

# MYP: Navigating assessment and the MYP certificate

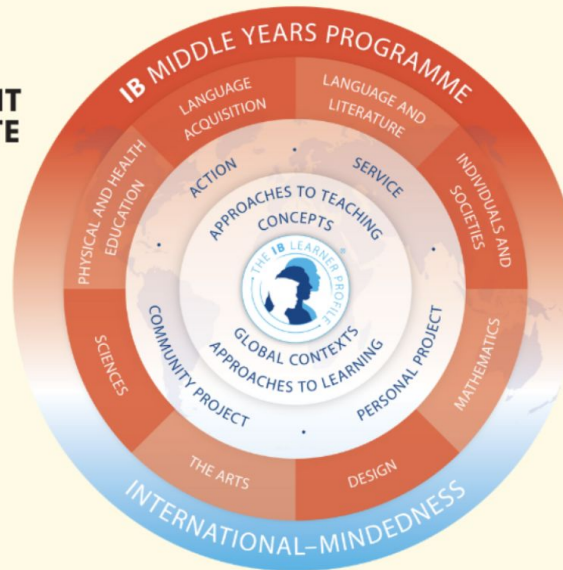
ISU PARENT WORKSHOP



## MYP

NAVIGATING ASSESSMENT  
AND THE MYP CERTIFICATE

Tuesday  
26th September  
8:15-9:15AM  
Dr. Gibbons Hall



Join our MYP Coordinator, Craig McVicar, to learn more about the approaches to assessment in the IB Middle Years Programme and to gain an understanding of the MYP certificate that students complete in Grade 10.

**Craig McVicar - Assistant principal**  
International school of Uganda



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# Today's purpose

- ★ Assessment philosophy
- ★ Criteria based assessment and rubrics
- ★ Assess an assessment
- ★ MYP certificate and eAssessments.



# Warm up activity - sharing

3..... Share **three things** you already know about assessment in the MYP.

2.... Share **two things** you would like to find out more about in regards to assessment.

1.... Share about an **assessment** that either you did as a student or one that you child has done that you remember well... **for the right reasons.**



# ISU assessment philosophy

Assessment is integral to learning. As a collaborative process, assessment guides and captures the evidence of the learning journey, including subject-specific knowledge and skills, conceptual understandings and approaches to learning.

A reflective learning community embraces assessment. Opportunities to reflect and gain feedback on progress is integral to developing an empowered learning community.

Creating a culture of assessment requires that mistakes are valued and viewed as opportunities for learning, both for students and teachers. There are opportunities to notice, document, reflect, and act on evidence of learning, both independently and in collaboration.



# ISU Assessment Beliefs

## **Empowers:**

Empowers students to own and adjust their learning.

## **Challenges:**

Assessment provides opportunities for growth.

## **Reflective:**

Assessment enables students to become reflective and lifelong learners.

## **Informs:**

Assessment is informative and allows for future planning.

## **Fair:**

Assessment is transparent and accurate.

## **Communicated:**

Assessment is clearly communicated.

## **Progressive:**

Assessment is relevant and based on best practice.

## **Inclusive:**

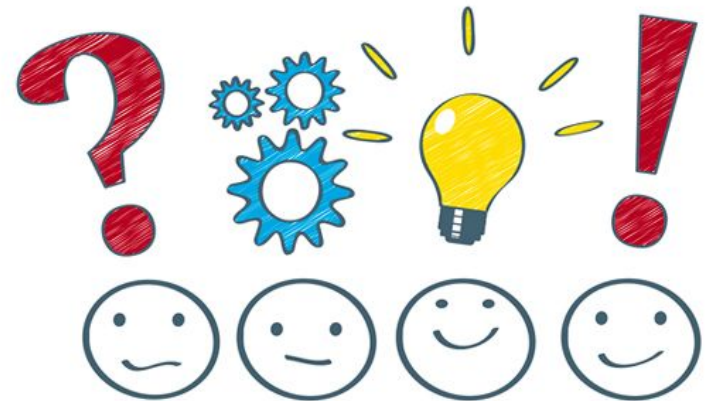
Enables all learners the opportunity for success.



