

**UWC Maastricht**

**Assessment in MYP4 and MYP5:**

**Information for Parents and Students**

## ASSESSMENT IN MYP4 and MYP5

Assessment is integral to 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. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP 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.

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 including in its model principles that take into account the development of the whole student.

Assessment in the MYP is both **formative** and **summative**.

**Formative assessment:** teachers gather, analyse, 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.

**Summative assessment:** designed to provide evidence for evaluating student achievement using required MYP subject-group-specific criteria. Levels of achievement are assigned and reported for summative assessment tasks. Summative assessment tasks come in for categories, or criteria, which assess different aspects of student knowledge of subject content and its applications.

The MYP assessment criteria across subject groups is summarized in the following table:

Subject	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and	Investigating	Communicating	Apply

	understanding	Patterns		mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting
<b>Projects</b>	Investigating	Planning	Taking action	Reflecting

In a school year, students will be assessed **at least twice** on every criteria in each subject. The only exception is the interdisciplinary assessment which takes place at least once every year and results from an interdisciplinary unit of study. In MYP4 this interdisciplinary unit will take place in the first term and is a unit on Peace and Conflict. The unit is conducted between Individuals and Societies, English and Art. In MYP5, the students take part in an interdisciplinary unit between English and Art on the Harlem Renaissance. The students also complete the Personal Project in MYP5. The Personal Project gives students the opportunity to conduct independent inquiry into an idea or activity of personal interest. The students will exhibit their work in early March and submit a process journal and report for assessment.

#### **HOW ARE LEVELS OF ACHIEVEMENT DETERMINED IN EACH CRITERIA?**

On an MYP report card, you will see a number between 1-8 reported for the different criteria. On the first report, it is common that not all criteria will have been assessed in every subject. Student work is assessed using a set of criteria that are outlined in the MYP subject guide that is published by the International Baccalaureate Organization (IBO). For example, Criterion A in Science (Knowing and understanding), is assessed using the criteria in the table on the next page in MYP4 and MYP5.

## Criterion A: Knowing and Understanding (Science) MYP4 and MYP5

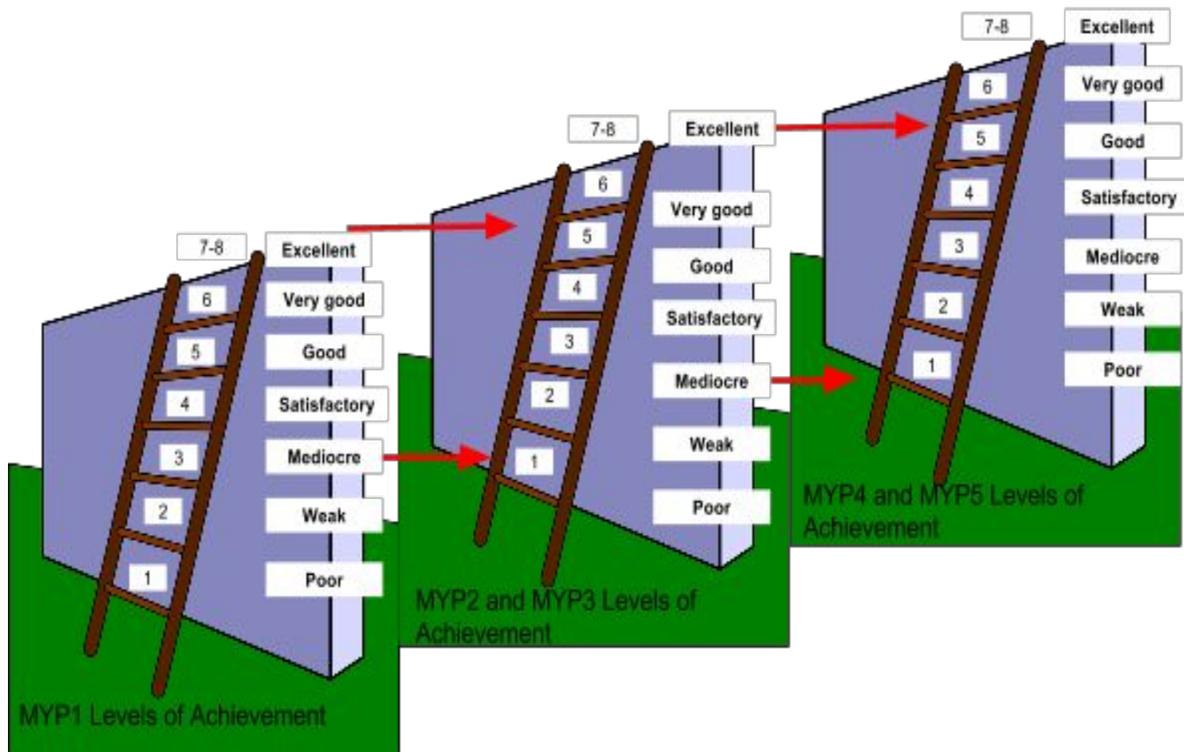
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>state</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>judgments</b>
3-4	The student is able to: i. <b>outline</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>scientifically supported judgments</b>
5-6	The student is able to: i. <b>describe</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b>
7-8	The student is able to: i. <b>explain</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b> iii. <b>analyse</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b> .

A Criterion A task in Science (which is usually a test) is constructed so that students have the opportunity to demonstrate the level that they are able to show their understanding of the content covered in the unit. Using a best-fit approach, teachers determine a student's level of achievement on the assessment using the descriptors in the table above. MYP assessment is focused on what a student can do in relation to the subject group criteria. This gives both teachers and students a clear idea of their strengths and areas for growth within a subject.

Subject teachers will provide students with the criteria that will be used for each summative assessment task. You are welcome to ask subject teachers for further information regarding the criteria for their subject and how it is applied.

