

MYP at Teleborg Centrum Skola Assessment Policy

Academic year 2015-2016

Philosophy of assessment

Assessment plays an integral role in the learning progress of a student. An interplay between well established and structured systems of pedagogical planning and assessing and grading that is progressive, provides a continuous flow of valuable information to teachers, students and parents for the students development and learning. At different stages, these systems together, anchor a reviewed, updated, differentiated and comprehensive understanding of what the students know, understand, apply and reflect upon.

TC values rigorous, authentic and student-centred assessment tasks. Through the exploration of key and related concepts, global contexts and opportunities for service, students are engaged in learning that is enhanced through authentic meaningful and relevant personal connections to the assessed work. Meaningful assessment opportunities and assessment for motivational purposes created through peer assessment and teacher student co-creation of assessment, also provide for synthesised and applicable enhanced learning experiences.

Principles of Assessment (what assessment at TC is)

- Continual assessment is crucial part of the learning and teaching process.
- Using assessment to promote learning includes: (i) The creation of a safe learning environment conducive to risk-taking and capitalizing on mistakes. ii) Empowering students' understanding of their own progress through feedback-discussions with the assessor. iii) Opportunities to utilize feedback, by setting targets for learning through reflection of learning experiences.

- The teaching process includes: i) The monitoring of the individual progress of the students understanding, knowledge, and achievement ii) determining the effectiveness of teaching in certain areas of the subject as a consequence of that monitoring, and iii) the review and steering of instructional practices and curriculum development.
- Assessing gathers evidence from sources and tasks of learning from a variety of mistake moments and achievements.
- Explicit attention is given to Approaches to Learning skills during the learning process.
- Assessments are used to offer students opportunities to explore multiple points of view and different cultural and global perspectives.
- Timely feedback on assessment is shared with students and families.
- Student self-assessment and peer feedback are used.
- Assessments are designed and modified with consideration for students that have different learning styles, cultures, English proficiency and special needs.
- Assessments evaluate the learner's' ability to construct knowledge and demonstrate their skills through authentic, real world tasks.

Common practices in using MYP Assessment Criteria

“The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge”.¹

- Each subject area teacher is responsible for transparent³ pedagogical planning and assessment within the discipline's units of work done by the subject area teacher or subject team/working team.
- Pedagogical planning including corresponding assessment rubrics are designed with regards to making it possible for students to reach the MYP subject group

¹MYP From Principles into Practice 2014

²Curriculum for the compulsory school, preschool class and the recreation centre, 2011

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⁴Managebac: Planning, assessment and reporting platform for students teachers and parents.

objectives and highest possible achievement levels twice, each academic year whilst meeting the requirements for the Swedish curriculum.

- Implemented, relevant rubrics and assessment criteria (*see table 1 below*), are to be well known by the students and when appropriate, developed and assessed collaboratively by MYP teachers from different disciplines and subject areas, N.B. Within interdisciplinary projects, this form of collaboration is compulsory.
- The use of exemplars is preferred when appropriate, to inform students learning expectations.
- It is good pedagogical practice to use student friendly rubrics that are clarified using student friendly language.
- Task specific rubrics and the making of assessment task specific, is preferred.
- At the end of each period of learning (end of term) the subject teacher has to decide on an MYP achievement level for a student. Teachers use a criterion related approach which means that a student's performance is measured against assessment criteria based on the aims and of objectives in each subject.
- Students are not compared to other students and are not criterion-referenced, meaning that they do not have to master all strands of a specific criteria at a lower level to be given an achievement at the next level.
- Evidence of performance is provided from a range of assessment tasks or even one assessment task that covers all the assessment criteria. Here the teacher makes an informed judgement guided by criteria (that are public and transparent) to determine students' achievement levels.

