

Teaching

Learning



**IB Annual Conference AEM
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for Understanding Across the IB Continuum

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Assessing

Education is what
remains when we
have forgotten all
that we have
been taught.

~George Savile

THEREFORE

What is the
implication for
how we
design
instruction?

What and how
should we
assess?

Identifying the Enduring Understanding

A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.



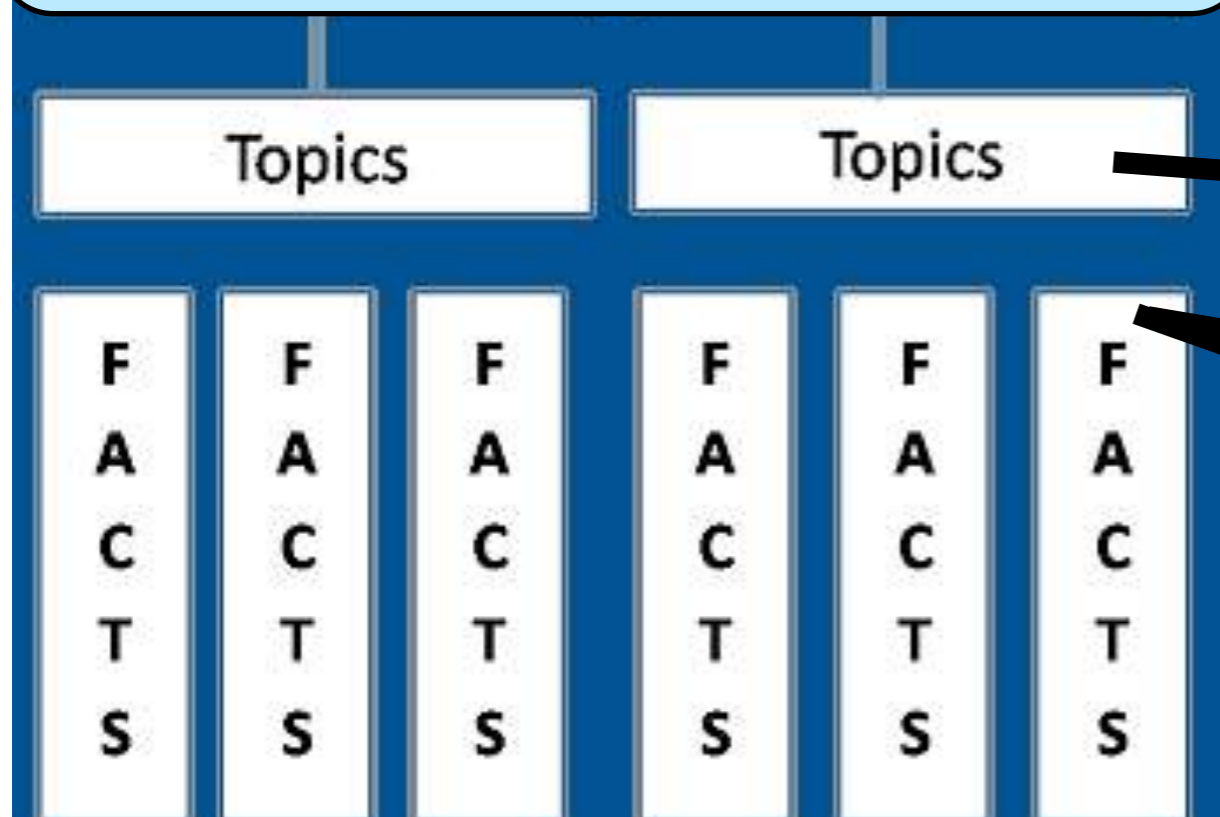
PYP Making it Happen

The Structure of Knowledge

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**Traditional Classroom
as
Two Dimensional:
Information
and
Skills**

**What does assessment
look like when the
focus of instruction is
Topic and Facts?**



**Westward Movement in
The Americas**

**Early American
Settlers used the
Oregon Trail to
migrate west.**

**Clashes resulted
between settlers
moving west and
First Nations**

The Structure of Knowledge

**Traditional Classroom
as
Two Dimensional:
Information
and
Skills**

Generalization or Principle

PYP: Central Idea

MYP: Inquiry [Concept] Statement

DP: Essential Idea/Understandings

Challenges and opportunities may lead to migration.