# Inquiry based assessments

The majority of assessments in the MYP will be inquiry driven projects or contextual assignments that will often take place over a number of weeks.

- Assessment AS learning.
- Task sheets for students.
- Inclusive for all learners.
- Choice and agency.
- Support ATL development.
- Frameworks designed.
- Success criteria communicated.



# MYP subject criteria

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Individuals &amp; Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
<b>Language &amp; literature</b>	Analysing	Organizing	Producing text	Using language
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>PHE</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Interdisciplinary</b>	Evaluation	Synthesizing	Reflecting	
<b>Personal Project</b>	Planning	Applying Skills	Reflection	



# Criteria use RUBRICS

**It is not “norm referenced”**  
It does NOT compare and rank test takers in relation to one another.

## Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

A grade of 1-8 are given to students according to the criteria rubric.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recognizes some</b> vocabulary ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.
3-4	The student: i. <b>uses some</b> vocabulary ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.
5-6	The student: i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. <b>consistently uses relevant</b> vocabulary <b>accurately</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.



# MYP year 1, 3, 5 rubrics

Year 1  
(grade 6)

7-8	The student: <ul style="list-style-type: none"><li>i. communicates information and ideas in a way that is <b>completely</b> clear</li><li>ii. <b>completely</b> organizes information and ideas <b>effectively</b></li><li>iii. lists sources in a way that <b>always</b> follows the task instructions.</li></ul>
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Year 3  
(grade 8)

7-8	The student: <ul style="list-style-type: none"><li>i. communicates information and ideas in a way that is <b>completely</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas <b>completely</b> according to the task instructions</li><li>iii. creates a <b>complete</b> reference list and <b>always</b> cites sources.</li></ul>
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Year 5  
(grade 10)

7-8	The student: <ul style="list-style-type: none"><li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li><li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li></ul>
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# Task specific rubrics

	Criteria A (i, ii)	Criteria C (i, ii, iii)	Criteria D (i, ii)
5-6	<p>i. Uses considerable and relevant earthquake terminology accurately</p> <p>ii. Demonstrates substantial knowledge and understanding of earthquakes as shown through a developed example.</p>	<p>i. Communicates information and ideas in a way that is mostly appropriate to the report style and conventions.</p> <p>ii. Mostly structures their information and ideas according to the task instructions</p> <p>iii. Creates an adequate and accurate reference list.</p>	<p>i. Completes a suitable analysis and evaluation of the impact of the earthquake.</p> <p>ii. Summarizes information from research to make usually valid arguments.</p>
7-8	<p>i. Consistently uses a range of earthquake terminology accurately</p> <p>ii. Demonstrates excellent knowledge and understanding of earthquakes as shown through a developed and accurate example.</p>	<p>i. Communicates information and ideas in a way that is completely appropriate to the report style and conventions.</p> <p>ii. Structures their information and ideas completely according to the task instructions</p> <p>iii. Creates a complete and accurate reference list.</p>	<p>i. Completes a detailed analysis and evaluation of the impact of the earthquake.</p> <p>ii. Summarizes information from research to make consistent, well-supported arguments.</p>



**MYP Grade 10 Assessment (The Path to Extremism)**  
**Quotes from Mao, Hitler, and Mussolini About Political Power**



*Political power grows out of the barrel of a gun. (Mao)*

*Make the lie big, make it simple, keep saying it, and eventually, they will believe it. (Hitler)*

