MYP Assessment Policy

A Quick Reference Guide to IB (International Baccalaureate) MYP Assessment

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

This short guide is intended to clarify the MYP assessment process.

The single most important aim of MYP assessment is to **support and encourage student learning**. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluation of their own progress using self-assessment and reflection. In doing so, they should develop wider critical thinking and self-assessment skills.

The MYP assessment system that will be used is a **criterion-related model**, and it is vital that staff, students, and parents understand the methods of assessment and play an active role in the process.

Assessing students against criteria is helpful because the student knows before attempting the work what needs to be done to reach a high level of achievement. It also helps teachers to 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 based on the criteria level descriptors.***

Assessment in Action (An Overview)

A summative assessment is introduced to students at the start of the unit with the goal, product, and criteria for success (rubric).
Instruction is centered on the task and students develop the skills to complete the task by the unit's end.
At the unit's end, the teacher grades the assignment and students receive feedback based on the assessment criteria.
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The student reflects on the learning during the unit, the skills learned and applied to complete the task, and their performance.
This process is repeated throughout the course so that all criteria in every subject are covered at least twice.

Each teacher analyzes the students' achievement levels during the course and uses their professional judgment to award one level of achievement that represents the students' performance level for each criterion.

The criterion levels in each subject are then added together to give a **criterion level total** for that subject. This total is then converted to an overall level of achievement.

The end of course report includes results in individual criteria, an overall level of achievement for each subject, and a narrative describing a student's individual strengths and suggestions for areas of improvement.

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

- *School philosophy*

    o Hopkins Middle School, through innovative learning experiences, will develop inquiring, knowledgeable, and caring students, who will promote a better more peaceful world through intercultural understanding and respect.

- *Assessment Philosophy*
    o Assessments are designed to enrich student learning, monitor and evaluate student progress towards meeting course and MYP Program standards, provide feedback to students, parents, and other stakeholders, gather evidence to support teacher reflection for students and on the effectiveness of teaching, inform curriculum review, evaluate the suitability of courses, and develop short and long-term achievement goals for students.

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)

IB Requirements: assess each strand in each criterion at least twice per year

	Criterion A	**Criterion B**	**Criterion C**	**Criterion D**
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
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 world contexts
Arts	Knowing and Understanding	Developing Skills	Thinking creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

Local Requirements:

State of South Carolina Assessments

- SCREADY and SCPASS: statewide each Spring in grades 6-8
- Aims web: administered to select Special Education students as identified by their IEP's
- WIDA ACCESS: (Assessing Comprehension and Communication in English State -to -State for English Language Learners) annually assesses proficiency in reading, writing, listening, and speaking of all English Learners K-12.
- W-APT: WIDA ACCESS Placement Test: given to any student, new to the district, as identified at enrollment as either speaking a language other than English or having a language other than English spoken in the home, assesses proficiency in reading, writing, listening, and speaking of English Learners K-12.
- Educational Development Plan: all students assess interests, skills, and career paths (Grades 8--12)
- SC College and Career Ready tests which include the following: Eleventh -grade SAT or the ACT (student / parent choice)
- End of Course Exam Courses grades 9-12: Algebra 1, Biology 1, English 2, US History

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Responsibility of Assessment for Teachers:

- To provide diagnostic feedback and motivate performance
- To help set standards and evaluate progress
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Responsibility of Assessment for Students:

- To provide consistent, timely feedback and opportunity for reflection
- To measure what students know at various points in learning
- To identify strengths and weaknesses in skill acquisition
- To promote student ownership of learning
- To promote self-advocacy

Responsibility of Assessment for Parents:
- To inform about student progress
- To allow parents and teachers to work together to promote student learning
- To provide data because of instruction of curriculum

Principles of Assessment:

- Assessment will enhance learning and align to the goals.
- Assessments will be differentiated to meet student needs.
- Assessment tasks will be rigorous, involving critical, creative and transfer thinking skills.
- Assessment tasks will vary in design and be authentic.
- Assessments are clear with the use of command terms.
- Assessment will yield meaningful feedback for students.
- Assessment is formative and summative.