Migration may lead to new opportunities for some and new challenges for others.

- Migration
- Opportunity
- Needs
- Challenges

Topics

Topics

F	F	F	F	F	F
A	A	A	A	A	A
C	C	C	C	C	C
T	T	T	T	T	T
S	S	S	S	S	S

Westward Movement in The Americas

Early American Settlers used the Oregon Trail to migrate west.

Clashes resulted between settlers moving west and First Nations

Types of Learning Goals:

Acquisition:

Acquire factual information and basic skills

Meaning Making:

Help learners construct meaning (come to understand) of important ideas and processes

Transfer:

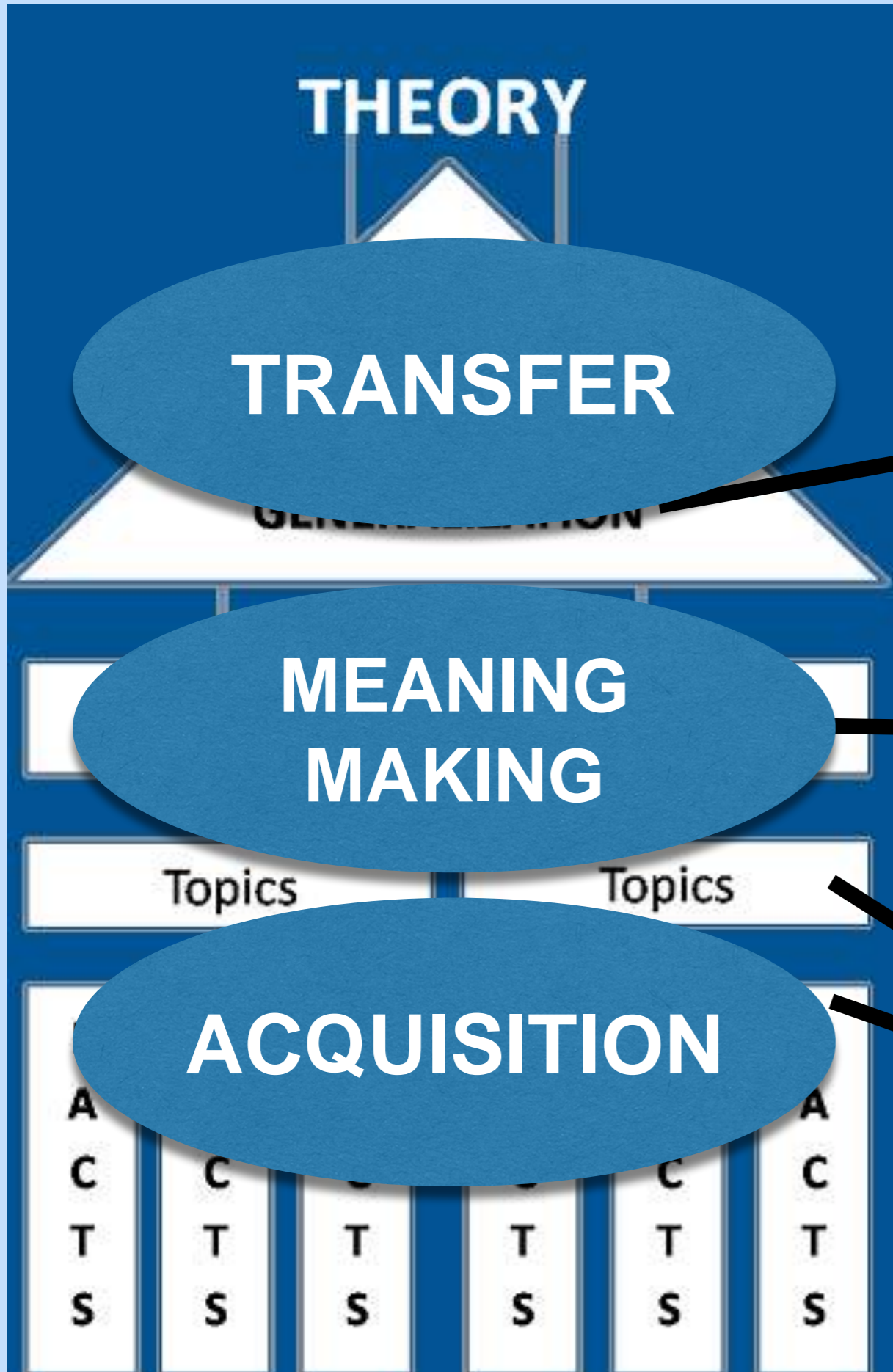
Support learners' ability to transfer their learning autonomously and effectively in new situations

