

MYP ASSESSMENT 101

October 2017/NAHS

LEARNER PROFILE

The Learner Profile is the IB philosophy and mission in action. The 10 attributes represent IB's aim to develop international minded people who may help to create a better and more peaceful world.

So, as instructional leaders:

How are we international-minded?

How are we aiming to embody this attributes?

Complete the two sentence starters:

I am a _____ because _____.

I am working becoming more _____ by _____.

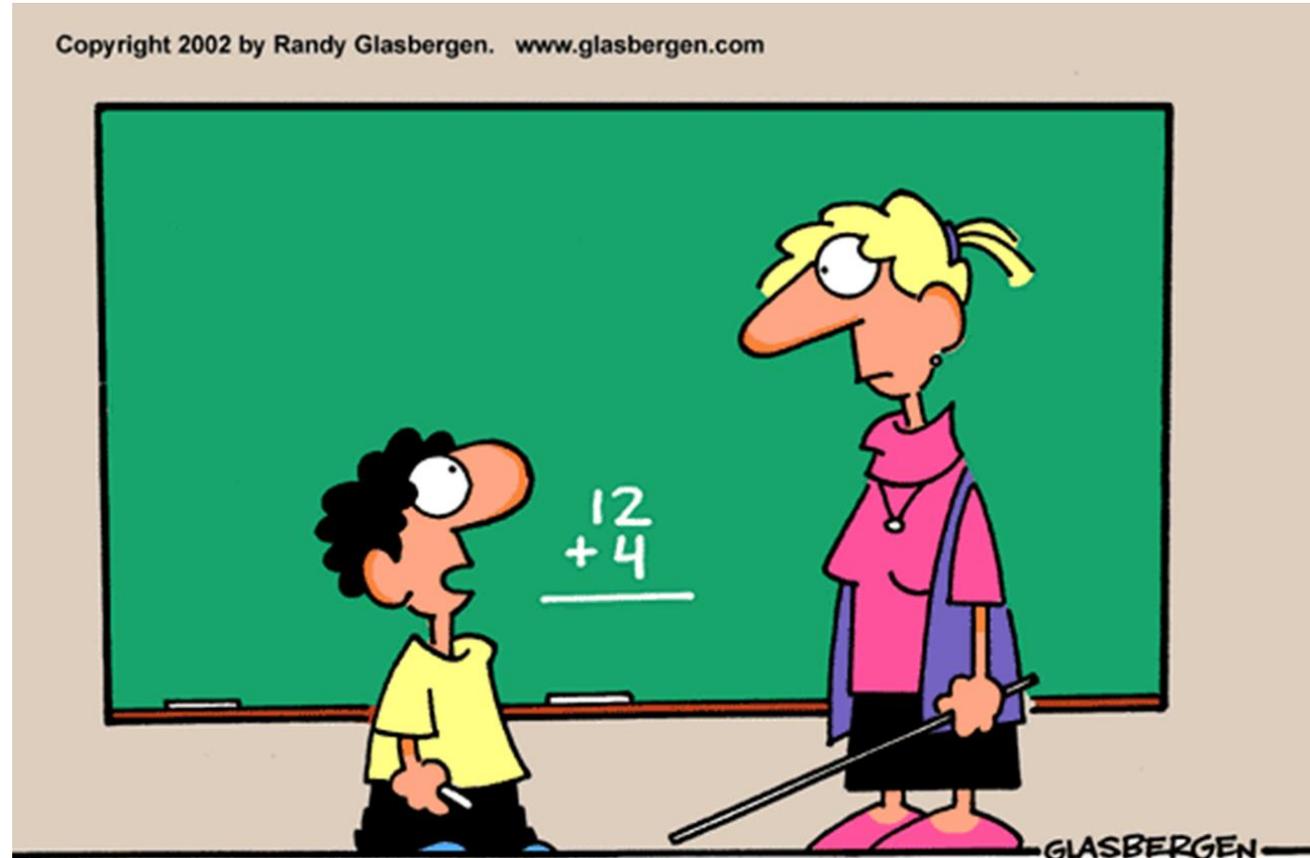
<https://goo.gl/forms/G188n9o3eJQ6zfWy1>

MYP ASSESSMENT 101

Assessment is integral to all teaching and learning.

MYP assessments require teachers to assess the prescribe subject-group objectives using the assessment criteria for each subject group.

The aim of MYP assessment is to support and encourage student learning.



“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

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When creating a MYP Unit, teachers must ensure that assessment:

- Are integral to the learning process
- Are aligned with subject-group objectives
- Provide evidence of student understanding through authentic performance (not simply recall of factual knowledge)

Internal summative assessment is part of every MYP unit.

