MYP Assessment Policy

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INTRODUCTION

<u>MYP Definition of Assessment</u>: MYP: From principles into practice

Assessment is integral of all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

➢ support and encourage student learning by providing feedback on the learning process

➢ inform, enhance and improve the teaching process

➢ provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments

➢ promote positive student attitudes towards learning

- ➢ promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts

- ➢ promote the development of critical- and creative-thinking skills

- ➢ reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts

- ➢ support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

IBO Mission Statement:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

MHIS Mission Statement:

Our Vision is to be the inspiration for positive change for our whole community by offering an equal opportunity to all learners to choose to be the best they can be, and to empower them to use their voices to help improve the lives of others, both locally and in the wider world.

MHIS Assessment Philosophy

MHIS believes that assessment is a tool to collect, interpret and analyze information about the students' achievements and performance to improve teaching and enhance learning. It is seen as an integral part of teaching and learning; it recognizes achievement and effort, shows progression, and provides sufficient evidence that can be monitored.

MYP Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Writing	Speaking
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Schools must regularly report student progress which reflects the MYP objectives using the prescribed subject- group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

Assessment Tasks MYP & Over Level of Achievements
From principles into practice:
These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

➢ Compositions—musical, physical, artistic

➢ Creation of solutions or products in response to problems

➢ Essays

- ➢ Examinations

- ➢ Questionnaires

- ➢ Investigations

- ➢ Research

- ➢ Performances

- ➢ Presentations—verbal (oral or written), graphic (through various media)

The MYP subject- group guides provide more information on assessment tasks and their applicability to certain criteria.

The Evolution of an OLA (Overall Level of Achievement)

How are end of the year criterion totals reached?

Throughout the year, teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subject are applied to an assessment, but more often only 2 or 3 criteria are assessed per task. Only assessments that are criterion-related are entered as grades to be applied towards the OLA.

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

To explain the evolution of an OLA, let's follow the creation of a Mathematics OLA for a Grade 7 student named Mohamed. There are four criteria in Mathematics. After Semester 1, Mohamed will have at least 1-2 grades in all 4 of the Mathematics criteria. In Mathematics Criteria A: *Knowing and Understanding*, Mohamed has 4 pieces of evidence (marks).

Mathematics Criterion A: *Knowing and Understanding*

	Unit Rates	Percent	Representing and Reasoning about Ratios	Dividing Fractions by Fractions
Mohamed	3/8	5/8	6/8	6/8

Mohamed's teacher will then make a professional judgment on the **criterion level of achievement** for him in this criterion. THIS IS NOT AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on patterns in the data, the development of that student, and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the semester. As a result of Mohamed's consistent improvement over the semester he would receive a criterion level of achievement of **6 out of 8 for Mathematics in Criterion A.**

How do criteria marks become a final OLA out of 7?

This process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a **Criterion Levels Total.** This total is then compared to the **Grade Boundaries Table** published by the IB to give the student a final grade **out of 7** for that subject for the semester. Mohamed's 6 out of a possible 8 in Mathematics Criterion A would be added to his criterion level of achievement in the other 3 Mathematics criteria, which would give him a **Criterion Levels Total of 21**. As a result Mohamed would receive 5 out of 7 for his final OLA in Mathematics (See below).

Mohamed – **Mathematics**

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

IB Published Mathematics Grade Boundaries

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

How does MYP assessment differ from other assessment models?

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

What does an OLA of 1 – 7 really mean?

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

OLA	MYP General Grade Descriptors
7	Produces high quality, frequently innovative work. Communicates comprehensive 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 situation.

4	Produces generally good quality work. Communicates basic understanding of most concepts and contest 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 misunderstanding 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 applies 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.

Success Criteria

For MYP students to pass and move to the next academic year:

The student must get at least 3/7 in each of the 8 subject groups.
The student must achieve at least 24/56 total of all grades.
The student must complete one interdisciplinary unit per year.
The student must fulfill the action as service requirements.

The student will fail if he/she	Consequence
achieved less than 3/7 in 1 subject	Assessment re-take in July and if failed he/she will take a summer course
achieved less than 3/7 in 2-3 subjects	Summer course in July and August make-up exam in the subjects and if failed after two trials he/she will repeat the year.
achieved less than 3/7 in more than 3 subjects	Summer course in July and August make up exam in the subjects and if failed after one trial he/she will repeat the year.

