



QAIS MYP Assessment Policy

“Life is not a multiple choice test, it’s an open-book essay exam.”

Alan Blinder, Princeton Economist

“Institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.”

Banta et al. “Assessment in practice: Putting principles to work on college campuses”

“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.”

Robert E. Stake, educator.

“Fall 7 times, stand up 8.” Japanese Proverb



Qingdao Amerasia International School Assessment Policy

Contents

1. Philosophy	3
1.1 ManageBac	3
2. Forms and types of Assessment	4
3. MYP Assessment tasks	4
3.1 Designing tasks	5 - 6
3.2 Delivering tasks	6
4. Marking and grade awarding	6
4.1 Achievement level descriptors and achievement levels	6 - 7
4.2 Final achievement grade judgments	7
4.3 Attitude grades	7 - 8
4.4 Standardization	8
5. Recording and using assessment data	8 - 9
6. Academic misconduct	9
7. Reporting to parents	9
7.1 Student-led conferences	
7.2 Term and mid-term reports	9
8. Communicating the policy	10
9. MYP Assessment Policy review process	10
10. Related documentation	10

Appendices

A. QAIS Achievement and Attitude Grade Descriptors	12
B. Appropriateness Guide for QAIS report writing	14

Supplementary MYP Terminology

Achievement level - The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.

Assessment criteria - Criteria against which a student's performance is measured as evidenced by work produced. Subject-group guides provide assessment criteria to be used for final assessment for each subject group and for the personal project.

Assessment rubric - A grid that contains levels and descriptors.

Assessment strategy - The method or approach that teachers use when gathering information about student learning, for example, observation, open-ended tasks, selected responses.

Assessment task - The activity or series of activities with which students engage in order for assessment to take place.

Assessment tool - The device teachers use to measure and record assessment information and data collected, for example, anecdotal records.

Criterion levels total - The sum of the final levels awarded for each individual criterion in any given subject.

Criterion-related assessment - An assessment process based on determining levels of achievement against previously agreed criteria. MYP assessment is criterion-related.

Descriptors - Achievement level descriptors describe the differences in student accomplishment for each assessment criterion and correspond to the achievement level that should be awarded.

Grade boundary - The lowest and highest criterion levels totals corresponding to a particular grade.

Final assessment - The summative assessment of student work at the end of the fifth year of the MYP.

Moderation - The procedure by which sample assessed personal projects from teachers is reviewed and adjusted externally to ensure assessment has been carried out according to MYP criteria and standards.

Qingdao Amerasia International School Assessment Policy

I. Philosophy

At QAIS, our curriculum is derived from our school and IB Mission Statements and clearly defines what we want our learners to know, understand, and do. In turn, this defines what and how we want our students to achieve. Assessment is the way of measuring whether we have achieved our curriculum aims.

At QAIS we believe that teaching, learning and assessment are fundamentally interdependent. Assessment helps to improve student performance, develop critical and creative-thinking skills, and reflect the international-mindedness of our school by placing assessments in a variety of cultural and linguistic contexts, thereby support both the QAIS and IB Mission Statements.

We recognize that students:

- learn in different ways and at different times
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- should learn to value self-assessment and peer assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive, helpful and constructive

We believe that assessment:

- should be designed by teachers to be rigorous, embrace a variety of relevant and motivating strategies, and be attuned to the need for differentiation within the student body
- should be geared toward appraisal of a broad range of concepts, contexts, attitudes, knowledge and skills appropriate to their development and needs,
- needs to be both formative and summative
- needs to use transparent criteria as required by the IB, and that assessment tasks and criteria are clearly explained to students
- should use common practices throughout the MYP to ensure consistency, fairness and transparency

We assess to:

- support and encourage holistic student learning and positive attitudes to learning
- monitor student progress through our programme
- evaluate student learning
- measure student achievement and progress and the extent to which curriculum outcomes are achieved
- record student achievement
- report student progress coherently to the student, their parents and other teachers
- analyze data from the results of student assessment to inform curriculum and assessment review
- evaluate the written and taught curriculum using assessment data to ensure that the curriculum, teaching and learning are relevant to the aims of the learning programmes in the school

1.1 ManageBac

To ensure common practices for using MYP assessment criteria, determining achievement levels, recording and reporting MYP assessment and the implementation and delivery of formative and summative assessment consistent with IB expectations, MYP teachers are required to ensure that all attendance, formative and summative assessment tasks, unit planners, grading and term and mid-term reporting is recorded using ManageBac.

