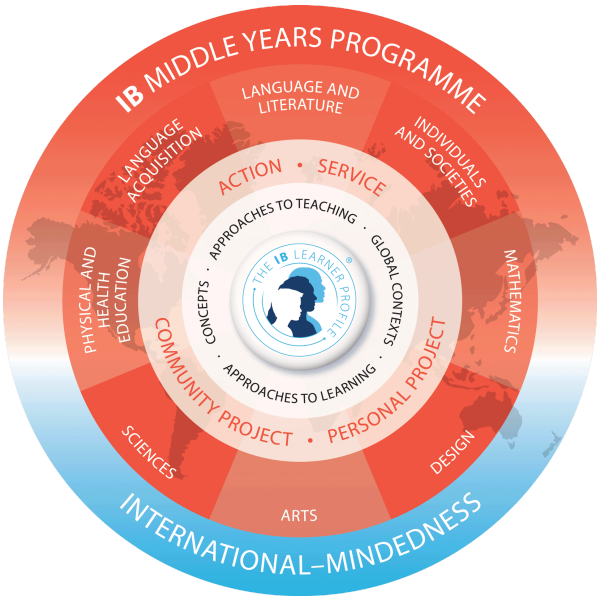


Middle Years Programme (MYP) Assessment Guidelines for Nagoya International School

This document outlines the assessment and reporting procedures for the Middle Years Programme (MYP) at Nagoya International School.

This document serves as an appendix to the whole school Assessment Policy, and focuses solely on assessment procedures for staff in the MYP. It should be read in conjunction with the whole school policies on Assessment, Academic Integrity and Inclusion - all of which can be found on the Parent Portal.

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Middle Years Programme (MYP) Information

NIS is proud to deliver the International Baccalaureate (IB) Middle Years Programme (MYP) for students in Grades 6-10. Using the IB's MYP framework model that encourages students to inquire and make practical connections between their studies and the real world, NIS provides a rigorous, high-quality, international education that is fully aligned with our school's mission and values.

The MYP is inclusive by design for students of all interests and academic abilities. It has been created to inspire passion for learning while promoting intellectual curiosity, encouraging inquiry and allowing for individual potential and passions to shine. Our community of learners share responsibility for developing life-long learners and active, compassionate world citizens with a genuine commitment to affect positive change in the world. The MYP curriculum framework includes eight subject groups, providing a broad and balanced education for early adolescents:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

In each year of the MYP, students engage in at least one collaboratively planned **interdisciplinary unit (IDU)** that involves **at least** two subjects. Students in year 5 of the MYP (Grade 10) also complete the **MYP personal project (PP)**. Completed through a cycle of inquiry, action and reflection, the personal project is a self-initiated and self-directed project, combining knowledge and enhancing skills, on a topic of interest that helps the students develop a more sophisticated understanding of themselves as learners. Students decide what they want to learn about, identify what knowledge and skills they possess, and discover what they will need to know and do to successfully complete their project.

What subject groups in the MYP do we assess?

MYP subject groups we offer and assess

NIS assess and reports on the following areas:

Subject Group	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Language Acquisition: Japanese	✓	✓	✓	✓	✓
Language and Literature: Japanese					
Language Acquisition: English	✓	✓	✓	✓	✓
Language and Literature: English					
Individuals and Societies	✓	✓	✓	✓	✓
Integrated Sciences	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓
Arts: Performing - Music	✓	✓	✓	Students choose one arts course course to study in Grades 9 & 10.	
Arts: Performing - Drama	✓	✓	✓		
Arts: Visual - Art	✓	✓	✓		
Physical and Health Education	✓	✓	✓	✓	✓
Design	✓	✓	✓	✓	✓
Interdisciplinary Learning	✓	✓	✓	✓	✓
Personal Project (Grade 10)					✓

Students will receive feedback on their learning and development in the following areas:

- Wellbeing
- Service as Action
- Homeroom

Within each MYP subject, NIS assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. The MYP assessment model is described as criterion-related. The MYP provides end-of-programme objectives and criteria for each subject in Grade 10, plus interim objectives for Grade 6 and 8. Assessment must be based upon published MYP criteria, which are directly related to the objectives of that particular subject group.

MYP Year Objectives	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Year 1 (Novice	✓				
Year 3 (Intermediate		✓	✓		
Year 5 (Competent				✓	✓

International curriculum standards underpinning our MYP framework

The aim of all IB programmesStudents in Middle School (Grades 6-8) receive a semester 1 report card, and an academic year transcript consisting of grades obtained through both semesters in the academic year.

As students enter the first two years of High School (Grades 9 and 10), they undertake the MYP in the context of the NIS High School Diploma. Their grades are recorded in school transcripts, that are available to colleges and universities upon request, and includes the Personal project as well as subject area attainment grades.

MYP teachers at NIS assess conceptual understanding, skills and dispositions which are based on standards as identified by each department and are periodically reviewed through the NIS curriculum review cycle. Departments use the following standards to underpin their curriculum content areas for assessment:

Subject Group	Associated Standards/Curriculum Area
Language Acquisition: Japanese	American Council for the Teaching of Foreign Languages - Japanese
Language and Literature: Japanese	Japanese Government Education Standards G6: 小学校学習指導要領解説 国語編 G7-9: 中学校学習指導要領解説 国語編 G10: 高等学校学習指導要領解説 国語編
Language Acquisition: English	American Council for the Teaching of Foreign Languages - English
Language and Literature: English	Common Core English Language Arts
Individuals and Societies	NIS Developed Standards: Based on Australian Curriculum, Ontario and NSCC standards.
Integrated Sciences	NIS Developed Standards: Based on adaptation NZ Curriculum and Learning Objectives
Mathematics	IB MYP Mathematics Framework Adapted AERO Standards
Arts: Performing - Music	Adapted National Core Arts Standards
Arts: Performing - Drama	Adapted National Core Arts Standards
Arts: Visual - Art	Adapted National Core Arts Standards
Physical and Health Education	Shape America
Design	NIS Developed Standards: Based on: - International Society of Technology Standards, - British Columbia Applied Design, - Skills and Technology Standards, and - UK Design and Technology Standards.

The above standards are reviewed using the NIS Curriculum Review Cycle, and in light of new publications of subject guides on the Programme Resource Centre on MyIB.

MYP Core Components

- **The IB Learner Profile (IBLP)**

  The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and a more peaceful world. The Learner Profile includes the following ten attributes:

Knowledgeable	Risk-takers	Principled	Balanced	Thinkers
Communicators	Open-minded	Reflective	Caring	Inquirers

- **Service Learning / Service as Action (SA)**

  At NIS, students are assessed against the following Service Learning Outcomes (known as the 7+ service outcomes). They are:

Service Outcomes	Description
Growth	Become more aware of their own strengths and areas for growth.
Challenge	Embrace and undertake challenges that develop new skills.
Initiative	Discuss, evaluate and plan student-initiated activities.
Commitment	Persevere and show resilience in action.
Collaboration	Work collectively and collaboratively with others
International Mindedness	Develop global, multi-linguistic & intercultural competencies.
Ethics	Consider the ethical implication of their actions

- **Approaches to Learning (AtLs)**

  At NIS, various skills falling under the five approaches to learning skill categories are taught over the five years of the MYP.

Categories	Clusters		
Communication	I. Communication		
Social	II. Collaboration		
Self-Management	III. Organization,	IV. Affective	V. Reflection
Research	VI. Information literacy	VII. Media literacy	
Thinking	VIII. Critical thinking	IX. Creative thinking	X. Transfer

❖ **Interdisciplinary Units (IDU)**

In each year of the MYP, schools must address all three MYP objectives of the MYP interdisciplinary learning in order to integrate knowledge and skills from at least two or MYP subject groups in an interdisciplinary manner.

Currently, NIS has the following formal interdisciplinary units in place:

Grade	Subjects	Purpose of Integration	Product Outcome
6	Individuals & Societies Mathematics	Exploring the role of statistics in persuading readers.	Personal Expression - Infographics
7	Science Visual Art	Exploration of the properties of scientific elements through the lens of art.	Aesthetic Synthesis - Artwork
8	English Science	Exploration of the role of science in supporting/promoting advertisement & consumer habits	Aesthetic Synthesis - Advertisement
9	Individuals & Societies Art	Exploring the role of artwork in propaganda and protest against government and politics.	Aesthetic Synthesis - Artwork
10	Mathematics PHE	Exploring the role of statistics in producing a customized fitness plan.	Cross-over tooling - Fitness Plan

At NIS, we have planned formal and informal interdisciplinary units. For the purposes of this document, the above units are the formal interdisciplinary units which teachers assess and report on.

❖ **Extended Learning Trips (ELT)**

At NIS, we believe in taking the learning that happens in the classroom and using it to have impact in the real-world. As a result, NIS builds into its curriculum the following opportunities for students to extend learning in subjects.

