



MYP Assessment Policy

For the 2022/2023 Academic Year.

(Updated August 2022)

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Acknowledgement: Following the IB MYP most of the information in this policy comes from the IB.

(More information is available at <https://www.ibo.org/>)

1. The IMSE MYP Assessment alignment and compliance with IB Mission Statement, Learner Profile, and 'MYP from principles into practice'

As an IB MYP World School, our Assessment Policy is aligned and in compliance with the **IB Mission Statement** 'to develop inquiring, knowledgeable and caring young people ... to develop challenging programs of international education and rigorous assessment...' We do this by ensuring that all aspects of assessment are according to IB expectations.

The above **IB Learner Profile** represents the Mission Statement in practice. The assessment relates to all of the IB learner profile attributes, but especially to being reflective, described as 'giving thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.'

'As an IB school, we follow the MYP philosophy of assessment (summarized in '**MYP: From principles into practice**' (May 2014) and 'promote a range of assessment strategies, focusing especially on authentic performances of understanding. Each IB World School is responsible for developing an assessment philosophy that supports an assessment of, for, and as learning. Tests can certainly be part of assessment at all year levels, depending on the context of the subject/discipline, school, nation, and culture, as well as teachers' assessment proficiencies and professional judgment. Over time, it is good for students to develop the stamina they need to maintain focus and engagement should they become candidates for MYP on-screen examinations. Schools are responsible for developing vertically articulated approaches to learning (and opportunities for practicing those skills) that are appropriate for students in various age groups. Since the MYP accepts 2-hour examinations (that are digitally rich and designed to be highly engaging) as being manageable for many 16-year-olds, it is reasonable to expect that younger students might be better served by school-based assessments that have shorter durations. *(Kindly refer to Appendix I)*

2. IB MYP Grade Boundaries

(Kindly refer to Appendix II)

IB assessments consist of a number of components. Each of these components is assigned a number value and weight. After these points are aggregated to total scores they are divided along the IB one to seven point marking scheme. When in doubt follow ManageBac criteria. The subject grade is from 0 to 8. These ranges are known as grade boundaries.

Great care is taken to ensure grading reliability in determining grade boundaries through the application of consistent standards supported by statistical background data. Grade standards are documented and exemplified, and judgments made about grade boundaries are checked by a number of statistical indicators. The setting of grade boundaries is an extended matter requiring considerable deliberation and the reconciling of information from different sources: the experienced judgment of senior examiners, statistical comparisons and the expectations of experienced teachers.

The principal means of setting judgmentally determined grade boundaries is by a review of the quality of candidate work against grade descriptors. Grade descriptors are generic descriptions of the standard of work expected of each candidate for a given grade. Descriptors are also intended to give some guidance to classroom teachers on how to prepare their students and how to make candidate grade predictions.

The grade boundaries for the points that have the greatest impact on candidates' progression into higher education (i.e., four, seven and three) are determined judgmentally in that order. Thus, the boundaries for a "four" are determined, then a "seven", then a "three". The remaining boundaries are determined arithmetically by interpolation from these judgmentally set boundaries.

3. Conversion scale of IB scores, to a Grade Point Average (GPA)

We do not calculate a GPA in IB.

4. The three main types of assessment used

- Diagnostic assessment for the information of teachers and the relevant members of the faculty, usually to provide information for planning and teaching. Results are usually not shared with students. Diagnostic results are not reported on an individual basis.
- Formative assessment is used to assist learning and teaching. Results are usually shared with students and parents. The results of formative assessment may be commented upon in reports, but they do not inform final grades.
- Summative assessments are designed, assigned, and graded according to the IBO's stipulations. It is used to inform final grades.

5. Giving notice of Assessments

Students are given adequate notice of at least 7 days of dates for summative assessment. The start of the notice is the date that it is entered into ManageBac with the final task requirements. A minimum of two weeks' notice for a project, essay or report and a minimum of one week in the case of an examination, test or laboratory practical are given to students. This requirement does not apply to formative and diagnostic assessment items.