Service and Action Learning Outcomes:

There are seven outcomes prescribed by the IB.
Students keep in mind that they will need to choose one or more of the following outcomes, think about them while working on the activity. Next, they are required to reflect on them. These reflections are added by every student on Toddle and monitored by the service coordinator. During their time in the MYP students must meet and grow through all of these all seven learning outcomes.

➢ **Awareness:** Become more aware of your strengths and areas for growth

➢ **New skills:** Undertake challenges that develop new skills

➢ **Initiative:** Discuss, plan and evaluate student-initiated activities

➢ **Commitment**: Persevere in action

➢ **Collaboration:** Work collaboratively with others

➢ **Global value:** Develop international mindedness through global engagement, multilingualism, and intercultural understanding
➢ **Ethics:** Consider the ethical implications of your act

MYP Internal Assessment

MYP **internal assessment** includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in our school. These assessments encourage teachers to monitor students' developing understanding and abilities throughout the programme.

Purpose:

Each unit includes formative and summative assessments that are planned at the beginning of the unit. All essential elements are assessed: knowledge, concepts, skills, service and action. Learners are informed of the purpose and means of assessment. To monitor the students' progress, reflect on teaching practices; use it for differentiation and to fill learning gaps.

Diagnostic Assessments: They are assessments prepared by teachers in the beginning of the year and they are prepared according to the covered objectives in the previous year. They are used to measure the students' level in Language Arts, Math and Arabic, set differentiation plans and identify if special support is needed.

Formative Assessment

Through effective **formative** assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Tools	Strategies
Anecdotal	Observations
Rubrics	Performance
Checklists	Process-focused assessment
Exemplars	Selected response (quizzes & tests)
Continuums	Open-ended tasks

Summative Assessments are generally at the end of the teaching and learning process. It allows students to demonstrate their understandings in actions and

demonstrate a range of knowledge, conceptual understanding and skills. It also allows them to base their learning on real life experiences that can lead to further inquiries. It provides information for parents and teachers on the progress of the student and what has been learned. Internal (school-based) **summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject- group - specific assessment criteria.

Assessing the Learner Profile Attributes

Purpose: At **MHIS**, students are expected to model the learner profile attributes. Learner profile will be assessed by students' self-reflections and meetings with teachers to set future goals.

Tools/ Strategies:

➢ Students will be introduced to a minimum of two learner profile attributes per unit, which will be reflected upon by the teachers.

➢ Students use different self-assessments and reflection sheets to show growth and understanding of the learner profile and it is kept in their portfolios. Teachers will reflect on the students' demonstration of the learner profile attributes in the report cards.

➢ All units of inquiry have focus attributes that are tackled throughout the unit and reflected upon by the students.

➢ Students will reflect their understanding and personal growth of the learner profile attributes.

➢ Parents are invited to communicate any student action that reflects their growth of the learner profile attributes.

Government Related Assessments

The Ministry of Education requires from all the international schools to abide to Arabic, Religion and Social studies ministry curriculum.

Based on this, the students are assessed monthly and annually to measure the students' level in these subjects. This is based on the rules set by the ministry and also the school puts the exams based on those rules as well.

Social Studies assessments are done within the unit of inquiry following the same criteria of the unit of inquiry. Written assessments are done as per the ministry requirements.

Also the grades are divided following the ministry's requirements, directions and guidance.

Ministry of Education Exams for Arabic--- Religion---Social Studies

Grade Level	Assessment	Timing
MYP1 (Grade 6)	Written Arabic, Social Studies and Religion Exams	Semester 1 and 2
MYP2 (Grade 7)	Written Arabic, Social Studies and Religion Exams	Semester 1 and 2
MYP3 (Grade 8)	Written Arabic, Social Studies and Religion Exams	Semester 1 and 2
MYP4 (Grade 9)	Written Arabic, Social Studies and Religion Exams	Semester 1 and 2
MYP5 (Grade 10)	Written Arabic, Social Studies and Religion Exams	Semester 1 and 2

RECORDING

All formal assessment intervals done in class are recorded as the following:

➢ Teachers choose the strands of each MYP objective of each unit. Accordingly, they record those strands in an excel sheet to document the formative and summative assessments and track the learner's progress as well as guiding the teaching and learning process.