Grade	Subjects	Venue	Main Learning Areas
6	PHE/MS Science	Chiba	Active learning & environmental escience
7	Japanese	Matsumoto	Japanese culture & service.
8	English/I&S	Nagasaki	Accounts of conflict and historical writing.
9	STEM (Math/Design)	Tokyo	Applications of design thinking and mathematics.
10	Arts	Tokyo	Appreciation of the arts in action.

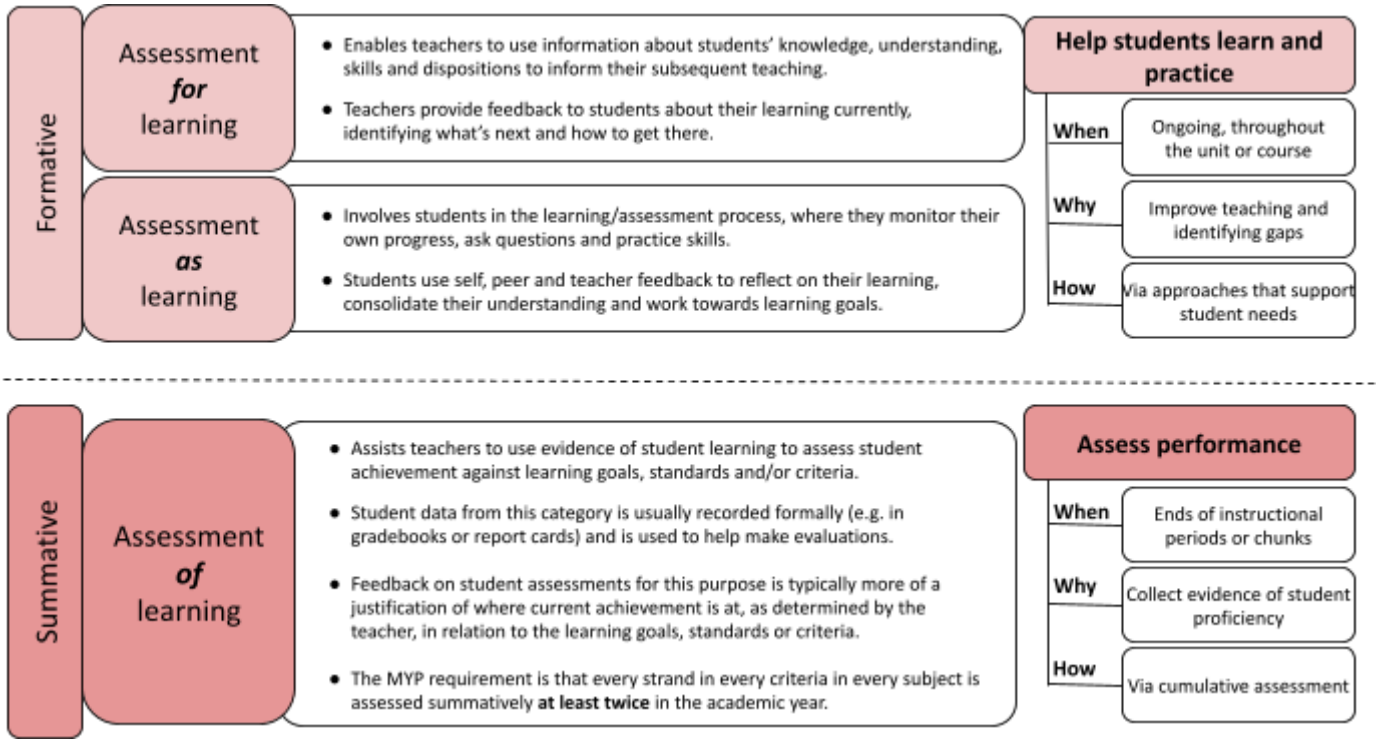
* HS Science is involved in the Grade 11 (DP) Group IV (Science) Collaborative Project

The purpose of assessment

The purpose of assessment is to assess and evaluate current performance, identify next steps and inform teaching and learning, to help students close the gap. Thus MYP assessment broadly has these purposes, named formative and summative, and are defined as:

Formative: the goal of formative assessment is to help students, via feedback, to learn, practice and develop, using learning goals and criteria to guide the feedback.

Summative: the goal of summative assessment is to evaluate student learning at the end of an instructional chunk by comparing to some standards, benchmark or criteria.



In this sense, teachers should not consider tasks themselves as summative or formative. Any assessment can be formative or a summative, in nature. It is the intended purpose of the assessment that determines its function and how it will be used by students and teachers.

Assessment categories

NIS teachers gather evidence of learning, by using a range of assessment types, such as: tests; quizzes; investigations; lab work; artwork; essays; reports; videos; audio, visual and dramatic performances; speeches, debates, design products, reflections, exit tickets, presentations, etc… to be used for purposes explained above. Once the type and purpose of any assessment has been determined, it is categorized as described in the NIS assessment policy, as ongoing, unit, common or external, as described the table below:

Category	Rationale and examples
Ongoing	Periodic gathering of feedback to inform future instruction & learning and to provide data in order to support learning for individual students or groups of students. Specifically teachers and leaders will be interested in: (i) how ongoing data is used in a formative sense to support teaching and learning as a unit evolves toward assessment; (ii) how ongoing data correlates, triangulates with data from the other categories. Example: A teacher uses multiple assessment tasks over the course of a unit and uses the data from these to be responsive and adjust their planning and instruction to support individual students and groups of students. Ongoing analysis of results allows them to predict with a reasonable degree of accuracy the results that students will get in their unit (after instructional period) assessment(s).
Unit	Planned assessments after an instructional period, or "chunk" of teaching & learning (usually considered a unit in the MYP). This would be some kind of extended task(s) that allows students to demonstrate their learning of the skills, conceptual understandings (underpinned with knowledge) in the chunk that has been taught by applying these to an authentic real-world context, problem or dilemma), in order to: (i) assess a larger body of cumulative learning built over the course of an extended period of time; (ii) provide data that can be triangulated with data from the other three categories. Example: Extended task(s) or projects developed using the GRASPS structure in which students have a **G**oal, **R**ole, **A**udience, **S**ituation, and **P**roduct or performance that provides context for their learning. Academic prompts, such as an essay or presentation can also form a unit assessment, although it should be remembered that these often lack the real-world element or context that is needed to assess conceptual understanding.
Common	Shared assessments vertically or horizontally across classes in the same grade and/or programme, to: (i) ensure for internal calibration of assessment across a cohort; (ii) provide opportunity for professional dialogue among teaching teams that supports the understanding of our learners and their learning in order to improve programmes. (iii) to provide data that can be triangulated with data from the other three categories in order to support learning for individual students or groups of students. Examples: ● the MYP PP, which is internally assessed and then calibrated by multiple teachers; ● an assessment for all Grade 8 classes and assessed by all for internal calibration; ● A writing prompt that is provided to **all** learners in Grades 6-10 and assessed collaboratively by the team.
External	Assessments graded by an external evaluator, agency or system that provides data that allows us to compare our students to a wider population in order to: (i) assess our own programmes and/or (ii) provide 'impartial' data that we can triangulate with our internal data (other three categories) in order to improve learning for individual students or groups of students Examples: IBDP Examinations, ISA, MAP, Cat-4

It should be noted that a single assessment type may well fit into one or multiple categories depending on how it is used, when it is used, and by who determines the final achievement.

Assessment strategies

NIS teachers ensure a variety of assessment strategies are used and gather evidence of learning, by selecting appropriate and aligned types of tasks that may fall into one, or multiple, strategies, depending how it is devised, administered, used and graded.

