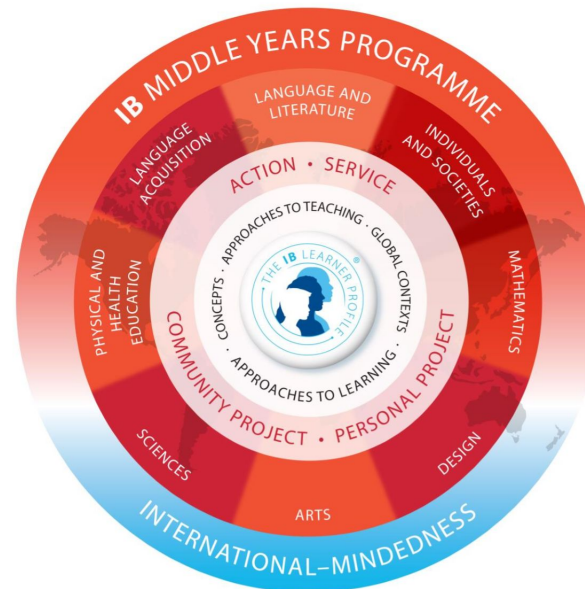


IB MIDDLE YEARS PROGRAMME 2021



Aim: To have an overview of assessment and reporting in Year 7 -10 - incorporating the MYP

IB MIDDLE YEARS PROGRAMME 2020

Workshop on assessment and reporting Year 7-10



Welcome:

There are some activity sheets on your tables, please introduce yourselves to the others at your table and feel free to engage with some of these activities.

- 1) IB Terminology match up
- 2) Crossword
- 3) Unscramble the anagram

ACKNOWLEDGEMENT OF COUNTRY



**BUILDING
FUTURES**



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ACKNOWLEDGEMENT OF COUNTRY

Archdiocese of Canberra and Goulburn





**BUILDING
FUTURES**

WHY HAVE WE ADOPTED THE IB?

- Aligns well with what we already do
- Internationally recognised
- Will enhance a more global focus in the college in the curriculum and in the community of the school
- Importance of languages preparing global citizens
- Research shown that the MYP is a good preparation for success in Diploma Programme (Years 11 and 12)
- Personal Project in Year 10



MYP / AUSTRALIAN CURRICULUM



- MYP is a **framework** to deliver our Australian Curriculum content.
- We will still continue to use our professional '**best fit**' judgement to determine overall grades and descriptions of performance based on their overall performance across the year per subject.
- Evidence based process.
- In addition, we will incorporate the MYP language, outcomes and criteria.



Merici College Year 9 Unit Outline MYP 5

Subject	Geography	Year	2021
Unit Title	Australia and its Global Connections	Semester	1
Year Level	9	MYP Subject Group	Group 3 Individuals and Societies

Teachers: Natalie Fairfax

Middle Years Programme

Key Concept	Related Concepts	Global Context
Change	Power Process	Globalization and sustainability
		Exploration
		Consumption, conservation, natural resources and trade

Statement of Inquiry

The power to change processes in our human and physical environments can lead to inequalities in consumption and access to resources.

ATL

Thinking Skills: In order for students to (D. iv) Interpret different perspectives and their implications, students must (8.m) consider ideas from multiple perspectives

Description of Unit Learning

Students are provided the opportunity to consider the biomes of the world and how we alter them for our food and fibre use, and the impacts and management issues this creates in different places and for different people. We focus on the tropical rainforest as our main biome study and cotton as a fibre. Students study the interconnections between people and places through the products and services people buy and consume, and the effects of their production on the places that make them. They study the role of transport and communication technologies in creating a global market and the way we are interconnected. We focus on our ethical use of places and resources and how we can reduce our impact on the world. Students investigate the way we perceive places and how we can create a more inclusive and sustainable environment.

SOI: a statement that guides the learning in the unit

Assessment

Unit Objectives	It is intended that by the end of this unit the student should be able to: Criterion A Knowing and Understanding i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. Criterion B Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation. Criterion C Communicating i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. Criterion D Thinking Critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well-supported arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.
-----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objectives:
Taken from the IB MYP Subject Guide

Summative Assessment Tasks MYP Year 5 Criteria

No.	Description of Task	MYP Criteria Assessed (A/B/C/D)	Strands (I, II, III, IV)	Due Date
1	Inclusive Places – Decision Making Task	A	I, II	24/3/2021
		B	I, II, III, IV	
		C	I, II, III	
		D	I, II, III, IV	
2	Biomes and Food Security Test with Pre-release Stimulus	A	I, II	19/5/2021
		C	I, II	
		D	II, IV	

