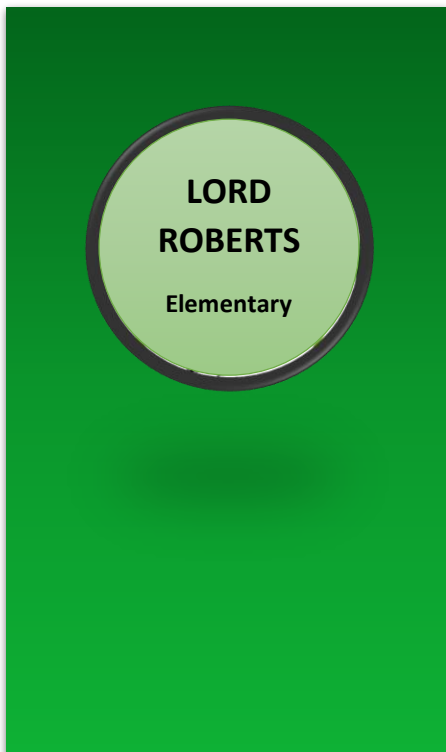




**MYP**  
**Assessment Guide**  
**for the DFS**  
(Downtown Family of Schools)

**The New Chapter**



# 2014-2015

## MYP Assessment Guide for the DFS

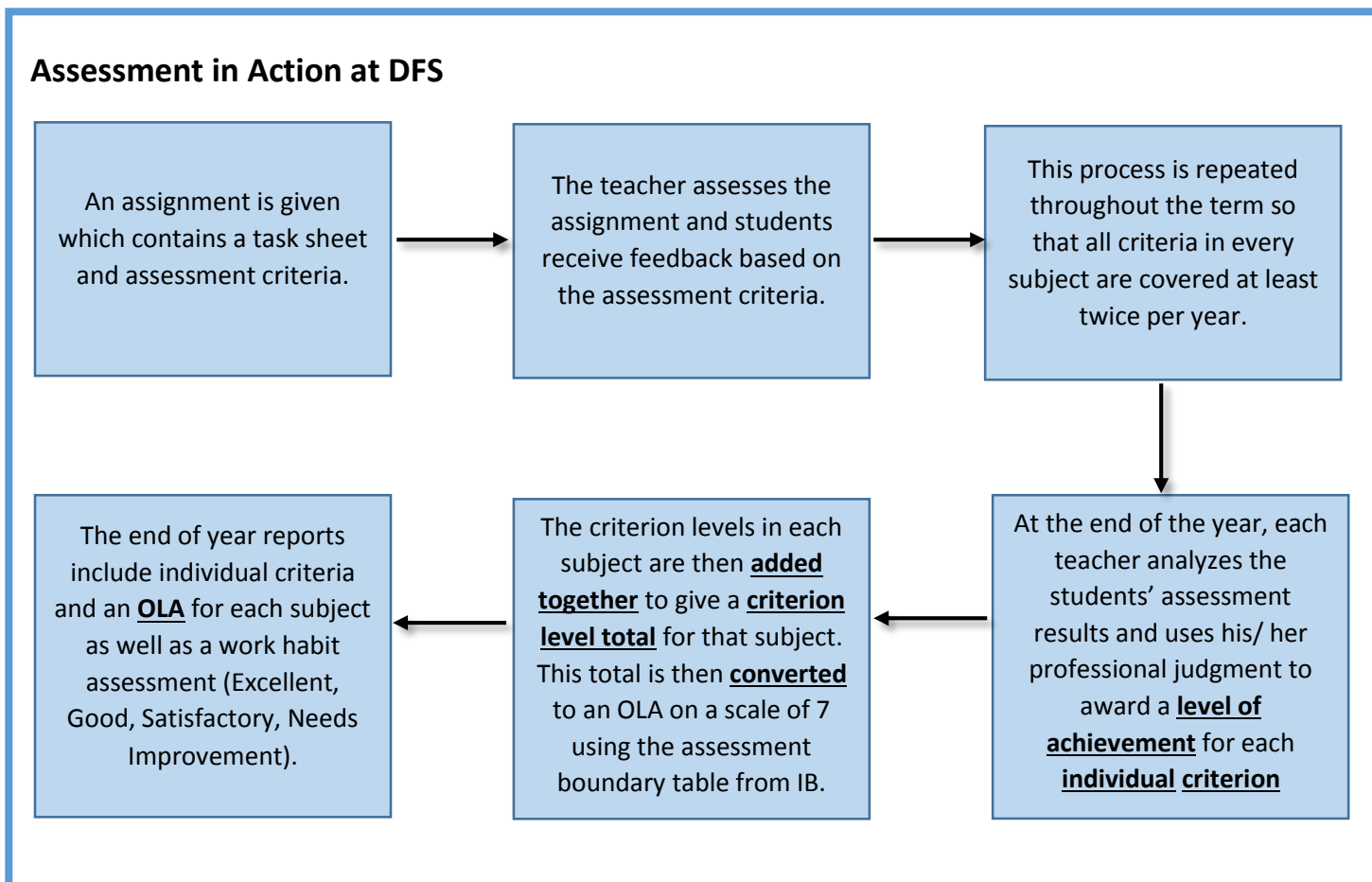
### OVERVIEW:

