



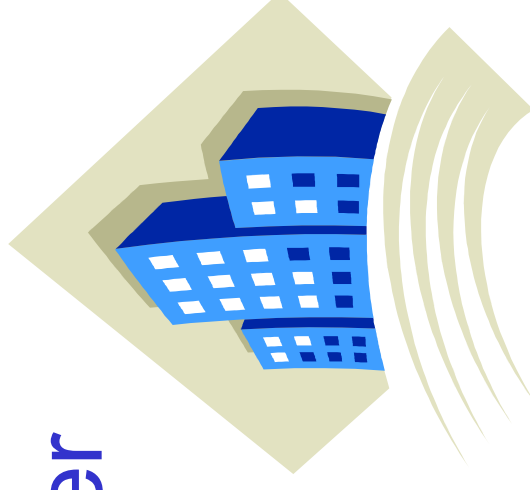
International[®] Baccalaureate

Middle Years Programme
Criterion-related assessment in
practice
IBAP Teachers' convention
Singapore March 2009



Colette Crosbie
MYP assessment manager
Cardiff, UK.

Colette.crosbie@ibo.org



Criterion-related assessment

What is measured by the assessment criteria?

To what degree students have met the objectives of the subject group.

What do we mean by “objectives”?

What students should be able to do by the end of the course.

Criterion-related assessment

The old term was criterion-referenced. Why was it changed?

Because MYP assessment requires a “best-fit” approach, not an *exact* match to the descriptor.

Personal project

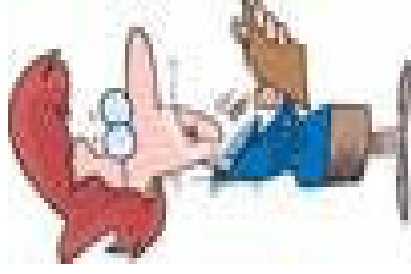
Criterion F: Analysis of process and outcome

<p>4</p>	<p>The student consistently and thoroughly reviews his/her personal project in terms of the goal set at its start. ✓</p> <p>The student's review shows excellent reflection on different stages of the process. ✓</p> <p>The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. ✓</p> <p>The student presents new perspectives emerging from the chosen topic. ?</p>
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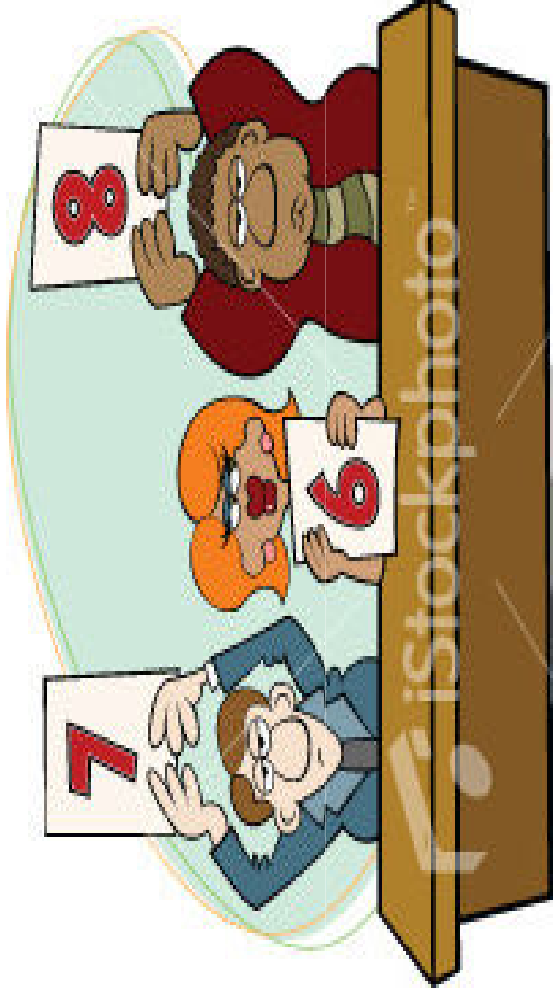
“Best-fit” approach

...does not require a mastery of each descriptor.

Teachers must use their professional judgment to award the level that *best* describes the student’s work.



Different teachers might have different ideas!



1 2 3 4 5 6 7 8 9 10

Internal standardization

Teachers of the same subject group must ensure that their professional judgment coincides.

How?

- Regular meetings.
- Assessing student work together.
- Ironing out any differences of opinion.



