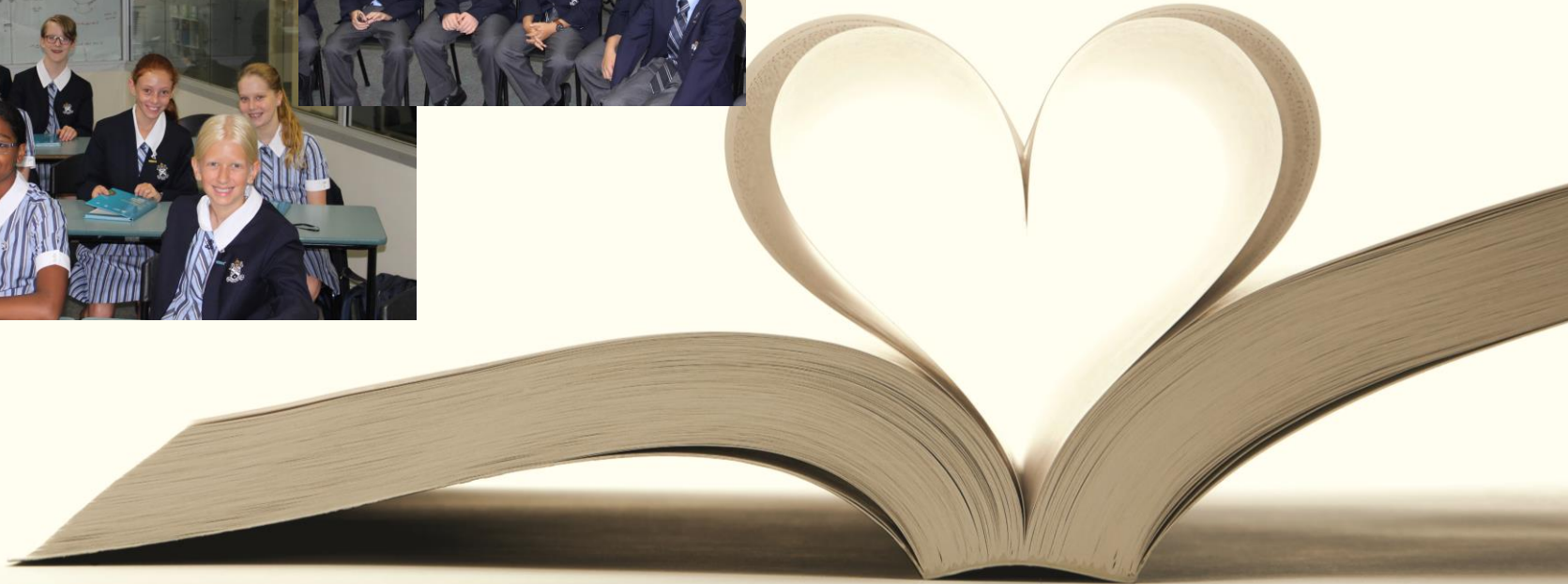




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Year 7 Parent Teacher 2016



Understanding MYP assessment



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MYP marking criteria



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- Each subject has 4 criteria out of 8
- Year 7 & 8 use the same criteria so results will be lower in Year 7
- Tasks may assess, 1, 2, 3 or 4 criteria
- The total is not important but how they went in each criteria
- A mark of 3 or 4 in any criteria is where most students will be.

Individuals and societies – Year 3

Criterion A: Knowing and understanding

Achievement Level	Level descriptor
7 - 8	The student: <ul style="list-style-type: none">i. consistently uses a range of terminology accuratelyii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.
5 - 6	The student: <ul style="list-style-type: none">i. uses considerable and relevant terminology accuratelyii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
3 - 4	The student: <ul style="list-style-type: none">i. uses some terminology accuratelyii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
1 - 2	The student: <ul style="list-style-type: none">i. makes limited use of terminologyii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
0	The student does not reach a standard described by any of the descriptors above.



How are the MYP Grades formed?

- Each subject has 4 criteria with a maximum total of 8 which gives a maximum of 32.
- As with the IB Diploma Programme, there are cut offs which provide the grade
- The Semester Grade is based on formative and summative assessment



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.



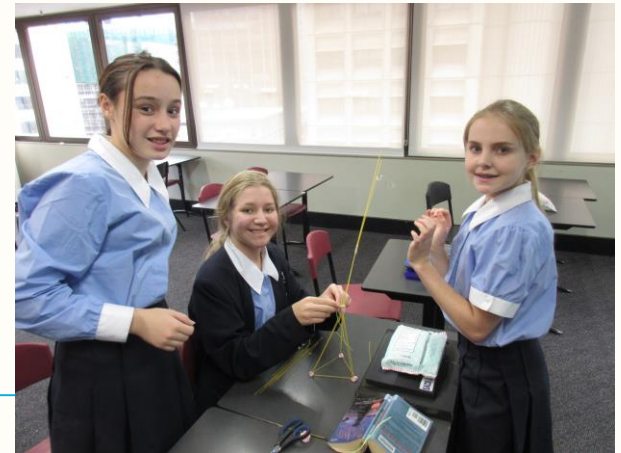


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We are always striving to improve.

- The notifications are now sent to the Head of Enrichment and Learning and Head of Library and Information services to check for clarity and accessibility all levels of ability before being given to the students
- Staff have been provided time to re-visit assessments
- Ongoing professional development in the MYP





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What can we all do to help the students in assessments?

- Please ask your child to clarify an assessment notification when they are not sure what to do
- If it is still unclear, please contact the teacher
- If your son or daughter is struggling in any part of a subject, please contact the teacher and ask what the student can do to improve and what support the teacher can give. We don't want the only contact to be parent teacher nights.