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

MYP Criteria for All Subject Areas

To determine a student's achievement level, teachers will use a criterion-related approach. Student performance is measured against pre-determined assessment criteria based on the aims and objectives of each subject area. Teachers must gather sufficient evidence from a range of assessment tasks, formative and summative, to enable them to make a professional and informed judgment guided by criteria that are public and transparent to determine a student's achievement level. To do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively, and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

Process for Standardization of Assessment Scoring

Grade-level and subject-area teams review samples of student work during weekly Professional Learning Communities (PLC) on various assessments and compare scores to standardize scoring on assessments. Both teachers and Richland County School District One design summative assessments and formative assessment options that are used in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among teachers. The process of standardization is reviewed by MYP Coordinators annually.

Common Practices for Recording and Reporting

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed at least twice during the school year.
- Reported MYP scores are based on more than one assessment task.
- Teachers use standards-based grading and MYP Criteria for assessments during the year.
- Teachers use Year 1, 3, or 5 rubrics appropriate to students' year in the programme. Seventh -grade teachers use the Year 1 or 3 rubric consistently. Ninth -grade teachers use the Year 5 rubric consistently.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year, using single pieces of work to determine final grades, or determining MYP grades by combining homework, classwork, and test grades.

- Rubrics are designed by the IB and made task specific by the teacher as the evaluation tool for formative and summative assessments and are created and provided to students before the unit is taught. Rubrics allow the learner to receive feedback from the instructor.

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching, and assessment, and communicates them to the school community. (0401-03-0300)

The Evolution of an OLA (Overall Level of Achievement)

How are end of the year criterion totals reached?

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 2 or 3 criteria are assessed per task. Only criterion-related assessments are entered as grades applied towards the OLA.

By the end of the year, students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice.

To explain the evolution of an OLA, follows the creation of a Mathematics OLA for a Grade 7 student named Your Student. There are four criteria in Mathematics. After Course 1, Your Student will have at least 2 grades in all 4 of the mathematics criteria. In Mathematics Criteria A: *Knowing and Understanding*, your student has 4 pieces of evidence (marks).

Mathematics Criterion A: *Knowing and Understanding*

	Units of study			
	Variable Expressions and Operations	Equations and Inequalities	Linear Equations	Systems of Linear Equations and Inequality Graphing
Your student	**3/8**	**5/8**	**6/8**	**6/8**

Your student's teacher will then make a professional judgment on the **criterion level of achievement** for him 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 that the work was completed in. 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 course. As a result of your student's consistent improvement over the course your student would receive a criterion level of achievement of **6 out of 8 for Mathematics in Criterion A.**

How do criteria marks become a final OLA out of 8?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a **Criterion Levels Total.** This total is then compared to the **Grade Boundaries Table** published by the IB to give the student a final grade **out of 8** for that subject for the course. Your student's 6 out of a possible 8 in Mathematics Criterion A would be added to his criterion level of achievement in the other 3 Mathematics criteria, which would give him a **Criterion Levels Total of 21**. As a result, your student would receive a 5 out of 8 for his final OLA in Mathematics (See below).

Your student – **Mathematics**

MYP Mathematics Criteria	Course Level of Achievement
Criterion A: *Knowing and understanding* /8	6/8
Criterion B: *Investigating Patterns* /8	6/8
Criterion C: *Communicating* /8	4/8
Criterion D: *Applying Math in Real World Contexts* /8	5/8
Criterion Levels Total /32	21/32

IB Published Mathematics Grade Boundaries

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

How does MYP assessment differ from other assessment models?

MYP assessment is not based on a "bell curve" distribution of scores and is neither percentage graded, nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What does an OLA of 1 – 7 mean?

So, what does your student's OLA of a 5 in Mathematics mean? Below are the IB General Grade Descriptors for each grade. To fully understand student achievement, it is essential to focus on all the criterion scores as these highlight a student's strengths and weaknesses in the subject.