Can schools change the MYP assessment criteria?

In years 1-4 they should be modified to make them age-appropriate.

The MYP interim objectives for years 1 and 3 can be used as a guide.

But what about changing the assessment criteria in year 5?

Task-specific clarifications to the published criteria can be used where appropriate.

Some wording of the descriptors can be changed to match the task.

Caution!
The standard must not be altered, nor new strands introduced.

When is it appropriate to change the wording of the descriptors in year 5?

In any subject, the descriptors can be rearranged to make them clearer/more accessible to students.

In certain cases, strands that the teacher does not wish to assess in this task can be removed.
(Language A, Humanities, PE, Arts)

Task-specific clarifications

Language A Criterion B: Organization (7-8)

<p>The student's work is usually organized, clear and coherent, and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions help to develop the ideas. When such devices are required, sufficient attention is paid to critical apparatus.</p>	<p>1. The student's work is: • usually organized • clear • coherent.</p> <p>2. Arguments are presented in a thoughtful, logical manner.</p> <p>3. Paragraph structure and transitions help to develop the ideas.</p>
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Task-specific clarifications

Physical Education

Criterion C: Performance (9-10)

<p>The student show a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation.</p> <p>The student applies movement concepts, tactics, strategies and rules in a critical and effective manner.</p> <p>The student performs with a high degree of precision, synchronization, energy, style and flair.</p>	<ul style="list-style-type: none"> •The student show a high level of competence in both basic and complex moves in the performance. •The student applies movement concepts in an effective manner. •The student performs with a high degree of precision, synchronization, energy, style and flair.
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But unless indicated otherwise...

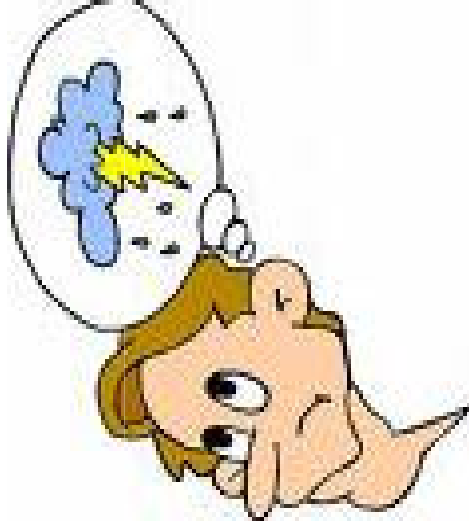
All strands should be present in summative tasks.

The strands of the descriptors correspond to the objectives – students must be given the opportunity to demonstrate their achievement of these.



Task-specific clarifications

Generic wording can be made specific to the task...



Task-specific clarifications

Humanities

Criterion B: concepts (5-6)

Application of **concepts** is **appropriate but superficial**. The student demonstrates conceptual awareness and understanding by **describing** connections to the **subject matter**. The student **attempts** to apply **concepts** to **other situations** but is not always successful

- Your application of the **concept of ‘Change’** was **appropriate but superficial**.
- You demonstrated conceptual awareness and understanding by **describing** connections to **the issue of slavery in the American Civil War**.
- You also **attempted** to apply the **concept of ‘Change’** to **social, economic and political factors contributing to the War** but were not always successful.

Task-specific clarifications

Sciences

Criterion A: one world (5-6)

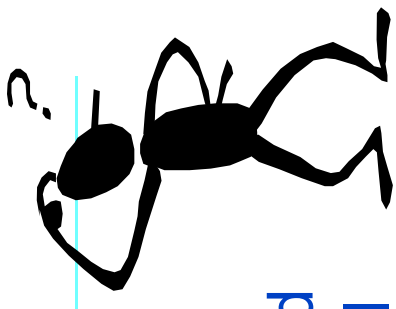
The student **explains** how **science** is applied to addressing a **specific local or global issue**. The student **explains some** of the benefits and limitations of science in solving the issue. The student **discusses** how **science** and its applications interact with **some** of the following factors: social, economic, political, environmental, cultural and ethical.

- You **explained** how **hydroponics** are applied to addressing the **problem of global food shortages**.

- You **explained some** of the benefits and limitations of **hydroponics** in solving **food shortages**.

- You **discussed** how **hydroponics** and its applications interact with **some** of the following factors: social, economic, political, environmental, cultural and ethical.