Strategy	Purpose and examples
Selected Response	**What:** Students choose the correct response from a selection of responses provided by the teacher. **Purpose:** In classroom assessment, this is most appropriate to use when wanting to quickly assess knowledge. However, this can also be used to gather perception data (e.g. a likert scale) **Examples:** Multiple choice, select the word to fill in the blank, true/false, etc.
Short Constructed Response	**What:** A short written response (e.g. a one paragraph/one line answer). **Purpose:** Depending upon the cognitive level of the response requested, these can be used to assess either knowledge (e.g. What is the capital of Japan?) or emerging concepts (e.g. 'The author uses 5 of the 6 literary modes we have learned, but not the 6th. How did they use the 5 they chose? Why did they NOT use the 6th?) **Examples:** asking a child questions and listening to their answers; sketching a picture or model; creating a melody fragment in music; etc.
Contextual Task	**What:** Any task that asks the students to apply their learning in an authentic context (e.g. a GRASP task), even when that context is simulated. Key components will be that the task has a genuine audience, engages in a real-world problem that is not easy to solve and that the task cannot be completed without using skills, conceptual understandings, dispositions, and knowledge. **Purpose:** Since a conceptual understanding is, by definition, a timeless truth that transcends any one topic or discipline, conceptual understanding can only validly be assessed in context. Equally, many of the ATLs are best understood in an authentic context (e.g. communication skills). Contextual tasks are the only valid way to assess the goal of our curriculum - which is understanding. **Example:** Students might produce a video, a written statement to support their video and hold a 'press conference' to launch the video (all to an authentic audience) as three essential components of a contextual task. A student may engage in a service learning project and there may be many components that form the task (a grant proposal, a budget outline, a presentation to donors, etc).
Academic Prompt	**What:** A prompt that requires an academic response (i.e. the audience is academia) either in extended written form or some other form that is found in academia **Purpose:** An academic prompt will assess conceptual reasoning and academic skills. While valuable in building theoretical foundations and ATLs, it is important to remember that we cannot make a claim of higher level understanding alone in an academic prompt since (i) these do not require a sufficient range of dispositions to be successful and (ii) true understanding can only be said to reside in an authentic context in the real world. **Example:** An essay or dissertation; a presentation to the teacher and class; a lab report in science
Observation	**What:** Informally known as 'kid watching'; the art of observing students AS they are learning and recording observations against the intended learnings of the curriculum. Note this is not to be confused with 'watching a presentation' (which would be an academic prompt) - for observation students are usually engaged in another task or activity and, as they are working, the teacher is quietly and unobtrusively observing. **Purpose:** This is often the only assessment task (strategy) that can be used to assess dispositions and ATLs which are only authentically assessed in a context. **Example:** A teacher observes students while they are engaging in group work to create a design solution to a real-world problem and makes notes on the extent to which students are exhibiting competency in the associated AtL skills.

Standardization and moderation

To ensure consistency across classes in the same grade, or phase, of a subject in a subject group, NIS staff follow a process of standardization and moderation of student work in order to ensure fair and equitable assessments and evaluations for all students.

❖ Standardization

What and why: Standardization is the process used to ensure that all members of a teaching team are familiar with, and have a common understanding, of the assessments and associated markschemes, in order to ensure consistent feedback and assessments.

How: Standardization is completed in advance of full class or cohort grading of an assessment, and involves all members of the teaching marking an unmarked sample set of student work and assigning grades according to the published mark scheme and rubric. Following individual grading, the team then meets and discusses and agrees grades, which serves as the benchmarks for the full class/cohort grading. The meeting should also clarify any other issues concerning marking and feedback. It is important to note that where the same assessment has been used before, previously submitted work (i.e. from previous classes) may be used for the standardization activity, provided all previous marks, comments and annotations are removed, to avoid bias.

When: Standardization should take place for all assessments used for summative purposes and is especially important when new summative assessments are introduced and/or there are new members to a teaching team.

❖ Moderation

What and why: Moderation is the process to assure agreed assessment criteria have been applied consistently and that assessment outcomes are fair and comparable for students in a cohort, in different classes, who took the same assessment. There are two types of moderation:

- **Internal:** moderation of samples of student work and assessments completed by teacher teams within the organization. Almost all moderation at NIS is this.
- **External:** moderation of samples of student work and assessments completed by examiners outside of NIS. The personal project is externally moderated.

How: The process of moderation at NIS is completed after the teacher has completed the assessment for their class or cohort and before grades are shared with the students. The teacher selects a sample of three or four students' work (top, middle and bottom), with any student identification and marking evidence removed. These samples are then double-graded by the teaching team and results discussed at the moderation meeting. Any differences between markers should be clarified and resolved by discussion and agreement. From this point:

1. No further action - student grades may published/shared
2. Minor changes - student grades shared. Teachers add to their unit reflections
3. Remoderation - further discussion required. Student grades should not be shared

When: Internal moderation should happen as often as possible, but **at least four times per year** following summative assessments and for assessments that cover **all four assessment criteria in each subject and covering at least four grade levels in the process.**

How do we assess in the MYP at NIS?

Subject criteria and criterion based assessment

Assessment in the MYP is criterion-based, or criterion-related. Assessment may assess a single criterion, or multiple criteria in a single assessment. Assessment is therefore aligned to the four assessment objectives (A-D) for each subject group, prescribed by the IB as follows:

Subject Group	A	B	C	D
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analyzing	Organizing	Producing text	Using language
Individuals & Societies (I&S)	Knowing and understanding	Investigating	Communicating	Thinking critically
Integrated Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-life contexts
Arts	Investigating	Developing	Creating or performing	Evaluating
Physical & Health Education (PHE)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning (IDU)	Evaluating	Synthesizing	Reflecting	
MYP Personal Project	Planning	Applying skills	Reflecting	

MYP subject groups are aligned so each of the criterion categories is assessing a similar domain - just specifying the subject specific language for what it looks like in that content area.

In this way, we can think of the criterion categories as:
A = Acquisition of knowledge and developing conceptual understanding.
B = Building and boosting organizational and planning skills.
C = Communication skills and demonstration of content via production.
D = Developing reflection and evaluation skills and dispositions for learning.

The MYP core domains of interdisciplinary learning and the personal project are assessed against three criteria and look at combining and using knowledge, application of skills and making sense of the learning and developing reflective capabilities.

Subject criteria and criterion based assessment

- **Strands**

  Each criterion in the MYP is delineated by strands. Each criterion contains between 1 and 5 strands, depending on the subject and the criterion in question. The strands are statements of achievement that help unpack and describe each criterion in full. While each criterion remains the same over the 5 years of the MYP, the strands develop in sophistication. As an example, in language and literature, Criterion A (Analyzing), strand 2 (denoted Aii), develops as follows:

  Year 1 - Aii. **identify** and **comment** upon the creator's choices.
  Year 3 - Aii. identify and **explain** the effects of the creator's choices on an audience.
  Year 5 - Aii. **analyze** the effects of the creator's choices on an audience.

  The bolded command terms show how a student will progress with their analytical skills, as learning develops and, consequently, the sophistication of the assessments increase.

  Subjects must assess every strand in every criteria at least twice during the academic year. Therefore, subjects design assessments in order to meet this requirement; often exceeding it. In most cases, subjects design and arrange for their assessments to meet all the strands in a single criterion (e.g. criterion A), or all of the strands in multiple criteria (e.g. criteria A and C). In some cases, an assessment task might involve a selection of some (but not all) of the strands from a single or multiple criteria.

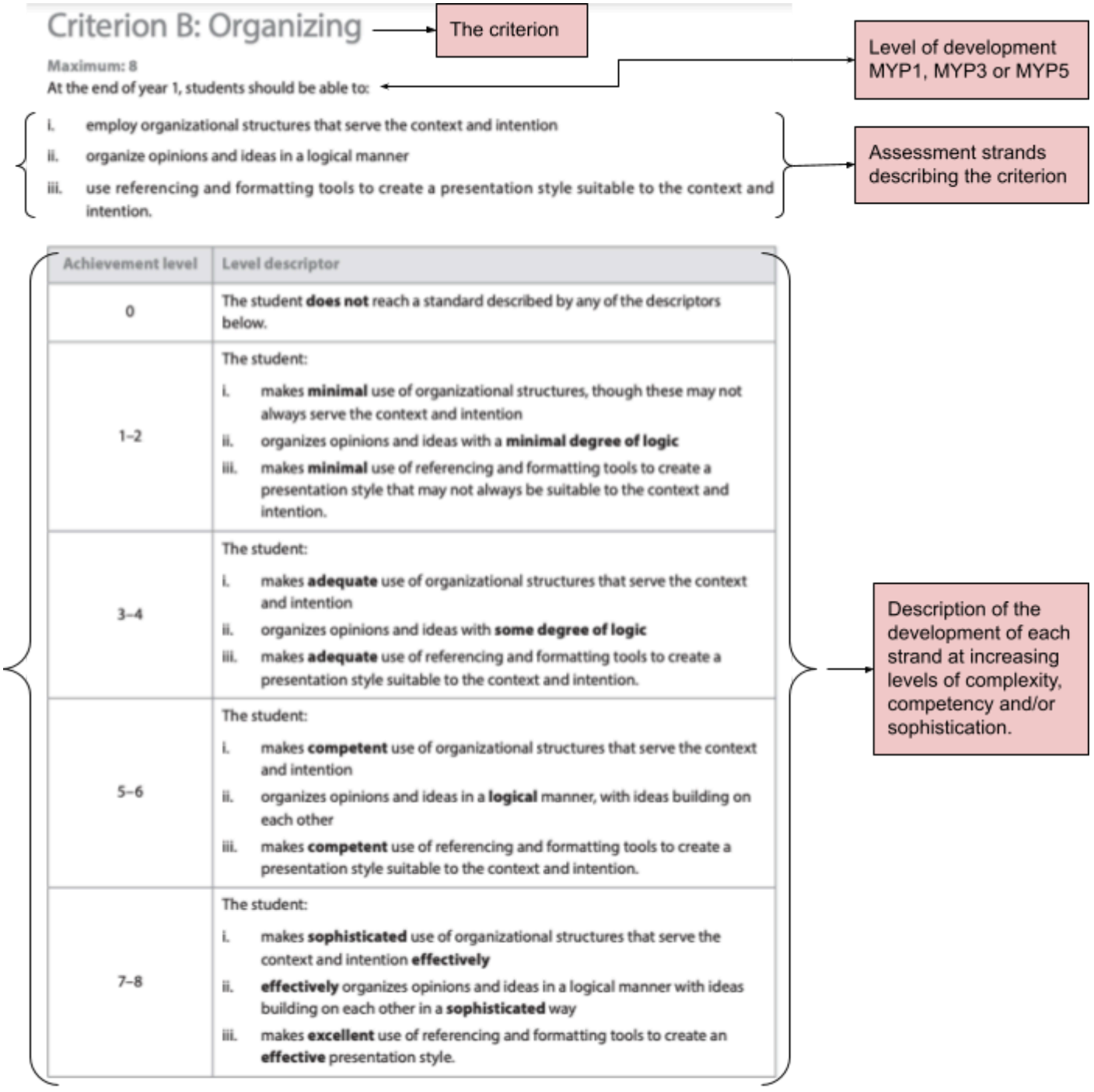
- **Assessing on the 0-8 attainment scale**