The reporting of the results of formative assignments is done through ManageBac and all summative assessment grades are reported through the ManageBac Grade book in reasonable time. Teachers will give some written feedback along with the final grade for the assignment to students and inform them through the email function on ManageBac. No more than two summative assessments will be given in one day.

No prior notice of formative assessments such as quizzes, etc. has to be given.

6. The difference between aims, objectives, criteria, and strands in MYP assessment

from “Further guidance to developing the MYP Assessed Curriculum”

Teaching and learning in the Middle Years Programme (MYP) is organized by

- aims (general statements about what teachers may expect to teach or do, what students may expect to experience or learn, and how students may be changed by the learning experience)
- objectives (statements that describe the skills, knowledge, and understanding that will be addressed in the subject group).

The subject group’s assessment criteria align with the objectives. Teachers use assessment criteria to judge the extent to which students have been successful in achieving the objectives of the unit or the course. Strands are aspects or elements of subject-group objectives or criteria; or put another way, strands are a detailed breakdown of what each objective or criterion encompasses or entails.

7. The difference between addressing objectives and assessing criteria in the MYP

By convention, in the MYP, teachers *address* objectives (through classroom teaching and learning—the taught curriculum) and *assess* criteria (through formative and summative assessment tasks—the assessed curriculum). Teachers must *address* all strands of all objectives and *assess* all strands of all criteria at least twice in each year of the program.

8. Numbering of MYP objectives and criteria identified with Roman numerals (for example, i, ii, iii)?

In MYP subject-group guides, strands of assessment criteria are identified by Roman numerals merely for convenience. They are not ordered by importance and they do not represent an ordered sequence for teaching and learning.

9. Does every summative assessment have to assess all four criteria in the guide?

No. Summative assessments for shorter units and discrete tasks within longer units can effectively assess fewer than four criteria. However, as they progress through the MYP, students should be challenged by increasingly complex tasks that assess multiple criteria. Teachers can often design MYP units that assess multiple criteria holistically through a single task or discretely through a series of related tasks. Both increasing the complexity of summative tasks and using multiple criteria to assess them can promote effective vertical articulation and efficient assessment. Assessment tasks that use multiple criteria are also often more rigorous and authentic.

In the MYP design subject group, design project tasks must assess all strands of all criteria. The four objectives for interdisciplinary learning also work together in a holistic process that envisions students engaging in all four criteria in every formal interdisciplinary unit.

10. Can I assess just one criterion in a summative assessment task?

Yes. In some subject groups, specific criteria are appropriate for certain kinds of assessment tasks. In others, focusing on one criterion can help students by scaffolding (or “chunking”) complex performances of understanding

11. Do I have to make a certain number of assessments of each criterion in my subject group throughout a reporting period or academic year?

Yes, final grades in each MYP year for each subject group must be based on at least two judgments against each strand of all subject-group criteria.

MYP project criteria are each assessed once in the course of completing the community project or personal project. When engaging students in formal collaboratively planned interdisciplinary units, schools must use the interdisciplinary assessment criteria to determine achievement levels for summative assessment tasks. In each year of the program, schools must address all four objectives (every strand) of interdisciplinary learning.

12. Do I have to make a certain number of assessments of each *strand* of every criterion in my subject group in each academic year?

Yes, all strands must be assessed at least twice in an academic year. However, this assessment is always part of a more holistic assessment of the criterion, and it is not appropriate to record achievement levels for individual strands of a criterion to come to a judgment about student achievement for the criterion. Judgments about student achievement are made at the level of criteria, not at the level of specific strands. Even if only one strand in the criterion has been assessed by a the summative task, the judgment of achievement being made is of the criterion—not the strand.