Summative assessments are designed to provide evidence for evaluating student achievement using required subject group specific assessment criteria.

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Subject area guides----Programme Resource Centre (PRC) and www.ibmypnorthatlanta.weebly.com (Teacher tab)

➤ Written and Taught

Aims

Objectives

➤ Assessed

Assessment Criterion

	A	B	C	D
Language and literature	Analysing	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
MYP Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

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Subject groups must address all strands of all four 4 objectives at least twice in each year of the MYP.

Subject groups must address all strands of all four 4 assessment criteria at least twice in each year of the MYP.

Objectives – written and taught

Criteria – assessed

Language and Literature

Criterion A: Analysing (Year 5)

At the end of Year 5, students should be able to:

- i. Analyze the content, context, language, and structure, technique, and style of text(s) and the relationship among texts
- ii. Analyze the effects of the creator's choices on an audience
- iii. Justify opinions and ideas, using examples, explanations, and terminology
- iv. Evaluate similarities and differences by connecting features across and within genres and texts.

Language and Literature	Achievement Level	Level descriptor
<p data-bbox="346 254 588 425">Year 5 Criterion A: Analysing</p> <p data-bbox="186 508 682 672">At the end of Year 5, students should be able to:</p> <p data-bbox="186 761 741 925">ii. Analyse the effects of the creator's choices on an audience</p>	1-2	ii. Provides limited analysis the effects of the creator's choices on an audience
	3-4	ii. Provides adequate analysis the effects of the creator's choices on an audience
	5-6	ii. Competently analysis the effects of the creator's choices on an audience
	7-8	ii. Provides perceptive analysis the effects of the creator's choices on an audience

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Year 1 = 6th grade

Year 3 = 8th grade

Year 5 = 10th grade

Language and Literature assessment criteria

At the end of **Year 1**, students should be able to:

ii. Identify and comment upon significant aspects of texts

At the end of **Year 3**, students should be able to:

ii. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts

At the end of **Year 5**, students should be able to:

ii. Analyze the effects of the creator's choices on an audience

IB ASSESSMENT 101- STANDARDS

MYP Objectives (Criterion) have the ability to correlate to all standards.

Example: English standards and Language and Literature

GSE	Language and Literature
Reading Literature	Criterion A: Analysing, Year 5
9-10RL1 - cite strong and thorough evidence to support analysis 9-10RL5- analyze how an <i>author's choices</i> concerning how to structure a text, order events within it and manipulate time creating effects	ii. Analyse the effects of the creator's choices on an audience

IB ASSESSMENT 101- ASSESSMENT TASKS

IB requirements:

- Statement of Inquiry drives the unit.
- Each unit should address at least one MYP subject objective and have at least one assessment task
- Each assessment task must address at least 1 MYP subject-group objective
- Rubrics can be modified to include task-specific clarifications
- Schools regularly must report student progress towards the MYP objectives using the assessment criteria.

Composition

Creation of solutions or products in response to a problem

Essays

Examinations

Questionnaires

Investigations

Research

Performance

Presentations

IB ASSESSMENT 101- CRITERION REPORTING TOOL

You may modify the rubrics to create task-specific versions of the required assessment criteria (The bolded words and command terms must not change.)

Core 10th grade courses should use Year 5 assessment criteria for your subject area.

Core 9th grade courses will decide as a PLC to use Year 3 or Year 5 assessment criteria for your subject area group.

PE, Health, and Arts will focus on Intro level courses (9th grade and 10th grade students only).

Language Acquisition will report for all 9th and 10th grade students (regardless of level or phase).

IB ASSESSMENT 101- CRITERION REPORTING TOOL

Complete spread sheet for all 9th and 10th grade students

In the spreadsheet, there are directions and worksheets for each class. Please do not delete any worksheets.

Address each criteria at least twice;

An assessment can be assessed using two criteria, but you must use 2 different corresponding rubrics.

Save and rename by adding your last name; complete in google

(Showers_MYP Assessment Criteria Reporting and Final Grade_2017-2018)

The document is due in google drive on or before **Monday, April 30, 2018.**

Do not complete for AP courses.

IB GRADES

The final IB grade is automatically created in the spread sheet.

This IB grade will not affect students' transcript grade and it is for IB reporting purposes only.

Can you convert IB grades obtained by assessing unit summative assessment tasks with the IB rubric to a traditional numerical grade?

Yes

Can you convert traditional numerical grades to IB grades?

No

Conversion: IB to Traditional Numerical

8 = 95-100

7 = 90-94

6 = 85-89

5 = 80-84

4 = 75-79

3 = 70-74

2 = 65-69

1 = 64 and below