Summative assessment tasks must be placed or linked on ManageBac when the task is introduced to the students, or at least one week before the task is due, whichever is the longer.

Teachers are not required to put task specific criteria for summative assessments on ManageBac Tasks if subject specific criteria are uploaded to ManageBac in a linked or downloadable document or file.

This requirement is in addition to the submission of unit planner portfolios. Teachers are welcome to develop and maintain their own additional systems of recording and reporting.

Qingdao Amerasia International School Assessment Policy

2. Forms and types of assessment

At QAIS, all assessment is required to be:

- Meaningful and challenging for students
- Directly related to the objectives of the subject-group
- Criterion-related
- Placed in an authentic context
- Be both formative and summative, and that formative tasks assist students in developing knowledge, understandings, concepts and skills for summative assessment
- Useful and reported

To achieve this, we use different types and forms of assessment as explained below.

Internal assessment MYP assessment at QAIS is internal because QAIS teachers design assessment tasks, strategies, and tools through discussion and collaboration with each other and with the students that they teach. Assessment at QAIS is not a deficit model and teachers are well placed to support this assessment model as they know their students well, and are best able to assist them in showing what they are capable of doing.

External assessment From 2016 onwards, in the final year of the programme of authorized MYP schools, optional MYP eAssessment provides IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate. External moderation of the Personal Project also occurs in authorized MYP schools. All external assessment uses MYP criterion-related assessment.

Formative assessment (also called assessment for learning) This is to scaffold learning (for both students and teachers) and develop assessments that support the knowledge, understandings, skills, attitudes and concepts that will be evaluated in the summative assessment. Effective formative assessment allows teachers to work with students in supporting and improving student learning. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student-learning needs in order to better inform the learning process. Formative assessments should be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

Formative assessments should address a variety of assessment strategies including self-assessment, peer-assessment and teacher-assessment. Some assessments may include multiple forms of assessment. In addition, teachers should employ strategies such as observation of the class, groups or individuals from an objective or subjective angle; tests and quizzes which can provide relatively instant feedback; selected response tasks, open-ended challenges to allow students to demonstrate originality and creativity; reports or presentations; performances; process journals; reflections and portfolios. During formative assessments, teachers must take the time to assist students in reflecting on and understanding their development of the ATL skills that are being taught and developed in the unit of work.

Summative assessment (also called assessment of learning) Every MYP unit has one or more summative assessments designed to provide an evaluation of student achievement using MYP subject-group assessment criteria. Essentially, summative assessment tells us how well a student has met the learning objectives. While in principle, all forms of assessment are formative in that they help inform a student about what they know or can do, and help them identify and work towards their next developmental step. Summative assessment is a snapshot of learning towards the end of a learning period in a work unit and contributes to the final achievement levels in each subject. Therefore, all summative assessments must be criterion-related using the appropriate MYP criteria. It is not acceptable to use any form of bonus marks, conversions of other marking or assessment systems (such as percentages or letter grades) to create achievement grades in the MYP

Disciplinary and interdisciplinary assessment These refer to assessments made in discrete subjects within subject-groups such as within science, mathematics or music, and assessments made using interdisciplinary criteria (which are only used when an interdisciplinary unit of work has been created between different subjects). Interdisciplinary units of work require that assessments take place using individual subject group criteria for each subject involved and the interdisciplinary criteria. Teachers should expect and be prepared to participate in interdisciplinary units in the MYP.

Qingdao Amerasia International School Assessment Policy

3. MYP Assessment tasks

Assessment tasks are strategies used to develop suitable and appropriate performances of understanding related to the subject objectives. A broad category of tasks can be represented by the following list:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires

3.1 Designing tasks

All summative assessment tasks, and many formative assessment tasks must assess and be specific to one or more subject–group objectives. The assessment must also use the appropriate assessment criteria for each subject group in each year of the programme. (MYP 3 and MYP 5 students must be assessed using the IB published rubrics for MYP 3 and 5 with students in MYP 2 and MYP 4 using interim rubrics.) However, if students have been identified with “challenging learning support requirements” by the Principal and the MYP Coordinator, special criteria may be developed to assess these students. In these cases, the student with challenging learning difficulties will not be eligible for the IB MYP Certificate at the end of MYP 5.