Essential Questions: Opening Doors to Student Understanding.
McTighe and Wiggins ASCD 2013 p173-174

What would be an example of each learning goal?

What do you want to KNOW, UNDERSTAND, and BE ABLE TO DO as a result of a lesson?

The Structure of Knowledge



Generalization or Principle

PYP: Central Idea

MYP: Inquiry (Concept) Statement

DP: Essential Idea/Understandings

Generalizations [Concept Statement] are 2 or more concepts stated in a relationship.

C-V-C

CONCEPTS are the BIG IDEAS that are generally **T**IMELESS, **A**BSTRACT, **U**NIVERSAL, and **T**RANSFERABLE

TAUT

Facts and Topics are **locked into TIME, PLACE, and SITUATION**

We can build rubrics that measure the depth of understanding and assess all 3 learning goals.

- State the what you learned.
- Describe it to someone new.
- Explain why you think it is important or significant.
- Analyze and Evaluate the pros and cons

Acquisition

Score	Descriptor
1-2	State
3-4	Describe
5-6	Explain
7-8	Analyze Evaluate

Transfer

Meaning Making

Command terms	MYP definitions
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Appraise	Evaluate, judge or consider text or a piece of work.

Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Develop information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.

Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Exemplify	Represent with an example.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Find the value for a quantity.
Outline	Give a brief account.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Remember or recognize from prior learning experiences.
Reflect	Think about deeply; consider.
Recognize	Identify through patterns or features.
Show	Give the steps in a calculation or derivation.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using appropriate methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

Class/grade:	Age group:
School:	School code:
Title:	
Teacher(s):	

1. What is our purpose?
 Planning the inquiry
 To inquire into the following:
Transdisciplinary Theme

Transdisciplinary Theme

Where We Are in Place and Time
 orientation in place and time; the distribution of people and places; and journeys; the distributions of people and places; the interconnectedness of the world; local and global perspectives

Number of weeks

2. What do we want to learn?

Key Concepts:

Form, Causation, Change

Related Concepts:

Opportunity, Movement, Pattern

things like “they have more”, or “that’s unfair”. **Lead into a discussion about the concept “opportunity”.** Discuss such things as “what happened to the groups that had less opportunity to materials?”; “what could have happened?”; what could you have done to increase opportunity?”, etc. Chart responses and add to student understanding of this concept as the unit develops.

- persuade them to migrate to a new area. You will
- At least 2 challenges in your current local area
 - The area you will migrate to
 - At least 2 reasons you should all migrate
 - At least 3 opportunities that will be available where you live now

You may choose how to persuade them (speech, poster, etc.)

ANTICIPATED ACTION:

- Some students will find out where their families live now (and ask family members to come in and talk)
- Some may want to help people with limited resources

Teacher(s)		Subject group and discipline	Individuals & Society, History		
Unit title	Westward Expansion	MYP year	5	Unit duration (hrs)	4 wks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
change, communities, relationships	migration, opportunities, challenges, power	fairness & development

Statement of inquiry

Power may shift within a community when people migrate creating issues of fairness.

