MYP ASSESSMENT

DUBAI INTERNATIONAL ACADEMY

Introduction to Assessment

Assessment at DIA aligns with the requirements of the IB Middle years Programme and information regarding our assessment philosophy, policies and procedures are communicated to the school community.

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process. Assessment data is analyzed to inform teaching and learning.

Purpose of Assessment

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- To diagnose learning problems and student needs.
- To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

Principles of Assessment

1. Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyze their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- Be reflective and partake in self and/or peer evaluation.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.

2. Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyze their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.

Expectations in regards to Assessment

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme.
- Receive clear and timely feedback regarding assessment outcome.
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades.

Teachers should:

- Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments.
- Clearly define common assessment tasks within subjects for each grade level.
- Records student progress aligned with the philosophy of the MYP.
- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery, providing opportunities for students to participate in, and reflect on, the assessment of their work.
- Use a variety of assessment tools to assess student learning.

MYP ASSESSMENT

- Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

- The MYP requires teachers to organize **continuous assessment**, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

- Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

- The MYP offers a **criterion-related model of assessment**. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

What is continuous assessment?

- Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students.
- Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class.
- Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions.
- Students receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered.
- Teachers learn which students need review and remediation and which students are ready to move on to more complex work.
- Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of Continuous Assessment?

- The continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

- Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers.

- Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student-teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

- In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

What is criterion-based assessment?

- Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria).

- Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result.

- Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group.

- Task specific rubrics are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

Internal assessment

- The IBO gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- Extensive staff training and internal moderation ensures staffs apply the criteria correctly.
- Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.
- DIA also informally assesses individual student approaches to learning in a subject.
- Students are encouraged to assess themselves (self-evaluation). Reflection journals, conferencing, student-led conferences, are all examples of this.
- Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

Reaching a final grade for a student

It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded to the student.

In the MYP, assessment is based on criteria. Each subject has a number of different criteria that are used to evaluate the students' achievement in various aspects of the work. Sometimes all the criteria in the subject are applied to an assessment task or project, but more often, only one or two criteria apply. Student work is evaluated by giving the task a level of achievement in one or more of the criteria.

Basics of MYP Assessment

Examples of criteria from different subjects look like this:

Sciences

Criterion A: Knowing and understanding (8 max)

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models theories, presentations, debates, and other methods of student feedback to assess their knowledge and understanding) and apply it to solve problems and express scientifically supported judgments.

Assessment of this objective must be done using tests or exams. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the

information presented to them. Assessment tasks could include questions dealing with "scientific claims" presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

Arts

Criterion D: Responding (8 max)

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

Level Descriptors

Each criterion has *level descriptors* that describe at each level of achievement what the student knows, understands or is able to do. The descriptors explain what the level stands for in terms of the student's learning and development.

Here is an example of level descriptors in Language A. Criterion C: Producing text
Maximum: 8
At the end of year 1, students should be able to:
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and

minimal exploration of new perspectives and ideas

ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience

iii. selects **few** relevant details and examples to support ideas.

3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas

ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience

iii. selects **extensive** relevant details and examples to support ideas.

MYP Grade Boundaries

Report grades use the MYP 1-7 scale, where 1 is the lowest and 7 is the highest. First, the levels the student has reached in each of the criteria are added together. Then, the MYP *grade boundaries* for that subject area applied to the total to determine the student's final 1-7 grade.

Grade	Boundary guidelines	Descriptor
1	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.
2	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.
3	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.
4	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.
5	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.
6	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.
7	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.

If the student achieved 18 out of a maximum possible of 30 when all the criteria are added together, he / she would receive an overall MYP grade of 4 for the subject. The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed

eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.

Value of 0 (zero) in MYP criteria

- If a student has not submitted his/her work for assessment after being reminded and given extra time according to the homework policy, the student needs to be marked a 0 for the particular criterion being assessed.
- If a student has submitted work and is of poor quality, he/she can be marked a 0 for the particular criterion being assessed.

Kindly Note:

- **No averages, percentages** for achieving the final criterion mark.
- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.
- The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.
- The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for the external onscreen examination (please see information regarding External assessment below).