Criteria and strands being covered this semester/term

Late Submission of Assessment Work

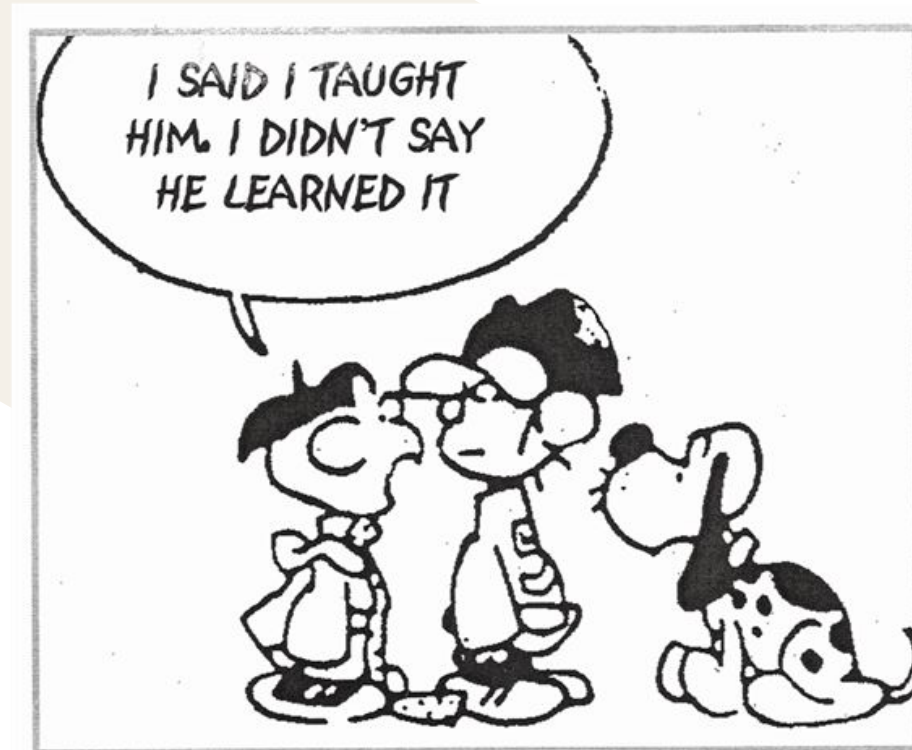
- Teachers assess students on performance against ACARA achievement standards and IB MYP criteria and this is based on evidence. To develop students work ethic and ensure evidence is obtained by teachers in a timely manner, the following procedure will be applied where assessment items are not submitted by the due date.

Taken from IB MYP but selected for our unit

Content – taken from Australian Curriculum and how we are covering it at Merici

ASSESSMENT IN THE MYP AIMS TO:

- process feedback on the learning process
- inform, enhance and improve the teaching process
- opportunities to exhibit transfer of skills across disciplines
- positive student attitudes
- promote a deep understanding
- critical- and creative-thinking skills
- reflect the international-mindedness
- Support holistic development



WHAT ABOUT CLASSWORK?

- Formative opportunities to gain feedback
- Supports learning leading to assessment
- 4 areas on report that focus on ATL's (Approaches to Learning) - Completes class and homework.
- Outstanding effort in Awards ceremony
- May be used by classroom teacher to clarify decision making about criterion levels



MYP CRITERIA AND STRANDS



	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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	Communicating	Reflecting

- 4 criteria (A,B,C,D)
- Each criteria have multiple strands (i, ii, iii, iv, v)
- Each criteria have descriptions associated (Yr 7 & 8 MYP Year 3 MYP 5 for Year 9 and 10 (2021))
- Each criteria is marked out of 8
- All criteria are of equal value

C Processing and evaluating

At the end of year 5, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. collect and present data in numerical and/or visual forms ii. Interpret data iii. state the validity of a hypothesis based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method.
3–4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect and present data in numerical and/or visual forms ii. accurately Interpret data and explain results iii. outline the validity of a hypothesis based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation.
5–6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately Interpret data and explain results using scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions to the method that would benefit the scientific investigation.
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize, transform and present data in numerical and/or visual forms ii. accurately Interpret data and explain results using correct scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation iv. evaluate the validity of the method based on the outcome of a scientific investigation v. explain improvements or extensions to the method that would benefit the scientific investigation.

Descriptions

- The subject group specific descriptions for each level can be found in each subject guide that teachers have and are present on the rubrics for each task.



**BUILDING
FUTURES**

Figure 5

Sciences objectives and criteria alignment

MYP ASSESSMENT IS NOT:



- To be averaged
- To be only summative
- Norm referenced (Does not compare students to each other – no ranking)
- Criterion referenced (must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)
- Split up into decimals, e.g. 4.5.

