

MYP ASSESSMENT POLICY

updated 2023



Międzynarodowe Szkoły Paderewski w Lublinie
IB World School 001158

THE AIM OF ASSESSMENT

Paderewski International Schools (PIS) aims to shape the characters and attitudes of its students so as to help them develop as creative, tolerant, knowledgeable and open-minded citizens of the globe. Through education the school aims to teach students to be self-aware individuals and good citizens of their communities. It strives to develop their intellectual and ethical virtues, such as righteousness, wisdom, courage, prudence, independence, trustworthiness, tolerance and openness. The school cherishes the values promoted by the International Baccalaureate Organization, which in its Mission Statement declares that it “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Assessment in Paderewski International Schools (PIS) complies with IBO regulations and the Polish national requirements defined by the Polish Ministry of Education.

General Assessment Policy of PIS specifies that the objectives of assessment are to:

- 1) inform students about their level of educational achievement and progress,
- 2) assist students in independent planning of their development,
- 3) motivate students to continue to work,
- 4) provide parents (legal guardians) and teachers with information on the progress, difficulties and special talents of student,
- 5) enable teachers to improve the organisation and methods of teaching and educational work.

ASSESSMENT STRATEGIES AND METHODS

The school believes that both summative and formative assessment are crucial to a successful development and growth of a student. Therefore, all of them are provided by PIS on a regular basis.

Summative assessment

This form of assessment is used for most assignments. It serves to evaluate students' level of achievement and provides them, as well as their teachers, with information on progress made during the course. Summative assessment is based on MYP prescribed criteria for each subject group.

Students may be graded for the following tasks against IB MYP assessment criteria:

- 1) multi-unit assignments: projects, investigation (essays, test, class work, cross-curricular assessment tasks)
- 2) single-unit assignments: written works like reports, essays; different text types assessed, unit assessment tasks (topic tests) both oral and written, group work (synthesis of material, solving cross-cutting issues), papers on an extensive batch of material,
- 3) other tasks throughout a unit like for instance short tests and other forms of written and oral tasks concerning current material.

Each type of assignment or test is accompanied by information on specific assessment criteria, knowledge and skills that are to be assessed to ensure that students are aware of what and how they will be assessed.

Each and every IB MYP subject group is bound to respect and assess accordingly to the assessment criteria published in a current IB MYP subject guide, respectively to the year of teaching.

Tasks and assignments are marked / graded with both MYP grades and national system of grades.

Best Fit Grading

Paderewski International Schools teachers are required to use the MYP criteria rubrics and adhere to the level descriptors as defined in each subject guide. Grading is qualitative more than quantitative and endeavours to record student's progress in regard to their holistic understanding. When determining criteria related achievement levels on summative assessments, teachers use the 'best fit' grading process.

Step 1: Grading the assessment strands

- Locate the appropriate year for assessment criteria (year 1, 3 or 5) in the guide.
- Choose the first strand of the criterion that is being assessed; then the subject teacher moves through each level descriptor band until they reach a statement that describes the student's level of achievement.
- Teachers then repeat this process for each strand of the criterion being assessed.

Step 2: Determining the overall criterion grade

- If most or all strand descriptors of the student's work lie within the same achievement level, teachers award that achievement level for the criterion.
- In the event that the descriptors are distributed across multiple achievement levels, teachers use their professional judgement and a holistic approach to select the appropriate level (0 or 1–8) that, overall, best matches the student's work.
- This approach does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level.

*Judgments about student achievement are made at the level of criteria, not at the level of specific strands. Even if only one strand in the criterion has been assessed by a particular summative task, the judgement of achievement being made is of the criterion—not the strand.

Step 3: Reporting 'best fit' grades

- Once teachers have determined the grade for the criteria assessed in the task for each individual student, this is recorded in an electronic register.
- On report cards, when criteria has been assessed more than once over the course of multiple tasks throughout the year, teachers determine a best fit grade for each criterion.
- Best fit grades are not averages of summative grades. Instead, best fit grades for criteria are based on teachers' professional judgement, with consideration weighted to the most common or recent achievement levels earned by the student.

Standardisation

MYP assessment relies on teachers' professional judgement to develop and apply shared understandings of "what good looks like". In order to ensure fair grading practices throughout the best fit process, Paderewski International Schools' teachers within the same subject departments participate in standardisation meetings to develop equitable and consistent interpretations of level descriptors. MYP teachers standardise assessments when they come to agreed interpretations of assessment criteria with reference to specific examples of student work. This process is anonymized in order to guarantee impartiality.

MYP and Polish grades in PIS

The assessment in PIS is based on the criteria published by IBO for every subject group. Each criterion is assessed at least twice during the entire school year in every subject

group. Therefore, summative tasks and assignments are designed in accordance with IBO criteria. These tasks are graded with both MYP grades and Polish grades, and MYP grades are transformed into Polish grades according to the following rubrics:

MYP achievement level	Polish grade
8	6 (outstanding)
7	5 (very good)
6	4+ (good plus)
5	4 (good)
4	3+ (satisfactory plus)
3	3 (satisfactory)
2	2 (mediocre)
1	1 (failing)
0	1 (failing)

Paderewski International Schools define academic integrity as work produced by students that has been created and submitted with honesty. In this regard, every effort should be made to create original work or work that is properly credited to the correct parties.

