



# **IB MIDDLE YEARS PROGRAMME 2019**

**PARENT WORKSHOP ON ASSESSMENT AND  
REPORTING YEAR 7 & 8**

# IB MIDDLE YEARS PROGRAMME 2019

## Workshop on assessment and reporting Year 7 & 8

Welcome:

There are some activity sheets on your tables, please introduce yourselves to the others at your table and feel free to engage with some of these activities.

- 1) IB Terminology match up
- 2) Cross word
- 3) Unscramble the anagram



# ACKNOWLEDGEMENT OF COUNTRY

## MERICI COLLEGE ACKNOWLEDGEMENT OF COUNTRY

As members of the Merici College Community we would like to acknowledge and respect the living culture of the Ngunnawal people, the traditional custodians of the land on which we are meeting today. We pay tribute to the unique role that they play in the life of this region.

We acknowledge that the foundations of Merici are built on land which is and always will be Ngunnawal land. We ask our spirit ancestors to walk with us as we share and learn together. We commit ourselves to work alongside Aboriginal and Torres Strait Islander peoples for reconciliation and justice.



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# PRAYER



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# Celebrating 60 Years

## MERICI COLLEGE 60th ANNIVERSARY PRAYER

Motivated by the works of our founding religious orders and with the guidance of God, we pray that the Spirit will:

- ✦ Inspire us to discover the joy of learning by opening our minds to the gift of education.
- ✦ Give us the courage and perseverance to stand up for what we believe in, even in the face of adversity.
- ✦ Strengthen us to serve you and our communities with hearts full of thanks for our blessings, while being conscious of the needs of the poor and marginalized.
- ✦ Encourage us to make a difference in the world.
- ✦ Help us to consider the future of our relationships in harmony with you, ourselves, others and creation.

We thank you for your care of the Merici College community over the past 60 years. Continue to inspire young women like us to be strong and determined in our community.

We make this prayer, united together, keep us faithful to all that is true, in a spirit of Fidelitas.

*Amen*

### **Attributed to Year 7, 2018 Merici College Students:**

Haley Bissett, Leila Buckley, Isabelle Coric,  
Ruby Causer, Imogen Dorsett, Zara Eglington, Caryss Evans,  
Tessa George, Charlise Hawkins, Isabella McFarland,  
Nyambugi (Zoe) Nyjenga, Chloe Rushton, Tabitha Thevaranjan



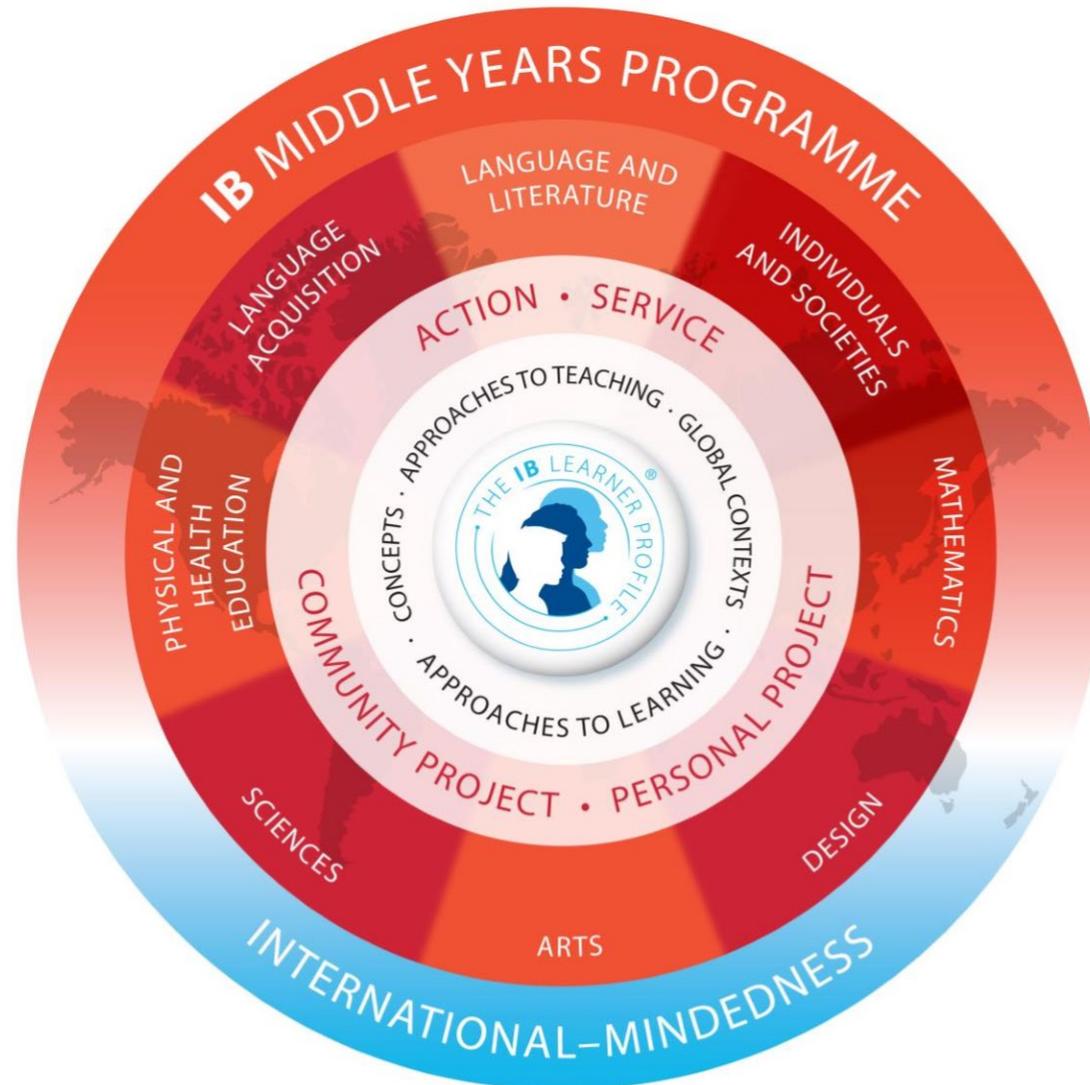
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# WELCOME RENEE TAYLOR DEPUTY PRINCIPAL LEARNING