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Table 1

MYP Assessment Criteria across subjects

Subject group	Criterion			
	A	B	C	D
Language and literature	Analyzing	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 Units	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

MYP: From principles into practice

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Table 2

Criterion A: Knowing and understanding

Maximum: 8

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

- i. outline physical health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor <i>(describing the requirements for the achievement level)</i>
0	The student does not reach a standard described by any of the descriptors below.
<i>(Band 1)</i> 1 - 2	The student: i. recalls <i>(command term)</i> some physical health education factual, procedural conceptual knowledge ii. identifies <i>(command term)</i> physical and health education knowledge to outline issues iii. recalls <i>(command term)</i> physical and health terminology.
<i>(Band 2)</i> 3 - 4	The student: i. recalls physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations

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Determining achievement levels for a task (taken from “From Principles to Practice”)

(see table 2)

“Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called **level descriptors**. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student ’ s performance”¹.

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End of period- Assessment

- To determine the final achievement level at the end of each term, all assessed pieces of formative and summative pieces of work result in at least two achievement levels (*see Table 3 below*) for each criteria. The teacher must then decide which final achievement level to give the student based on those achievements levels from the pieces of work. They DO NOT average out the task achievement levels for a given criterion but make a professional judgement based on patterns in the data. How is the student developing in this criterion, as well as the context the work was completed in, are some of the potential contributing factors.

Table 3

Sample of student assessment - Physical Education

Criterion	Final Achievement Level score	
A	4	Achievement Level score Minimum 0 Maximum 8
B	8	
C	3	
D	4	
Criterion level Total	19	

- Now that each criterion has a final achievement level score, the scores are totalled to give a criterion level total.
- This total can of course change each year if other extenuating circumstances lead to improvement or decline of performance within tasks.

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- This total score of the achievement levels within a subject is then converted to a grade of 1-7 using the grade boundary table (see *Table 4 below*).

Table 4

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

Grades do however explain very little without a general description of them. The descriptors of the grades are explained in Table 5 below.

Table 5

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.

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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.

Types of Assessment

Evidence from the achievement of as many assessable tasks as appropriate are used to get an accurate and broad picture of the students understanding and competence within a unit of work and against the objectives . The evidence is also used for student feedback, and can be used to assist in future planning.

Teachers assess all content areas from required content in the Swedish national curriculum² and are exposed to a range of varying kinds of valuable pre-assessment, formative assessment and summative assessment methods.

Assessment tasks are not always solely formative or summative. At the teacher's discretion formative assessment strategies can be used summative and vice versa.

<u>Formative Assessment</u>	<u>Summative Assessment</u>
Quizzes Observations Creating T charts Venn diagrams Classwork and Homework Writings and exit tickets Process journals Peer assessment Portfolios Verbal discussions Self assessment	National Exams End of unit or chapter tests End of term or year exams Peer assessment Research papers Student interviews Oral presentations Open-ended tasks Blogs Collaborative or individual projects Demonstrations

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Pre-assessment

Awaken a student's prior knowledge as well as provide a greater understanding of what students want/need to learn (more) about. From this understanding teachers can then plan learning activities for the unit.

Formative assessment

Formative assessment is part of the instructional process giving feedback and evidence at any point in time, to the teachers and students about understanding and skill development. Formative assessment aids in accelerated learning for successful completion of the summative assessment task. It's used continuously during a unit of work.

Summative assessment

Used as a culminating piece of student achievement evidence at the end of the unit, to judge the competency of the student and effectiveness of the unit or program.

The reporting and recording of student achievement

Teachers use managebac⁴ to record achievement levels given at the end of each unit. Achievement levels are also accessible by parents for constant opportunities to see how their children are doing at any time during the year.

Presently* students will receive a 1-7 grade from each subject at the end of the school year.

Where appropriate at the end of the year the teachers will report a grade that is a cumulation of work from the previous year, written on a report card.

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Mid term 3 way conference

Parents are welcome to contact the subject teacher at any time to discuss the student's development.

However, teachers, students and parents, will discuss achievement levels as well as end of term grades, during two mid term during 3 -way conferences. Students should demonstrate their understanding of feedback concerning grade

Command terms

- Command terms are key words to describe levels of understanding in all the subjects' objectives and assessments. These words are explicitly discussed amongst all subject teachers and students.
- When students are asked to discuss for example, "describe" as opposed to "discuss," (through explicitly discussed the command terms) they are aided through a process of understanding the objectives, level descriptors, and what is required of them within each subject a lot better.

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