MYP ASSESSMENT IS:



- Best Fit
- Evidence based
- Professional judgement
- Holistic
- Rigorous
- Focuses on positive achievement – no negative marking
- the highest level of any given criterion does not represent perfection.
- attention to the **most accurate** demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods



Students with Additional Learning Needs



- Modified Outcomes* (Completely different outcomes written personally for the student)
- Adjusted Assessment* (e.g. scaffolding)
- Adjusted Conditions (E.g. extra time)

*Dependent on individualised learning plan liaison with Inclusive Education Coordinator

Criterion A Knowing and Understanding

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Criterion A Knowing and Understanding

- i. use some key terms in context.
- ii. demonstrate basic knowledge and understanding of subject-specific content through simple descriptions and examples.

Students with Additional Learning Needs

Gifted and Talented

- Accelerated - Subject specific or whole year group - This is indicated on the report, rubrics and task sheets
- Phases - Language - indicated on report and rubrics
- Differentiated in classroom

<https://www.merici.act.edu.au/building-futures/international-baccalaureate> - links here to inclusion policy



MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

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.

MYP GRADE BOUNDARIES

Associated descriptions that characterise what a students work looks like.

To be used to look at learning holistically in the subject group area.

Not for individual tasks.



MYP LANGUAGE ACQUISITION - PHASES



Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

- 4 criteria (A,B,C,D)
- Each criteria have multiple strands (i, ii, iii, iv)
- Each phase and criteria have descriptions associated.
- Each criteria is marked out of 8
- All criteria are of equal value

MYP LANGUAGE ACQUISITION - PHASES



Year 7	Phase 1 (unless experience is disclosed in admissions process and interviews).
End of Semester Year 7	Opportunity to move to Phase 2.
Year 8	Phase 1 unless demonstrated proficiency at phase 1. <i>Will be taught new content, but still at a basic level.</i>
	Some students will be at phase 2.
Year 9	Most students should be at phase 2. Some students will have progressed to phase 3. There is the opportunity for students to be placed into phase 4.
Year 10	Students may still be in phase 1 if they have arrived to Merici without any language experience, or if they are struggling with language learning. Most students will be in phase 2 or 3, with some at phase 4, a few at phase 5 or 6.

- End of semester and end of year - opportunity to move phases.
- Stay in the language for 4 years.
- There may be some students who have strong language skills and progress faster, and there may be some who take more time.
- Italian, French, Spanish, Chinese (Mandarin)

WORKSHOP

Jigsaw -In your table groups you will find an envelope. This contains pieces of a Year 8 rubric.

Your task is to sort the cards so they show the progression of learning.

Best is on the left side, lower performance to the right.
(We are just looking at Criteria A, for the purpose of this activity).





STUDENT FEEDBACK



BUILDING FUTURES

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Not Evident	Criterion Total
Criterion A Knowledge and Understanding							/ 8
i. use a range of terminology specific to landforms and landscapes in context of Jenolan Caves.	Consistently uses a range of terminology accurately about landforms and landscapes in context of Jenolan Caves.	Uses considerable and relevant terminology accurately about landforms and landscapes in context of Jenolan Caves.	Uses some terminology about landforms and landscapes in context of Jenolan Caves accurately .	Limited use landforms and landscapes in context of Jenolan Caves terminology.	Does not reach a standard described by any of the descriptors.		
ii. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates excellent knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through developed and accurate descriptions, explanations, and examples.	Demonstrates substantial knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through descriptions, explanations, and examples.	Demonstrates satisfactory knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through simple descriptions, explanations, and examples.	Demonstrates basic knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Jenolan caves and their features and the concepts of sustainability through limited descriptions and/or examples.	Does not reach a standard described by any of the descriptors.		
Criterion B Investigating							
iii. use methods to collect and record relevant information	uses methods to collect and record appropriate and varied relevant information about the Jenolan Caves.	uses methods to collect and record appropriate relevant information about the Jenolan Caves	uses a method(s) to collect and record some relevant information about the Jenolan Caves	collects and records limited or sometimes irrelevant information about the Jenolan Caves	does not reach a standard described by any of the previous descriptors		

Commendations:

Recommendations:

Integration of Australian Curriculum to the IB MYP



Merici College delivers the Australian Curriculum and has to report against the Achievement Standards for each subject (A-E grades).

The MYP criteria totals in each subject are used to determine the Australian Curriculum grade awarded.

Mapped with Australian curriculum...best fit that represents the grade ranges

Australian Curriculum Grade	MYP score with grade boundaries for Australian Curriculum conversion	MYP Grade
A	28-32	7
B	20-27	6 5
C	12-19	5 4 3
D	5-11	3 2 1
E	1-4	1

Example of Assessment



What has the student achieved?

