TEN ASSESSMENT ESSENTIALS

1. Objectives: Describe what students should be able to do

a. Year 5 are found in subject guide

b. Years 1‐4 use the interim objectives in subject guide

c. Must be age and developmentally appropriate

2. Assessment Criteria: Describe how we will judge to what degree the student has achieved

the objective.

1. Objective bullets (strands) = assessment criteria descriptors

b. Year 5 are found in subject guide

c. Years 1‐4 use the interim objectives to develop

3. Assessment Task: This is designed by teachers to allow students to demonstrate that they

can meet the objectives.

a. Must allow students to achieve the highest levels of achievement on the assessment

criteria.

b. As you design tasks, keep the year 5 prescribed minimum tasks in mind.

4. Assessment Rubrics: clearly identifies the teacher’s expectations.

a. Year 5 are found in the subject guide.

b. Year 1‐4 must be developed

i. Adjust descriptors so they are age and developmentally appropriate.

ii. You may use kid‐friendly language.

iii. Give task‐specific clarifications

c. Must not add or take away from the criteria.

5. Exemplars: Show students examples of work that would be awarded the various levels of

achievement on the rubric.

6. Standardization: for subject‐alike teachers

a. Must develop common summative assessment tasks.

b. Must agree on how the assessment criteria are applied.

7. Giving grades on an assessment task

a. Determine the level of achievement for the criteria (usually 1 or 2 criteria at a time)

b. Convert to a district grade if this is part of your assessment plan. (NOTE: you may

convert an MYP level of achievement to a district grade, but you may not convert a

district grade to an MYP level of achievement.

8. Giving Final Grades ( required in year 5)

a. Make sure to complete the required number of assessments for each criterion.

b. Determine a final level of achievement for each assessment criterion.

c. Add final levels together and use the grade bands to determine a final grade 1‐7.

9. Reporting MYP grades/levels of achievement.

a. Determine when and how often grades will be reported to parents and students.

b. Convert to a district grade (if this is part of your assessment plan)

c. Reporting should occur on a regular basis in a meaningful way.

10. Monitoring/Moderation

a. Decide which process your school will use.

b. Monitoring: must be done within two years of the evaluation visit

i. Monitoring for evaluation

ii. Monitoring before moderation

c. Moderation: Validates MYP grades

i. Record of Achievement (transcript) ii. MYP certificate (if student meets all

the requirements)

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