



## CGS MYP ASSESSMENT POLICY

### Purpose of Assessment

At CGS we believe that assessment is integral to all teaching and learning. Assessment is ongoing, varied and purposeful. It is a collaborative and informative process that involves everyone concerned. Assessment must meet the needs of students at particular ages and stages of development as well as account for diversity in learning styles.

The purpose of assessment at CGS is key to planning, teaching and learning as well as to provide feedback on the learning process and to inform students, parents, teachers and administrators. Students and teachers are actively involved in the assessing process as part of their journey towards becoming autonomous lifelong learners.

Effective assessment allows for:

- students to be an active part of the learning process by analyzing their learning and understanding what needs to be improved
- teachers to inform students and parents on their progress and reflect on their instructional and curricular decisionmaking
- parents to see evidence of student's learning and development while sustaining and celebrating their child's learning

Finally assessment provides a direction of vision for the teachers, the learners, the parents, the administration and the larger school community. The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

- Assessing - how we discover what the students know and have learnt
- Recording - how we choose to collect and analyze data
- Reporting - how we choose to communicate information

## **IB MYP**

Teachers organize relevant assessment and reporting procedures according to the objectives of the programme.

### **Assessing**

CGS employs a variety of assessment tools and strategies which demonstrate student achievements.

**Pre-assessment** takes place prior to the new learning and helps teachers to find out what students already know.

**Formative** assessment is woven into the daily instructional process and helps teachers to plan the next stage of learning. It provides teachers and students with regular feedback on how the learning is developing. It also helps students to improve knowledge and understandings, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment and to recognize the criteria for success.

**Summative assessment** takes place at the end of the teaching and learning cycle. It provides students the opportunity to show what they have learnt.

When designing summative assessments teachers should ask:

- How does the assessment task relate to the statement of inquiry?
- Which MYP objective strands are being addressed/assessed?
- How can we create meaningful performances of understanding?
- What evidence of learning will there be?
- How will the assessment task demonstrate conceptual understanding?
- How will the results be recorded and analysed?
- How and when will the students receive feedback?

Teachers make professional judgments based on the published MYP assessment criteria for each year of the programme as defined in the subject guides and decide on the most appropriate assessment criteria to meet the interim objectives of MYP years 2 and 4.

Teachers incorporate multiple forms of assessment tasks that are adapted to the learning objectives for each subject and are age appropriate.

Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests as required by the national curriculum in order to assess student performance.

### **Assessment in practice**

- Each subject group has a series of four criteria used throughout the MYP, i.e. criteria A, B, C and D.
- Subject group objectives correspond to the assessment criteria. Each criterion is equally weighted and has 9 possible levels of achievement (0- 8), divided into five bands. This chart provides a general description of the achievement bands.

Achievement level	Achievement descriptor	Expectations
0	Does not reach standard	Far Below Basic
1 - 2	Limited	Below basic expectations
3 - 4	Adequate	Meets expectations
5 - 6	Substantial	Exceeds basic expectations
7 - 8	Excellent	Excels

- The criteria assess subject-specific understanding and skills rather than merely content.
- Whenever a student is carrying out a MYP assessed task they must have the assessment criteria with them.
- Task specific clarifications should clearly explain what students are expected to know and do. They may be in the form of:
  - task specific version of the required assessment criteria i.e: delete strands not being assessed
  - face to face or virtual classroom discussion
  - detailed task sheet or assignment
- Students should be able to demonstrate what they know, understand and can do in a variety of contexts so that the full range of learning styles and modalities in both formative and summative tasks are accommodated (please see Special Educational Needs (SEN) policy.)
- Students are able to look back at the criteria to find out what they have to improve to achieve a higher level on their next assessment task.
- Students should receive feedback from both formative and summative tasks early enough in the year that they are able to put constructive advice into practice and there should be summative assessments late enough for students to be able to demonstrate their progress.
- All kinds of feedback should be detailed, timely and actionable.
- Parents can use the criteria to check their child’s homework and overall progress.
- The raw score is made up from the level the student has achieved in each assessment criterion (using a best fit policy – this is when the level awarded in each assessment criterion represents the general understanding of the student. This is not the highest level achieved or the average.
- **The “best-fit” approach**  
The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being

assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

- There is a conversion table for the totals of the four criteria in each of the eight subject groups and the Personal Project.
- A Level Seven (7) is the highest level of achievement, within a range of 1-7. Each MYP level has a description of what degree of knowledge and understanding are required for each grade.
- Many people find MYP assessment reporting to be quite different from other grading systems. An MYP school reports final achievement levels for each subject group's specific assessment criteria. The purpose of this system is to describe what students *can do*. Schools may also total criterion-related achievement levels to determine a final IB grade from 1-7, based on the programme's general grade boundary guidelines and general grade descriptors.

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.

- The descriptors give very specific information about student ability. Unlike any other percentage or a norm-referenced grading, grades based on these descriptions are designed to provide clear guidance about how students can improve their performance.
- It is not always possible to compare the MYP criterion-related descriptions of student achievement with the national reporting system (0-20) in each subject group as the learning outcomes may vary greatly and may not be fully aligned or compatible with one another.

## Recording

CGS uses a variety of strategies to gather information about a students learning. That information is recorded by the teachers using different tools, which are the instruments to collect the data.

Rubrics, anecdotal records, checklists, continuums, and portfolios are used to record students' responses and performances as a means of authentic assessment.

## **Internal Standardisation**

Summative assessments are based on common expectations for all students taking the same course. Summative tasks are subject to internal standardisation. Teachers are expected to meet prior to an assessment to ascertain common practice for administering the assessment and to update marking sheets. Sample assessed papers should be provided to act as benchmarks prior to marking. Upon completion of applying levels of achievement teachers should share a range of assessed tasks, e.g: top, middle and bottom. Teachers can then decide if it is necessary to adjust any levels of achievement as a result of the standardization process.

With regard to the MYP Personal Project, the standardization process is deemed mandatory before the Personal Project supervisors internally assess the personal project and submit their assessed totals for moderation.

## **Reporting**

### **Conferences (Parent-Teacher)**

**There are two parent- teacher conferences in November and February.** These conferences are designed to discuss the students' progress, to answer parents' questions, to address their concerns and to help them define their role in the learning process.

### **Reports**

**A progress report with student achievement on MYP criteria will be reported twice a year formatively –end of January and end of May.**

- Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP before they are able to report a final MYP subject grade (1-7).
- A progress report as designated by the national curriculum will be reported quarterly twice a year.
- At the end of the school year students receive both their final MYP report of the year as well the end-of-year report as required by the national curriculum.