

INTERNATIONAL SCHOOL ALMERE THE NETHERLANDS

ASSESSMENT BOOKLET
MIDDLE YEARS PROGRAMME
2011-2012

Introduction

We follow the IB Middle Years Programme system of assessment. The MYP format of assessment is known as a “**Criterion Related**” and this means that the students are evaluated against subject-specific criteria and the students are not evaluated against their peers. The aim of this booklet is to make the assessment process understandable for students and parents. Please, take the time to read through this booklet so you can become more acquainted with assessment at ISAlmere. If you have any questions feel free to contact the school, and if you would like to read more about assessment at ISAlmere you may read our Assessment Policy which can be found on the website.

Assessment Defined

Assessment is a general term used to describe a variety of tasks students complete in which they are evaluated on. The overall purpose of assessment is to guide learning, guide teaching, and to evaluate student performance. There are many types of assessment including **formative** and **summative assessments**. **Formative assessments** are used as checkpoints to determine if students are on the right track. Teachers can then make decisions based on analysing the formative assessments to move on to a new topic or to reteach a topic. **Summative assessments** are used at the end of a topic to evaluate student mastery. **Assessment tasks** vary quite a lot and may include traditional tests, essays, lab reports, performances, etc.

Grading Periods

The academic year is divided into three terms. The **Final Grade** earned at the end of Term 3 represents an overall judgement of the students' work throughout the entire academic year, and the Final Grade, in conjunction with other requirements, is used to determine whether or not a student is promoted to the next year group. At the end of term one and term two the students will receive an **interim grade**. This grade represents a snapshot of the students' **Final Grade** if the school year were to end at the given term.

Subject Criteria

Each **subject group** is divided into multiple criteria in which the students are assessed and a brief description of the criteria can be found later in this document. The criteria are the same amongst all MYP schools worldwide. Students are assessed at least twice for each criterion within each subject during the school year.

Best-Fit Approach

For each criterion within each subject group the students earn a **level of achievement**. The level of achievement represents the students' ability and performance for that criterion. The level of achievement for each assignment is measured based on the students' performance for that given assignment. The level of achievement a student earns at the end of each term is based on a **Best-Fit** approach. In order to determine the Best-Fit a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability.

Final Grade

Students earn a **Final Grade** for each subject group at the end of each school year. The Final Grade is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The Final Grade is calculated by adding the students' level of achievement for each criteria in a subject and then applying the grade boundaries. The grade boundaries for each subject group can be seen later in this booklet.

Final Grade	Description
7	Excellent performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

Assessment within the Subject Groups

The following pages detail the criteria for the eight subject groups and the personal project. Each section identifies the number of criteria for that subject, the grade boundaries to determine the final grade, a brief description of each criteria, and the maximum level of achievement that can be earned for each criterion. Remember, the grade boundaries are used to determine the Final Grade by adding the scores from each criterion. Finally, you'll notice that maximum level of achievement for each criterion is not necessarily the same number. The MYP has already weighted the criteria to give more weight to those criteria deemed more important.

Community and Service

Participation in Community and Service is a requirement and expectation for all students at ISAlmere. Students must successfully complete the appropriate community and service requirements during each year of the MYP.

ARTS (Visual Arts and Drama)

Number of Criteria: 4

Grade boundaries

Final Grade	Boundaries
7	31-34
6	26-30
5	21-25
4	14-20
3	9-13
2	4-8
1	0-3

Criterion A: Knowledge and Understanding (maximum 8)

This criterion focuses on building knowledge and understanding of both the art form and artistic processes. It informs the student's practice as a young artist and allows him or her to appraise other artworks. The learning a student experiences will impact on his or her own art-making and expression of personal interpretations in **criterion B**.

Criterion B: Application (maximum 10)

This criterion focuses on the practical application of the student's skills to the creation of artwork. This should be strongly informed by knowledge and understanding developed in relation to criterion A. The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of the student's work.

Criterion C: Reflection and Evaluation (maximum 8)

This criterion focuses on the way that a student gradually comes to feel and think like an artist. Ongoing reflection is more than just a record of

what was done. Reflecting critically requires the student to question and justify the choices that he or she has made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development. The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent.

Criterion C is concerned **solely** with the student's reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in criterion A, although this may lead a student to reflect on his or her own work subsequently.

Criterion D: Personal Engagement (maximum 8)

The main focus of this criterion is the development of the attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience.

The student should develop his or her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

HUMANITIES

Number of Criteria: 4

Grade Boundaries

Final Grade	Boundary
7	34-38
6	29-33
5	24-28
4	19-23
3	13-18
2	8-12
1	0-7

Criterion A: Knowledge (maximum 10)

This criterion assesses the students' knowledge of the content being taught including related terminology and using facts/examples to support descriptions, explanations, and arguments.