Instructions/guidance to students



Overall, the quality of students' work was quite dependent on how teachers defined the tasks and on the guidance given. Tasks which were not well conceived usually prevented students from reaching the highest levels of the criteria. Despite the best efforts of the moderators, students were inevitably disadvantaged as a result. *Sciences general report 2008*

Tasks must be designed to give students the opportunity to reach the highest levels, although not all will do so.

Student work

Sciences: Piece of writing assessed against criteria A and B

Consider:

Instructions to students

Task-specific clarifications

Feedback to student

Awarding of levels

Task instructions

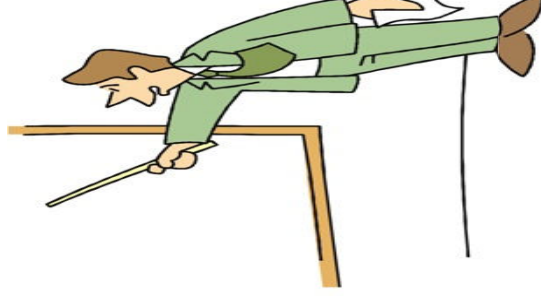
Main points to be covered

Structure

Length

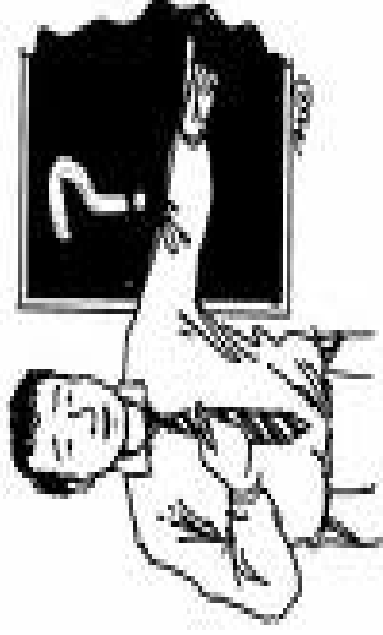
Time to complete

Use/acknowledgement of
sources

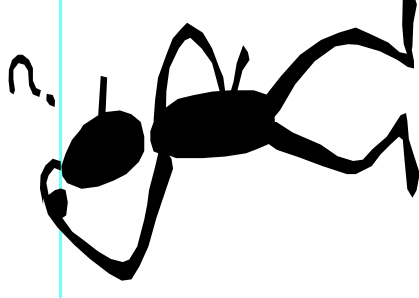


Arriving at a final judgment (1)

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



Arriving at a final judgment (2)



Drama

Sophia Loren

A: 6, 6, 8, 8

8?

B: 8, 8, 8, 10

9?

C: 4, 5, 6, 5

5?

D: 7, 7, 7, 8

8?

30

Arriving at a final judgment (3)

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

The moderation process checks the **standards** that have been applied in arriving at that final level.

Students' final totals

View moderated totals

Drama

001999 021 (cjp023) Loren, Sophia	30	28	6
001999 017 (cjns035) Hepburn, Audrey	26	24	5
001999 018 (cjs019) Johanssen, Scarlett	27	25	5
001999 013 (cjq608) Streep, Meryl	20	18	4
001999 029 (cjm001) Winslet, Kate	21	19	4

F3.1 form

Type and title of assessment task		Criteria						
		A	B	C	D	E	F	
1. <i>A Piece of Extended Writing Imperial China: Source Review</i>	Teacher Moderator	10 10	10 10	9 9	6 7			35 36
2. <i>A Piece of Class Work Communist China Under Mao: In Class Essay</i>	Teacher Moderator	9 8	9 8		6 6			32 31
3. <i>An End of Unit Test Korea: Test</i>	Teacher Moderator						8 9	
4.	Teacher Moderator							
5.	Teacher Moderator							
6.	Teacher Moderator							

How do we determine adjustments to students' results?

- Add the levels awarded by the teacher.
- Add the moderated levels.
- Compare the differences between them:
 - Is there complete/almost complete agreement between teacher and moderator? = no adjustment.
 - Is there a consistent difference throughout, eg. -2?
 - Are there “bands” of differences?