When students fail to meet academic honesty standards a student receives grade 0 (zero) in MYP 4 and 5. With new technology continuously arising, it is even more important now to be vigilant about academic integrity. When misconduct is suspected by a teacher, they will inform the MYP coordinator, who will then communicate with the parents.

Although not an exhaustive list, the following are considered examples of academic misconduct:

- Copying another's work whether it be other students, siblings or any other person and passing the work off as your own for credit.
- Cheating on formal formative and summative assessments. This includes looking at the exam questions prior to the assessment, bringing information into the assessment that will give one an unfair advantage, or looking at others' work while the assessment is taking place.
- Misuse of a tutor or parental support in a way that does not foster educational independence. Particularly in project-based learning, where some assessments may be completed outside of school, student work and ideas should originate autonomously.
- Plagiarism, which is defined by the IB as the representation, intentionally or unwittingly, of ideas, words or work of another person without proper, clear and explicit

acknowledgement (IB, 2014). This can include improper citation, incorrect paraphrasing, or explicitly copying work from the internet or any other informational source.

As principled learners, it is the students' responsibility to maintain such integrity on all assignments, group work, and assessments. In doubtful cases tasks and assignments are assessed in students' favour.

Students and parents are familiar with the IB MYP assessment procedures and are regularly informed about the assessment process and its results with reference to the MYP grade scale (1-8) and the Polish grade scale (1-6). All the levels received by the students are recorded in the electronic register VULCAN in the Polish grade scale and in MYP scale.

Formative assessment

Formative assessment includes all feedback and comments provided in oral or written form to students by their teachers.

Formative assessment serves to provide students with feedback about the quality of their work, the level of the progress made in the process of their learning and the level of achievement and fluency gained in the area under assessment. It allows students to reflect on the quality of their work and helps them plan their goals. It also provides teachers with feedback about their performance and enables them to modify their teaching methods, strategies.

In PIS formative assessment is a significant part of the assessment process and takes place in many occasions of the educational process. The form of formative assessment are:

- oral feedback to the current tasks

- written feedback referring to the students' performance against specific criterion (criteria)

- self and peer assessment that offers students the opportunity to reflect on the quality of their work and to take greater responsibility for their learning. They enable students to express their thoughts and opinions and to explain them to others. Self and peer assessment stimulates students' involvement in the learning process and promotes the development of IB Learner Profile characteristics: students become more reflective and principled, they also become better thinkers and communicators.

Students are responsible for taking such feedback and reflection upon how better to improve their work. Effective and meaningful feedback is:

- Criteria specific
- Task specific
- Timely
- Goal-oriented and tactful
- Detailed in regard to challenges and strengths
- Related to specific measurable expectations
- Clearly communicated in a way that the student can access

REPORTING THE LEVELS

Paderewski International Schools employs a wide range of reporting strategies about students' progress, such as e-register, regular parents' evenings, teachers' office hours and presentations (Personal Project in the final year). Written reports are communicated to parents once a year. To manage these reporting strategies, our school relies to a large extent on information and communication technologies.

All levels are communicated to students and to their parents by means of an electronic register system VULCAN, which has been the main national registering and reporting tool in PIS since 2014. The levels of achievement, feedback and students' progress are all documented in an electronic register VULCAN.

In MYP 4 and 5 levels are also communicated at the end of the school year in the form of a Report of results given to parents.

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

ROLES AND RESPONSIBILITIES

Subject teachers

Subject teachers are responsible for creating level appropriate, engaging assessments that allow students to demonstrate their learning. Their learning engagements should prepare students for success on assessments. In order for students to understand assessment expectations, standards and practices, subject-teachers must introduce these early and naturally in teaching. Through appropriate learning experiences, teachers are

responsible for demonstrating the real world application for the conceptual and factual knowledge, so that students regard assessments as preparation for lifelong learning rather than test preparation only. Furthermore, subject teachers are responsible for providing clear feedback to all students within a timely manner before the summative assessment. Finally, subject teachers are responsible for recording, standardising and reporting all levels.

MYP Coordinator

The MYP coordinator is responsible for the summative assessment task approval process to ensure quality assessments that meet the IB standards and practices. The coordinator must also monitor assessment tasks in order to confirm that all criteria standards are being assessed at least twice a year in accordance with IB practices.

The number of summative assessments per week is defined by Paderewski International Schools Statute.

Students

Students are responsible for revision and preparation in accordance with the subject teacher's recommendations. Students are also responsible for reading and implementing assessment feedback throughout the year. They may ask for any handouts or material missed due to excused absences.

REFERENCES:

ASSESSMENT PRINCIPLES AND PRACTICES—QUALITY ASSESSMENTS IN A DIGITAL AGE

MYP: From principles into practice (2014 updated 2022),

"Principles of MYP assessment", "Reporting student achievement" and "Appendix 3: MYP command terms"

Programme Standards and Practices 2020

Further guidance for developing MYP assessed curriculum