

Criterion Related Assessment

Assessment in the MYP is based on observations of what a student can do and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development. Instruction and assessment are designed to help students determine what the next steps on their path to learning should be. There is no such thing as an average student in the MYP. At the beginning of each school year, students are given copies of the criteria that they will work with in every subject, including a framework that describes in general terms weighted levels of achievement for each criterion. Teachers maintain a record of individual student attainment on a regular basis, and we hope that the students will too. At the end of each unit, teachers assign tasks that determine students' levels of achievement for specific learning objectives. When those tasks have been marked, and when teachers have determined that the assessment is valid, reliable, and judge according to common standards, parents receive a student progress report.

Students and parents can discuss any strengths and weaknesses with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future. Formative assessment is an integral part of the learning experience and provides students with ongoing opportunities to analyze their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

There are no external examinations in the MYP. Assessment standards and learning expectations are established by collaborative teams working within frameworks established by FCPS and the IB. Our assessment program is held to rigorous international standards—tasks and teachers' judgments are monitored by externally in an annual process supervised by the IB.

Teachers use a variety of assessment tools to monitor and extend students' understanding of the knowledge and skills outlined by the IB and aligned with the highly-respected FCPS Program of Studies. Among the possibilities for these internal assessment tasks are: • projects • class tests of a variety of types • coursework • group assignments • oral work • essays • practical work • demonstrations and reports • performances

Determining Quarterly Grades

Assessment in the MYP is criterion related, which means that teachers measure student achievement against specified subject criteria rather than against other individuals in the class. For each relevant criterion, teachers make judgments about students' performance at the time of assessment. Each criterion has a descriptor that explains as clearly as possible what each student knows, does, and understands.

At the end of each academic quarter, teachers make a "best fit" assessment of each student's achievement level with regard to weighted subject area criteria. Added together, these marks result in a criterion level total. This criterion level total, whose maximum range varies across subject areas, is used to determine final grades based on pre-set grade boundaries. Maximum criterion level totals for each subject area are: Language A (English) 30 / Sciences 36 / Language B (Spanish, French and Arabic) 48 / Mathematics 28 / Humanities (History/Geography; Civics and Economics) 38 / Arts (Visual Arts, Drama/Theater Arts, Music) 34 / Physical Education 34 / Technology (computer applications, design, Family and Consumer Science, integrated units) 36.