

# IB Teachers Conference - March 2009

Is there a continuity of assessment  
culture in the MYP & DP?

Presented by Richard Kent

Suzhou Singapore International School

# Overview

- Assessment culture.

What is the best fit? IGCSE to DP. Or MYP to DP.

- Breaking it down.

Is there an IB continuum of assessment?

Or is it teacher assessment versus high stakes exams?

- Picking up the pieces.

Where to look for continuity.

- Putting it all together.

What we are doing at SSIS?

# Talking Heads

## MYP - HEADNET Survey - March 2008

- We view the two programmes (MYP & DP) as separate entities.
- The MYP does not in itself ensure a smooth transition to DP.
- It is our integrated IGCSE programme that segues appropriately in to the DP, not the MYP...
- While it is good stuff (MYP), a school can develop its own programme without paying those fees to IB.

# Activity 1 - Assessment Culture

Guiding question:

- What is your preferred assessment culture?

# Purposes of Assessment

## Activity 2

- Use your understanding of the MYP & DP programmes to list the purposes of assessment in each programme. As a guide, the IB identifies 7 purposes for MYP and 6 for DP.

# Purposes of Assessment 2

## Activity 3

- Compare and contrast the stated purposes of the two programmes. As far as possible, match A to G with 1 to 6 on the activity sheet.

## Some key terms 1

**High Stakes Test** - A test in which the results are seen by students, teachers, administrators, parents or the general public as being used to make important decisions.

**Low Stakes Test** - not perceived as having important rewards or sanctions tied to test performance.

# Some key terms

## Reliability and validity

MYP: From principles to practice (IBO, 2008) provides the following definitions:

- a **valid** assessment is defined as one that actually measures what it is designed to measure
- **reliability** refers to the likelihood of two different assessors producing the same judgment.

## More key terms

### **Formative assessment:**

- Takes place during the course of teaching and is used essentially to feedback in to the teaching /learning process

### **Summative assessment:**

- Takes place at the end of of a term or course and is used to provide information about how much students have learned.

## Activity 4 - MYP versus DP

- In this activity you are going to consider the assessment model in either the MYP or DP in more depth.
- Form small MYP and DP groups - 3 or 4 people to a group.
- Rate your opinions against the statements and discuss.

## Activity 4 - Presentation

- Each group is going to defend the assessment model in their chosen programme.
- Collate your ideas.
- Use the prompts on Activity sheet 4
- Make a short speech/presentation - 2 minutes maximum

# Who is right? Statement A

Consider the following statement:

- The IBO believes that teachers are best placed to assess the work of their MYP students; the assessment model supports the professional judgment of the teacher in deciding the levels of achievements of individual students.

## Who is right? Statement B

When internal assessment makes a contribution to a high-stakes assessment system, it can place the classroom teacher in a difficult position, as both supporter and judge of a student's learning... A teacher's judgment can be affected by past experience of a student's work, which establishes certain expectations. Teachers may sometimes be unclear about the limits of their role in guiding and supporting students as they carry out internally assessed work, and may often have only a limited view of global standards of achievement within their subject area.

# Guiding question revisited!

- Is there a continuity of assessment culture in the MYP & DP?

Recall:

- How similar were the purposes of assessment?
- What is the balance of internal/external assessment?
- Vote now!

## Picking up the pieces

- How has your school made sense assessment in the two programmes?
- Are your DP teachers using the same range of assessments as your MYP teachers?
- What has the IB got say on this subject?

# Piece 1 - Mission Statement

The International Baccalaureate 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 organization 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.

## Piece 2 - The Framework

### Key document:

Towards a continuum of International Education, (IBO, 2008)

See 'continuum' framework, (p.5).

See Chapter on Assessment, (pp.18-21)

# Piece 3 - Programme Standards

## Key document:

IB Programme Standards and Practices (IBO, 2005)

## Standard C1

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

## Standard C2

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

# Programme standards

## Standard C3

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

## Standard C4

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

# Piece 4 - The Principles

The principles of IB assessment. Common to all three programmes:

- Assessment is integral to planning, teaching and learning.
- The assessment system and assessment practices are made clear to students and parents.
- There is a balance between formative and summative assessment.
- Opportunities for peer and self-assessment are planned for.
- Opportunities for students to reflect on their own learning are planned for.
- Students' current knowledge and experience are assessed before embarking on new learning.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful.
- Assessment data is analysed to provide information about the teaching and learning, and the needs of individual students.
- Assessment is used to evaluate the effectiveness of the curriculum.

(Towards a continuum, pp.18)

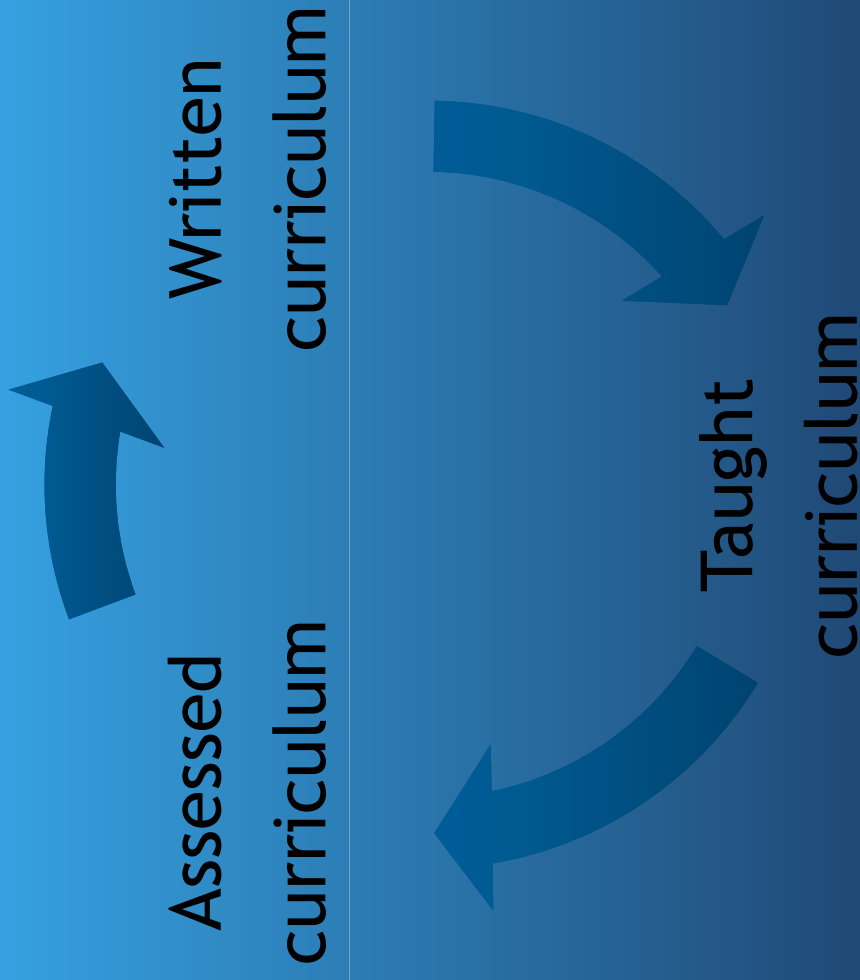
# Assessment across the continuum

The philosophy of assessment and the IB assessment principles apply to all three programmes. There are key differences in the assessment systems, in order to:

- meet the needs of students at particular ages and stages of development
- incorporate national requirements that schools may have to abide by
- meet the requirements of higher education institutions around the world.

There is a progression from wholly internal assessment in the PYP to largely external final assessment in the DP, with the MYP bridging the gap

# Putting things together Think curriculum!



# Composite curriculum model

In the composite curriculum model each component has equal value.

The **written curriculum** is a formal, comprehensive, school-wide document that describes what will be taught in each subject to each age group.

**IB assessment** is based on a criterion-related model that directly links the assessment criteria with the subject-group objectives.

The **taught curriculum** involves teachers planning how they will teach.

(MYP: From principles to practice, p.16-18)

# Think UbD!

1. Identify desired results  
(written curriculum)



2. Determine acceptable evidence  
(assessed curriculum)



3. Plan learning experiences  
(Taught curriculum)

## Think UbD!

The MYP has adopted Understanding by Design at the level of unit planning. Ubd can also be used at the level of curriculum development.

### Key Texts:

Schooling by Design, Wiggins & McTighe, (ASCD, 2007)  
Understanding by Design, Wiggins & McTighe, (ASCD, 2005)

# UbD - Curriculum Framework

1. Desired results. IB & School Mission, IB Curriculum Standards, IB Learner Profile & School aims.



2. Evidence. What will count as evidence of success?



3. Action plan. What actions will achieve the desired results?

# Recommendations

1. Promote the composite curriculum model in all programmes.
2. Adopt UbD in all programmes (even IGCSE!) using common planning templates, as far as possible.
3. Explicitly connect the IB programmes standards, curriculum model and UbD.
4. Write a whole school assessment policy with supporting guidelines that embody the IB principles of assessment.
5. Keep the end in mind - IB & School Mission, Standards & Practices etc.

And finally...

Where can continuity be found in the  
three IB assessment models?