IH in Year 7  
combines  
Language and  
Literature  
and  
Individuals  
and Societies.

IMS in Year 7  
combines  
Sciences and  
Mathematics.



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# WHY ARE WE ADOPTING THE IB?

- Aligns well with what we already do
- Internationally recognised
- Will enhance a more global focus in the college in the curriculum and in the community of the school
- Importance of languages preparing global citizens
- Research shown that the MYP is a good preparation for success in Diploma Programme (Years 11 and 12)
- Personal Project in Year 10



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# MYP / AUSTRALIAN CURRICULUM

- MYP is a **framework** to deliver our Australian Curriculum content.
- We currently use our professional '**best fit**' judgement to allocate a grade A-E to students based on their overall performance across the year per subject.
- We will continue to do this.
- In addition, we will incorporate the MYP language, outcomes and criteria.

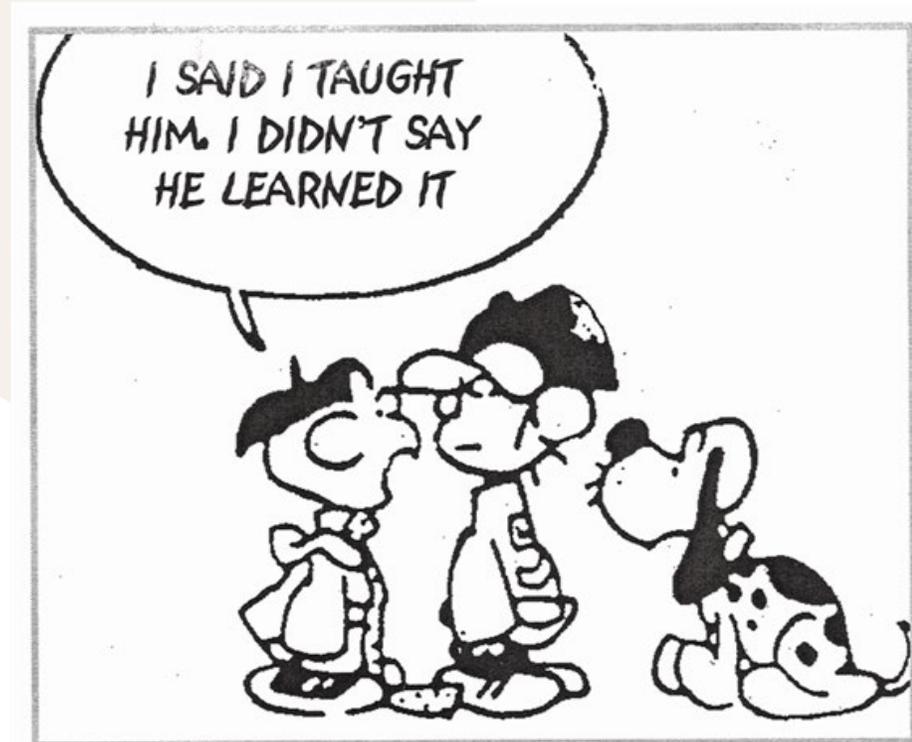




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## ASSESSMENT IN THE MYP AIMS TO:

- feedback on the learning process
- inform, enhance and improve the teaching process
- opportunities to exhibit transfer of skills across disciplines
- positive student attitudes
- promote a deep understanding
- critical- and creative-thinking skills
- reflect the international-mindedness
- Support holistic development





## Merici College Junior Unit Outline

Subject	English	Year	2018
Unit Title	Identity	Semester	1
Year Level	8	MYP Subject Group	Language and Literature

Teachers	Mrs G Unsworth, Mrs L Barnsley, Ms C Fraser, Ms N Passchier
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### Middle Years Programme

Key Concept	Related Concepts	Global Context
Identity	Genre & Character	Identities and relationships

Statement of Inquiry	Our identities are shaped through relationships to people and place.
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Description of Unit Learning	In this unit, students will study both fiction and film texts to develop their understanding of how texts are developed for different audiences. Students will study a film text as a class and focus on analysis and evaluation of the film through a short answer test. The test will focus on their ability to construct arguments and support their ideas with evidence. In the second half of the unit, students will complete a study of picture books, looking at how language features, images and vocabulary are used to represent different ideas for various target audiences. Students will design and create their own picture book and deliver an oral presentation to the class about their work.
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From MYP but selected for our units

Based on Australian Curriculum and how we are delivering at Merici.

Criteria and strands being covered this semester/term

## Assessment

Unit Objectives	It is intended that by the end of this unit the student should be able to: (only include those relevant to the unit – if this is the only unit covered by this subject group then it must include all outcomes)
	<p><b>Criterion A: Analysing</b></p> <ol style="list-style-type: none"> <li>Identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>Identify and explain the effects of the creator's choices on an audience</li> <li>Justify opinions and ideas, using examples, explanations and terminology</li> <li>Interpret similarities and differences in features within and between genres and texts</li> </ol> <p><b>Criterion B: Organising</b></p> <ol style="list-style-type: none"> <li>Employ organisational structures that serve the context and intention</li> <li>Organise opinions and ideas in a coherent and logical manner</li> <li>Use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ol> <p><b>Criterion C: Producing Text</b></p> <ol style="list-style-type: none"> <li>Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</li> <li>Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>Select relevant details and examples to develop ideas</li> </ol> <p><b>Criterion D: Using language</b></p> <ol style="list-style-type: none"> <li>Use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>Write and speak in an appropriate register and style</li> <li>Use correct grammar, syntax and punctuation</li> <li>Spell, write and pronounce with accuracy</li> <li>Use appropriate non-verbal <a href="#">communication techniques</a></li> </ol>

Taken from IB MYP Guide

Summative Assessment Tasks				
No.	Description of Task	MYP Criteria Assessed (A/B/C/D)	Strands (I, II, III, IV)	Due Date
1	Short Answer Test based on film	A	I, II, III	Week 7
		B	I, II, III	
		C	II, III	
		D	I, II, III, IV, V	
2	Creative Task with Oral Presentation	A	I, II, III, IV	Week 15
		B	I, II, III	
		C	I, II, III	
		D	I, II, III, IV, V	

Extensions	<ul style="list-style-type: none"> <li>Requests for extension of the due date for completing an assessment task must be made to the teacher before the assessment is due.</li> </ul>
Penalties	<ul style="list-style-type: none"> <li>If a student fails to submit a task on time, parents will be contacted and a plan for submission for will be put in place.</li> </ul>
Absences	<ul style="list-style-type: none"> <li>Absence on the day an assessment task is due (Test / Assignment / Oral) requires a parent note, addressed to the teacher concerned, stating that the</li> </ul>



# MYP CRITERIA AND STRANDS

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

- 4 criteria (A,B,C,D)
- Each criteria have multiple strands (i, ii, iii, iv)
- Each criteria have descriptions associated (Yr 7 & 8 MYP Year 3)
- Each criteria is marked out of 8
- All criteria are of equal value



## C Processing and evaluating

At the end of year 5, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. collect and present data in numerical and/or visual forms</li> <li>ii. Interpret data</li> <li>iii. state the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. state the validity of the method based on the outcome of a scientific investigation</li> <li>v. state improvements or extensions to the method.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and explain results</li> <li>iii. outline the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. outline the validity of the method based on the outcome of a scientific investigation</li> <li>v. outline improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and explain results using scientific reasoning</li> <li>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. discuss the validity of the method based on the outcome of a scientific investigation</li> <li>v. describe improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. correctly collect, organize, transform and present data in numerical and/or visual forms</li> <li>ii. accurately interpret data and explain results using correct scientific reasoning</li> <li>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. evaluate the validity of the method based on the outcome of a scientific investigation</li> <li>v. explain improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

# Descriptions

- The IB MYP subject group specific descriptions for achievement will be available on our website for your reference.
- These descriptions will form the basis for all the rubrics attached for your daughters assessments.
- Year 7 & 8 students will be assessed against MYP Year 3 level descriptors. This aligns best with the Australian Curriculum.
- Year 9 and 10 students will be assessed using MYP Year 5 criteria.