*It's good to trust others but, not to do so is much better. (Mussolini)*

GRASPS	Descriptor																	
<b>Goal</b>	The goal of this investigation is to look through history or current events for another example of an <b>individual</b> who is <b>manipulating</b> (or has manipulated) <b>identity and/or culture</b> to gain power.																	
<b>Role</b>	You are <i>either</i> a <b>political activist</b> <u>or</u> a <b>historian</b> trying to show the public how a current, or past, politician has gained/is gaining political power by manipulating identity and/or culture.																	
<b>Audience</b>	The general public, in order to raise awareness and impact change.																	
<b>Situation</b>	<p>If you choose to be an <b>activist</b>, you are concerned about this person's route to power and want to alert others about it.</p> <p>If you choose to be a <b>historian</b>, you are teaching us about this person's route to power so that we can be cautious about others who might do the same.</p> <p>In both cases, your focus is on how this person manipulated identity and culture to gain power.</p>																	
<b>Product and Standards for Success</b>	<table border="1"> <thead> <tr> <th>Product</th> <th>Due date</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>Rationale / Inquiry questions / Action plan</td> <td>Initial check 21 April</td> <td>Ai, Aii, Bii, <u>Biii</u>, Biv,</td> </tr> <tr> <td>Action <u>plan</u> / <u>research notes</u> / <u>presentation plan</u></td> <td>2nd <u>check in</u> 2nd May</td> <td>Bii, Biii, Biv,</td> </tr> <tr> <td>Action plan, presentation, research notes</td> <td align="center"><b>Final due date - MB Monday, May 16th- ALL DUE by 5 PM</b></td> <td>Ai, Aii, Ci, Cii, <u>Ciii</u>, Di, Dii, <u>Diii</u>,</td> </tr> <tr> <td>Complete presentations in class.</td> <td>Presentations in class <b>Monday, May 22nd</b></td> <td></td> </tr> </tbody> </table>	Product	Due date	Criteria	Rationale / Inquiry questions / Action plan	Initial check 21 April	Ai, Aii, Bii, <u>Biii</u> , Biv,	Action <u>plan</u> / <u>research notes</u> / <u>presentation plan</u>	2nd <u>check in</u> 2nd May	Bii, Biii, Biv,	Action plan, presentation, research notes	<b>Final due date - MB Monday, May 16th- ALL DUE by 5 PM</b>	Ai, Aii, Ci, Cii, <u>Ciii</u> , Di, Dii, <u>Diii</u> ,	Complete presentations in class.	Presentations in class <b>Monday, May 22nd</b>			
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<b>ATL Skills focus - Research</b> (finding, interpreting and judging information)																		
<b>- Communication</b> (Presenting and structuring Information as a Presentation and in writing)																		

# Task sheets



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# Assessment timeline

**Wk 1** - Examples given, teacher led activities (Mussolini)

**Wk 2** - Check in 1 - Inquiry Qs , planning, topic chosen, rationale.

**Wk 3** - Check in 2 - Initial findings, sources of information, planning your product.

**Wk 4** - Check in 3 - Links to identity and culture, synthesizing arguments, preparing final product.

**Wk 5** - final products shared, planning & research, reflection and self assessment?



	Criteria A (Knowing and Understanding)	Criteria C (Communication)	Criteria D (Critical thinking)
1-2	<p>Uses <b>limited</b> relevant terminology across <b>the</b> media used.</p> <p>Demonstrates <b>basic knowledge</b> and <b>understanding</b> of their chosen topic</p>	<p>Communicates information and ideas in a <b>limited way</b>, through different forms of media.</p> <p>Structures information and ideas in a <b>limited way</b> according to the media format.</p> <p>Documents sources of information in a <b>limited way</b>.</p>	<p>Analyses culture and identity in a particular society to a <b>limited extent</b> to <b>draw a conclusion</b>.</p> <p>Synthesizes <b>information</b> to a <b>limited extent</b>.</p> <p>Identifies <b>different</b> perspectives and <b>minimal</b> implications.</p>
3-4	<p>Uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b> across the media used.</p> <p>Demonstrates <b>adequate knowledge</b> and <b>understanding</b> of their chosen topic.</p>	<p>Communicates information and ideas <b>satisfactory</b> way, through different forms of media.</p> <p>Structures information and ideas in a <b>somewhat appropriate</b> way according to the media format.</p> <p><b>Sometimes</b> documents sources of information using a <b>recognized</b> convention</p>	<p>Include a <b>satisfactory</b> analysis of culture and identity in a particular society to <b>draw conclusions</b>.</p> <p>Synthesizes <b>information</b> to <b>show some effective understanding</b>.</p> <p><b>interprets</b> different <b>perspectives</b> and some of their implications.</p>
5-6	<p>Uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b> across the media used.</p> <p>Demonstrates <b>substantial knowledge</b> and <b>understanding</b> of their chosen topic.</p>	<p>Communicates information and ideas <b>accurately</b> by using different forms of media.</p> <p>Structures information and ideas in a <b>mostly appropriate</b> way according to the media format.</p> <p><b>Often</b> documents sources of information using a <b>recognized convention</b>.</p>	<p>Includes a <b>good</b> analysis of the culture and identity in a particular society and is able to draw <b>clear conclusions</b>.</p> <p>Synthesizes information to show <b>valid</b> understanding of the <b>relationships</b>.</p> <p><b>interprets</b> different <b>perspectives</b> and their <b>implications effectively</b>.</p>
7-8	<p><b>Consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b> across the media used.</p> <p>Demonstrates <b>detailed knowledge</b> and <b>understanding</b> of their chosen topic.</p>	<p>Communicates information and ideas <b>effectively</b> and <b>accurately</b> using different forms of media.</p> <p>Structures information and ideas in a <b>completely appropriate</b> according to the media format.</p> <p><b>Consistently</b> documents sources of information using a <b>recognized convention</b>.</p>	<p>Completes a <b>detailed</b> analysis of culture and identity in a particular society and forms <b>well-justified</b> conclusions.</p> <p><b>Synthesizes</b> information to make <b>valid, well-supported relationships</b>.</p> <p><b>Thoroughly</b> interprets a range of different <b>perspectives</b> and their <b>implications</b>.</p>

