Noblesse International School

MYP Assessment Policy 2020/2021

Purpose of Assessment

The primary purpose of assessment and evaluation at NIS is to support and improve student learning, and to align NIS assessment practices with the philosophy of the IBO.

The single most important aim of the MYP assessment (consistent with the Primary Years Program and The Diploma Program) is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements.

Philosophy of Assessment at NIS

At Noblesse International School, we acknowledge the holistic development of our students and therefore assessments are geared towards achieving this. The varied approaches to assessment allows us to track students progress and provide meaningful feedback to guide students' learning.

As all students have different learning styles, experiences and abilities, the assessment and evaluation of their learning must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning.

Assessment in the MYP (Taken from MYP from Principles to Practice)

Assessment in the MYP aims to:

• 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

• support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
• common practices in using the MYP assessment criteria and determining achievement levels

Assessment in the MYP at NIS:

• **Holistic assessment approach**- Students are assessed in diverse ways such as hands-on learning activities, experimentations, oral presentation, research papers, oral and written examinations.
• **Formative and Summative Assessments**- Formative assessments provide feedback on the nature of the students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the student a better judge of their own performance and then helping them to develop strategies to improve. Summative assessments allow the students to demonstrate the skills they have learned. These reflect their most accurate performance,rather than averaging attainment grades over a grading period.

a. Formative assessment
Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the curriculum and woven into the daily learning process and is an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher to plan the next stage of learning.

Formative assessment occurs continuously and includes structured and spur-of-the-moment observations that are recorded and filed; formal and informal interviews; collections of work samples; use of extended projects, performances, and exhibitions; performance exams; various forms of short-answer testing, etc. This evidence of learning can be kept in grade books, files or portfolios, which in turn can be used by students and teachers to reflect on, summarize, and evaluate student progress.

Formative assessment promotes deep understanding of knowledge and development of skills by careful consideration of the types of assignment given. Students are involved in the formative assessment of their own learning and that of their peers through feedback forms and formal and informal conferences and discussions. Peer assessment requires a very safe and collaborative learning environment and should only be attempted sparingly and after a period of training and
discussion with the class.

Formative assessment involves providing students with descriptive feedback as they learn.

b.Summative Assessment
Summative assessment occurs at the end of a teaching and learning cycle when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

Summative assessments are a means to gauge, at a particular point in time, student learning relative to the pre-defined criteria communicated to students prior to and during formative assessment. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Summative assessment is generally used as part of the grading process.

Examples of summative assessments include, but are not limited to, chapter tests, quarter exams, final draft lab reports and research papers.

The timing, type, scope and format of each summative task should be clearly communicated to the students ahead of time,MYP subject guide rubrics with task specific clarifications, examples and practice assessments should be distributed and discussed.

•**Criterion Based**-students are evaluated on a set of predetermined MYPsubject-group specific assessment criteria.

https://www.ibo.org/programmes/middle-years-programme/

• **Reflective** - Assessment is used to establish where students are in their learning and a descriptive and timely feedback is built in to make sure students are learning from practice.
Students are involved in the assessment process by learning how to self-assess their own work, assess their peers and set goals for improvement.

Recording Student Achievement
-Recording of students' formative achievement is done through igrade. Both students and their parents are given access to view student progress.
- Portfolios/ ePortfolios are used to organize and keep track of students work
-Google classroom is used

Reporting Student Achievement
- ● Parent Teacher Conferences at the end of the first and third quarter
- ● Student Led conferences
- ● Progress Reports given at the end of the first and third quarter
- ● Report Cards given at the end of each semester

The MYP assessment criteria across subject groups can be summarized as follows.[2]

	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 and applying	Communicating	Reflecting

Students in the MYP are scored on a 1-8 scale for their summative assessments. For each Criterion, the scores for the assessments will be recorded, but will not be added. At the end of the semester, the teacher will make a final decision that best fits the student's achievement based on the MYP Criterion rubric. This will then be added to get the student's final grade, which is converted using the table below:

MYP General Grade Descriptors
The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. [3]

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.

[2] MYP Principles into Practice 2014, p 80
[3] MYP Principles into Practice 2014, p 93