Inquiry questions

Factual— **Why did settlers migrate?**
 Conceptual— **How is a community affected by migration?**
 Debatable— **Should we regulate migration?**

Provocation:

- Prior to starting the unit, engage students in what it was like to 'migrate' to the high school or to the middle school. Which students had power in their previous school and what happened to that power when they moved to the new school? Were there issues of fairness when they became the 'new students' in the school? **Lead into a discussion about the concepts 'power' and 'fairness'.** Discuss such things as "how are freshmen or 6th graders treated? Why do you think this is the case? Why don't the seniors remember what it was like to be freshmen? Chart responses and add to student understanding of this concept as the unit develops.

DP Example of Concept

3: Recognizing and understanding historical processes and their relationships to human experience, activity and motivation

Skills include:

- recognizing, explaining and analysing causes and consequences
- recognizing, explaining and analysing continuity, change and development over time
- recognizing, explaining and analysing similarity and difference
- relating human activities, experiences and motivations in history to a range of cultural and social dimensions
- synthesizing material studied across time and space.

History of Americas:

- Reasons for, and effects of the 1850s; the Kansas–Nebraska Act; the impact of the election of 1860 and the Confederacy
- Causes and consequences of the Civil War; impact upon, and expansion of, the United States

Provocation:

- On the first day of the unit, arrange with students from another class to enter the class and fill up all the seats causing the students in the class to have to stand. The teacher can then announce that all the standing students need to stand in a marked off section in the back of the room since the seats are now taken by the new students (crowd the students into a small section and say they must stay there in order to keep the rest of the classroom open for the new students to move about if they choose. You can add by then asking the standing students to give their text books to the new students, etc. . .

The paradigm shift Erickson and Lanning discuss in this book can also be seen the example of the IB Diploma Programme history course, where the curriculum for 2015 onwards will have an explicit focus on the key concepts of **change, continuity, causation, consequence, perspectives** and **significance**.

Malcolm Nicolson

Head of Diploma Programme Development
International Baccalaureate

Transitioning to Concept-based Curriculum and Instruction, (Erickson, Lanning) Corwin 2014

Chemistry guide

First assessment 2016

Identity and function depend on connections formed

Essential idea: Physical and chemical properties depend on the ways in which different

1.1 Introduction to the particulate nature of matter and chemical change

Nature of science:

Making quantitative measurements with replicates to ensure reliability—definite and mult

Understandings:

- Atoms of different elements combine in fixed ratios to form compounds, which have different properties from their component elements.
- Mixtures contain more than one element and/or compound that are not chemically bonded together and so retain their individual properties.
- Mixtures are either homogeneous or heterogeneous.

Applications and skills:

- Deduction of chemical equations w
- Applicati
- Expla during c

Guidance:

- Balancing c
- Names and boili

Score	Descriptor
1-2	State
3-4	Describe
5-6	Explain
7-8	Analyze Evaluate

ACQUISITION

MEANING MAKING

CH TRANSFER

CONNECTION

1. **Demonstrate knowledge and understanding of:**

- a. facts, concepts, and terminology
- b. methodologies and techniques
- c. communicating scientific information.

2. **Apply:**

- a. facts, concepts, and terminology
- b. methodologies and techniques
- c. methods of communicating scientific information.

3. **Formulate, analyse and evaluate:**

- a. hypotheses, research questions and predictions
- b. methodologies and techniques
- c. primary and secondary data
- d. scientific explanations.

4. **Demonstrate the appropriate research, experimental, and personal skills** necessary to carry out insightful and ethical investigations.

Social studies scope and sequence



Forms of Higher-Order Thinking

- 📌 **Transfer:** students can apply knowledge and skills developed during learning to new contexts (new to them).
- 📌 **Critical Thinking:** apply wise judgment or produce a reasoned critique; to reason, reflect, and make sound decisions.
- 📌 **Problem Solving:** identify and solve problems in their academic work and in life.