  Each strand, when assessed, evaluates students' attainment level on a 0-8 scale. This scale is **not** a percentage grade, but rather a demonstration of the student's development of that skill or mastery of the selected content/curriculum knowledge. The assessment levels are banded into 4 general characteristics.

Band	Characteristics	Description
7-8	Teaching/Mastery; Exemplary; Highly Effective; Sophisticated.	Students demonstrate mastery of the content and are able to teach others the content or skill, and evaluate how effective they and others are applying content knowledge and skills.
5-6	Using; Accomplished; Effective; Capable.	Students are using the content or skill adequately and can demonstrate an accomplished knowledge of the content or skill independently and effectively.
3-4	Practicing; Developing; Competent Adequate.	Students are demonstrating that learning has happened, and that they are practicing the content or skill; demonstrating a growing development of the content.
1-2	Beginning; Learning; Emerging; Limited.	Students are demonstrating their learning about the content or skill and are limited in their ability to use it independently, generally demonstrating when they have direct support.
0	Insufficient	Student work has been submitted but **does not meet** any of the above descriptors
N/A	Not applicable; Non-submission	Student **work has not been submitted** and therefore **cannot be assessed** against the MYP assessment criteria.

❖ **Example criterion and strand development**

Below is an example, taken from the MYP Language & Literature subject guide, showing one of the criteria (i.e. Criterion D: Organizing), and showing the strands (i.e. Bi, Bii and Biii) that help describe what "organizing" means in a language and literature context/subject, at the level of development/sophistication expected by students in Year 1 (our Grade 6) of the programme.



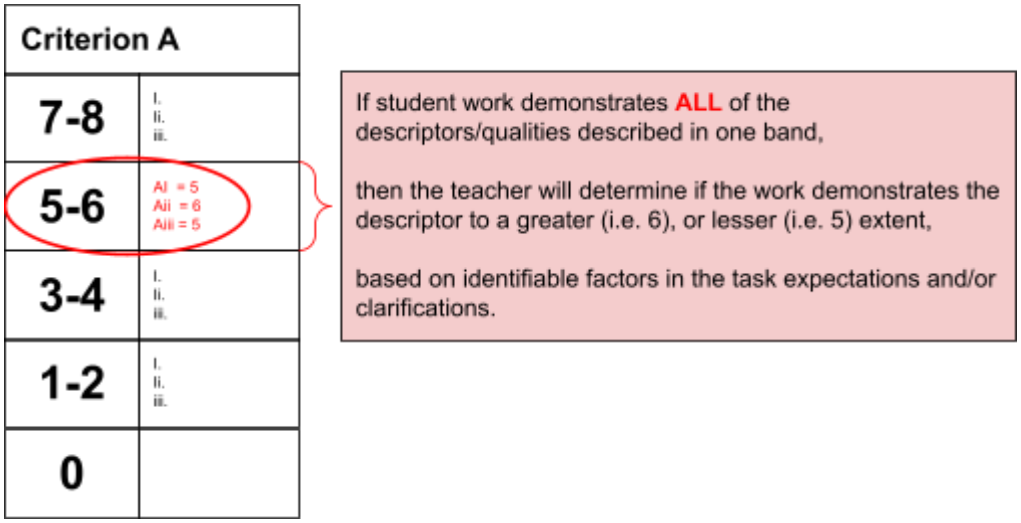
Source: MYP Language and literature guide, IBO.org

Applying the scales and determining assessment grades

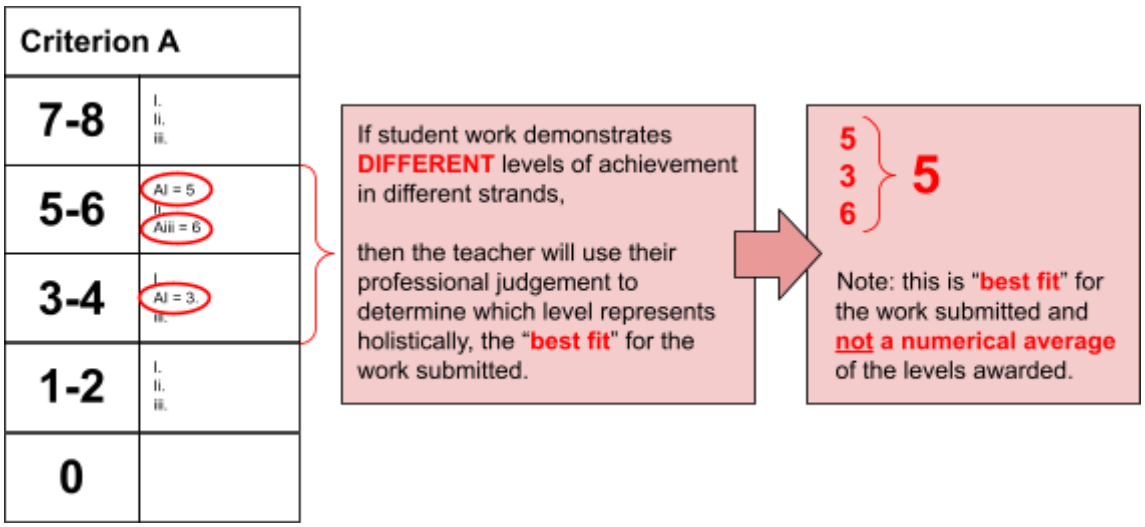
When assessing student work and performance against the descriptors, the subject teacher will grade strand-by-strand and will work from the lower grades up. They should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor.

- **Determining final grades for an assessment**
  Having applied the process for arriving at levels for each strand, teachers must then determine a final grade for the chosen criterion that the strands delineate. This falls into two scenarios:

Scenario 1: When student work demonstrates all the strand descriptors in one band.



Scenario 2: When work demonstrates a mixture of the strand descriptors from different bands.



In both cases, student work is marked according to the chosen strands, before using the teacher's professional judgment and identifiable factors in the assessment to determine an achievement level for each criterion selected. Even if not all of the strands are selected in an assessment, an overall grade per selected criterion will still be determined for the assessment.

Inclusive arrangements and factors that might affect a teacher's judgment

Factors that subject teachers need to be aware of as they may also influence their decision on a subject-specific achievement level, include the following:

- **Student support**
  Students will experience varying levels of support in their units, since peer- conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.

- **Group work**
  Group and project-based work is essential in developing key communication, social and organizational skills needed by students to function in today's society and work environments. Therefore, these are key components of MYP learning experiences. However, when assessing student work, teachers need to document carefully the input of individuals working in group situations so that the achievement levels for individual students can be determined.

- **Time**
  Assessments in the MYP do not factor in time. Indeed, no strand, in any of the assessment criteria, in any subject group, states that "time taken to complete" is a factor for consideration.
  However, time-management is an important AtL skill, and in preparation for assessments post-MYP (i.e. IBDP), that are timed, being able to work at an appropriate pace is an important factor for success (in timed assessments). Therefore, teachers must be mindful and intentional when planning and giving assessments to ensure there is sufficient time for all students to access and complete the assessment. Where reasonable and feasible, additional time should be provided to students who require it in order to complete an assessment. No student should be penalized grades for submitting work that is late. Instead work that is significantly and habitually late should receive an NA (equivalent to a non-submission), and students who frequently require above and beyond normal extensions to complete assignments, should be flagged as students who may require further support or accommodations.