In all cases, the unit planner must be used to document how tasks using associated ATL skills have been developed to assist in student learning, and ultimately toward summative assessments.

When designing tasks, teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding¹. Often, the highest-level descriptors require the design of open-ended tasks so the student has to choose which techniques or skills to apply. The tasks should both address an objective and allow students access to all achievement levels (and while only very competent students may be able to access all levels, the task must also allow less competent students to access levels appropriate to their ability). The tasks themselves *should* provide evidence of authentic performance (application beyond the classroom).

Tasks in each unit of work are related to each other. They need to be structured into a sequence of learning experiences which allow students to experience a variety of perspectives, use an appropriate range of experiences according to the needs of the subject and the nature of the knowledge, skills and understanding that need to be assessed. The completion of the task by students will also help to identify and specify which content was actually taught during the unit, and this, together with the process of designing tasks, will often contribute to the teacher reflections on the unit of work.

Because the MYP-published assessment criteria are general value statements about student achievement, it is necessary to create task-specific clarification, based on the published MYP criteria, for the students in at least all summative assessments. Task-specific clarification assists student learning by:

- providing clear guidance
- providing transparency to the process for students, their families and teachers
- providing clear, measurable evidence of learning
- linking generic descriptors and their command terms to task-specific clarifications

The task specific criteria developed may be as a result of one or more of the following:

- changing some wording to match the task content
- reflections from the same assessment from previous years
- an oral discussion of expectations with students and/or colleagues

Redrafting each level descriptor in the rubric to increase specificity is time consuming for teachers but the value of investing this time ensures that the task:

- is an integral part of the learning process
- provides clear and measurable evidence of learning
- can deepen understanding of the learning process and goals

¹ In the MYP, the demonstration of understanding is based on the theory that understanding is not something that we intrinsically possess, but that it is something that is developed and demonstrated.

Qingdao Amerasia International School Assessment Policy

- supports learning by guiding instruction
- brings transparency to the processes of assessment for teachers, students and parents
- can be used again in subsequent years or modified as a unit changes over time

When clarifying expectations for MYP assessments, teachers must not alter the standard expected in the published criteria nor introduce objectives beyond those developed in the unit.

Although the MYP does not formally assess ATL skills, such skills contribute to student achievement in all subject groups. Teachers must provide students with regular, specific feedback on the development of ATL skills through formative assessment tasks.

3.2 Delivering tasks

Assessment tasks, whether formative or summative, must be transparent to the student. This means that task instructions (including process, criteria assessed and outcomes) must be available in a written format together with the assessment criteria being used. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Normally, this means that the task may need to be orally explained and discussed so that students have the opportunity for clarification before the task begins.

Command terms are essential in facilitating common understandings across the curriculum. Command terms are integral to both assessment and all teaching and learning; they should be precisely and clearly used in teaching and in assessment. Teachers should understand the command terms, and add appropriate definitions of the command terms used in every summative assessment.

In order to determine a final achievement level, all strands in each subject-specific objective must be addressed. This means that there must be an absolute minimum of one summative assessment, for each criterion, in each reporting period. With a trimester system this means a minimum of 3 in each year, and with a semester system a minimum of 2 in each year.² However, whenever possible, teachers are expected to do more summative assessments than this bare minimum.

Please refer to the QAIS Secondary Inclusivity Policy for details of how differentiation can be built into the design and delivery of tasks.

Please refer to the QAIS Secondary Academic Integrity Policy (3.3) for details on distinguishing the exact contribution of each and every learner when collaborative work and processes have been undertaken.

4. Marking and grade awarding

Feedback to students for both formative and summative assessments should be supportive and prompt (within 10 working days of work being submitted).

When marking, teachers should look for evidence of what students know and understand. Valid but alternative answers to expected answers should be rewarded provided the answers are relevant to the question and coherent.