Criterion B: Concepts (maximum 10)

This criterion evaluates the student's ability to demonstrate how the concepts of TIME, PLACE/SPACE, CHANGES, SYSTEMS, and GLOBAL AWARENESS are powerful ideas that have relevance within and across the disciplines.

Criterion C: Skills (maximum 10)

This criterion assesses the demonstration of TECHNICAL, ANALYTICAL, DECISION-MAKING, and INVESTIGATIVE skills.

Criterion D: Organization and Presentation (maximum 8)

This criterion assesses the students' ability to use a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that every presentation is unique and hence shows their new perspective.

LANGUAGE A (Dutch and English)

Number of Criteria: 3

Grade Boundaries

Final Grade	Boundary
7	28-30
6	24-27
5	20-23
4	15-19
3	10-14
2	5-9
1	0-4

Criterion A: Content (maximum 10)

This criterion assesses the students ability to understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts, apply appropriate terminology, analyze the effects of the author's choices on an audience, compose pieces that apply appropriate and/or non-literary features to serve the context and intention, compare and contrast works, and connect themes across and within genres, and express an informed and independent response to literary and non-literary texts.

Criterion B: Organization (maximum 10)

This criterion assesses the students' ability to create work that employs organizational structures and language-specific conventions throughout a variety of text types, organize ideas and arguments in a sustained, coherent and logical manner, and employ appropriate critical apparatus.

Criterion C: Style and Mechanics (maximum 10)

This criterion assesses the students' ability to use language accurately to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings, appropriate and varied register, vocabulary and idiom, to use correct grammar and syntax, appropriate and varied sentence structure, and correct spelling (alphabetic languages) or writing (character languages).

LANGUAGE B (Dutch, French, Latin and Spanish)

Number of Criteria: 5

Grade Boundaries

Final Grade	Boundary
7	43-48
6	37-42
5	31-36
4	24-30
3	17-23
2	9-18
1	0-8

Criterion A: Oral Communication- message and interaction (maximum 8)

This criterion assesses the students' ability to communicate ideas, interact and maintain the flow of a conversation.

Criterion B: Oral Communication- language (maximum 8)

This criterion assesses the students' ability to use the language effectively and accurately.

Criterion C: Writing- message and organization (maximum 8)

This criterion assesses the students' ability to communicate, organize and support relevant ideas in writing.

Criterion D: Writing- language (maximum 8)

This criterion assesses the students' ability to write the language effectively and accurately.

Criterion E: Reading Comprehension (maximum 16*)

This criterion assesses the students' ability to comprehend a piece of writing in the target language.

*Although there is a maximum score of 16, the grading rubrics are on a scale of 1-8. The score the student earns will be multiplied by 2 in order to weigh the level of achievement appropriately. For example, if a student earns a 6, then the level of achievement will be multiplied by 2, and his/her level of achievement will become a 12.

MATHEMATICS

Number of Criteria: 4

Grade Boundaries

Final Grade	Boundary
7	26-28
6	22-25
5	18-21
4	13-17
3	9-12
2	5-8
1	1-4

Criteria A: Knowledge and Understanding
(maximum 8)

This criterion assesses the students' ability to know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics), use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts, and select and apply general rules correctly to make deductions and solve problems, including those in real-life contexts.

Criterion B: Investigating Patterns (maximum 8)

This criterion assesses the students' ability to select and apply appropriate inquiry and mathematical problem-solving techniques, recognize patterns, describe patterns as relationships or general rules, draw conclusions consistent with findings, and justify or prove mathematical relationships and general rules.

Criterion C: Communication in Mathematics
(maximum 6)

This criterion assesses the students' ability to use appropriate mathematical language in both oral and written explanations, use different forms of mathematical representation, communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating problems.

Criterion D: Reflection in Mathematics (maximum 6)

This criterion assesses the students' ability to explain whether their results make sense in the context of the problem, explain the importance of their findings in connection to real life where appropriate, justify the degree of accuracy of their results where appropriate, and suggest improvements to the method when necessary.

PHYSICAL EDUCATION

Number of Criteria: 4

Grade Boundaries

Final Grade	Boundary
7	29-32
6	25-28
5	21-24
4	16-20
3	11-15
2	6-10
1	1-5

Criterion A: Knowledge (maximum 8)

This criterion assesses the students' ability to use physical education terminology in context, demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts, demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts, and use their knowledge to analyze situations and solve problems.

Criterion B: Movement Composition (maximum 6)

This criterion assesses the students' ability to explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity, compose aesthetic movements, link movements in order to compose aesthetic sequences, and take into account the concepts of space, time, level, force and flow.

Criterion C: Performance (maximum 10)

This criterion assesses the students' ability to demonstrate the skills and techniques necessary for active participation in a variety of physical activities, apply tactics, strategies and rules in both individual and group situations perform movement concepts and sequences of movement in a variety of physical context in a performance/playing situation.