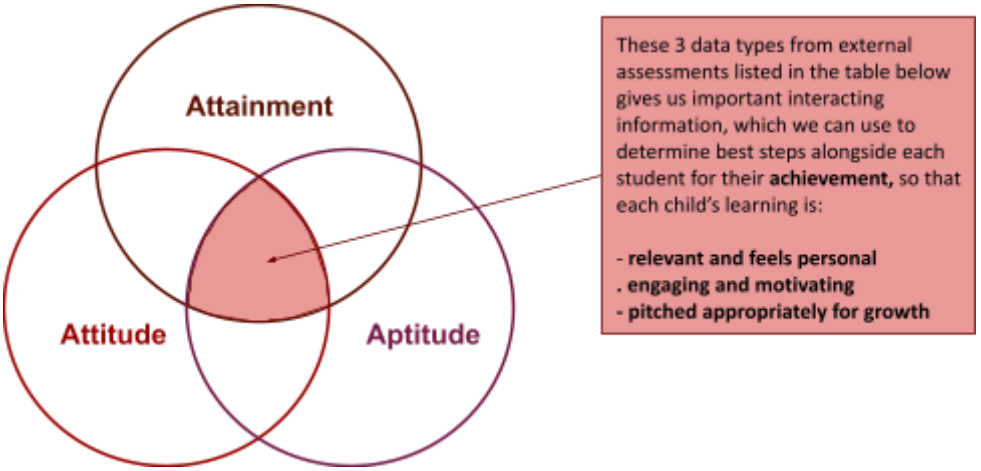
- **Accommodations and adjustments**
  Students with learning support requirements, or identified accommodations in place, may require reasonable adjustments to access the MYP curriculum framework, including internal (subject) and external (MYP personal project) assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the assessment task or method of response. Where adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

- **Modification**
  Students with more challenging learning support requirements may require modifications to subject-group objectives/assessment criteria or assessment criteria descriptors.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's overall achievement level against the criteria.

External assessments helping to triangulate and validate our internal assessment data

At NIS, we use a variety of external assessments to help triangulate and validate our own internal assessment data. The data we collect helps us determine areas and strategies for development of each student. The data, both internal and external, falls into three types: attainment, aptitude and attitude. They come together to form a triangle giving us important information about success for each student.



Type	Definition	Assessments
Attainment	Reaching a particular level of skill or reaching a particular level descriptor against known criterion in an assessment. Reaching a particular standard, or benchmark, that has been set, in an assessment.	**Why:** helps us to validate patterns we see in our data, and used to triangulate with attitude and aptitude data and used in departments, to help determine best next steps and strategies for a student, or set of students. External: MAP growth (Grades 6-8) and ISA assessments (Grades 6 and 10)
Aptitude	The sensitivity towards being receptive to certain input stimuli. Often referred to as an "innate" or "natural" ability (whether developed or undeveloped) to perform certain tasks or skills, confront or solve certain problems, or face specific situations. Aptitudes, while considered innate, can be developed, particularly through positive attitude and developing a growth mindset.	**Why:** work and modes of instruction and learning that uses, or aligns to your aptitudes, is **more likely** to be enjoyable for you, improving your attitude, thus further motivating you. This, in turn, helps you be and feel more successful, which **can** impact your productivity, creativity, engagement, and ultimately, attainment External: CAT-4 (Grades 7 and 10)
Attitude	The feelings and motivation (positive, negative, or indifferent) toward a person, object, event, or idea. Attitudes are not fixed and can be developed, through (past) actions and experiences, intentional reflections, and understanding that mindsets can grow from new information or interactions.	**Why:** students (and adults) who have a positive attitude are more motivated and adaptable, making them more receptive, sensitive and willing to work more productively on acquiring and developing new knowledge and/or skills. External: PASS (Grades 6-9 and 11-12) and Komodo (Grades 6 and 10)

How are students evaluated in the MYP?

In the initial stage of planning units, teachers select the key and related concepts they want students to learn, as well the content to be taught and the (global) context in which the learning will take place. From here, teachers design statements of inquiry, and inquiry questions (factual, conceptual and debatable) that drive the unit and the teaching of the selected content.

Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to the concepts and content taught in the unit, and hence the subject objectives for that unit.

Preparing for reliable and valid evaluations from assessments

MYP teachers must ensure that they assess their students' performances fairly, fully, holistically and appropriately by selecting and using aligned assessment tools and strategies to provide valid and reliable assessment information, and provide students with multiple and varied opportunities to demonstrate their learning. MYP teachers at NIS must use the MYP assessment descriptors of the relevant MYP subject guide when evaluating student work.

Therefore subject departments in MYP must ensure that, before a unit starts:

- A culminating assessment task (often for a summative purpose) is finalized;
- A checklist, or mark scheme (where applicable) for each culminating task is agreed;
- An appropriate and usable set of benchmarks (such as exemplar work) is established and made available to students as appropriate.
- Continuums and benchmarks for learning, such as: the NIS Service as Action learning outcomes, Approaches to Learning, and Intercultural Competencies have been tracked so that vertical alignment exists throughout the program.

Teachers in the MYP must ensure they provide students with clarity on how they will be evaluated. To ensure students understand how they are evaluated, NIS teachers must:

- Ensure students are familiar with and understand the MYP assessment descriptors;
- Explicitly use the command terms when designing assessment tasks or methods;
- Produce a task sheet*, explaining the timeframe and requirements of the assessment, such as submission format, word-count, or other specifications/limitations;
- Ensure students are provided with a rubric, containing task-specific clarifications, with direct reference to the published assessment criteria, to help students understand how the criteria will be assessed in the context of the assessment;

When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the IB prescribed, published criteria or introduce objectives beyond those developed in the unit.

❖ **Assessment plans**

In order for students to know which assessments are used for formative and which are used for summative purposes, each subject teacher for each class is required to produce an assessment plan, which is distributed to students, via Toddle, at the beginning of each academic year. The assessment plans highlight the main assessments for summative purposes, the criteria (and strands when not all strands in a criteria are assessed) that the assessments are aligned to, as well when they fall within the calendar year. A sample of a subject assessment plan is shown below.

MYP Assessment Plan

Subject and grade

Subject: Mathematics **Grade:** 10

Unit 1: Quadratic functions			
Assessment	**Type**	**Criteria**	**@ Sem 1/Year**
Quadratics test	Written assessment	A	Sem 1
Projectile motion modelling project	Written assessment	D	Sem 1

Unit 2 / IDU: Data and probability			
Assessment	**Type**	**Criteria**	**@ Sem 1/Year**
Data & probability assessment	Written test	A	Sem 1
Outlier investigation	In-class investigation/project	BC	Sem 1
Running time project	In class project / reflection	IDU	Sem 1

Unit 3: Exponents and logarithms			
Assessment	**Type**	**Criteria**	**@ Sem 1/Year**
Logarithm investigation	In-class investigation	B	Sem 1
Fish-farming modelling task	In-class modelling project	CD	Year

Unit 4: Trigonometry and trigonometric functions			
Assessment	**Type**	**Criteria**	**@ Sem 1/Year**
Right triangle trigonometry assessment	Written test	A	Year
Growing right triangles investigation	In-class investigation	B	Year

Assessments for summative purposes for each unit articulated, including:

- name
- type
- criteria
- time of year

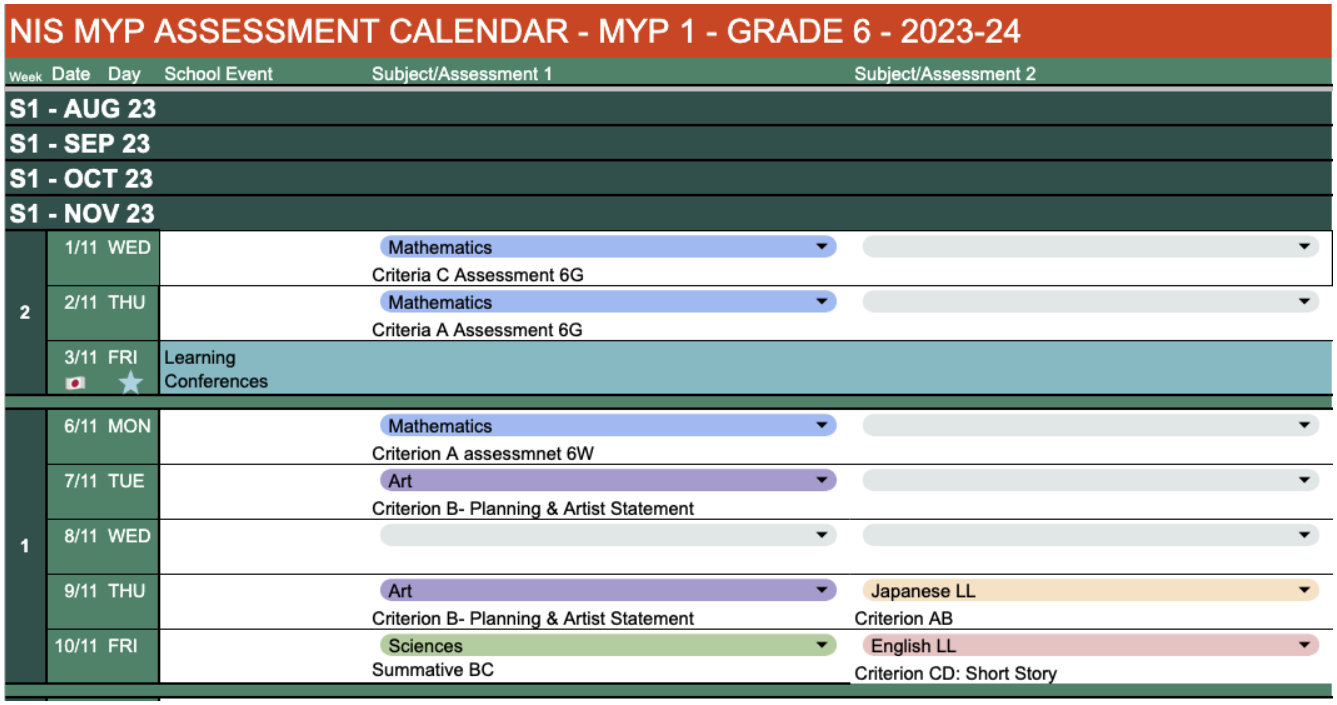
This assessments must appear on and be aligned with the subject group overview for that subject.