# ISU Assessment Beliefs

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Assessment is informative and allows for future planning.

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Enables all learners the opportunity for success.





# Marking activity - using the rubric

**Purpose:** Engage with the rubric like we ask students to do.

**How:** Look at the 2 examples. Use the marking rubric to try and assign grades. What evidence can you find to support your decision.





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# Example 2 - Feature article



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# OAG (Overall Achievement Grade)

## From the FOUR Criteria to an OAG (Overall Achievement Grade)

- To arrive to an Overall MYP Grade, the **levels of achievement** (0-8) for each criteria are added together.
- The system uses the term **OAG**, referring to the MYP level grades 1-7 that the student has achieved during the final reporting session based on the 4 criteria of each subject group.

Subject	A	B	C	D	Total
Humanities	5	3	6	6	20 (5)
Science	6	3	3	4	16 (4)

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

# OAG (Overall Achievement Grade) descriptors

OLA	MYP General Grade Descriptors
7	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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	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.



# The MYP certificate

## Purpose

- To exposure students to the external sitting exam processes.
- To support students in developing key coursework skills (E-portfolio)
- As a culmination of the their MYP studies. (Focus/ goal).
- Provide feedback on the teaching and learning at ISU.
- A formal external qualification



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# MYP assessments

The MYP exams are **NOT** about remembering content..... This is what the IB says about the MYP exams.

*"The MYP eAssessment pushes students well beyond the rote memorization of subject-specific content, where 75% focuses on inquiry, communication and critical thinking skills".*



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# MYP Certificate (E-assessments, E-portfolio) & service

At the end of their MYP studies students complete their E-assessments. This is a series of online exams, and E-portfolios (essentially coursework for specific subjects).

Students must achieve a total score of 28 points, with no subject receiving less than a 3, to qualify for the MYP certificate.

Students will sit exams for the following subjects:

- Language and Literature
- Integrated Humanities
- Integrated Science
- Mathematics
- IDU (interdisciplinary unit)
- **Language Acquisition (New exam/ IA subject)**



Students will complete E-portfolios for the following subjects.

- Personal Project
- Design, PHE, Music, Drama, and Visual Arts (2 of these subjects)



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# Registering for the MYP certificate

Registration will be taking place over the next 2 weeks.

An email with google form embedded will be sent to grade 10 students and parents.

A copy of the passport photo page is required (names must match this as the registration carries on into the DP)



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# Summary of MYP assessments

- Criterion- related (not norm referenced)
- Ongoing (assessment for/as learning)
- Each subject group has **4 criteria**
- Each criterion has a number of objectives, skills, performances the student must demonstrate
- Teachers give **level of achievement** for each criterion
- **Overall achievement grades** are given at the end of the semester.



# Thank you

# Please feel free to hang around

