



Middle Years Programme

**MYP CRITERIA/STANDARDS BASED
ASSESSMENTS**



OUTLINE OF TONIGHT'S WORKSHOP

1. **Why change assessment practices?**
2. **Let's grade together**
3. **Principles of Assessment**
4. **IB MYP Criteria/Standards**
5. **Summative and Formative Assessments**
6. **What does gradebook look like?**
7. **How are grades determined?**
8. **Assessment Maps and Subject Overviews**
9. **Proposed changes to vote in March**
10. **Panel Questions and Answers**



WHY CHANGE ASSESSMENT PRACTICES?

GRADING SHOULD BE:



☐ **Consistent**

- ☐ Grading practices should vary little between teachers
- ☐ Teachers will grade examples of student work together

☐ **Transparent**

- ☐ It should be clear how grades are determined
- ☐ All summative rubrics should be shared in advance

☐ **Fair**

- ☐ Grades should be authentic performances of what students understand.



LET'S GRADE TOGETHER

WHY CHANGE PRACTICES?



- **Grading consistency**
- **Reduce academic stress**
- **Student practice prior to grading**
- **Creation of meaningful assessments**
- **IB MYP Evaluation Visit**

PRINCIPLES OF ASSESSMENT



Learning together to understand and improve ourselves, our futures, and our world.

- Authentic, rigorous and student-centered
- Give meaningful, timely feedback
- Improve teaching by addressing student needs
- Transfer skills across subject areas
- Foster a positive attitude toward learning
- Promote creative and critical thinking
- Reflect international-mindedness

MYP CRITERIA/STANDARDS FOR ALL SUBJECTS

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to texts	Using language in spoken and/or written form
Language and literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting
Community Project	Investigating	Planning	Taking action	Reflecting

SUMMATIVE ASSESSMENT



Assessments OF learning. Authentic performances of student learning. They determine grades. They are based on MYP criteria and evaluated using rubrics.

Examples include:

- ***Unit tests (Properties of Matter, US Constitution)***
- ***Essays (Is chocolate produced ethically?)***
- ***Presentations (How could APS be more sustainable?)***
- ***Performances (Read a slam poem you wrote)***

Criterion D: Applying mathematical reasoning in real-life contexts

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success using fractional operations to bake a pie
3-4	ii. apply mathematical strategies to reach a solution to the authentic real-life situation using fractional operations to bake a pie iii. state, but not always correctly , whether the solution makes sense in the context of the authentic real-life situation by using fractional operations to bake a pie
5-6	ii. select adequate mathematical strategies to model the authentic real-life situation using fractional operations to bake a pie iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation using fractional operations to bake a pie iv. describe the degree of accuracy of the solution, by estimating the fractional amounts to the nearest whole-number in-order-to check reasonableness of the solution v. state correctly whether the solution makes sense in the context of the authentic real-life situation by explaining their calculations for pie baking.
7-8	ii. select adequate mathematical strategies to model the authentic real-life situation using fractional operations to bake a pie iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation using fractional operations to bake a pie iv. explain the degree of accuracy of the solution by estimating the fractional amounts to the nearest whole-number in-order-to check reasonableness of the solution v. describe correctly whether the solution makes sense in the context of the authentic real-life situation by explaining their calculations for pie baking.



SUMMATIVE ASSESSMENT RUBRIC

**NOTE: THE
HIGHEST
SCORE IS
ALWAYS AN 8.**

FORMATIVE ASSESSMENT



Assessments FOR learning. Directly linked to the summative assessment. Purpose to give specific, timely and meaningful feedback to students and teachers.

Examples include:

- *Quizzes and exit tickets*
- *Rough draft for an essay*
- *Outline for a presentation*
- *Storyboard for a performance*

Formative assessments may be recorded, but don't count toward the final grade.

HOW DO WE DETERMINE GRADES?



Analyze summative evidence within each MYP criterion to determine a final score for that criterion.