The marking of student work should clearly indicate what they have obtained credit for, and how this applies to the assessment criteria.

At QAIS, all MYP achievement levels, MYP final grades and QAIS attitude grades are criterion-related. It is not appropriate to award any achievement grades by using proportions of scores from classwork, homework or test activities. Work or activities must never be assigned to produce “bonus” marks or boost scores, nor should “penalty” marks be applied (for example for late work or for poor behaviour). MYP grades must not be created by converting grades from other systems (although, for example, QAIS may convert MYP grades to US high school grades). MYP achievement levels and final grades must always be whole numbers (decimals, fractions and percentages are fully incompatible with MYP systems).

The following principles apply to students submitting work by deadlines:

- Class deadlines given by, or agreed with the teacher, must be on ManageBac.
- Where special extenuating circumstances arise, such as hospitalization or family emergency, the school will try to be as supportive as it can be to enable the student to submit work

² In the school year 2014-2015, QAIS has implemented a trimester system for the MYP. For the school year 2015-2016, a semester system will be implemented.

Qingdao Amerasia International School Assessment Policy

- Students are expected to be proactive in notifying teachers, advisors, or the MYP Coordinator, as soon as possible if they believe they have an unmanageable workload that will be unlikely to be submitted by the deadline.
- Deadline extension requests should be made as early as possible by the student, and before the deadline, accompanied by a reason. Requests will not necessarily be granted.
- Sometimes, when constrained by the learning process involved, if assignments are not submitted on time, incomplete work will be assessed (such as drafts or partial products). No further submission will be possible.
- Sometimes, because of reporting deadlines, late submissions cannot be accepted.
- No work submitted will always result in an achievement level of '0'.

The tardy submission of work by students should be recognized in the student's attitude grades and narratives (report comments) as appropriate.

4.1 Achievement level descriptors and achievement levels

In each subject, academic learning is reflected by criterion-related 0-8 achievement grades in four criteria. When using these criteria, work should be awarded with a single whole number level (not a range of levels or a decimal or fraction). For all summative and many formative assessments, it is important to give students feedback using the subject criteria.

Teachers have to make decisions using their experience, knowledge of the student and best judgment, along with the application of the assessment criteria, to determine student achievement in any criterion.

When assessing student work using an assessment criterion, a teacher must start with the first descriptor in the lowest band. If the student's work exceeds the descriptor, the teacher will read the second descriptor. This should continue until the point when the work fails to meet the descriptor; generally, the level of the work is then provided by the immediate previous descriptor. Occasionally, a student may have not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

An MYP student should only receive a level 0 if work is not described by the band descriptor for levels 1 and 2. This includes students who have not submitted work despite being in school, who have been given multiple opportunities to submit work, and whose parents/guardians have been contacted.

When deciding on achievement levels, teachers need also to consider whether the student's achievement level accurately reflects what the student can do by considering if:

- formative feedback from the teacher has given the student excessive support.
- *reasonable adjustments* (actions taken to remove or decrease a disadvantage faced by students with learning support requirements) have kept the overall learning outcome the same
- an individual's performance in group work has been documented thoroughly enough to accumulate evidence of achievement against the appropriate assessment criteria to determine the student's achievement level.

4.2 Final achievement grade judgments

Provided that strands of all subject-specific criteria have been used for assessment, at the end of a grading term (trimester or semester) a teacher needs to arrive at a judgment of student achievement by:

- Deciding on an overall achievement level for each of the four MYP subject objectives using the achievement levels from the summative assessment(s) and other learning experiences performed during the grading period. This will result in an achievement level for each of criterion A, B, C and D of 0 – 8. When doing this, attention must be applied to the most accurate demonstration of student performance, rather than a mechanical or uncritical averaging of achievement levels over the reporting period.
- Calculating a final criterion level's total from the sum of the individual achievement levels in each criterion (see Appendix A) This total will range from 0–32.
- Assigning a final grade by applying the grade boundaries table to the student's criterion levels total.

Students, however, do not always perform consistently the same in any grading period for any one criterion. When deciding on a student's level, teachers should apply the following principles:

Majority rules - student level for a criterion should be awarded where the majority of descriptors correspond to the student's work.