The MYP assessment process is called a **critterion-related** model. It is vital that both students and parents understand the methods of assessment and play an active role in the process.

- This model is very helpful because students know before even attempting the work what needs to be done to reach each level.
- The model 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.

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

- Teachers continually gather and analyze information on student performance and provide feedback to students to help them improve their performance.
- Students must also be involved in evaluating their own progress using self-assessment and reflection. In doing so, they develop wider critical-thinking and self-assessment skills.



subjects.

- Each subject is assessed using 4 criteria based rubrics with a maximum 8 levels in these assessment criteria. (see page 8 OR visit the school website for a more detailed look at the assessment rubrics )
- This type of assessment identifies the strengths and weaknesses of each individual student, and provides an overview of student achievement in the various aspects of all subjects.

**OVERALL LEVEL OF ACHIEVEMENT (OLA):**

**What determines an Overall Level of Achievement?**

- Throughout the year teachers will collect evidence of student achievement from many different types of assignments/ tasks, including **formative** and **summative** assessments.
- Sometimes all 4 criteria in the subject are applied to an assignment, but more often only 1 or 2 criteria are assessed per task.
- Only assignments/assessment tasks that are criterion-related (*that are assessed against criteria provided by the teacher for that specific assessment task*) will be directly linked to the OLA.

**How Are End of Term/Year-End Criterion Totals Reached? The Evolution of an 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 let’s follow the creation of a Mathematics OLA for two Grade 8 Students named Maria and Jane.
  - There are 4 criteria in Mathematics. At the end of the year, Maria and Jane will have at least 2 assessments in all 4 of the Mathematics criteria. In Mathematics *Criterion A ‘Knowledge and Understanding,’* Maria and Jane have 4 pieces of evidence (“marks”).

	<b>Mathematics Criterion A: Knowledge and Understanding (maximum 8)</b>			
	Vocabulary Project on Numbers	Fractions Check in Test	Adding/Subtracting Fractions Assessment	Test on Prime Numbers
Maria	4	5	6	6
Jane	3	2	3	4

- Maria and Jane’s teacher will then make a professional judgment on the **critterion level of achievement**.
- THIS IS **NOT** AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on :
  - patterns in the data and
  - 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 semester.
- As a result of Maria’s **consistent improvement** over the year, she would receive a criterion level of achievement of **6 for Mathematics Criterion A (on a scale of a maximum of 8)**. For Jane, though she has shown a little improvement in her last assignment, more effort could have been made and she is still **not completely grasping** the important foundational elements of the course. She receives a criterion level of achievement of **3** for Criterion A.

*NOTE: the MYP exams are assessed using MYP criteria and the **examination results will count as only one** of the many pieces of evidence that will be used to determine the final end-of-year level of achievement.*

### How Do Criteria Marks Become an OLA on a scale of 7?

- This process of determining criterion levels of achievement is done for all criteria in every subject.
- In each subject these criterion levels of achievement are then added together to give a **Criterion Levels Total**.
- This total is then compared to the **grade boundary tables** published by the IB (see page 6-7) to give the student an Overall Level of Achievement from 1-7 for that subject.
  - For example, Maria's 6 on a scale of a possible 8 in Mathematics Criterion A is added to her criterion level of achievement in the other 3 Mathematics criteria, which would give a **Criterion Levels Total of 21**. As a result, Maria would receive a 5 for her final OLA in Mathematics. Similarly, Jane's 3 on a scale of a possible 8 in Criterion A brings her to a total of **13**.

#### Maria – Mathematics

Criteria	Level of Achievement
Criterion A: Knowledge and Understanding	6
Criterion B: Investigating Patterns	6
Criterion C: Communicating	4
Criterion D: Applying Mathematics in real-life contexts	5
<b>Criterion Level Totals</b>	<b>21</b>

#### Jane – Mathematics

Criteria	Level of Achievement
Criterion A: Knowledge and Understanding	3
Criterion B: Investigating Patterns	2
Criterion C: Communicating	3
Criterion D: Applying Mathematics in real-life contexts	5
<b>Criterion Level Totals</b>	<b>13</b>

#### IB Published Mathematics Assessment Boundaries:

OLA	Jane				Maria		
	1	2	3	4	5	6	7
<b>Boundaries</b>	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
  - a 'bell-curve' distribution of scores
  - a percentage
  - a letter grade.
- 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 Really Mean?