Susan Brookhart: *How to Assess Higher Order Thinking Skills in Your Classroom*, ASCD, 2010

Assessing for Understanding

	Transfer	Problem Solving	Critical Judgement	Score
LOW	In Familiar w/ Guidance	Simple w/ Guidance	Recall/State	1-2
LOW MID	In Familiar	Simple Begin Complex	Describe	3-4
MID HIGH	In Variety of Familiar	Complex	Explain	5-6
HIGH	In Unfamiliar	Variety of Challenging Complex	Analyze Evaluate	7-8

	Frequency	Quality	Transfer/Problem Solving	Critical Thinking (10th grade)	Critical Thinking 3rd	Critical Thinking 5th	DP Chemistry
1-2	seldom, few, little, limited, partial, rarely	w/ guidance, basic, limited, attempt, minimal	simple in familiar	state, recall, label, find, list, define			
3-4	sometimes, occasionally, some, partial, at times	simple, adequate	simple and beginning complex familiar	describe, apply, distinguish, outline, use			
5-6	usually, often, generally, most	satisfactory, sufficient, good, competent, detailed, appropriate, considerable	simple and complex in familiar	discuss, explain, deduce, interpret, compare			
7-8	always, consistently, completely	excellent, insightful, effectively, perceptive, illustrative, accurately	challenging complex including unfamiliar	analyze, evaluate, justify, create, design	describe recount distinguish determine use compare/contrast explain	explain analyze compare/contrast determine interpret examine	construct analyse evaluate

Frequency	Quality	Transfer/ Problem Solving	Critical Thinking (10th grade)
seldom, few, little, limited, partial, rarely	w/ guidance, basic, limited, attempt, minimal	simple in familiar	state, recall, label, find, list, define
sometimes, occasionally, some, partial, at times	simple, adequate	simple and beginning complex familiar	describe, apply, distinguish, outline, use
usually, often, generally, most	satisfactory, sufficient, good, competent, detailed, appropriate, considerable	simple and complex in familiar	discuss, explain, deduce, interpret, compare
always, consistently, completely	excellent, insightful, effectively, perceptive, illustrative, accurately	challenging complex including unfamiliar	analyze, evaluate, justify, create, design

1-2	Recognizes the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3-4	Outlines the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5-6	Describes the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
7-8	Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

what the text says explicitly and when drawing inferences from the text.

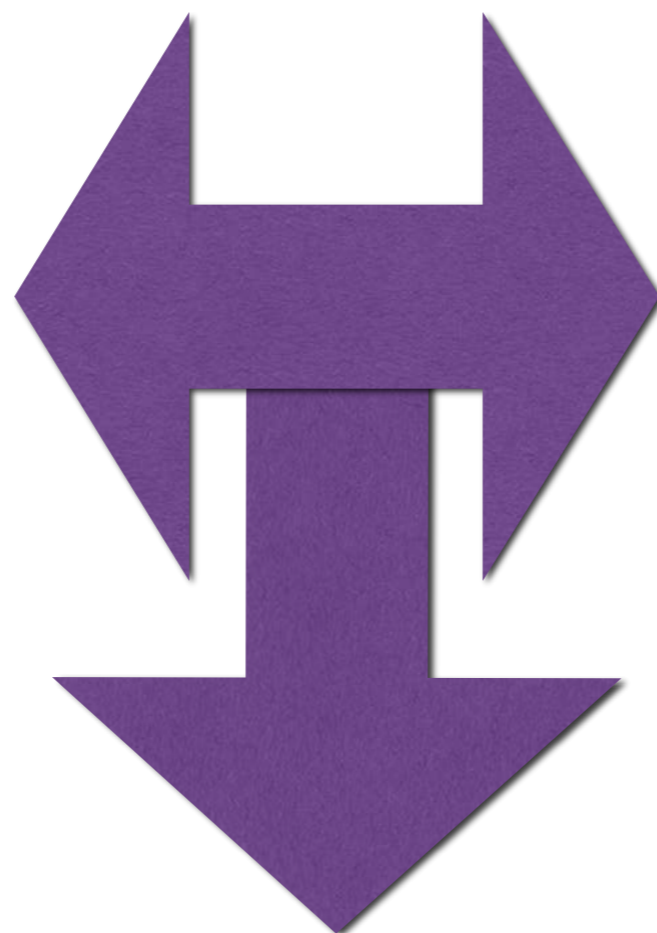
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Types of Learning Goals:

**Learning
Information
& Skills
(Acquisition)**

(noitisiupA)



**Building
Conceptual
Understanding**

ouagIersuaunã

Transfer
to New and Unfamiliar Situation
Novel Solutions to Persistent Problems

**PYP SAMPLE General Subject Criteria
based on Marzano Scale and MYP Assessment Criteria***

**ring Learning Over Time
tes; Copyright 2004**

0	Does not reach any of the descriptions below
1-2	Student demonstrates a partial understanding of the required knowledge, skills, and concepts of the material learned; the student shows limited understanding of what was taught in class and is able to apply knowledge and skills in a familiar situations with support; with help the student demonstrates partial understanding of the simpler details and processes and some of the more complex ideas and processes.
3-4	Student demonstrates understanding of the simple required knowledge, skills, and concepts of the material learned; the student shows some understanding of the more complex ideas and processes and is able to apply knowledge and skills in most familiar situations; the student demonstrates understanding of the simpler details and processes and some of the more complex ideas and processes.
5-6	Student demonstrates good understanding of the required knowledge, skills, and concepts of the material learned; the student understands what was taught in class and is able to apply knowledge and skills in a variety of familiar situations; there are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
7-8	Student demonstrates a consistent and thorough understanding of the required knowledge, skills, and concepts of the material learned; the student makes in-depth inferences and applications that go beyond what was taught in class and is able to apply knowledge and skills in a wide variety of situations including the unfamiliar ; the student demonstrates originality and insight and consistently produces work of high quality .

Understanding or skill
Understanding of some of the simpler details ideas and processes
Understanding of some of the simpler details ideas and processes
Understanding of some of the simpler details and processes, but there are more complex ideas and processes
Understanding of some of the simpler details and processes, but there are more complex ideas and processes.
Understanding of some of the simpler details and processes, and there are more complex ideas and processes.
Understanding of some of the simpler details and processes, and there are more complex ideas and processes.

	Frequency	Quality	Transfer/Problem Solving	Thinking Level
1-2	seldom, few, little, limited, partial, rarely	with support, basic, attempt	simple familiar	state, recall, label, find, list, define
3-4	sometimes, occasionally, some, partial, at times	simple, adequate	simple familiar	describe, apply, discuss, distinguish, outline, use
5-6	usually, often, generally, most	satisfactory, sufficient, good, detailed, appropriate, considerable	complex (variety of) familiar	explain, deduce, interpret, deduce, compare
7-8	always, consistently, completely	excellent, insightful, effectively, perceptive, illustrative, accurately	complex including unfamiliar	analyze, evaluate, justify, create, design

**developed by Lou Marchesano*

PYP Summative Rubric: Understanding of Central Idea
Central Idea: Challenges and opportunities may lead to migration

0 Does not reach any of the descriptions below

1-2 •Student demonstrates a **partial understanding** of the required **knowledge, skills, and concepts** of the material learned:

Summative assessment task:

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

You are the leader of a group of people. As the leader, it is your job to persuade them to migrate to a new area. You will need to **include/explain**:

- At least 2 challenges in your current location
- The area you will migrate to
- At least 2 reasons you should all migrate there
- At least 3 opportunities that will be available that are not currently available where you live now

You may choose how to persuade them (speech, power point, iMovie, etc.)

kills

- **States** at least one challenge in the current location.
- **States** at least once reason to migrate to a specific location.
- **Lists** opportunities available at the new location.

ial

- **Describes** at least one challenges in the current location.
- **Describes** at least one reason to migrate to a specific location.
- **Identifies** opportunities that are available at the new location.

al

- **Explain** at least two challenges in current location
- **Explains** at least two reasons to migrate to a specific location.
- **Generally explains** at least three opportunities available at the new location

e to

- **Completely explains** two or more challenges in the current locattion
- **Thoroughly explains** two or more reasons to migrate to a specific location.
- **Justifies** at least three opportunities not previously discussed in class that are available at this new location.