Best-fit - If the descriptors include many strands of an objective, and student performance is at a high level on most of the strands but not all them, teachers should adopt a "best-fit" model.

For example, if most strands were at the 5-6 level yet one was substantially lower, a teacher might decide to reduce the

Qingdao Amerasia International School Assessment Policy

level of the achievement to a lower band.

If it seems that a piece of work falls between two level descriptors, the teacher needs to re-read the relevant descriptors and choose the descriptor which is the “best-fit” to the student’s work.

Modified achievement levels - Where there have been other types of modifications to the MYP framework, for example to subject-group objectives/assessment criteria or assessment criteria descriptors for students with challenging learning support requirements, the process of marking and grade awarding follow the same principles outlined above, but will result in modified achievement levels. Recording and reporting of modified achievement in school reports will clearly indicate which modifications have been made. The IB will not validate grades or award the MYP certificate where achievement levels have been modified in this way. (Refer to the Secondary inclusivity policy.)

4.3 Attitude grades

QAIS awards letter grades (from A – E) for student preparedness, student activity and student cooperation. We believe that these are essential student working skills, and positive attitudes will be reflected in better student learning practices. These attitudes all promote better student self-management.

Similarly to MYP achievement grades, QAIS attitude grades are also criterion-related. When awarding attitude grades, teachers are expected to be able to evidence awards with the same veracity as achievement grades.

4.4 Standardization

Where more than one teacher is teaching the same course within a subject-group, the process of *internal* standardization of the common assessment task *must* take place before final achievement levels are awarded to any student. Internal standardization of assessment is also required for the personal project in MYP 5. Subject Group Leaders are responsible for ensuring that standardization takes place within subject groups. Where teachers are the only teacher in a subject-group it is strongly recommended that these teachers perform standardization with another single person subject-group both to familiarize themselves with the application of assessment criteria and command terms in other subject-groups as well as experience a standardization process.

QAIS is also committed to standardize with other MYP teachers in IB World Schools.

The benefits of standardization are:

- improved common understandings of criteria and how achievement levels are applied
- the increased reliability of teacher judgments
- consistency of approach
- a deepening of common understandings about the MYP between teachers

The internal standard process at QAIS is to share the task information (including the rubric) and unmarked copies of student work samples including at least one you have graded high, one middling and one low, with your subject-group colleagues. (The best samples are ones that the teacher providing the samples feels most comfortably represents the achievement level.)

Allow time to mark the samples and then meet to share and discuss commonalities and discrepancies in marking. Through discussion, the teachers should be able to come to a consensus on the final judgments for the student work.

Standardization may lead to a re-evaluation of the levels awarded for student work.

5. Recording and using assessment data

Recording assessment data is essential, as achievement and attitude grades should be evidence based and supported by written records. Records can be anecdotal, based on continuums of development, samples of student work, checklists of attributes, and so on. However, the records must include a clear and accurate record of all formative and summative assessment tasks. For the MYP, there should be evidence of formative assessment preparing for summative assessment in a single grading period, and both formative and summative assessment must also relate directly to the subject objectives.

Records of formative and summative assessments must be maintained on ManageBac (see p.3 for more details).

Qingdao Amerasia International School Assessment Policy

Teachers should use the results of student assessment, solicited and unsolicited feedback from students, and their own observations to improve their curriculum and assessments. When this occurs, a comment should be made in the appropriate reflection section of the relevant unit planner.

It is the responsibility of the MYP Coordinator to process and analyze report data and disseminate this to MYP teachers and the Academic Leadership Team. The MYP Coordinator should also initiate discussion in each subject-group about the report data, and use assessment data both from individual reporting sessions and trends from a series of reporting sessions to monitor individual student progress.

6. Academic misconduct

The IB (2104) defines academic misconduct as any “behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections). At QAIS, our primary aim is to encourage students to develop positive academic behaviour related to tasks and assessment, so that they receive feedback for their work, and not for the work of others. These behaviours, along with academic misconduct, and the consequences for academic misconduct is considered in depth in the QAIS Secondary Academic Integrity Policy (q.v). Of particular importance is section 3.3 which helps to distinguish between genuine collaboration and collusion.