➢ Teachers use anecdotal notes as a recording tool when assessing what the learners understand (concepts), what they can do (skills) and what they feel, value and demonstrate (attitudes).

➢ Adding to the above, teachers keep different evidence for the recorded achievements. Those can be but not limited to students written work, pictures taken, or recorded videos and audios.

➢ Portfolios are a record of students' involvement in learning. They are used to show evidence of the students' learning and to monitor their progress.

➢ Teachers reflect on each unit of inquiry prior, during and after teaching. They will rewrite and revise questions and learning experiences in their planners.

REPORTING

Toddle

It is the school's formal recording and reporting system. It is used to record the formative and summative assessment tasks and to generate the report cards.

Portfolios

MYP Student Portfolio Essential Agreement

At MHIS, we believe that the students' work is the most valuable resource that reflects their growth and understanding. Hence, the aim of the portfolio is to collect the students work from each of the units of inquiry. These portfolios are collections of children's work that are designed to demonstrate success, growth, higher order thinking, creativity, and reflection. Student's portfolio may be viewed as a showcase of his/her work. The portfolio consists of work that the student wishes to keep or of which the student and teacher discuss and decide to keep.

1- Teachers, students and parents contribute to the portfolio by:

Teachers:

➢ Teachers design reflection sheets and/ or journals for each unit.
➢ Teachers will write comments for the students selected work.
➢ Teachers will add formative, peer or self-assessments to the portfolio.

Students:

➢ With the teacher's guidance, students choose selected work that demonstrates their understanding.
➢ Students reflect on their chosen work.
➢ Students are responsible for the organization of the document.

Parents:

➢ Parents will share with the students their understanding in the student-led conferences.
➢ Parents will have a place to comment on their children's work.

2- Form of the portfolio:

➢ Portfolios contents are students and teachers selected. The balance of the "teacher-selected" versus "student-selected" content in portfolios depends on the age and maturity of students.
➢ Teachers assist the students on learning how to select the work included in their portfolios.
➢ Portfolios should include at least two pieces of work from each core subject that the student likes and is able to reflect on.
➢ Specialists can choose 1 piece for each unit.
➢ Portfolio should include a collection of reflection on the student's response to a piece of work from the unit of inquiry, the learner profile and the core subjects.
➢ Work included in the portfolio is selected by students and teacher (Key question: selecting work that demonstrates your understanding)
➢ Portfolio will be a hard copy that is kept for each student inside the classroom.
➢ Parent, Teacher, and Student feedback (example: 2 stars and a wish, sentence starters, Tweet, etc.).
➢ The portfolios are communicated with parents at the end of each unit/trimester and in PTA conferences.

Parent Teacher Conference:

A date is set for parent teacher conference after parents have an access to the assessment reports. On that day parents come for a short meeting with each teacher to discuss their child's level and suggested actions for improvement. This is done twice a year. One at the end of first trimester and the other at the end of second trimester

Students Led Conference:

The students are involved and responsible for their learning and sharing progress. This takes place with initiative from students and teachers agreement.

Three Way Conference:

This involves Student, Parent and Teacher. All three collaborate together to identify student's strengths and areas of improvement.

Standardization

Standardization is carried out for:

- ➢ Summative assessments

- ➢ Unit tasks (task descriptors against assessment criteria)

- ➢ Unit tasks against unit objectives

- ➢ Types and timeliness of assessment

- ➢ Assessment of the Personal Project

1. Standardization will be carried out at least a minimum of once a semester in each subject area.

2. Standardization is carried out within MYP subjects where a department has two or more teachers.

3. Where there is a single teacher in that subject, a teacher from another subject area will volunteer to share tasks for standardization.

4. During collaborative meetings, teachers will collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardization.

5. A minimum of two samples from each grade level should be brought to the table each semester.

6. Discussions of how the other teacher would have assessed the work should be documented with notes, or marked on rubrics for record keeping and future use.