Literature	Language Acquisition	Mathematics	Physical & Health Education	Sciences	Design (Technology)
Final								
Mark								
1	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
2	6-9	6-9	6-9	6-9	6-9	6-9	6-9	6-9
3	10-14	10-14	10-14	10-14	10-14	10-14	10-14	10-14
4	15-18	15-18	15-18	15-18	15-18	15-18	15-18	15-18
5	19-23	19-23	19-23	19-23	19-23	19-23	19-23	19-23
6	24-27	24-27	24-27	24-27	24-27	24-27	24-27	24-27
7	28-32	28-32	28-32	28-32	28-32	28-32	28-32	28-32

Below are the IB general grade descriptors for the Final Mark grade. A mark on this 1-7 scale will appear under "Final Mark" in the Infinite Campus portal.

Final Mark	Descriptor
1	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	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	Communicates basic understanding of some 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	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	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	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	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.