❖ **Assessment calendar**

To ensure an even as possible spread of assessments to give students sufficient time, preparation and notification of upcoming assessments, NIS teachers are required to inform their students **at least** one rotation (two weeks) in advance of the assessment sitting/submission date their assessments on Toddle for students to view, and also on the Secondary Assessments Calendar, so that other subject teachers in the same grade may also see, and not conflict with assessments. An image of the assessment calendar included for reference. Link for staff is here.

The following protocols are in place:

- Middle school is limited to two assessments sat or due per day.
- Grade 9 encouraged to stay at two assessments sat or due per day., with possibility for three if needed.
- Grade 10 can have up to three assessments sat or due per day, with limited flexibility for up to four.
- IBDP students may have up to four assessments per day.



NIS MYP ASSESSMENT CALENDAR - MYP 1 - GRADE 6 - 2023-24

Week	Date	Day	School Event	Subject/Assessment 1	Subject/Assessment 2
S1 - AUG 23					
S1 - SEP 23					
S1 - OCT 23					
S1 - NOV 23					
2	1/11	WED		Mathematics Criteria C Assessment 6G	
	2/11	THU		Mathematics Criteria A Assessment 6G	
	3/11	FRI	Learning Conferences		
1	6/11	MON		Mathematics Criterion A assessmnet 6W	
	7/11	TUE		Art Criterion B- Planning & Artist Statement	
	8/11	WED			
	9/11	THU		Art Criterion B- Planning & Artist Statement	Japanese LL Criterion AB
	10/11	FRI		Sciences Summative BC	English LL Criterion CD: Short Story

Other areas for consideration

- **Learner Profile (LP)**
  Although the Learner Profile is **not** assessed explicitly, we do embed the dispositions in the taught and written curriculum throughout the MYP, and provide students with explicit feedback through the homeroom comment (see below for guidelines on the homeroom comment).

- **Approaches to Learning Skills (ATL)**
  As the Learner Profile attributes, the ATL skills are **not** assessed explicitly. Teachers plan their taught and written curriculum to explicitly teach the relevant AtL skills that students need to develop or require to perform well in the assessments. Teachers design assessment tasks that embed the relevant ATL skills in the unit and, as such, these skills are implicitly assessed; providing students with feedback on their development throughout the MYP (see below for guidelines on feedback).

  A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners. Teachers (and students) should refer to their set of AtL skills as being at one of four phases:

  - Novice/beginning — students are introduced to the skill, and can watch others performing it (observation)
  - Learner/developing — students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
  - Practitioner/using — students employ the skill confidently and effectively (demonstration)
  - Expert/sharing — students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

- **Interdisciplinary Learning (IDU)**
  At NIS, teachers must use the MYP interdisciplinary assessment criteria to inform formative interdisciplinary assessment and to determine achievement levels for summative interdisciplinary assessment tasks. Formal interdisciplinary assessment should be done collaboratively by all teachers involved in the interdisciplinary units.

Determining final MYP grades (for a reporting period)

At the time of reporting, students will receive one overall, holistic grade, out of 7, for each subject using the MYP criteria for assessments. To determine a students overall 1-7 grade, each subject teacher will consider all evidence from assessments that have used for summative purposes, across each of the criteria in that subject, for example:

Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
A	4		3	4	5
B		4	5	6	6
C	3		5	5	4
D	5	3		6	

Teachers look at the data holistically, and look for **trends** within/across the data, particularly, taking growth into account, by considering the **most recent** demonstrations of learning.

This is **not an average** of all the achievement levels.

Teachers will then take a **best-fit** approach to determining the final achievement level for **each criteria**.

Sometimes, this trend and the "best fit" approach is clear and evident.

Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Overall
A	4		3	**4**	**5**	**5**
B		4	**5**	**6**	**6**	**6**

Sometimes the trend or best fit achievement is not so clear and obvious.

Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Overall
C	3		**5**	**5**	**4**	**?**
D	**5**	3		**6**		**?**

In these cases, teachers will need to take into account and consider the nature of the assessments. They will check their unit and assessment reflections as well as any moderation notes (for that assessment). To help them make a final determination, they will also take into account any other additional evidence of learning they have, including:
- engagement with learning experiences in class and participation in class and group activities,
- attainment and reaction to feedback from any assessments used for formative purposes throughout that unit.

Overall, the subject teachers will use their professional judgment to determine the level that best represents the students current (at time of reporting) level of achievement. Once the final grades for each criterion, out of 8, have been determined, by the teacher(s) of each subject, the scores are then added together to produce a score out of a maximum of 32. (see the example on page 23).

Criteria	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Overall
A	4		3	4	5	5
B		4	5	6	6	6
C	3		5	5	4	5
D	5	3		6		6
						22

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

This total is then aligned with the 1-7 grade in the MYP grade boundary chart, prescribed by the IB, which produces the overall grade for that subject. The full description for each of the 1-7 levels for the MYP is described in the table below. The words in bold text are brief descriptions of each level. Source: *MYP From Principles Into Practice. IBO.org*

Sum total	Level	Descriptor
1-5	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.
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. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
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.
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.
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.
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.
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.

Finally, teachers should refer to these MYP grade descriptors in relation to their awarded grade and verify that the descriptor “best-fits” the determination. If a teacher feels that a different descriptor best-fits the evidence they have, the teacher should revisit their criteria data and ensure they are happy with each criteria. The teacher should repeat this process until, ultimately, they are comfortable with their overall determination of the student’s achievement in their subject (for each reporting period).

❖ **The 1-7 vs the 0-8 scale**

In the MYP, a score of 0 on an assessment is reserved for students who submit work that does not meet any of the descriptors in any of the strands in any of the criteria being assessed, even with a high level of teacher support (see table on page 13). This is incredibly rare on any assessment, and is essentially impossible over the course of a series of assessments during the academic year.

In addition, the assessment scale of (0-8) allows for a student to score 6's in some criteria, and 8's in others and still allows for an appropriate, holistic and best-fit overall achievement level of a 7 to be awarded. In summary:

	Assessment 0-8 Scale	Achievement 1-7 Scale
What	Describes levels of student achievement in terms of **each of the four separate criterion** per subject, out of a maximum of 8.	Describes levels of student achievement in terms of a **combination of all four criteria** in each subject, out of a maximum of 7.
How many	**Four** separate achievement levels per subject.	**One** overall grade per subject.
Determined by	Evidence of learning that the teacher has, and using **a best-fit, holistic approach**. Teachers determine the most appropriate level of achievement in each criteria for each student.	The **sum of all four criterion grades** being added together to produce a total out of 32, which points to a corresponding, overall level between 1 and 7.
Described by	Levels of achievement descriptors per criteria, per subject. Teachers help students to understand these via task-specific clarifications.	The MYP grade boundaries as published by the IB in From Principles Into Practice.
Shared with	Students and parents after each assessment, via written feedback on work, via Toddle.	Students and parents twice a year after each reporting period, via report cards via iSams.

❖ **Subjects with 3 criteria**

For the subjects and assessments covering just 3 criteria (namely, the MYP Personal Project & Interdisciplinary learning), the general (1-7) grade descriptors remain the same, with work being categorized from very limited, to high-quality and frequently innovative. However, the grade boundaries are adjusted out of 24, as follows.

1-2	1	Very limited
3-5	2	Limited
6-10	3	Adequate
11-14	4	Good
15-17	5	Very good
18-20	6	High-quality, occasionally innovative
21-24	7	High-quality, frequently innovative

It should be noted that, as an externally moderated component of the MYP, the actual grade boundaries for the personal project may change each year.