List: Give a sequence of brief answers with no explanation.
States: Give a specific name, value or other brief answer without explanation or calculation.
Describes: Give a detailed account or picture of a situation, event, pattern or process.

Identifies: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Explain: Give a detailed account including reasons or causes.
Justify: Give valid reasons or evidence to support an answer or conclusion

PYP Social Studies Skills B & E [Thinking Critically]

- Use and analyse evidence from a variety of historical, geographical and societal sources
- Assess the accuracy, validity and possible bias of sources (E)

PYP Social Studies Rubric: Thinking Critically		
0	Does not reach any of the descriptions below	
1-2 1	<ul style="list-style-type: none"> •Student demonstrates a partial understanding of the required knowledge, skills, and concepts of the material learned; •Student shows limited understanding of what was taught in class and is able to apply knowledge and skills in a familiar situations with support; •Student demonstrates partial understanding of the simpler details and processes and some of the more complex ideas and processes with support. 	<ul style="list-style-type: none"> •States evidence from historical, geographical or societal sources •States the accuracy, validity or possible bias of sources
3-4 2	<ul style="list-style-type: none"> •Student demonstrates understanding of the simple required knowledge, skills, and concepts of the material learned; •Student shows some understanding of the more complex ideas and processes and is able to apply knowledge and skills in most familiar situations; •Student demonstrates understanding of the simpler details and processes and some of the more complex ideas and processes. 	<ul style="list-style-type: none"> •Describes evidence from historical, geographical or societal sources •Describes the accuracy, validity or possible bias of sources
5-6 3	<ul style="list-style-type: none"> •Student demonstrates good understanding of the required knowledge, skills, and concepts of the material learned; •Student understands what was taught in class and is able to apply knowledge and skills in a variety of familiar situations; •There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. 	<ul style="list-style-type: none"> •Satisfactorily analyses evidence from a variety of historical, geographical and societal sources •Satisfactorily assesses or evaluates the accuracy, validity or possible bias of sources
7-8 4	<ul style="list-style-type: none"> •Student demonstrates a consistent and thorough understanding of the required knowledge, skills, and concepts of the material learned; •Student makes in-depth inferences and applications that go beyond what was taught in class and is able to apply knowledge and skills in a wide variety of situations including the unfamiliar; •Student demonstrates originality and insight and consistently produces work of high quality. 	<ul style="list-style-type: none"> •Effectively analyses evidence from a wide variety of historical, geographical and societal sources •Effectively assesses and evaluates the accuracy, validity and possible bias of sources

DP HISTORY OBJECTIVES

Assessment objective 1: Knowledge and understanding

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Understand historical sources (SL/HL paper 1)
- Deploy detailed, in-depth knowledge (HL paper 3)
- Demonstrate knowledge and understanding of a specific historical topic (IA)

Assessment objective 2: Application and interpretation

- Apply historical knowledge as evidence
- Show awareness of different approaches to, and interpretations of, historical issues and events
- Compare and contrast historical sources as evidence (SL/HL paper 1)
- Present a summary of evidence (IA)

Assessment objective 3: Synthesis and evaluation

- Evaluate different approaches to, and interpretations of, historical issues and events
- Evaluate historical sources as evidence (SL/HL paper 1 and IA)
- Evaluate and synthesize evidence from both historical sources and background knowledge (SL/HL paper 1)
- Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3)
- Synthesize by integrating evidence and critical commentary (HL paper 3)
- Present an analysis of a summary of evidence (IA)

Assessment objective 4: Use of historical skills

- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3)
- Demonstrate evidence of research skills, organization and referencing (IA)

Synthesis and Evaluation

KNOWLEDGE AND UNDERSTANDING

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical processes: cause and effect
- Understand historical sources (SL/HL paper 1)
- Deploy detailed, in-depth knowledge (HL paper 3)
- Demonstrate knowledge and understanding of a specific historical

0

The student does not reach a standard described by any of the descriptors below.