Looking for patterns:

- ▶ **Increasing performance**
- ▶ **Consistency (mode)**
- ▶ **Mitigating circumstances**

EXAMPLE IN CRITERION C - COMMUNICATING

Student	C-Unit 2 Proof #1	C-Unit 2 Proof #2	C-Unit 3 Proof #3	Final Score
Jose	2	3	6	6
Sophia	6	7	7	7

The default in Synergy is to use the mode or latest score, but teachers can override.

Repeat for the other three criteria.

EXAMPLE WITH ALL MYP CRITERIA FOR ONE STUDENT

Student	Criterion A Score	Criterion B Score	Criterion C Score	Criterion D Score
Jose	5	8	6	6

Synergy takes the mean of these final criterion scores.

This is equivalent to adding them together to determine the grade.

Scale	Range	Boundaries	Alignment of Arlington Public School Grades with MYP Grade Descriptions
A	7.00-8.00	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.
B+	6.00-6.99	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 .
B	4.75-5.99	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and context. 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.
C+	4.00-4.74	16-18	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.
C	2.50-3.99	10-15	Produces work of an acceptable quality. Communicates basic understanding of many concepts and context, 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 classrooms situations.
D+	2.00-2.49	8-9	Produce work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
D	1.50 - 1.99	6-7	
E	0.00-1.49	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge and skills.

Achievement Level	Level Descriptor (Subject and task specific)
1-2	Minimal achievement
3-4	
5-6	
7-8	Highest achievement

GRADE BOOK – ASSIGNMENT VIEW



Home

Messages

Calendar

Attendance

Class Schedule

Class Websites

Course History

A Grade Book

A+ Report Card

Student Info

Documents

GRADE BOOK

All Classes

MP 1

Pre-Algebra for 8th Graders

Assignment View | Standards View

B+
6.3

Assignments

Q Search...

Date ▼	Assignment	Assignment Type ▼	Resources ▼	Score	Score Type ▼	Points ▼	Notes ▼
01/09/2020	A-Unit 1 Test	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	A-Unit 3 Parallel Lines Knowledge	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	B-Unit 3 Parallel Lines Discovery	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	C-Unit 2 Test: Proof # 1	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	C-Unit 2 Test: Proof # 2	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	C-Unit 3 Proof # 3	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	D-Logic Project	Summative	0	See Standards	IB MYP 8-Point Rubric	1.0000 Points Possible	
01/09/2020	FA-Unit 1 Quiz	Formative	0	3	IB MYP 8-Point Rubric	3.00/8.0000	
01/09/2020	FA-Unit 2 Quiz Criterion C Proof 1	Formative	0	4	IB MYP 8-Point Rubric	4.00/8.0000	
01/09/2020	FA-Weekly Warm up	Formative	0	3	IB MYP 8-Point Rubric	3.00/8.0000	

Totals

B+ (6.3)

GRADE BOOK - STANDARDS VIEW



B+

6.3

Standards

Subject	Standard	Mark	Notes	Performance Indicator
IB_Math [expand all]	Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.	5		<div><div></div></div> 5.00 / 8.00
	Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to discover complex patterns; ii. describe patterns as relationships and/or general rules consistent with correct findings; iii. verify and justify relationships and/or general rules.	8		<div><div></div></div> 8.00 / 8.00
	Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. move between different forms of mathematical representation; iv. communicate coherent mathematical lines of reasoning; v. organize information using a logical structure.	6		<div><div></div></div> 6.00 / 8.00
	Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. explain whether a solution makes sense in the context of the authentic real-life situation.	6		<div><div></div></div> 6.00 / 8.00