Current Achievement (CA) and Target Grades (TG)

- Current Achievement is the visible level of attainment currently being shown by the student in the classroom. A single test result will not be the only basis for determining the CA. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.
- Rationale: It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the Current Achievement Level for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.

- The Target Grade is based on the CAT4 indicators, however, this may include additional challenge where teachers have evidence that an even greater level of achievement might be reached by the student.

External assessment Year 11 only (MYP year 5)

Students' work is externally assessed by the IBO during Year 11 via ePortfolios and eAssessments.

ePortfolios: Arts, Design, PHE, Language Acquisition

- Students prepare a portfolio of work between November and March of Year 11 - A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the "exam event".
- The task will be based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions will be given to students; however, the outcome of the task will be set by the school.
- These will be internally assessed by the teacher, standardized by other teachers within DIA and then externally moderated.

eAssessments: English A, Arabic A, Maths, Sciences, Individuals and Societies, ID exam

- Each on-screen exam comprises of two or three tasks.
- One task is connected with, inspired by or derived from the IBO defined Global Context for the session.
- This will be the same for all types of assessment for the session.
- All on-screen exams will last for 2 hours.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. It is introduced to the students towards the end of Year 10 and completed in February in Year 11.

Students -

- decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- create proposals or criteria for their project, planning their time and materials, and record the development of the project.

- make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- evaluate the product/outcome and reflect on their project and their learning.

The project is internally assessed by the supervisor, and then standardized with other MYP teachers after which the work is submitted to the IBO for external moderation.

<div align="center">**Analysis of Assessment data at DIA**</div>

Assessment at DIA is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process**.** Assessment is an important tool which helps us to improve the learning of our students. Assessment data analysis has helped us to improve our teaching methods and understand student learning styles. Comparison of our students to world standards by using Standardized testing has been a very successful activity. Student tracking tools has helped teachers to know more about the students and their past performances. New teachers find the student tracking data as a very important tool to plan their lessons and understand student performances at DIA.

- Assessment has provided information about how students learn and to determine what knowledge and skills they have acquired and understood.
- Assessment has helped us to diagnose learning problems and student needs.
- Assessment has ascertained that learning outcome is in alignment with curriculum objectives and goals.
- Assessment has acted as a feedback mechanism for curriculum development.
- Assessment has helped to analyze student learning and understand what needs are to be improved.
- Assessment has helped to highlight student strengths.
- Assessment has helped teachers to analyze their teaching and identify areas that need to be altered.
- Assessment has helped teachers to highlight student ability and be able to differentiate teaching.
- Assessment has helped teachers to offer feedback to parents on their child's performance in a much more meaningful way.
- Assessment has helped students to be reflective and partake in self and/or peer evaluation.
- Assessment has allowed students to express different points of view and interpretations.
- Assessment has helped students to perform at a higher level when challenged.

Academic Honesty

This is the set of values that promote personal integrity and good practice in teaching, learning and assessment. All students are required to abide by the school Academic Honesty Policy published in the student planner, and to meet the requirements as published by the IB.

Examples of academic malpractice include:

Plagiarism - the representation of the ideas or work of another person as their own.
Collusion - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
Duplication of work - the presentation of the same work for different assessment components (such as the Personal Project and an ePortfolio subject).
Misconduct during an examination, including the possession of unauthorized material.
Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

Consequences of submitting work to the IBO which does not comply with the Academic Honesty Policy

For externally assessed work, it is important to remember that when a school, an examiner/moderator, or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case.

Candidates suspected of academic misconduct must be invited, through the school's MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the assessment(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

If no grade is issued for an assessment that contributes to a candidate's MYP Certificate, no MYP Certificate will be awarded to the candidate (Taken from: IBO. (2014) General Regulations, Middle Years Programme).

Citations

IBO (2015). *Guide to MYP: eAssessment First examinations May and November.* 2016 Cardiff: International Baccalaureate Organisation.

IBO. (2014). General regulations: Middle Years Programme (First Assessment 2016). Geneva: International Baccalaureate Organisation.

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IBO. (2014). *MYP: From Principles into practice (for use from September 2014/January 2015)* Geneva: International Baccalaureate Organisation.

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