- To fully understand student achievement it is important to focus on
  - the individual criterion scores as these highlight student’s strengths
  - weaknesses in the subject
  - BOTH the OLA number and the General Grade Descriptor.
- At DFS, we **do not** convert MYP scores to other grading systems.
- Here are the **IB General Grade Descriptors** for each grade:

OLA	MYP General Grade Descriptors
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.
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.
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.
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.
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.
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.
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.

- *For Example*, what does Maria’s OLA of a 5 and Jane’s OLA of a 3 in Mathematics mean?
  - *An OLA of 5 means that in Mathematics, Maria:*
    - **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.**
  - *An OLA of 3 means that in Mathematics, Jane:*
    - **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.**

**How does this translate to other means of assessment?**

**BC/IB Criterion Grade Boundaries (1-7)**

BC %	BC Letter Grade	IB 1-7 Achievement Levels	Criterion Boundaries (x/32)	IB Achievement Descriptor
95-100%	A+	<b>7</b>	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
87-94%	A	<b>6</b>	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
86%	A-	<b>5</b>	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
77-85%	B+			
74-76%	B	<b>4</b>	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
67-72%	C+			
62-66%	C	<b>3</b>	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
54-58%	C-			
50-53%	C-	<b>2</b>	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
45-49%	F			
0-44%	F	<b>1</b>	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

**FINAL NOTE:**

- To give you a global perspective on MYP levels of achievement, here is the percentage of each level awarded to students in year 5 (grade 10) **around the world over the last few years.**

Level	1	2	3	4	5	6	7
% of students	0-2	2-5	8-12	27-31	29-33	18-20	3-5

- The highest level of achievement (7) is only awarded to a very small number of students that who excel at and exceed expectations.
  - The vast majority of students perform between levels 4-6. In traditional terms, that means most students are achieving between a C+ and an A.
  - Very few students are unable to meet the minimum requirements to pass.
- 
- **Overall rates of success are higher using the MYP model of assessment.**

Here are the subject specific criterion for each of the MYP MYP courses. For more information, please visit <http://kgdragons.vsb.bc.ca/departments/ib-program/>

**Maximum level of achievement for all criterion is 8**

<b>Language and Literature</b>		<b>Language Acquisition (French)</b>	
<b>Criterion A</b>	Analyzing	<b>Criterion A</b>	Comprehending Spoken and/or Visual Text
<b>Criterion B</b>	Organizing	<b>Criterion B</b>	Comprehending Written and/or Visual Text
<b>Criterion C</b>	Producing Text	<b>Criterion C</b>	Communicating in response to Spoken and/or Written and/or Visual Texts
<b>Criterion D</b>	Using Language	<b>Criterion D</b>	Using Language in Spoken and/or Written Form
<b>Mathematics</b>		<b>Humanities - Individuals and Societies</b>	
<b>Criterion A</b>	Knowing and Understanding	<b>Criterion A</b>	Knowing and Understanding
<b>Criterion B</b>	Investigating Patterns	<b>Criterion B</b>	Investigating
<b>Criterion C</b>	Communicating	<b>Criterion C</b>	Communicating
<b>Criterion D</b>	Applying Mathematics in real-life contexts	<b>Criterion D</b>	Thinking Critically
<b>Science</b>		<b>Design – Technology</b>	
<b>Criterion A</b>	Knowing and Understanding	<b>Criterion A</b>	Inquiring and Analyzing
<b>Criterion B</b>	Inquiring and Designing	<b>Criterion B</b>	Developing Ideas
<b>Criterion C</b>	Processing and Evaluating	<b>Criterion C</b>	Creating the Solution
<b>Criterion D</b>	Reflecting on the Impacts of Science	<b>Criterion D</b>	Evaluating
<b>Arts</b>		<b>Physical and Health Education</b>	
<b>Criterion A</b>	Knowing and Understanding	<b>Criterion A</b>	Knowing and Understanding
<b>Criterion B</b>	Developing Skills	<b>Criterion B</b>	Planning and Performance
<b>Criterion C</b>	Thinking Creatively	<b>Criterion C</b>	Applying and Performing
<b>Criterion D</b>	Responding	<b>Criterion D</b>	Reflecting and Improving performance