MYP General Grade Descriptors and District Conversion

10 Point	Sum of Assessed Criteria	MYP Grade	Description

District Grade			
96-100	28-32	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.
90-95	24-27	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.
85-89	19-23	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
80-84	15-18	4	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.
75-79	10-14	3	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.
70-74	6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
69-0	1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching, and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

SAMPLE SUMMATIVE TASK SHEET:

Teacher: Student:

Unit Title: Subject: Year: Choose an item.
Goal:
Product:
Criteria for Success (content specific district standards and indicator requirements):

MYP Assessment Criterion
A   B   C   D
Teacher Feedback based student performance on the task:

Criterion A
This work achieved a (n) Choose an item. Because the student I. explains and justifies the need for a solution to a problem for a client/ target audience ii. Constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. Analyses a range of existing products that inspire a solution to the problem in detail IV. Develops a detailed design brief, which summarizes the analysis of relevant research.
This work would have achieved an 8 if:
Criterion B
This work achieved a (n) Choose an item. Because the student I. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. Develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others iii. Presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification IV. Develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
This work would have achieved an 8 if:
Criterion C
This work achieved a (n) Choose an item. Because the student I. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. Demonstrates excellent technical skills when making the solution. iii. Follows the plan to create the solution, which functions as intended and is presented appropriately IV. Fully justifies changes made to the chosen design and plan when making the solution..
This work would have achieved an 8 if:
Criterion D
This work achieved a (n) Choose an item. Because the student I. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. Critically evaluates the success of the solution against the design specification based on authentic product testing iii. Explains how the solution could be improved iv. Explains the impact of the product on the client/target audience.
This work would have achieved an 8 if:

Student reflection after feedback:

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment. (0404-01-0200)

Teacher Name:													
Castor			**MYP CRITERION REPORTING**										
Class Period:	A: Enter your subject's criterion here: Ai.		Level Achieved	B: Enter your subject's criterion here		Level Achieved	C: Enter your subject's criterion here		Level Achieved	D: Enter your subject's criterion here		Level Achieved	
	Aseess.. A Title: Inquiring & Analyzing	Aseess. Title		Aseess. Title	Aseess. Title		Aseess. Title	Aseess. Title		Aseess. Title	Aseess. Title		
	Date:	Date:		Date:	Date:		Date:	Date:		Date:	Date:		
Student Names													
Doe, John	7	8	7.5	0	0	0	0	0	0	0	0	0	
Smith, Mary	2	6	4	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to state learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Types of Assessment

- Teachers will apply MYP Objectives to assess <u>all</u> content areas using the South Carolina College and Career Ready Standards appropriate for both the middle and high school levels, through formative and summative assessment and tasks to support a variety of learning styles. Types of assessment include written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment and project-based learning. Portfolios, and Process Journals may also be used. All sophomore students working toward a high- school diploma complete the Personal Project as a culminating assignment.

Pre-Assessment

- Establish what students already know
- Determine the pace of learning
- Adjustment of complexity of objectives

Formative Assessment

- Consistent, daily to inform instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods
- Promotes student reflection on Approaches to Learning

Summative Assessment

- Designed and shared with students prior to teaching the MYP unit
- Culminates the teaching and learning process

- Students are provided with varying opportunities to demonstrate what they have learned and considers a variety of learning styles

District Common Assessments

- Quarterly Benchmarks
- Middle School Subject Area Assessments
- Algebra I, English I, and Biology I End -of -Course Exams

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

School-based adaptation of MYP unit planner

Objectives [and their strands]	Summative assessment	
	Whenever appropriate, we look to develop authentic performances of understanding as summative assessments using Wiggins and McTighe's 'GRASP' acronym*. GOAL- to demonstrate understanding of the statement of inquiry ROLE- AUDIENCE- SITUATION- PRODUCT/ PERFORMANCE/ PURPOSE: STANDARDS and CRITERIA FOR SUCCESS- as published in the relevant MYP assessment criteria and descriptors of achievement *Pp. 157-159 in *Understanding by Design*. 2d Ed. Alexandria, Virginia: ASCD, 2005.	Relationship between summative assessment task(s) and statement of inquiry:

MYP Objectives are applied to summative tasks using the GRASPS model for authentic assessment.

