

Assessment in the Middle Years Program at AEACMS

MYP assessment standards are consistent around the world. The MYP assessment model is criterion-related. Teachers structure varied assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

All schools are responsible for developing appropriate assessments for their students according to published MYP objectives and 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*.

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

Subject	Criteria A	Criteria B	Criteria C	Criteria 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
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Art	Knowing and understanding	Developing skills	Thinking creatively	Responding
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Math	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Community Project (8th grade only)	Investigating	Planning	Taking action	Reflection

Rubrics

AEACMS uses rubrics as a means of communicating expectations for an assessment task, providing focused feedback on works in progress, and grading final products. An IB MYP *rubric* is a set of evaluation criteria that measures the growth of a student's knowledge and skills. Using rubrics eliminates the guesswork for students by clarifying the objective of the assignment and the evaluation standards. Students are aware of the criteria against which they are assessed and are provided with clear markers of expected achievement.

Each band of a rubric will have its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. Below are general descriptors. All subject areas use the 0-8 levels.

Achievement Level	Level Descriptor
0	does not reach a standard
1-2	limited
3-4	adequate
5-6	substantial
7-8	excellent

Final assessments and grades

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.