How does feedback happen in the MYP

…teaching and learning must be interactive. Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs - needs that are often unpredictable and that vary from one pupil to another. (Black & Wiliam, 1998, p. 140)

❖ Effective feedback

At NIS, MYP teachers are required to provide students and parents with information about how students are doing in their efforts to reach the NIS objectives. Feedback may be provided in several formats (e.g. written, verbal), or may be provided by the teacher or through peer-assessment or self-assessment. When designing their lessons, assessments and opportunities for feedback, teachers must consider how effective feedback is provided.

Teachers must ensure feedback is:

- **Goal-referenced:** In MYP this is often the subject objectives & criteria, as well as dispositions (such as the learner profile), ATL skills, service learning outcomes, or based on personal learning goals for students.
- **Tangible and transparent:** Tools to enhance transparency are the command terms and task-specific clarifications.
- **Actionable:** Feedback is best provided to students at a time in the assessment process where they can respond to the feedback given and improve their result. Feedback provided as a justification of a summative score is less effective.
- **User-friendly:** A limited amount and considering the students' progress so far is more effective than everything a particular level requires.
- **Timely:** Feedback is best provided to students at a time in the assessment process where they can respond to the feedback given and improve their results. Feedback provided as a justification of a summative score is less effective.
- **Ongoing:** After feedback is given, students should be provided with the chance -if results are less than optimal- to reshape the performance to better achieve the learning objective.
- **Consistent:** To be useful, feedback must be consistent. Learners can only adjust their performance successfully if the information given to them is accurate and trustworthy. In education, that means teachers with teachers, teachers with students and students with students have to be on the same page about what high-quality work is.

Adapted from '7 Keys to Effective Feedback' by Grant Wiggins in Educational Leadership, September 2012 (Vol. 70, #1, p. 11-16), http://bit.ly/SLd3BU [From Marshall Memo 450, A Weekly Round-up of Important Ideas and Research in K-12 Education, September 3, 2012].

Formal and informal feedback at NIS.

Teachers will provide students with feedback in many ways; some may be in written format, at other times it may be verbal. In some situations, feedback is unspoken and immediately informative: ensuring a student reflects on their work in relation to an exemplar, is yet another way of providing feedback. At NIS, we define **formal** feedback as feedback that is captured (i.e. written or recorded in some way) while **informal** feedback is not recorded (i.e. verbal). When feedback is captured and recorded, it could be made available to families to help them understand where their children are with their learning.

- **Justification of results**
  Often teachers will justify an awarded achievement level through, or alongside a short comment or explanation. Although this is often regarded as 'feedback', strictly speaking it is not as students are not able to respond to the feedback and learn from it (in regards to that assessment, or that unit). In addition, it may be some time before students are engaged with similar assessment strategies or against the same criteria, meaning this "feedback" would not be timely. Teachers, therefore, must find ways of providing students with feedback before an achievement level is awarded.

- **Value statements and advice**
  Unless preceded by descriptive feedback, advice or value statements often irk the learner to the point that learning does not happen. Students may become increasingly insecure about their own judgment, and / or dependent on expert advice. Before we give advice, we must ensure learners have sought, grasped, and tentatively accepted the feedback upon which the advice was based.

- **Self and/or peer assessment**
  At NIS, teachers will ensure that students either self- and/or peer assess (provide feedback to peers) for all major assessment tasks in order to engage the student in the learning process. Teachers may choose to capture self- and/or peer assessment (feedback), for example on Toddle.

- **Service as Action**
  At NIS, teachers will provide informal feedback in the following ways:

  - After a subject-specific unit that includes Service as Action, opportunities for group reflection and reflective discussion on the seven learning outcomes are provided.
  - During homeroom service time, opportunities for group reflection and reflective discussion on the seven learning outcomes are provided.

- **Approaches to Learning**
  When writing comments and/or formal feedback, teachers are strongly encouraged to include feedback on the relevant ATL skills that students are either exhibiting growth, proficiency, or mastery in, as well as those that the student would benefit from from further development with.

Making feedback visible

At NIS, we understand that good learning happens when the full community of learners are involved in the process. Therefore, teachers must ensure that feedback from formative assessments, along with justifications from summative assessments, are given to students and be available to parents. To do this, NIS teachers are required to record their (formal) feedback on student work, using the Toddle portfolio. This may happen in a few ways:

1. Digitally: Written annotations and comments are added directly to work on Toddle, and the work is pushed to the student's portfolios on Toddle.

2. Physically: Teachers annotate and/or write comments on student's physical work. A copy of this work and feedback is then added to the student portfolio by the student or the teacher.

3. Audio: During student conferencing or otherwise, audio feedback may be recorded, alongside the student's submissions, on Toddle, and pushed to the student portfolio.

Teachers should plan to meet the feedback requirements as outlined in table below:

Cumulative up to	By when	Minimum Guidelines
Quarter 1 (Aug - Oct)	First week after fall break	2-3 pieces of feedback from key learning engagements and/or from formative and summative assessments.
Quarter 2/Semester 1 (Oct - Dec)	First week after winter break	4-6 pieces of feedback from key learning engagements and/or from formative and summative assessments.
Quarter 3 (Jan - Mar)	First week after spring break	7-9 pieces of feedback from key learning engagements and/or from formative and summative assessments..
Quarter 4/Semester 2 (Apr - Jun)	First week of June	10-12 pieces of feedback from key learning engagements and/or from formative and summative assessments.

Three-way conferences

Three-way conferences at NIS are another opportunity for discussion, feedback, feed-forward and sharing of information about each student's learning. Family members are invited to check Toddle regularly for updates and to stay in touch with their children's teachers, via Toddle or e-mail, regularly.

However, parents are formally invited to campus four times in an academic year, for the following themes.

When	Theme	Conference Type	Rationale
Q1 Aug/Sep	INCLUDE	3-Way: Family-Led	Families meet teachers and share important information with HR teachers, including goals, hopes and dreams for their children for the year ahead.
Q2 Nov	INQUIRE	3-Way: Teacher-Led	With over one quarter gone, subject teachers have a chance to revisit the goals and measure progress against these with observations and assessments gleaned so far, as evidenced via the Toddle portfolio.
Q3 Feb		3-Way: Multi-Lead	With Semester 1 report cards distributed, this is an opportunity for input from all, referring to at least one full set of criterion achievement data and a current, indicative overall level, when discussing progress and next steps.
Q4 May		3-Way: Student-Led Celebration of Learning	Students, having now completed most of the academic year, with a full set of criterion achievement levels, look forward to selecting evidence of their learning they are proud of, and presenting this to their families.

How does the recording of assessment data happen in the MYP at NIS?

At NIS, MYP teachers have a responsibility to document assessment data on all their students.

- **Gathering of student evidence**
  All NIS teachers are expected to keep anecdotal records (brief written notes on observations of students). All students in the MYP have a portfolio on Toddle. Teachers and other supervising adults must support students to ensure evidence of learning is reflected in the portfolio.

- **Policies concerning grades and ratings**
  During the course of MYP units, teachers must record data from assessments used for summative purposes using Toddle gradebooks. This helps to support the determination of the overall achievement levels and for students and parents to have an ongoing recasrd of assessments. Teachers may choose to add other assessment data (e.g. formatives) to Toddle too.

- **Toddle Portfolio**
  As described in the previous section concerning, “making feedback visible”, student work and feedback, should be pushed to the student’s portfolio on Toddle, to act as an ongoing record of student work and progress.

- **Service as Action (SA)**
  Student engagement in Service as Action is reflected in the assessments and documentation they produce through service learning oriented units, student-led service clubs and via the Week B service experiences delivered via homeroom.

How do we report in the MYP at NIS?

In MYP, NIS teachers must formally report on their student's progress twice a year: once at the end of each semester. In addition, teachers make their ongoing formal feedback visible on Toddle so that parents, in addition to students, have an understanding of the progress that has been made by the student in each class.

In the MIddle Years Programme, reporting includes the following:

Report	Format	By whom
Homeroom report	Written comment	Homeroom teacher
MYP personal project	Written comment	PP supervisor
Interdisciplinary (IDU) learning	Grades + comment	Relevant subject teachers
Criterion achievement levels	ABCD grades	Subject teachers
Overall MYP achievement level	1-7 grade	Subject teachers

The table below details what we report on each semester.

	Homeroom comment	MYP Personal Project	Well-being	IDU Criterion Levels	Criterion Levels	Achievement Levels (1-7)
Semester 1	✔	Comment	✔	—	✔	✔
Semester 2	✔	Grade + Comment	✔	✔	✔	✔

To ensure a timely distribution of the report card, as well as give the instructional office adequate time to prepare transcripts for leaving students, the NIS requirements and deadlines for students in the MYP, are articulated in the table below, and must be adhered to:

	Homeroom comment	MYP Personal Project	Well-being	Criterion Levels +IDU	Achievement Levels (1-7)	Publishing Date
Semester 1	Second Monday after winter break by 09:00			Second Monday after winter break by 09:00		See iSams Calendar
Semester 2	First Wednesday in June by 9:00			First Wednesday in June By 9:00		See iSams Calendar

All dates are posted on the iSams calendar.