GRADE BOOK – STANDARD VIEW



Class Websites

Course History

A+ Grade Book

A+ Report Card

Student Info

Documents

B+
6.3

Standards					
Subject	Standard	Mark	Notes	Performance Indicator	
IB_Math [expand all]	Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.	5		<div><div></div></div>	5.00 / 8.00
	Assignment	Assignment Type	Date		
	A-Unit 1 Test	Summative	01/09/2020	6	<div><div></div></div> 6.00 / 8.00
	A-Unit 3 Parallel Lines Knowledge	Summative	01/09/2020	5	<div><div></div></div> 5.00 / 8.00
	Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to discover complex patterns; ii. describe patterns as relationships and/or general rules consistent with correct findings; iii. verify and justify relationships and/or general rules.	8		<div><div></div></div>	8.00 / 8.00
	Assignment	Assignment Type	Date		
	B-Unit 3 Parallel Lines Discovery	Summative	01/09/2020	8	<div><div></div></div> 8.00 / 8.00
	Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. move between different forms of mathematical representation; iv. communicate coherent mathematical lines of reasoning; v. organize information using a logical structure.	6		<div><div></div></div>	6.00 / 8.00
	Assignment	Assignment Type	Date		
	C-Unit 2 Test: Proof # 1	Summative	01/09/2020	3	<div><div></div></div> 3.00 / 8.00
	C-Unit 2 Test: Proof # 2	Summative	01/09/2020	2	<div><div></div></div> 2.00 / 8.00
	C-Unit 3 Proof # 3	Summative	01/09/2020	6	<div><div></div></div> 6.00 / 8.00
	Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. explain whether a solution makes sense in the context of the authentic real-life situation.	6		<div><div></div></div>	6.00 / 8.00
	Assignment	Assignment Type	Date		
	D-Logic Project	Summative	01/09/2020	6	<div><div></div></div> 6.00 / 8.00

ASSESSMENTS MAPS – EXAMPLE INDIVIDUALS & SOCIETIES: HISTORY 6



Objectives/Unit	American Indians	European Exploration		13 Colonies	13 Colonies	American Revolution	American Revolution
Summative Assessment	American Indian Essay	Cabeza de Vaca DBQ		Colonial Ad Campaign	13 Colonies Unit Test	Town Meeting	Revolution Test
Criterion A: Knowing and understanding				X	X		X
i. use vocabulary in context				X	X	x	X
ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.		X				x	
Criterion B: Investigating							
i. explain the choice of a research question							
ii. follow an action plan to explore a research question	X						
iii. collect and record relevant information consistent with the research question	X						
iv. reflect on the process and results of the investigation.							
Criterion C: Communicating							
i. communicate information and ideas with clarity	X	X		X		X	
ii. organize information and ideas effectively for the task	X	X		X		X	
iii. list sources of information in a way that follows the task instructions.		X				X	
Criterion D: Thinking critically							
i. identify the main points of ideas, events, visual representation or arguments							X
ii. use information to justify an opinion							X
iii. identify and analyse a range of sources/data in terms of origin and purpose							
iv. identify different views and their implications.							

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IB MYP SUBJECT OVERVIEWS



Thomas Jefferson Middle School IB MYP Subject Overviews: What do we learn?