7. Reporting assessment data

Assessment data is confidential. Teachers should only inform students of their own assessment data (so it is completely inappropriate to call out grades in a class or pin up a list of grades). Parents should only ever be informed on their child’s own assessment data, and not that of other children, or class averages or ranks. Processed data is only to be shared within QAIS and between academic professionals.

QAIS reports formally and regularly to parents in two ways. The first is by the student during student-led conferences, and the second is by the teacher through term reports and mid-term progress reports.

We also report formally through comments for specific assignments through ManageBac and when necessary through *ad hoc* teacher-parent conferences, emails, and telephone calls.

7.1 Student-led conferences

In student led conferences students meet with their parents and teachers and the students are responsible for:

- leading their conference
- sharing their assessment data about their learning with their parents and teachers
- reflecting on their personal successes and challenges (including their success in reaching previously stated goals)
- setting new, realistic and achievable goals with the input and support of their parents and teachers
- illuminating their reflections with a selected portfolio of examples.

7.2 Term and mid-term reports

These are report cards in which all teachers contribute assessment data and a narrative describing successes and strategies for consolidation of learning or strategies for improvement.

Term report cards are generated end of each term, and Mid-term approximately mid-way through each term. All reports are done using ManageBac. The main differences between the two reports are:

Report	Audience	Essence	Achievement Grades	Achievement levels	Attitude Grades	Narrative
Mid-term	Parents	Formative	None	Yes, but only where summative assessment of objectives/criteria have taken place (using a 0-8 scale)	Yes. Evidence based and using the assessment criteria.	Yes. Approximately, 80 - 100 words focusing on achievements and strategies for consolidation and improvement
Term	Parents	Summative	IBMYP 1-7 grades created only using MYP criterion-related assessment	Yes, for all objectives/criteria (using a 0-8 scale)	Yes. Evidence based and using the assessment criteria.	Yes. Approximately, 80 - 100 words focusing on achievements and strategies for consolidation and improvement

Qingdao Amerasia International School Assessment Policy

8. Communicating the policy

- A. Digital copies to teachers with the option of them printing a hard copy
- B. Staff and student wikis
- C. ManageBac
- D. School's web site (opportunities for feedback from the global community)
- E. Collaborative Planning meetings (opportunities for feedback from IB practitioners)
- F. Community Meetings (opportunities for feedback from IB students and teachers)
- G. Meetings with Parents (opportunities for feedback from parents)
- H. Curriculum
- I. Teaching and Learning (developmentally appropriate documents concerning academic integrity)
- J. Age appropriate written information on Academic Integrity for MYP students
- K. The QAIS Student Council (opportunities for feedback from students)

10. MYP Assessment Policy review process

We aim to review our academic integrity policy at the calendar year and the end of each academic year to ensure that it is coherent with any changes in the student and community demographics or other circumstances, and that policy and practice are aligned, and we incorporate new research, perspectives and understandings. These reviews will stem initially from collaborative planning meetings in the different sections of the school, where coordinators and teachers can provide their professional input, and then move to the academic leadership team. Input from the student council and parents will also be solicited. Finally, it is the responsibility of the Head of School to authorize the policy. Policy and changes will be disseminated to the community through the school website, ManageBac and news bulletins, and added to the relevant induction packages for teachers new to the programmes.

This policy may be revised between formal reviews if deemed appropriate. Opportunities of this type may occur, for instance, during new teacher induction where policies will be reviewed by teachers new to the school, or by collaboration with the student council or parent's body.

11. Related documentation

- International Baccalaureate (2014) Fostering interdisciplinary teaching and learning in the MYP*
- International Baccalaureate Organization (2014) MYP: From Principles into Practice (updated September 2014)*
- International Baccalaureate (2014) Guide to MYP eAssessment: 2015 live pilot examinations*
- International Baccalaureate (2014) Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment (2015)*
- International Baccalaureate (2014) Handbook of procedures for the Middle Years Programme: Pilot of on-screen examinations (2015)*
- International Baccalaureate (2014) Projects guide (updated September)*
- Qingdao Amerasia International School (2014) QAIS 7-10 Faculty Handbook*
- Qingdao Amerasia International School (2015) QAIS Secondary academic integrity policy*
- Qingdao Amerasia International School (2015) QAIS Secondary inclusivity policy*

Appendix A

Qingdao Amerasia International School Assessment Policy

QAIS

Achievement & Attitude Grade Descriptors



Grade	MYP Boundary guidelines	Achievement Grade Descriptors
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.
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.
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.
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.
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.
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.
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.