0-18	x1-2
9-27	x1-3
28-34	x1-4

Language A (1)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	9	9	9						27	
Moderator	9	9	9						27	0
Teacher	10	8	9						27	
Moderator	10	7	7						24	-3
Teacher	8	8	7						23	
Moderator	7	8	7						22	-1
Teacher	7	8	7						22	
Moderator	7	8	7						22	
Teacher	7	7	7						21	
Moderator	6	7	7						20	-1
Teacher	7	6	7						20	
Moderator	7	7	7						21	1
Teacher	6	7	6						19	
Moderator	6	7	6						19	0
Teacher	6	6	6						18	
Moderator	6	6	6						18	0

Banded Moderation Factors

	From 0	To 30	Factor	X1 +0	From	To	Factor
1.	From	To	Factor		5.	From	To
2.	From	To	Factor		6.	From	To
3.	From	To	Factor		7.	From	To
4.	From	To	Factor		8.	From	To

Does the teacher show a good understanding of the assessment criteria?

Language A (2)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher ⁷	9	10	10						29	
Moderator	9	8	9						26	-3
Teacher ⁸	10	9	10						29	
Moderator	8	8	9						25	-4
Teacher ¹	7	9	9						25	
Moderator	7	7	8						22	-3
Teacher ²	8	8	9						25	
Moderator	6	7	8						21	-4
Teacher ⁵	6	7	7						20	
Moderator	6	6	6						18	-2
Teacher ⁶	6	7	7						20	
Moderator	6	6	6						18	-2
Teacher ³	3	7	5						15	
Moderator	3	4	3						10	-5
Teacher ⁴	4	4	4						12	
Moderator	3	3	3						9	-3

Banded Moderation Factors

	From 0	To 30	Factor		X1-3		From	To	Factor
1.	From	To	Factor			5.	From	To	Factor
2.	From	To	Factor			6.	From	To	Factor
3.	From	To	Factor			7.	From	To	Factor
4.	From	To	Factor			8.	From	To	Factor

Does the teacher show a good understanding of the assessment criteria?

Language B (2)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	7	7	7	6	16				43	
Moderator	7	7	7	5	16				42	-1
Teacher	6	6	6	6	13				37	
Moderator	5	5	6	5	13				34	-3
Teacher	5	5	4	4	9				27	
Moderator	4	4	4	3	8				23	-4
Teacher	4	5	5	4	7				25	
Moderator	4	4	5	4	7				24	-1
Teacher	5	5	4	3	8				25	
Moderator	4	4	4	3	8				23	-2
Teacher	4	5	4	3	9				25	
Moderator	4	4	3	3	8				22	-3
Teacher	4	3	3	3	4				17	
Moderator	4	3	3	3	4				17	0
Teacher	2	3	2	3	2				12	
Moderator	2	2	2	3	2				11	-1

Banded Moderation Factors

1. From 0	To 24	Factor	X1-1	5. From	To	Factor
2. From 25	To 48	Factor	X1-2	6. From	To	Factor
3. From	To	Factor		7. From	To	Factor
4. From	To	Factor		8. From	To	Factor

Does the teacher show a good understanding of the assessment criteria?

Mathematics (1)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	8	8	6	6					28	
Moderator	9	8	6	6					29	1
Teacher	8	8	6	6					28	
Moderator	8	8	6	6					28	0
Teacher	8	4	5	5					22	
Moderator	9	4	5	5					23	1
Teacher	5	6	5	6					22	
Moderator	5	6	5	6					22	0
Teacher	6	4	5	3					18	
Moderator	6	4	5	3					18	0
Teacher	5	5	3	4					17	
Moderator	5	5	3	4					17	0
Teacher	5	4	5	2					16	
Moderator	5	4	5	2					16	0
Teacher	4	4	4	3					15	
Moderator	4	4	4	3					15	0

Banded Moderation Factors

1. From 0 To 34	Factor	X1+0	5. From	To	Factor
2. From To	Factor		6. From	To	Factor
3. From To	Factor		7. From	To	Factor
4. From To	Factor		8. From	To	Factor

Does the teacher show a good understanding of the assessment criteria?

Mathematics (2)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	8	4	4	7					23	
Moderator	8	2	4	3					17	-6
Teacher	9	4	6	4					23	
Moderator	9	0	6	2					17	-6
Teacher	9	4	5	4					22	
Moderator	9	0	5	2					16	-6
Teacher	7	4	4	7					22	
Moderator	7	2	4	2					15	-7
Teacher	5	7	4	6					22	
Moderator	5	3	4	2					14	-8
Teacher	9	4	4	4					21	
Moderator	9	0	4	2					15	-6

Banded Moderation Factors

1. From 0 To 34	Factor	X1-6	5. From	To	Factor
2. From To	Factor		6. From	To	Factor
3. From To	Factor		7. From	To	Factor
4. From To	Factor		8. From	To	Factor

Does the teacher show a good understanding of the assessment criteria?