1-2

- **Discuss** different approaches to, or interpretations of, historical issues and events
- **Describe** historical sources as evidence
- **Present** evidence from both historical sources and background knowledge

APPLICATION AND INTERPRETATION

- Apply historical knowledge as evidence
- Show awareness of different approaches to, and interpretations of,
- Compare and contrast historical sources as evidence (SL/HL paper 1)
- Present a summary of evidence (IA)

3-4

- **Analyse** different approaches to, or interpretations of, historical issues and events
- **Explain** historical sources as evidence
- **Synthesize** evidence from both historical sources and background knowledge

SYNTHESIS AND EVALUATION

- Evaluate different approaches to, and interpretations of, historical
- Evaluate historical sources as evidence (SL/HL paper 1 and IA)
- Evaluate and synthesize evidence from both historical sources and background knowledge
- Develop critical commentary using the evidence base (SL/HL paper 1)
- Synthesize by integrating evidence and critical commentary (HL paper 3)
- Present an analysis of a summary of evidence (IA)

5-6

- **Evaluate** a **range** of different approaches to, and interpretations of, historical issues and events
- **Analyse** historical sources as evidence
- **Evaluate** and **synthesize** evidence from both historical sources and background knowledge

SYNTHESIS AND EVALUATION

- Evaluate different approaches to, and interpretations of, historical issues and events
- Evaluate historical sources as evidence
- Evaluate and synthesize evidence from both historical sources and background knowledge (

- **Effectively evaluate** a **wide range** of different approaches to, and interpretations of, historical issues and events
- **Evaluate** historical sources as evidence
- **Effectively evaluate** and **synthesize** evidence from both historical sources and background knowledge

Assessing for Understanding

Of course “understanding” can be assessed! Assessment for understanding uses factually specific information to support conceptual understanding, as well as for assessing the quality of thinking brought to the task. Assessments that call for the transfer of understanding through time, across cultures, and across situations also indicate depth of understanding. **It is clear that the call for evidence of deeper understanding in education today requires changes in traditional assessment practices.**

Criteria-Related Scoring

Student Y

Individuals and Society	Criteria							Current achievement level	Avg Grade
Knowing & Understanding	A	1	1	4	4	3	4	4	2.8
Investigating	B	2	4	3	4	5	5	5	3.8
Communicating	C	3	5	3	5	4	4	4	4
Thinking Critically	D	1	1	1	3	3	3	3	2
TOTAL								16	12.6

MYP Humanities Assessment Criteria

Assessment criteria	Levels of achievement	Student X	Student Y	Student Z
Criterion A: Knowing and Understanding	0–8	2	4	7
Criterion B: Investigating	0–8	3	5	8
Criterion C: Thinking Critically	0–8	2	4	7
Criterion D: Communicating	0–8	1	3	8
TOTAL POSSIBLE SCORE	32	8	16	30

Bounda	School Grade	Grade	Descriptor
0		0	No achievement in terms of the objectives
1-5	F	1	Produces work of very limited quality . Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	D	X 2	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.
10-14	C	3	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.
15-18	B	Y 4	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.
19-23		5	Produces generally high-quality work. Communicates reliable 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.
24-27	A	6	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
28-32		Z 7	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.

Examples of Criterion-Related Reporting: Individual scores on scale of 0 – 8

PYP Reporting

Understanding of Central Idea: 7

Social Studies Skills:

- a. Formulate and ask questions about the past, the future, places and society 6
- b. Use and analyse evidence from a variety of historical, geographical and societal sources 5
- c. Orientate in relation to place and time 5
- d. Identify roles, rights and responsibilities in society 7
- e. Assess the accuracy, validity and possible bias of sources 4

MYP Reporting

Individuals and Society

- a. Knowing and Understanding 4
- b. Investigating 5
- c. Communicating 4
- d. Thinking Critically 3

TOTAL SCORE	16
MYP SCORE	4
SCHOOL GRADE	B-

DP Reporting

Individuals and Society

- a. Knowledge and Understanding 4
- b. Application & interpretation 5
- c. Synthesis & Evaluation 4
- d. Use of Historical Skills 3

TOTAL SCORE	16
SCHOOL GRADE	C



Time to be Inquirers:

