



ASSESSMENT IN THE MYP

WHAT IS THE PURPOSE OF ASSESSMENT?

To support and encourage student learning:

- To help ascertain what learners know (knowledge), understand (understanding) and can do (skills).
- To provide opportunities for reflection between students, teachers, and parents as partners in the learning process
- To inform, enhance, and improve the teaching and learning process

To provide feedback to promote individual student growth:

- To empower students and promote positive attitudes towards learning

To provide real-world, authentic opportunities:

- To prepare our students beyond the classroom

To inform parents:

- To help you understand your child's learning, growth, success, and areas for continued improvement



FORMATIVE ASSESSMENT

Formative assessment allows teachers to gather, analyse, and interpret evidence to improve student learning.

- Observations
- Classwork
- Homework
- Quizzes
- Journal
- Student peer assessment
- Self-assessments



SUMMATIVE ASSESSMENT

Summative assessments measure what students know and can do by evaluating their work using the MYP subject-specific criteria.

Summative assessments have an accompanying task sheet, will be assessed against criteria with the grades shared on ManageBac, and inform Semester 1 and End of Year report cards.

- | | | |
|-----------------|--------------------|--------------------|
| • Performance | • Speech | • Test/examination |
| • Documentary | • Lab | • Justification |
| • Report | • Model | • Presentation |
| • Design | • Creative writing | • Journal |
| • Investigation | • Proposal | • Analysis |
| • Essay | • Coaching | • Experiment |
| • Plan | • Composition | • Debate |





HOW ARE STUDENTS SUPPORTED TO COMPLETE SUMMATIVE ASSESSMENTS?



- The assessment criteria are given with the task, and teachers clarify the expectations of each task and discuss what is required to be successful
- Summative assessments have an accompanying task sheet that clearly outlines the task and steps (you can find this on ManageBac).
- Learning in class builds towards the summative assessment.
- Time is often given in class to work on summative assessments
- Teachers scaffold learning and work. They provide exemplars/models and writing frames.

HOW ARE STUDENTS ASSESSED?

- Our students are assessed using the MYP subject specific criteria.
- Each subject in the MYP has a set of four criteria, which are used by all MYP schools globally
- The criteria is subject specific
- Different assessment criteria is used in Grade 6; Grades 7-8; Grades 9-10. For this reason, we often see a slight dip in grades at the beginning of Grade 7 and Grade 9 because they are using Grade 8 and 10 criteria respectively.
- The assessment criteria develop in complexity as the years progress
- A summative assessment task might be assessed using one or more of the criteria
- Criteria will be indicated and discussed when the summative is set
- A maximum of 8 marks can be achieved for each criterion
- The levels awarded form an **ongoing profile** of student learning



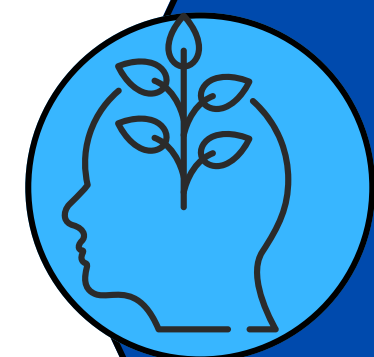
HOW DO WE DETERMINE LEVELS OF ACHIEVEMENT?

We use a **best fit** approach, **NOT** an average.

This is a significant (and valuable) distinction of the MYP, because it is focused on student **growth**.

When determining your child's **best fit** level of achievement for the Semester 1 and End of Year reports, we consider:

- chronology,
- frequency,
- consolidation, and
- trends.





MYP BEST FIT

Take a look at the example of a student's learning profile (levels of achievement across a number of assessments) below.

Based on the fact that we don't average, but rather use the **best fit** approach (chronology, frequency, consolidation, trends) what do you think would the best fit be for each criterion (A-D)?