13. How do strands and criteria work in MYP eAssessment?

To provide IB-validated grades, MYP eAssessment aims to sample, replicate, or simulate a classroom assessment practice. MYP eAssessments use multiple criteria to make judgments about student achievement using appropriately challenging summative assessment tasks. On-screen examinations assess as many strands as possible of all four criteria in a subject group. ePortfolios assess all strands of all subject-group criteria

14. “Best-fit” judgments in MYP assessment

The best-fit approach reflects the criterion-related philosophy of MYP assessment. In distinction from criterion-based assessment, the MYP approach does not require students to meet every strand of a criterion to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers’ professional judgment to develop and apply shared understandings of “what good looks like”. Those understandings are best developed through a process of standardization. MYP teachers standardize assessment when they come to agreed interpretations of assessment criteria concerning specific examples of student work. For these discussions, teacher support materials provide useful frames of reference and examples. Best fit judgements are only given in consultation and with the permission of the coordinator.

15. Criterion-related assessment (marking)

16. Is it appropriate to expect MYP years 1, 2 and 3 to sit 2-hour examinations with the justification of eAssessment introduction?

MYP on-screen examinations are designed to simulate, sample, and replicate teaching/learning and assessment in MYP classrooms. They provide a platform for large-scale assessment for 16-year-olds that is valid, reliable, and manageable and that can lead to a formal qualification (and, under certain conditions, the IB MYP certificate). The MYP philosophy of assessment (summarized in *MYP: From principles into practice* [May 2014]) promotes a range of assessment strategies, focusing especially on authentic performances of understanding. Each IB World School is responsible for developing an assessment philosophy that supports the assessment of, for, and as learning. Tests can certainly be part of assessment in all year levels, depending on the context of the subject/discipline, school, nation, and culture, as well as teachers' assessment proficiencies and professional judgment. Over time, it is good for students to develop the stamina they need to maintain focus and engagement should they become candidates for MYP on-screen examinations. Schools are responsible for developing vertically articulated approaches to learning (and opportunities for practicing those skills) that are appropriate for students in various age groups. Since the MYP accepts 2-hour examinations (that are digitally rich and designed to be highly engaging) as being manageable for many 16-year-olds, it is reasonable to expect that younger students might be better served by school-based assessments that have shorter durations. As far as possible the marks per minute criteria in eAssessments and IBDP exams will be used to determine the time allocation for MYP assessments.

17. **Procedures for late submission of work:** Students submitting work late will be expected to complete this work during after-school activities time or break. (Justification required)

18. **Absence from assessments:** A medical certificate is required. Culturally sensitive and some medical issues will be handled by management upon receipt of letters from parents, e.g., the death of an immediate family member.

19. **Cheating:** Students looking or showing answers, give a verbal warning, investigated, parents, informed, disqualification from examination and expulsion from school may follow. Kindly refer to the 'Integrity Policy' for more information.

20. **Plagiarism:** Copying work and claiming credit, this is academic theft and serious, investigate, suspension and academic warning, and disqualification may follow. Kindly refer to the 'Integrity Policy' for more information.

21. **Languages are assessed at the levels taught:** Beginners at the Beginner level, Intermediary at the Intermediate level, and Advanced students at the Advanced level for those subjects level provided.

22. **MYP Pass Criteria:** to be promoted to the next grade, a student is expected to pass all subjects. Exceptions may be made at the discretion of the school in the case of language students who are completely new to the school. This includes Service as action and Community projects.

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23. Reporting and calculating the final grade on the report:

According to MYP from principles into practice: 'During the five years of the program, all schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals. Usually, this will be during and at the end of each school year, although it may vary considerably depending on local regulations and the school's organization of studies for each year of the MYP. MYP reports of student achievement should communicate the student's achievement level for each assessment criterion. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and should be supported with advice for improvement, where applicable. All schools are required to organize learning and assessment that is consistent with the prescribed MYP objectives and criteria. The assessment criteria, and their published achievement levels, must be used by all schools for any final internal assessment for MYP students and for predicted grades reported to the IB.'

24. Using professional judgment

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level. The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyze the achievement levels of students over the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. During the formulation of school-wide agreements on assessment in its assessment policy, schools can develop common understandings about how they will determine final achievement levels and grades. The MYP does NOT allow the use of any other type of assessment that is not based on prescribed MYP criteria for the summative tasks. The IB does not support the use of formative assessments and behavior marks in the final grades that students achieved in subjects on the report". Regarding your question, the final grade out of 8 per criteria is created by the "average" grade across the tasks on that criterion. In case you are in doubt between two grades you can use the "best-fit approach" and utilize other aspects to decide between one grade or the other. However, when you produce the final grade out of 7 you MUST follow the Grade Boundaries as indicated in From Principles into Practice.'

25. Common understanding at IMSE of how the summative assessment grades and final achievement level on the report card is calculated and communicated:

Summative assessment grades (also during assessment weeks) are shared with students as summative assessments only, NOT as report grades.

Final Achievement level on the Report: The final grade out of 8 per criteria (A, B, C and D) is created by the "average" grade across the tasks on that particular criterion. In case of doubt between two grades a well-motivated "best fit approach" and other aspects to decide between one grade or the other may be followed in collaboration with the Subject and MYP Coordinator. However, when calculating the final grade out of 7 the Grade Boundaries as indicated in MYP From Principles into Practice' MUST be followed. (Kindly refer to Appendix II.)

26. Adjusting to online education (From the MYP guidelines for online education).

It is easier to **authenticate** student work online than most people think. However, it requires some changes to how assignments are presented and submitted for review. It also requires teachers to monitor students' online activity more closely than in normal classroom situations.

Note: these guidelines are for school-based assessments only. The rules and procedures for academic integrity of IB-validated assessments are mandated by the IB and schools should refer any questions about IB-validated assessment to their IBWS managers.

Some basic guidelines for designing and evaluating online work for authenticity:

- Use more short formative assessments (preferably 1 per week) that are designed to get students to work together and use online resources.
- Do more short summative assessments after an understanding was established with formative assessments. These tasks and assignments do not have to be at the end of the unit. Please remember to check the calendar so that there is only 1 summative assessment per day.
- Give clear instructions on how to submit work online, e.g. drop box. Students who are given a precise procedure are less likely to make mistakes in submissions, which accounts for many online
- Create more assignments that are collaborative. If the teacher is working directly with groups of students on their work, it is far easier for the teacher to monitor what students are doing and to check their understanding.
- Create questions and inquiries that require learners to embed their personal experiences and context into any assessed content. Since many online students will be in different locations, it will be easier for the teacher to see when a student is using their surroundings to compose their work.
- Use plagiarism checkers whenever students have to submit individual work and assign drafts of parts of the work before final submission. Most plagiarism checkers can accept drafts of assignments to check against final submissions.
- Create more multimedia assignments that require students to remix pictures, videos, and text into their creations.
- Create libraries and pathfinders for students to use as part of assignments, then ask students to quote from them as part of their work. This checks how well they can reference and cite work as well as reduce opportunities for copying the work of others.
- Interview students about their work using a synchronous chat with audio or video feeds, if possible. It is much more difficult to produce spontaneous answers when talking online.
- Use LMS, to check login time, collaboration data, and submission types to see how often and long students are involved with assignments. Very short assignment involvement times may indicate students are submitting unauthenticated work.
- Student work will be authenticated with the 'Turnitin' program.
- From January 2021 staff are encouraged to do more short summative assessments for which a weeks' notice is not required. This is done to address the bottle neck of assessments done just before the exam.

Appendix I

The IB guidance regarding assessment from IB Programme Standards and Practices 2020

The IB guidance regarding creating a positive school environment with the school assessment policy from IB Programme Standards and Practices 2020

‘Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)’

Culture 5.1: The school implements and reviews an assessment policy that makes the school’s philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)’

The IB Standard: Approaches to assessment (0404) from IB Programme Standards and Practices 2020

‘Learning, teaching, and assessment effectively inform and influence one another.

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around

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conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP onscreen examination subjects to the IB. (0404-03-0321)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)

Appendix II

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. (From MYP from principles into practice.

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.

Appendix III

MYP assessment criteria across subject groups summary from 'MYP from principles into practice'.z

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting