



**International[®]
Baccalaureate**

Introduction to assessment in the MYP

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Objectives for this session

- ❖ Examine good assessment practice
- ❖ Arrive at common understandings about MYP assessment
- ❖ Understand how assessment in the MYP addresses each MYP subject group objectives.

What is assessment ?

The ongoing process of collecting and analysing information about the students' achievements to enhance learning and improve teaching.

Why is assessment an integral part of teaching and learning?

Purposes of assessment

Assessment should:

- improve teaching and learning
- provide information about students' learning
- guide planning
- empower students and teachers
- engage students in their own learning.

How do we use various types of assessment data to support and encourage student learning?

Types of assessment

Diagnostic (pre-assessment)	Formative	Summative
<p><u>Prior</u> to teaching</p>	<p><u>During</u> the teaching and learning process</p>	<p>Generally at the <u>end</u> of a teaching and learning period/process</p>
<p>Indicates what students know/can do</p>	<p>Provides feedback for the learning</p>	<p>Provides a judgment on the learning</p>
<p>Guides planning and teaching for effective learning</p>	<p>Helps students reflect on learning</p>	<p>Gives opportunities for students to show what they have learned</p>

Good assessment practice should

- be a shared process (sharing objectives and criteria with students)
- measure the learning progress
- provide feedback to students
- aid curriculum planning
- assist students to develop critical thinking and self-evaluation skills (reflection and self-assessment).

Assessment in the MYP

Criterion-related assessment:

- corresponds to subject-specific objectives and is not subjective to teachers' judgment
- provides clear and specific standards of expected student achievement
- shows the state of students' conceptual understanding, knowledge and skills
- gives flexibility for curriculum design
- can be applied in a variety of circumstances and contexts, and with a range of assessment tasks.
- fosters self-assessment and improvement

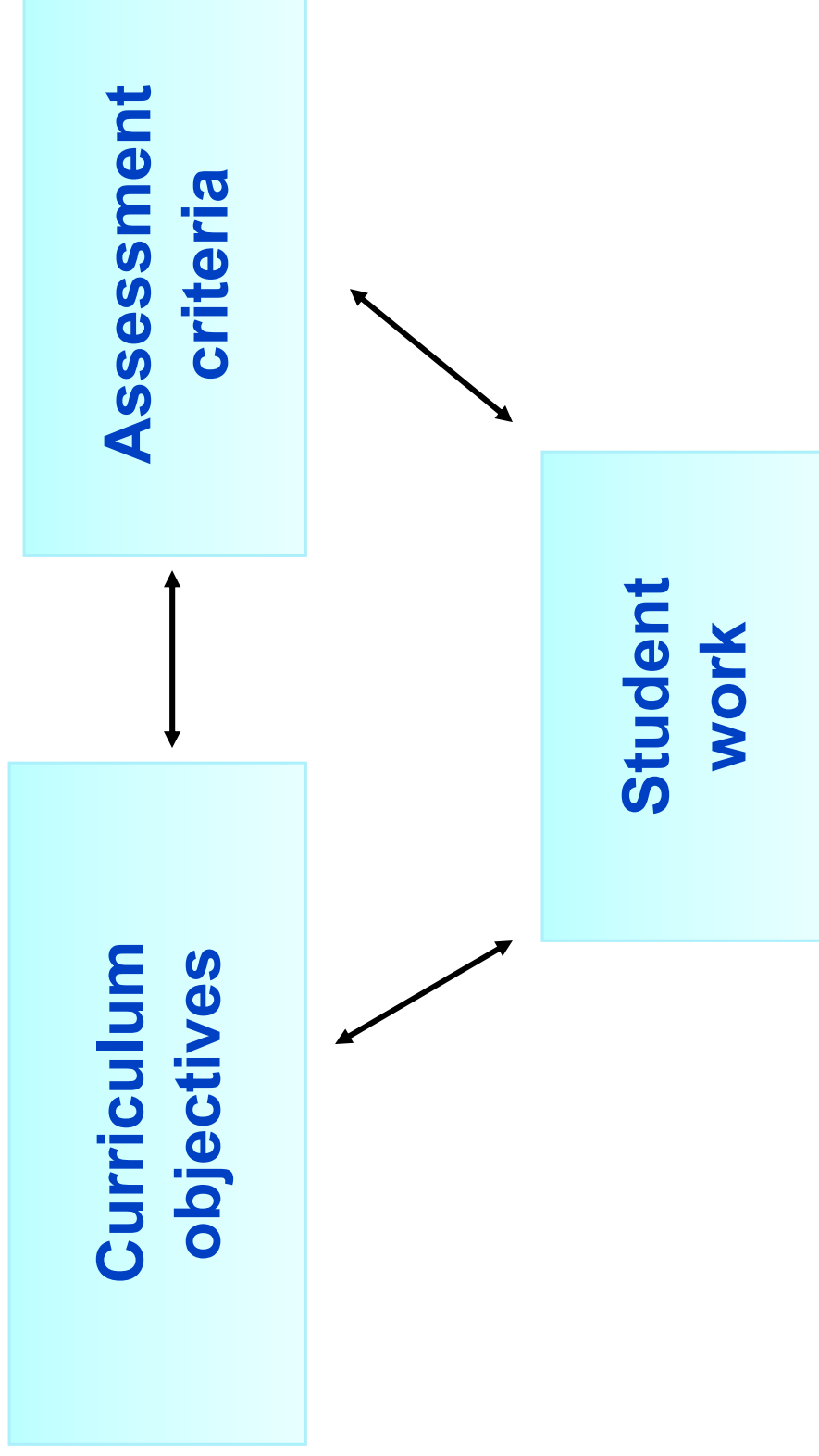
“Criterion-referenced” or “criterion-related”?

Criterion-referenced assessment requires from the student a mastery of each descriptor.

Criterion-related assessment is a kind of generic application of broadly constructed criteria, which does not require a mastery of each descriptor and better describes the MYP “best-fit” approach.

MYP: From principles into practice, page 40

Criterion-related assessment



Assessment in language A: relationship between objectives and criteria

Language A objectives

Criteria

- Content (receptive and productive) A
- Organization B
- Style and language mechanics C

Final objectives

Objective A – Content (receptive and productive)

At the end of the course, the student should be able to :

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyse the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

Criterion A—content (receptive and productive)

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student demonstrates very limited understanding of the text and topic, and little or no awareness of the author’s choices. There is little or no detail, development or support. In creative work, pieces show very limited imagination or sensitivity; the student rarely employs literary features, or employs literary and/or non-literary features that do not serve the context or intention. The use of terminology is missing, inconsistent and/or incorrect .
3–4	The student demonstrates limited understanding of the text and topic, and sometimes shows an awareness of the author’s choices, although detail, development and/or support are insufficient . In creative work, pieces show limited imagination or sensitivity; the student attempts to employ literary and/or non-literary features; these sometimes serve the context or intention. The use of terminology is sometimes accurate and appropriate.
5–6	The student demonstrates a sufficient understanding of the text and topic, and an awareness of the author’s choices, using adequate detail, development and support. In creative work, pieces reflect some imagination and sensitivity; the student generally employs literary and/or non-literary features that serve the context or intention. Terminology is usually accurate and appropriate.
7–8	The student demonstrates a good understanding of the text, topic and the author’s choices, using substantial detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context or intention. Relevant terminology is used accurately and appropriately.
9–10	The student demonstrates a perceptive understanding of the text, topic and the author’s choices, consistently using illustrative detail, development and support. In creative work, pieces reflect a lot of imagination and sensitivity; the student employs literary and/or non-literary features effectively that serve the context or intention. The student shows a sophisticated command of relevant terminology, and uses it appropriately.

Aligning the written and assessed curriculums

Objective A :

At the end of the course, the student should be able to :

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyse the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

Criterion A – level 9-10:

The student demonstrates a **perceptive** understanding of the text, topic and the author's choices, **consistently** using **illustrative** detail, development and support.

In creative work, pieces reflect a **lot** of imagination and sensitivity; the student employs literary and/or non-literary features **effectively** that serve the context or intention.

The student shows a **sophisticated command** of **relevant** terminology, and uses it appropriately

Example of language A interim objective

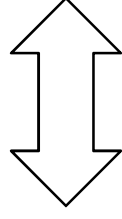
Table of objectives

The objectives for language A deal with skills, knowledge, understanding and attitudes associated with both language and literature. In particular, the language skills of speaking, listening, reading, writing and viewing are all included in the following objectives.

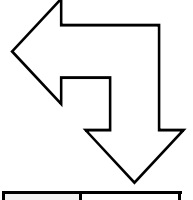
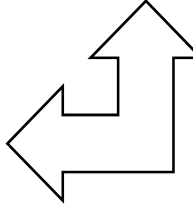
	Objectives/examples of possible assessment tasks	Year 1	Year 3	Year 5
1.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<p>recognize and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing.</p> <p>Students complete graphic organizers to examine the progression and sequence of events in a text. The teacher leads a discussion on the cause-effect pattern and the role of other story elements.</p>	<p>appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of age-appropriate writing.</p> <p>Students share their draft work of responses to literature with peers and offer constructive feedback on how the content, organization, style and language usage may be developed in further drafts.</p>	<p>understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing.</p> <p>Students write close-reading commentaries on extracts from a work studied in class.</p>

Stage 1 of the MYP unit planner

<p>Area of interaction focus</p> <p>Which area of interaction will be our focus? Why have we chosen this?</p>	<p>Significant concept(s)</p> <p>What are the big ideas? What do we want our students to retain for years into the future?</p>
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<p>MYP unit question</p>	
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Assessment
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?
Which specific MYP objectives will be addressed during this unit?
Which MYP assessment criteria will be used?

Conclusion

Assessment in the MYP is

- integral to teaching and learning
- a continuous process (every year of the programme)
- organized and structured by schools/teachers
- internal (conducted by teachers)
- focused on subject-specific objectives
- criterion-related

MYP schools must

- plan assessment at the beginning
- develop assessment procedures based on MYP assessment guidelines presented in the guide *MYP: From principles into practice (2008)*
- share assessment principles and criteria with teachers, students and parents
- provide evidence of work assessed against subject-specific criteria
- ensure an effective MYP reporting system

Resources available on the OCC

For more information about MYP assessment you can consult:

- *MYP: From principles into practice (2008)*
- *MYP coordinator's handbook*
- MYP subject group guides (available on the subject-specific page)