Year One (6th Grade) Units										
Subject	September	October	November	December	January	February	March	April	May	June
Visual Arts	Bookbinding: Create a Sketchbook	Observation and Transformation Drawing	Clay: Slab and Pinch emoji's, animals and emotions	Painting: Tints and Shades	Shadow Puppets	Drawing: Line and Perspective	Paper Mache Birds	Endangered Animal Portraits in pastel	Express Yourself (Printmaking)	Express Yourself (Printmaking)
Performing Arts	Developing Positive Habits to Support Musical Success	Developing Positive Habits to Support Musical Success	Performing with Technical Accuracy	Performing with Technical Accuracy	Moving from the Technical to the Intellectual Aspects of Performance	Moving from the Technical to the Intellectual Aspects of Performance	Moving from the Technical to the Intellectual Aspects of Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Individual Performance
Design (Families & Consumer Sciences)	Families	Cooking Fundamentals	Babysitting	Sewing	Money Management	Families	Cooking Fundamentals	Babysitting	Sewing	Money Management
Individuals & Societies	Introduction to Geography/American Indians	European Exploration	Colonial America	American Revolution	Our New Nation & the Constitution	Westward Expansion	Abolition & the Civil War	Abolition & the Civil War	Federal Government	State Government
Language Acquisition (Spanish 6 Transitional)	La Introduccion	La Casa	Dentro de la Casa	La Cocina	Los Quehaceres	Las Frutas	El Desayuno	El Almuerzo/La Cena	La Rutina Diaria	La Rutina Diaria/La Evaluacion
Language Acquisition (Introduction to Spanish)	La Introduccion/Yo	Mi Familia y Yo	Mi Escuela y la Sociedad	Mi Escuela y la Sociedad	Mi Casa y la Comunidad	Mi Casa y la Comunidad	Mi Mundo y el Medio Ambiente	Mi Mundo y el Medio Ambiente	Las Fiestas y la Comida	Las Fiestas y la Comida
Language Acquisition (Introduction to Spanish for Fluent Speakers)	La Introduccion	Nos Conocemos	?Como Vivimos?	Vamos a Aprender	Vamos a Aprender	Los Animales	Nos Cuidamos	Nos Cuidamos	Nuestro Ambiente	Nuestro Ambiente/La Evaluacion
Language Acquisition (Introduction to French)	Self and friends	Self and friends	Family	Family	Family	Sports & activities	Sports & activities	Sports & activities	Sports & activities	Sports & activities
Language and Literature (ELA)	Introduction to Narrative Fiction	Craft Your Story	Exploring & Analyzing Non-Fiction	Exploring & Analyzing Non-Fiction	Writing to Inform	Exploring & Analyzing Fiction & Poetry	Exploring & Analyzing Fiction & Poetry	Responding to Reading	Literacy Cafe	Research Inquiry Project
Mathematics (Math 6)	Integers & Coordinate Plane	Operations with Fractions	Problems with Decimals & Comparing Fractions, Decimals & Percents	Ration & Proportional Reasoning	Ration & Proportional Reasoning	Equations & Inequalities	Geometry 1: Perimeter, Area, and Circles	Geometry 2: Polygons and Congruence	Circle Graphs	Measures of Center
-Math 7 for 6th graders	Integer Operations	Real Number System & Pythagorean Theorem	Coordinate Plane & Transformations	Ratios, Proportional Reasoning & Linear Functions	Ordering/ Comparing All Real Numbers	Expression, Equations, Inequalities	Geometry	Probability	Data & Statistics	Review of Power standards for SOL
Physical and Health Education (Health)	Social Emotional Rotation 1: Rodriguez, Schoenebeck Rotation 2: Heath, Pierce Rotation 3: Curran, Westcott		Substance Abuse and medications AND violence prevention (Rodriguez, Schoenebeck)	Family Life Education (Heath, Pierce)	Substance Abuse and medications AND violence prevention (Curran, Westcott) Nutrition (Rodriguez, Schoenebeck)	Substance Abuse and medications AND violence prevention (Heath, Pierce)	Family Life Education & Safe Dates Rotation 1: Curran, Westcott Rotation 2: Rodriguez, Schoenebeck	Nutrition (Pierce/Heath)	Nutrition (Curran, Westcott)	Health connections to media & culture

**What are our proposed
changes?**

PROPOSED CHANGES VOTE ON IN MARCH:

1. **Base letter grades (A to E) on the mean of criterion** assessed in each course according to MYP boundary levels. Eliminate grades based on percentages.
2. **Align all summative assessments** with appropriate MYP subject criteria. Formative assessments may be reported, but do not determine final grades. To indicate progress on formative assessments scores or comments may be used.
3. **Create a standards report card** that reports student scores on every standard for every class the student is enrolled in.
4. **Eliminate interim grade reports**, because at the reporting deadline a range of summative assessments may not have been given yet.
5. **Define exemptions:** classes that do not offer letter grades (Functional Life Skills, Read Strategies and Math Strategies) retain the OSU scale.

ASSESSMENT TRAININGS



- **Math MYP Assessment Training with Dave Weber with 4 teachers and administrators – Jan 13**
- **MYP Assessment Training – Jan 27**
- **MYP Managing Assessment Training in SC – Feb 14**
- **MYP Synergy Training Module**

PANEL DISCUSSION



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