	A	B	C	D
Summative 1	2	5	4	5
Summative 2		5	4	3
Summative 3	5	5		4
Summative 4		6	3	5
Summative 5	5	6	3	5
BEST FIT LEVEL	??	??	??	??

Based on this student's portfolio of learning, the student would likely be achieving A: 5; B: 6; C:3; D: 5.

HOW DOES THIS TRANSLATE TO REPORT GRADES?

It can be confusing because the criteria are assessed out of 8 but then we report using the grading system of 1-7. When we add up your child's **best fit** criterion levels of achievement, this then translates to an overall grade – the grades and boundaries can be seen below. If we continue to use the example above, the student's total would be:

$$5 (A) + 6 (B) + 3 (C) + 5 (D) = 19$$

So, their overall grade for that subject would be a 5.



GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1-5	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	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	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	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	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	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	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.

HOW DO I KNOW IF MY CHILD IS DOING WELL?

Every child is on their own unique learning journey; they are unique in their strengths and areas for growth, so it's important to consider this when looking at your child's MYP assessment levels of achievement. Each day your child is connecting new learning to prior knowledge, reflecting, and negotiating a new understanding of skills, concepts, and competencies. As children learn and strengthen their neural pathways we expect to see incremental growth. This growth could be moving from achieving 15 (out of 32) to 16. This will still be shown as an overall grade of 4, but there has been growth! Taking risks, learning from failure, engaging with and applying feedback, and setting goals are all opportunities for growth. So, let's celebrate your child's growth as success together!



MYP GLOBAL GRADE DISTRIBUTIONS

- The grade distributions below are based on Grade 10 (MYP5) May 2022 MYP eAssessment results.
- Only schools that participate in the MYP eAssessments are represented in this data.
- While BMIS has its own context, the global grade distributions and averages can help parents and students understand global assessment achievements in MYP subjects.
- As with any data, it has its advantages but also limitations, so please remember that this data set is not representative of every MYP student globally.
- It's also important to remember that the MYP is a learning journey over five years. When reflecting on your child's Semester 1 or End of Year grades, please don't forget that they have continued opportunities to cultivate and apply the skills, critical and creative thinking, and personal attributes that will help them meet the subject's learning objectives over the five years of the MYP.

May 2022 MYP Global Grade Distributions	Mean Grade	MYP Grade						
		1	2	3	4	5	6	7
		Percentage						
English Language and Literature	4.80	0.13	0.61	5.87	31.41	38.74	20.57	2.67
Language Acquisition Spanish	4.99	0.00	2.60	13.27	19.94	25.60	23.65	14.94
Language Acquisition French	4.82	0.12	4.52	11.70	22.48	28.97	23.00	9.11
Individuals and Societies	5.02	0.41	3.23	7.02	21.17	30.12	27.35	10.69
Integrated Sciences	4.47	2.20	7.42	24.43	17.14	19.54	14.19	15.07
Biology	4.12	1.71	10.89	25.16	22.98	21.20	11.35	6.71
Chemistry	4.48	0.89	7.18	20.70	20.95	23.68	18.21	8.39
Physics	4.32	1.01	5.49	23.94	24.79	24.94	14.82	5.00
Mathematics	4.33	0.63	7.48	25.40	25.60	17.51	12.62	10.76
Extended Mathematics	4.73	1.10	5.83	17.30	20.11	20.38	21.41	13.86
Visual Art	4.67	0.00	1.87	17.46	26.03	28.39	19.06	7.20
Music	4.61	0.00	1.14	20.92	28.76	22.71	17.65	8.82
Theatre	4.67	0.00	0.64	14.60	33.67	25.35	19.59	6.15
PHE	4.33	0.34	2.76	19.42	36.61	26.20	11.19	3.47
Design	4.93	0.26	1.24	12.76	24.78	24.09	25.51	11.37
Overall	4.45	1.53	4.88	18.92	26.13	24.09	18.70	5.75

MYP ASSESSMENT POLICY

For more information, you can find our MYP Assessment Policy on our website [HERE](#)