Sciences

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	4	2	5	4	4	4			23	
Moderator	4	2	5	2	4	4			21	-2
Teacher	4	2	4	4	4	4			22	
Moderator	4	2	4	2	4	4			20	-2
Teacher	5	2	4	2	4	4			21	
Moderator	4	2	4	2	2	4			18	-3
Teacher	2	2	3	3	4	3			17	
Moderator	2	2	2	2	2	3			13	-4
Teacher	4	2	2	2	2	3			15	
Moderator	4	2	2	2	2	3			15	0
Teacher	3	2	2	2	2	2			13	
Moderator	3	2	2	2	2	2			13	0
Teacher	4	1	2	2	2	2			13	
Moderator	4	1	2	2	2	2			13	0
Teacher	1	2	2	1	1	2			9	
Moderator	1	2	2	1	1	2			9	0

Banded Moderation Factors

1. From 0 To 36	Factor	X1-2	5. From	To	Factor
2. From	Factor		6. From	To	Factor
3. From	Factor		7. From	To	Factor
4. From	Factor		8. From	To	Factor

Does the teacher show a good understanding of the assessment criteria?

Arts (1)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	6	8	6	7					27	
Moderator	4	8	4	7					23	-4
Teacher	6	7	5	6					24	
Moderator	4	7	3	6					20	-4
Teacher	3	7	2	6					18	
Moderator	3	4	1	6					14	-4
Teacher	3	6	3	4					16	
Moderator	3	4	2	4					13	-3
Teacher	3	6	2	5					16	
Moderator	3	3	1	5					12	-4
Teacher	3	5	3	4					15	
Moderator	3	5	2	4					14	-1
Teacher	3	7	1	4					15	
Moderator	3	4	1	4					12	-3
Teacher	3	6	1	4					14	
Moderator	3	6	1	4					14	0

Banded Moderation Factors

- From 0 To 17 Factor X1-3 To Factor
- From 18 To 34 Factor X1-4 To Factor
- From To Factor To Factor
- From To Factor To Factor
- From To Factor To Factor
- From To Factor To Factor
- From To Factor To Factor
- From To Factor To Factor

Does the teacher show a good understanding of the assessment criteria?

Arts (2)

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher Moderator ²	8	10	8	8					34	
Teacher Moderator ³	3	5	4	8					20	-14
Teacher Moderator	7	10	8	8					33	
Teacher Moderator	4	6	5	8					23	-10
Teacher Moderator	7	10	7	8					32	
Teacher Moderator	2	8	5	8					23	-9
Teacher Moderator ⁴	7	10	7	7					31	
Teacher Moderator	4	8	4	7					23	-8
Teacher Moderator	6	9	7	7					29	
Teacher Moderator	6	7	5	7					25	-4
Teacher Moderator ⁶	6	8	6	8					28	
Teacher Moderator	2	6	3	8					19	-9
Teacher Moderator ⁷	5	9	7	6					27	
Teacher Moderator	3	5	5	6					19	-8
Teacher Moderator ⁸	4	7	3	4					18	
Teacher Moderator	2	5	3	4					14	-4

Banded Moderation Factors

- From 0 To 31 Factor X1-8 5. From To Factor
- From 32 To 32 Factor X1-9 6. From To Factor
- From 33 To 34 Factor X1-10 7. From To Factor
- From To Factor 8. From To Factor

Does the teacher show a good understanding of the assessment criteria?

Physical Education

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher	6	4	8	5	5				28	
Moderator	2	2	8	5	5				22	-6
Teacher	6	4	8	5	5				28	
Moderator	2	2	4	5	5				18	-10
Teacher	6	4	5	4	6				25	
Moderator	2	2	5	4	6				19	-6
Teacher	6	4	8	5	2				25	
Moderator	2	2	6	5	2				17	-8
Teacher	3	4	6	4	6				23	
Moderator	2	2	3	4	6				17	-6
Teacher	2	4	8	5	2				21	
Moderator	2	2	8	5	2				19	-2
Teacher	4	4	7	5	1				21	
Moderator	2	2	5	5	1				15	-6
Teacher	1	4	7	5	1				18	
Moderator	1	2	7	5	1				16	-2

Banded Moderation Factors

1. From 0	To 16	Factor	5. From 21	To 21	Factor	X1-4
2. From 17	To 17	Factor	6. From 22	To 22	Factor	X1-5
3. From 18	To 19	Factor	7. From 23	To 34	Factor	X1-6
4. From 20	To 20	Factor	8. From	To	Factor	

Does the teacher show a good understanding of the assessment criteria?

Technology

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher ¹	4	4	5	5	5	6			29	
Moderator	0	0	0	0	0	6			6	-23
Teacher ⁸	4	4	6	4	4	6			28	
Moderator	3	2	3	0	4	6			18	-10
Teacher ⁹	4	3	3	3	4	5			22	
Moderator	2	2	0	1	1	5			11	-11
Teacher ¹	2	2	4	4	3	5			20	
Moderator	0	0	0	0	0	5			5	-15
Teacher ⁷	4	3	1	2	4	5			19	
Moderator	4	2	0	0	4	5			15	-4
Teacher ⁵	3	3	2	3	3	5			19	
Moderator	1	1	2	0	1	5			10	-9
Teacher ⁶	3	4	1	3	3	5			19	
Moderator	2	1	0	0	1	5			9	-10
Teacher ¹⁰	3	3	1	2	3	3			15	
Moderator	2	3	0	0	3	3			11	-4
Teacher ²	2	2	2	2	1	2			11	
Moderator	1	1	0	0	0	2			4	-7
Teacher ⁴	1	1	1	2	2	2			9	
Moderator	1	1	0	0	1	2			5	-4

Banded Moderation Factors

1. From 0	To 15	Factor	X1-4	5. From 19	To 19	Factor	X1-8
2. From 16	To 16	Factor	X1-5	6. From 20	To 20	Factor	X1-9
3. From 17	To 17	Factor	X1-6	7. From 21	To 21	Factor	X1-10
4. From 18	To 18	Factor	X1-7	8. From 22	To 36	Factor	X1-11

Results

These adjustments or “factors” are applied to the final totals of all students registered at the school in that subject.

The grade boundaries are used to convert the totals to grades 1-7.



Awarding final grades

Are schools obliged to award final grades (1-7)?

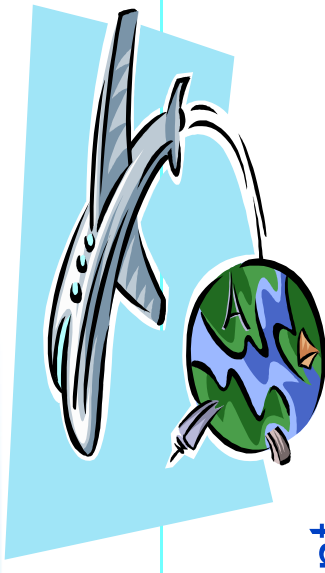
No, only if they wish to or their national/state system demands it.

Can they use additional assessment criteria?

Yes, if these are required by the national/state system.

But in such cases, the MYP grade boundaries would not apply.

Become a moderator and see the world!



Gain invaluable professional development.

Learn from experienced senior moderators.

See a variety of assessment tasks from schools in different countries.

Engage in lively debate with fellow teachers.

Take your new expertise back to school and share it with colleagues.

What are you waiting for?

Standardization meetings are held in April and May.



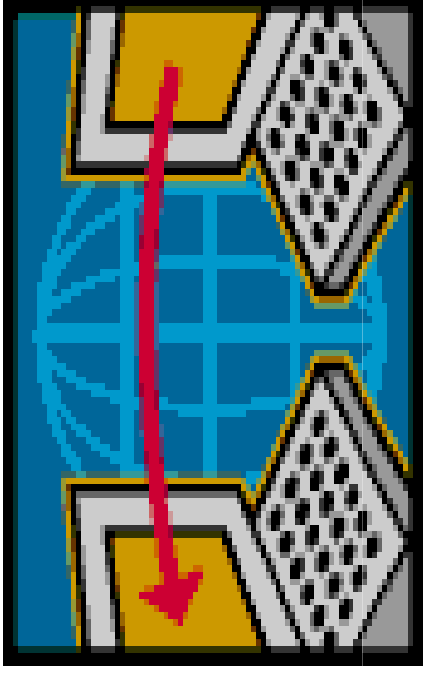
All expenses paid!

Contact your MYP coordinator, who can send a recommendation on your behalf..

Contact myp@ibo.org for further information.

- “I enjoyed my first crack at moderation and found it to be the best professional development that I have undertaken in a while” .





Any further questions?

myp@ibo.org