Criteria D: Social Skills and Personal Engagement

(maximum 8)

This criterion assesses the students' ability to communicate effectively, including verbal and non-verbal forms of communication, demonstrate attitudes and strategies that enhance their relationships with others, show respect and sensitivity to their own and different cultures, take responsibility for their own learning process and demonstrate engagement with the activity, reflect critically upon their own achievements, and set goals to enhance learning and take action towards achieving them.

PERSONAL PROJECT- only applicable to students in MYP 5

Number of Criteria: 7

Grade Boundaries

Final Grade	Boundary
7	25-28
6	22-24
5	17-21
4	14-16
3	10-13
2	6-9
1	0-5

Criterion A: Use the Process Journal (maximum 4)

This criterion assesses the students ability to demonstrate organizational skills through time and self-management, communicate and collaborate with the supervisor, and demonstrate information literacy, thinking and reflection

Criterion B: Define the Goal (maximum 4)

This criterion assesses the students' ability to identify and explain a topic based on personal interest, justify one focus area of interaction as a context for the project, outline a clear, achievable, challenging goal, and create specifications that will be used to evaluate the project's outcome/product.

Criterion C: Select Sources (maximum 4)

This criterion assesses the students' ability to select varied, relevant sources to achieve the goal and to evaluate sources.

Criterion D: Apply Information (maximum 4)

This criterion assesses the students' ability to transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Criterion E: Achieve the Goal (maximum 4)

This criterion assesses the students' ability to evaluate the outcome/product against their own

specifications for success.

Criterion F: Reflect on Learning (maximum 4)

This criterion assesses the students' ability to reflect on how completing the project has extended their knowledge and understanding of the topic including in the context of the focus area of interaction and to reflect on how they have developed as a learner by completing the project.

Criteria G: Report the Project (maximum 4)

This criterion assesses the students' ability to organize the project report according to the required structure, communicate clearly, coherently and concisely, within required limits, and acknowledge sources according to recognized conventions.

SCIENCES

Number of criteria: 6

Grade Boundaries

Final Grade	Boundary
7	33-36
6	29-32
5	25-28
4	19-24
3	12-18
2	6-11
1	1-5

Criterion A: One World (maximum 6)

This criterion evaluates refers students' ability to understand the role of science in society. Students should be aware that science is a global endeavor and that its development and applications can have consequences for our lives. One world should provide students with the opportunity to critically assess the implications of scientific developments and their applications to local and/or global issues.

Criterion B: Communication (maximum 6)

This criterion evaluates students' ability to communicate information in science. Students should be able to use scientific language correctly and a variety of communication modes and formats as appropriate. Students should be aware of the importance of acknowledging and appropriately referencing the work of others when communicating in science.

Criterion C: Knowledge and Understanding (maximum 6)

This criterion evaluates students' ability to understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems and formulate scientifically supported arguments.

Criterion D: Scientific Inquiry (maximum 6)

This criterion evaluates students' ability to develop intellectual and practical skills to design and carry

out scientific investigations independently and to evaluate the experimental design (method).

Criterion E: Processing Data (maximum 6)

This criterion evaluates students' ability to collect, process and interpret sufficient qualitative and/or quantitative data to draw appropriate conclusions. Students are expected to develop analytical thinking skills to interpret data and judge the reliability of the data.

Criterion F: Attitudes in Science (maximum 6)

This criterion evaluates students' ability to implement safe, responsible and collaborative working practices in practical science.

TECHNOLOGY

Number of Criteria: 6

Grade Boundaries

Final Grade	Boundary
7	32-36
6	27-31
5	22-26
4	16-21
3	10-15
2	6-9
1	1-5

Criterion A: Investigate (maximum 6)

This criterion assesses students' ability to identify the problem, develop a design brief and formulate a design specification. Students are also expected to acknowledge the sources of information and document these appropriately.

Criterion B: Design (maximum 6)

This criterion assesses students' ability to generate several feasible designs that meet the design specification and to evaluate these against the design specification. Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

Criterion C: Plan (maximum 6)

This criterion assesses the students' ability to construct a plan to create their chosen product/solution that has a series of logical steps, and that makes effective use of resources and time. Students are expected to evaluate the plan and justify any modifications to the design.

Criterion D: Create (maximum 6)

This criterion assesses the students' ability to document, with a series of photographs or a video and a dated record, the process of making their product/solution, including when and how they use tools, materials and techniques. Students are expected to follow their plan, to evaluate the plan and to justify any changes they make to the plan

while they are creating the product/solution. Students will sometimes embark upon a very ambitious project, or they may encounter unforeseen circumstances. In some circumstances a product/solution that is incomplete or does not function fully can still achieve one of the levels awarded for this criterion.

Criterion E: Attitudes (maximum 6)

This criterion assesses students' ability to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations. Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.