Student Appeals & Complaints Regarding Assessments

This appeals procedure is enacted if, after the normal feedback and clarification of assessment grades procedure has been followed, the student or family disagrees with the teacher's determination of the grades.

Stage 1: Query: If a student or a family member, after discussing the grade with their child, wishes to query, an awarded grade for an assessment, **the student** should:

1. Respectfully, communicate with the subject teacher and the homeroom teacher (to ensure they are aware of the nature of the query) to ask for a time to meet to discuss the assessment and teacher's determination of the grade(s) awarded. The outcome of this meeting could be:
   a) a change of the student's grade.
   b) an agreement that the assessment will undergo a double-marking/moderation process to help determine if the assessment criteria was fairly and consistently applied.
   c) no change in the student's grades.

Stage 2: Appeal: If after the first meeting, and/or after the results of any subsequent process (i.e. moderation), the student wishes to appeal their grade, then, **the student OR the student with the family member to support**, should:

1. Raise the query with the subject DLL (or in the case that the subject teacher is the DLL, the MYP coordinator).
2. Prepare a rationale, aligned to their assessment AND the task criteria, as to why they believe they should have received the level they believe they should have.
3. Request that the assessment be double-marked (if this did not happen in stage 1-1.b)

   The outcome of this meeting and/or re-marking would either be a change of the student's grade, or no change in the student's grades for the assessment.

Stage 3: Second Appeal: If stage 2 does not resolve the issue, then **the student <u>AND</u> a family member** should:

1. Escalate the appeal to the MYP coordinator (or in the case that the subject teacher is the MYP coordinator, the Secondary Principal).
2. Using the same rationale (as in stage 2.2), aligned to their assessment AND the task criteria, explain why they believe they should have received the level they believe they should have, and explain why the subject teacher's rationale is insufficient, or not understood.

   The outcome of this meeting would either be a change of the student's grade, or no change in the student's grade for the assessment. The option for the student and/or parent to make a formal complaint is then available at this stage.

Stage 4: Complaint: If a resolution is not found, and **the student <u>OR</u> a family member** wishes to make a **<u>formal complaint</u>** about the assessment, then the subject teacher, DLL, MYP coordinator, and Secondary Principal will meet to ensure the assessment guidelines were followed, including:

1. Sufficient notification was given to the student (assessment calendar and the Toddle class stream)
2. Assessment assesses the designated criteria (unit planner, assessment plan and subject group overview)
3. Ensure task-specific clarification was provided
4. Appropriate accommodations were applied correctly in the instance the student needed it.

If all guidelines were adhered to and from the double-marking process the student's grade has not been changed, then it will be determined that due process was followed. This would result in no changes being made to the original grade. If guidelines were not adhered to, and the student's grades had not been changed during the appeal stages, then a change would be made to the original awarded grade. This would be the end of the appeals process.

Glossary of Terms

Source: From Principles Into Practice (IBO.org)

Term	Definition
Achievement level	The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
Alignment	Agreement in principle and practice between shared values and aspirations for learning (designed/planned curriculum), how teachers actually work (delivered curriculum) and what students actually learn (assessed curriculum).
Approaches to learning (ATL)	Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
Assessment access requirements	A candidate with assessment access requirements is one who requires changes in assessment conditions to demonstrate their level of attainment.
Assessment component	An assessment component is made up of one or more tasks that are collected together, comprising part of the overall assessment (for example, an examination, portfolio of work, or project report).
Assessment criteria	Criteria against which a student's performance is measured. MYP guides provide assessment criteria required for use in years 1, 3 and 5 of the programme.
Assessment rubric	The grid that connects levels and descriptors.
Assessment strategy	The method or approach that teachers use when gathering information about student learning (for example, observation, open-ended tasks or selected responses).
Assessment task	The activity or series of activities with which students engage in order for assessment to take place.
Assessment tool	A method of collecting information about a learner's performance and understanding.
Course	A prescribed number of classes, lessons or teaching hours within a defined period of study. Schools organize learning and teaching of MYP subjects through disciplinary and interdisciplinary courses.
Criterion levels total	The sum of the final levels awarded for each individual criterion in any given subject group.
Criterion-related assessment	An assessment process based on determining levels of achievement against previously agreed criteria. The standard is therefore fixed rather than depending on the achievement of entire cohort of students. MYP assessment is criterion-related.
Curriculum framework	An organized plan for learning and teaching. The MYP curriculum framework establishes structures and pedagogical approaches that identify and rigorously assess the level to which students achieve aims and objectives. In the MYP, essential aspects of the curriculum framework include conceptual understanding, global contexts, approaches to teaching and approaches to learning, and significant content across a broad and balanced range of disciplines.
Descriptors	Achievement level descriptors describe the features of student work expected to be seen at each achievement level.
Differentiation	Planning for different levels of ability.
External assessment	Assessment that is set and marked by the IB or other agencies and not by a student's teacher.
Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Grade (IB)	The description of student achievement. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). The grade represents the IB's judgment on the overall qualities that the candidate has demonstrated and is consistent between years and subjects.

Grade boundary	The point at which student achievement moves from one grade to another. It is often used to indicate the lowest or highest criterion levels totals or marks that correspond to a particular grade.
Grades (school-based)	The numbers and/or letters assigned to standards of student achievement as determined and reported annually by IB World Schools in accordance with MYP assessment philosophy.
Horizontal planning/ horizontal articulation	Planning horizontally involves a team of teachers of the same grade level working together to plan for learning.
Inclusion	Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
Inclusive assessment arrangements*	Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.
Interdisciplinary	Combining or involving two or more branches of learning or fields of academic study. In the MYP, interdisciplinary study can be developed both within and between/among subject groups.
Interdisciplinary assessment	Combining or involving two or more branches of learning or fields of academic study within a single assessment. In the MYP, interdisciplinary study can be developed both within and between/among subject groups. MYP external interdisciplinary assessment always involves multiple subject groups.
Internal standardization	The process by which all teachers of a particular subject in a school ensure they are assessing to the same standard.
Internally assessed	Work that is marked (assessed) by the students' teachers.
Learner Profile	A set of attributes that the IB aims to develop in students, including being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.
Malpractice	Any practice that subverts the principles of academic integrity (for example, plagiarism or collusion).
Markscheme	Guidance for awarding criterion levels for a given piece of work. In some cases, the markscheme may be the MYP criteria as published. In other cases, the teacher may need to provide an answer key, indicate question levels on a reading comprehension, or provide criteria that have been clarified to be task-specific.
Middle Years Programme (MYP)	The IB Middle Years Programme, for students aged 11–16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.
Moderation	The procedure by which a sample of teacher-assessed totals for personal projects and ePortfolios are reviewed externally and adjusted to ensure agreed interpretations of MYP assessment criteria.
Moderation sample	The required sample of student work submitted to a moderator.
Modification of curriculum	Changes to learning objectives and assessment criteria and rubrics in courses where a student is not registered for the eAssessment, that is, where a student will not receive IB-validated grades.
Mother tongue	The language(s) learned first; the language(s) identified with as a "native" speaker; the language(s) known best; the language(s) used most.
MYP assessment	Assessment of learning in the Middle Years Programme. It covers ongoing, internal, formative and summative assessments. (See also **MYP eAssessment**.)
MYP coordinator	The **pedagogical** leader of the MYP in the school who oversees the effective development of the programme. The MYP coordinator ensures effective communication about the programme within the school, and between the school and the IB. For assessments, this is the person responsible for registering students and understanding the Middle Years Programme *Assessment procedures*, meeting deadlines, and so on.
Objective	One of a set of statements describing the skills, knowledge and understanding that will be assessed. MYP objectives are aligned with assessment criteria for subject groups, interdisciplinary learning and projects.

Personal project	A project that is the culmination of the students' experience in the MYP and shows their experience of ATL and global contexts. It is completed in the final year of the programme. All registered MYP students complete the personal project (internally marked and externally moderated).
Personal project supervisor	The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.
Policy	Documentation, written collectively, that articulates how implementation and development of the MYP can be supported and put into practice in everyday school life.
Standard	The performance expected to achieve a particular score, grade or outcome.
Standardization	The collaborative process by which a common standard of assessment is achieved among teachers, moderators or examiners.
Unit	A series of lessons, focused through a statement of inquiry and inquiry questions, designed to enable students to achieve some of the objectives of an MYP subject group.
Validity	The overall term that describes whether an assessment or the purpose for which the assessment results are being used is fit for purpose.
Vertical planning/ vertical articulation	The goal of vertical planning is to sequence learning (in terms of subject-group objectives and ATL) to ensure continuity and progression from year 1 to year 5.