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

	A: Enter your subject's criterion here: Ai.		Level Achieved	B: Enter your subject's criterion here		Level Achieved	C: Enter your subject's criterion here		Level Achieved	D: Enter your subject's criterion here		Level Achieved
Teacher Name: Castor			MYP CRITERION REPORTING									
Class Period:	Aseess.. A Title: Inquiring & Analyzing	Aseess. Title		Aseess. Title	Aseess. Title		Aseess. Title	Aseess. Title		Aseess. Title	Aseess. Title	
	Date:	Date:		Date:	Date:		Date:	Date:		Date:	Date:	
Student Names												
Doe, John	7	8	7.5	0	0	0	0	0	0	0	0	0
Smith, Mary	2	6	4	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0

MYP 1: All students in MYP Year 5 complete the personal project. (0404-04-0121)

Personal Project will be assessed by the following criteria in year 5 in accordance with programme requirements

Objective	Description	Approaches to Learning Skills
A: Investigating	i. Define a clear goal and a global context for the project, based on personal interest	Collaboration Critical thinking Creative thinking
	ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills	Information literacy Media literacy Transfer
B: Planning	i. Develop criteria for the product/outcome	Collaboration Organization Critical thinking Creative thinking
	ii. Plan and record the development process of the project iii. Demonstrate self-management skills	Collaboration Organization Reflection
C: Taking action	i. Create a product/outcome in response to the goal, context, and criteria	Organization Critical thinking Creative thinking
	ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	Communication Collaboration Critical thinking Creative thinking Transfer
D: Reflecting	i. Evaluate the quality of the product/outcome against their criteria ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context iii. Reflect on their development as IB learners through the project	Communication Reflection

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context

Statement of inquiry

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

The school has developed a student/parent guide to explain the process of assessment.

Reporting to Parents

- Parents, teachers, and students are partners in education. Teaching and Learning benefits greatly when there are open and consistent communication among the three entities. Students and parents are kept informed in the following ways:

  - Parent Night Conferences
  - Teacher and/or Counselor e-mails, phone calls, and meetings
  - Teacher Progress Reports
  - Course MYP Progress Reports

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Students with disabilities are served in the least restrictive environment, based upon individual needs. To meet the needs of students identified as having disabilities, Richland School District One has a full continuum of special education programs.

Federal and state guidelines require that each student with disabilities participate with non-disabled students to the maximum extent appropriate to meet the needs of each student. "Continuum of services" refers to a range of placement options.

Students with special needs are provided access to the curriculum in the least restrictive environment, by utilizing the inclusion models of co-teaching and individual support. Most students are in a regular classroom where classroom teachers and specialists collaborate following an inclusive approach. Ongoing assessment determines each student's individual needs and provides any special services and/or materials required. Through various types of formative assessment teachers collect and analyze data, monitor progress, set, and update goals with the students and parents.

Additionally, our district uses a MTSS (Multi-Tiered Systems of Support) model, a framework for providing intervention and educational support for all students at increasing levels of intensity based on their individual needs.

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)

MYP 1: (if applicable) the school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)

- When applicable, the school will use the MYP objectives in a criterion-based method using standardization to communicate predicted grades.

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

- *Communication Plan*

    o The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year.

    o Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year via course requirements forms.

- **End- of -Course MYP Reporting**

    o A summative course end score, given for each criterion within each subject area, reflects a student's overall level of achievement. Scores for each criterion are reported as whole numbers, using the 8-point scale.

Review of the Assessment Policy:

The assessment policy will be reviewed and updated annually.

Revised, September 2023 by:

Michelle Peay

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Lower Richland High School: Constantina Green, Latayna Williams and Lower Richland Staff