



Middle Years
Programme

ASSESSMENT IN THE MYP



Think and discuss: In pairs, discuss for two minutes what you think the objectives of assessment are.

Share: what did you discuss?

Some of the assessment aims in the MYP:



- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real- world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts

Assessment

(Principles to practice page 78-)

Teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks ([authentic performances of understanding](#)), teachers use descriptors to identify students' achievement levels against established assessment criteria.

All MYP subjects have 4 criteria: A, B, C and D.



Achievement level from 1 to 8.

- The 4 criteria are assessed at least twice every year in every subject as a minimum.
- Students receive a rubric outlining what they need to do to achieve at each level in the criteria.

Best fit approach: When teachers look at the criteria in each subject they **do not** use an average but a **best fit** approach. This means that if a student is consistently working at a level 7 and performs badly in one assessment and receives a 3, the final level of achievement should not be affected as they are consistently working at the higher level

Language and literature (Norwegian & English)	Analyzing	Organizing	Producing text	Using language
Language Acquisition (French, Spanish, Norwegian, English)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Science	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	Synthesising	Communicating	Reflecting

TWO TYPES OF ASSESSMENT:

FORMATIVE ASSESSMENT

=> Designed to support the learning outcomes of the summative.

- One or several tasks for each unit.
- Anecdotal records kept by teachers, including focus ATLs and homework
- Student Portfolios, which includes student subject goal setting and reflections supporting the portfolio requirements

=> Evaluated with achievement levels and/or comments that can include what the student did well and how to improve.

SUMMATIVE ASSESSMENT

=> Designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

- Concluding unit assessment with achievement levels and comments
- Task reflects the statement of inquiry

FOR MORE INFORMATION: this.no



Building Globa

- School Day
- International Baccalaureate (IB)
- IB Middle Years Program**
- IB Primary Years Program
- Library
- SFO / After School Clubs
- Instruction Policies
- Travel and Learn
- Computer Use Agreement



MYP Handbooks

- [MYP Handbook](#)
- [MYP Portfolio](#)
- [MYP Service as Action](#)
- [MYP Personal Project](#)
- [MYP General Regulations](#)
- [MYP FAQs](#)

IB Middle Years Program

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB education:

- Centres on learners (IB learner profile)
- Develops effective approaches to teaching and learning (Inquiry, Action, Reflection)
- Works within global contexts (Global Engagement, Multilingualism and intercultural understanding)
- Explores significant content (Broad and Balanced, Conceptual and Connected)

Working together, these four characteristics define an IB education. All models in the IB depict these characteristics.

KAHOOT!!