While the criteria are similar across all grade levels, they increase in difficulty as students progress through the MYP program. The use of levels of achievement in the MYP can be summarized in the graphic on the following page. Language Acquisition follows a different pathway as students progress through phases. A student may move through more than one language acquisition phase in a year, or might stay for longer than a year in a given phase.

## Levels of Achievement as students progress through the MYP programme



Assessment in the MYP measures students against the criteria for each grade level. As the diagram shows, the criteria the standards of achievement get higher as students progress through the MYP. While a student may start at the bottom of the ladder, throughout the year they can climb further up as they become more familiar with the topics studied and the MYP assessment criteria. The same criteria are used for MYP4 and MYP5, providing students with an opportunity to climb the same assessment ladder for two years. As a simplified example, an assignment that received an 8 according to the MYP1 assessment criteria, would receive a grade of 6 using the MYP2/3 assessment criteria and a grade of 4 using the MYP4/5 assessment criteria. It is therefore not uncommon for students to experience a slight dip in achievement level as they pass from MYP1 to MYP2 or from MYP3 into MYP4.

A complete list of MYP4 and MYP5 subject group criteria (as well as a continuum for language acquisition phases) can be found at the end of this document.

### HOW IS THE FINAL MYP GRADE DETERMINED?

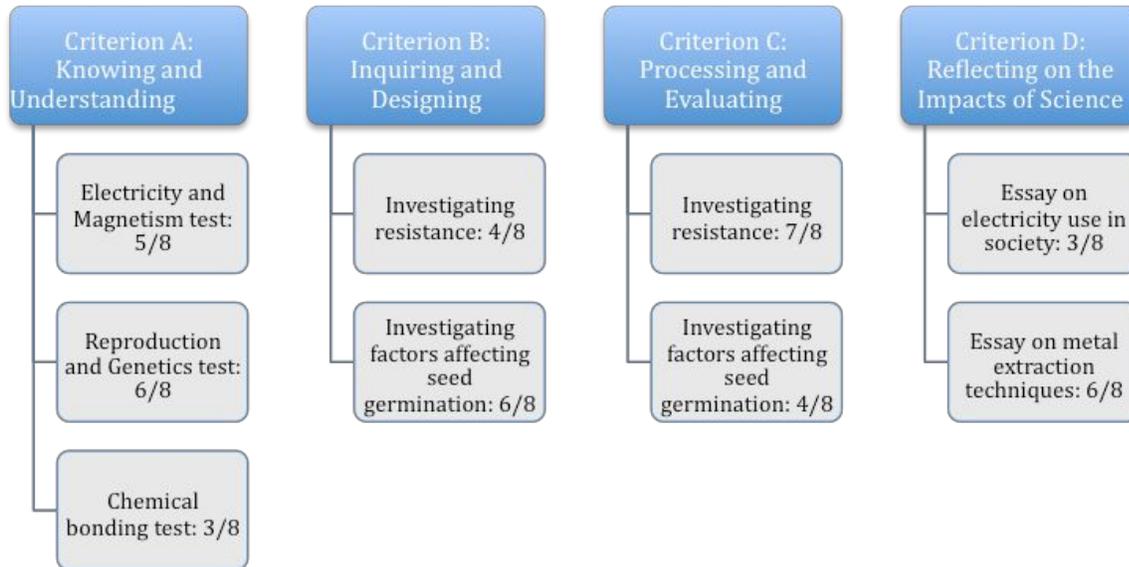
Students will be assessed on each subject group criteria at least twice every academic year. A best-fit approach is used to determine the final level of achievement in each criterion that you see on the report card. A final grade for the course is then calculated by adding the achievement levels in each criterion to achieve a score out of 32. This score is then converted to an IB grade from 1-7 (which matches the grading scale used in the IB Diploma program) using the table on the next page. The grade descriptors in the table help to understand the level of performance of the student in relation to the subject group objectives.

<b>Grade</b>	<b>Boundary guidelines</b>	<b>Grade descriptor</b>
1	1-5	The student 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	The student 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	The student 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	The student 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	The student 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	The student 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	The student 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.

The following practical example outlines how assessment is conducted in an MYP class. Although Science is used as the subject example, assessment practices follow a similar pattern in all MYP subjects.

**Phase 1:**

The teacher evaluates students according to the four subject criteria over the course of the school year. Each criterion is assessed at least twice throughout the school year. For example, in a Science class the following assessments are conducted in the year:



**Phase 2:**

Based on these assessment scores from the four criteria, the teacher assigns a level of achievement in each criterion. The level of achievement is based on a best-fit, and is not simply an average of the different scores achieved through the year. Using the scores from the assessments listed above, the student might receive the following final levels in each criterion.

Criterion A	Criterion B	Criterion C	Criterion D
5	5	6	5

**Phase 3:**

The teacher then adds up the overall scores for each criterion to obtain a score out of 32.

$$5 + 5 + 6 + 5 = 21$$

**Phase 4:**

The teacher uses the conversion table above to determine the overall grade for the student. In this case, the student has a score of 21 which converts to a 5 on the table above. This score is reported on the March and end of year report cards. It is not reported on the December report cards because there has not been sufficient time to assess all criteria in each subject.

If you have any further questions about assessment in the MYP, you can contact the MYP coordinator, Lucy Ferreira, at [l.ferreira@uwcmaastricht.nl](mailto:l.ferreira@uwcmaastricht.nl).

# **Assessment Criteria**

## **MYP4-MYP5**

1. Language and Literature
2. Language Acquisition (represented as a continuum across phases)
3. Individuals and Societies
4. Mathematics
5. Sciences
6. Arts
7. Design
8. Physical Health and Education
9. Interdisciplinary Studies
10. Personal Project