Task 1 - In class presentation				Task 2 - Test		Task 3 – Take home research task		A	B	C	D
A	B	C	D	A	B	C	D				
5	8	6	4	6	2	7	5				
								End of Semester Grades			

What would you need to consider? What other information would you need in order to make a judgement at the end of the semester?

Other examples of how overall criterion totals have been arrived at:



Holistic level for Criterion A

Ai –	Holistic level for criterion A:
Aii –	
Aiii –	

The best-fit approach means that compensation should be made when a piece of work matches different strands of a criterion at different levels.

Examples of potential compensations:

Ai – weak 3	Holistic level for criterion A:
Aii – weak 3	
Aiii – strong 5	

4

Ai – strong 6	Holistic level for criterion A:
Aii – 6	
Aiii – strong 4	

6

Ai – 6	Holistic level for criterion A:
Aii – 0	
Aiii – 6	

4

Ai – 7	Holistic level for criterion A:
Aii – 6	
Aiii – 8	

7

Ai – 5	Holistic level for criterion A:
Aii – 5	
Aiii – 6	

5

Ai – 1	Holistic level for criterion A:
Aii – weak 7	
Aiii – strong 2	

3

Reporting

Reporting

Here is an example of a report from a Year 8 student.

AUSTRALIAN CURRICULUM GRADE (A-E)

Unit Assessment Report - Semester 1, 2019

MYP GRADE (1-7)

Student: 07-EL103
 Class: Religious Education
 Course: Individuals and Societies: Who We Are
 Unit:

Teacher:
 Report Date: 05/07/2019

Academic Achievement C

MYP Grade 3

Total MYP Criteria Result	13/32
---------------------------	-------

MYP Assessment Criterion	Result /8
Criteria A - knowing and understanding	4
Criteria B - investigating	4
Criteria C - communicating	3
Criteria D - thinking critically	2

Effort & Application in this Unit

In this unit the student:	Rarely	Sometimes	Usually	Consistently
Contributes positively to class activities				✓
Brings appropriate equipment to class				✓
Completes required class work and home work				✓
Completes assessment on time				✓

TEACHER OVERALL JUDGEMENTS ON EVIDENCE OUT OF A POSSIBLE 8 FOR EACH CRITERIA TOTALING POSSIBLE 32)

Comments & Recommendations

's commended for:

- demonstrating an awareness of her intended audience
- successfully formulating a clear and focused research question

It is recommended that

- display more confidence and contribute more openly to class discussions
- formulate and follow an action plan to investigate research questions

	A	B	C	D	E
Grade Distribution	7%	41%	50%	1%	0%



**BUILDING
FUTURES**

NEXT STEPS

Engage with your child's unit outline

Discuss rubrics with your daughter

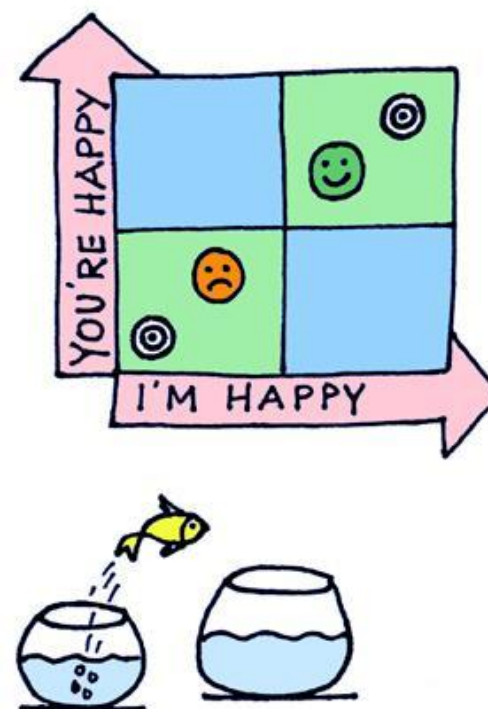
Reinforce it is best fit, not an average.

Assist your daughter to reflect on how to improve next time by looking at the rubric and seeing where there are gaps.

Contact your daughters teachers if you or they require any assistance in understanding the expectations of a task or the assessment of it.



BUILDING
FUTURES



nobody
rises
to
low
expectations

QUESTIONS

At this point, you are welcome to leave if you do not wish to stay for questions.

Thank you for attending this evening.

Link to Assessment Policy:

<https://www.merici.act.edu.au/building-futures/international-baccalaureate>

Andrea McNamara MYP Facilitator: andrea.mcnamara@merici.act.edu.au

Natalie Fairfax Head of IB : natalie.fairfax@merici.act.edu.au