Grade		Attitude Grade Descriptors		
		Preparedness	Activity	Cooperation
A	Excellent	Brings the correct equipment and homework completed to the best of their ability, to almost every class.	Almost always takes a demonstrably active role in lessons, and ensures tasks are completed to the best of their ability or understanding.	Positive in almost all lessons and shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good	Usually brings the correct equipment and homework is mostly completed to the best of their ability.	Mostly takes a demonstrably active role in lessons and tasks are mostly completed to the best of their ability or understanding,	Is agreeable in lessons and is frequently supportive of other students, the teacher and the objectives of the lesson.
C	Acceptable	Occasionally forgets to bring the correct equipment. Occasionally, homework is only perfunctorily completed.	Occasionally passive in class or occasionally indifferent to engaging in class tasks regardless of their ability or understanding.	Occasionally indifferent to lessons or may need the occasional prompt to keep their focus on the lesson objectives.
D	Poor	Frequently forgets to bring the correct equipment or frequently only perfunctorily engaged with the homework.	Often passive or may often need prompting to contribute to lessons and engage in class tasks.	Occasionally antagonistic to their peers, teacher or the subject goals.
E	Very poor	Minimal achievement in terms of the objectives.		

Last update 2015-08-18

51

Appendix B

Qingdao Amerasia International School Assessment Policy

Appropriateness guide for QAIS report writing

A. Avoid cut and paste. We should take the professional pride in writing bespoke comments for our clients. Talk calmly, avoid exclamations and use the active voice. The following are inappropriate:

His essay writing has improved a LOT!
WOW! WOW! WOW! What a student!
What a GREAT performance THIS SEMESTER!!!!
High five!

B. Be precise – avoid vagueness. The following comments are unhelpful as they do not explain achievable ways to improve, or are generalizations:

Must improve her effort. (What does effort mean?)
With improved effort he will be successful. (... and what is successful?)
She makes a strong, conscientious effort.
Not a good semester's work. (... if it wasn't, what actually was it then?)
Well done! (What has actually been done well?)

C. Do not refer to other students and do not refer to the entire class. The following comments are inappropriate:

The best in the class!
The best in the class (except for one other student!)
Sam is better than the rest of the class, but mainly because the overall class achievement is low.

D. Don't praise students unnecessarily or make general character references

Manfred is a jolly nice student. I enjoy teaching him and we always have a good laugh together. However, he only made a mediocre attempt at his final assessment.
Clara is a happy student. She lights up the classroom and everyone likes her.

E. Be sensitive to student needs and inclusivity. The following example is not appropriate:

Although Viktoria arrived with no English this trimester she has scored badly in both her one world essays and neither were close to the 3000 words that were required. You should consider getting a private English Tutor to help her.

F. Examine your comments for coherence and appropriate messaging.

Sam has a nice voice. However, she never speaks in class.
David shows a lot of integrity. He admitted copying all his work from the internet.
Theresa needs to ensure that his essays are produced using a computer and double spaced.
Wanda had CCC for her attitude grades which is less than acceptable. (A C is "acceptable"!)

G. Work towards fluidity and avoid disjointed sentences such as this one:

"She appears to enjoy discussing the topics in this subject. Her oral skills are strong. She rises to challenges. She needs to develop her work more. She has difficulties with structuring essays. She is a very nice student to teach. She could do better. She is making progress though."

H. Spell check and grammar check your work:

Daniel has friteiert away the semester by not producing werk of any quality.

Please make reference to the IB learner profile, International Mindedness, Inclusivity, language use, specific assessment criteria, and other aspects of learning. You can make reference to non-IB assessments if you feel that this will substantially help student development.

Extracted from the QAIS 7-10 Faculty Handbook (2014)