Figure 5

Sciences objectives and criteria alignment

# MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## MYP GRADE BOUNDARIES

Associated descriptions that characterise what a students work looks like.

To be used to look at learning holistically in the subject group area.

**Not for individual tasks.**



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# LANGUAGES

- Taught in phases across Year 7-10.
- Still have 4 criteria
- Still have a number of strands in each criteria
- Still assessed out of a score of 8 for each criteria.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>Objective C: Communicating in response to spoken and/or written and/or visual text</b>						
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.





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# MYP ASSESSMENT IS NOT:



- To be averaged
- To be only summative
- Norm referenced (Does not compare students to each other – no ranking)
- Criterion referenced (Do not have to master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level)
- Split up into decimals, e.g. 4.5.

# MYP ASSESSMENT IS:



- Best Fit
- Evidence based
- Professional judgement
- Holistic
- Rigorous
- Focuses on positive achievement – no negative marking
  
- the highest level of any given criterion does not represent perfection.
- attention to the **most accurate** demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods





# WORKSHOP ENGAGEMENT ACTIVITY

Jigsaw – In your table groups you will find an envelope. This contains pieces of a Year 8 rubric.

Your task is to sort the cards so they show the progression of learning.

Best is on the left side, lower performance to the right.

(We are just looking at Criteria A, for the purpose of this activity).

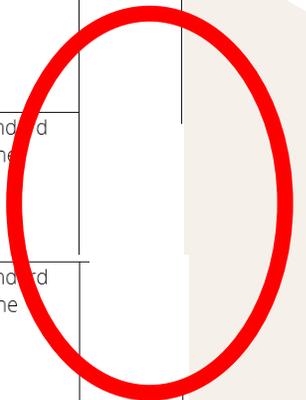
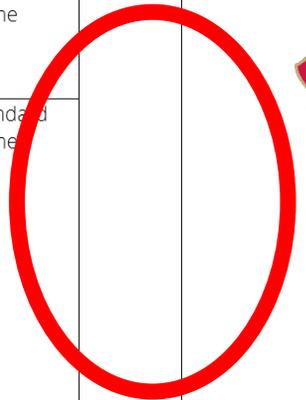




Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criteria on Total
<b>Criterion A - Knowing and Understanding</b>						<b>/ 8</b>
i. use a range of terminology specific to landforms and landscapes in context of Abercrombie Caves.	Consistently uses a range of terminology about caves, weathering and erosion accurately.	Uses considerable and relevant terminology about caves, weathering and erosion accurately.	Uses some terminology about caves, weathering and erosion accurately	Makes limited use of terminology about caves, weathering and erosion.	Does not reach a standard described by any of the descriptors.	
ii. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates excellent knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through developed descriptions, explanations and examples.	Demonstrates substantial knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates satisfactory knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through simple descriptions, explanations and examples.	Demonstrates basic knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through limited descriptions and/or examples.	Does not reach a standard described by any of the descriptors.	



Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)	Criteria on Total
<b>Criterion A - Knowing and Understanding</b>						<b>/ 8</b>
i. use a range of terminology specific to landforms and landscapes in context of Abercrombie Caves.	Consistently uses a range of terminology about caves, weathering and erosion accurately.	Uses considerable and relevant terminology about caves, weathering and erosion accurately.	Uses some terminology about caves, weathering and erosion accurately.	Makes limited use of terminology about caves, weathering and erosion.	Does not reach a standard described by any of the descriptors.	
ii. demonstrate knowledge and understanding of human and geomorphological processes of weathering and erosion in the formation of caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates excellent knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through developed descriptions, explanations and examples.	Demonstrates substantial knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through descriptions, explanations and examples.	Demonstrates satisfactory knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through simple descriptions, explanations and examples.	Demonstrates limited knowledge and understanding of geomorphological and human processes of weathering and erosion in the formation of Abercrombie caves and their features and the concepts of sustainability through limited descriptions and/or examples.	Does not reach a standard described by any of the descriptors.	
<b>Criterion B - Investigating</b>						<b>/ 8</b>
i. formulate clear and focused research questions, explaining their relevance.	Formulates clear and focused research questions about caves, processes and sustainable management and explains its relevance.	Formulates a clear and focused research question about caves, processes and sustainable management and describes its relevance in detail.	Chooses or with heavy guidance formulates a research question about caves or processes or sustainable management that is clear, focused and relevant to the caves topic.	Identifies a research question that is clear, focused and relevant to the caves topic.	Does not reach a standard described by any of the descriptors.	
ii. formulate and follow an action plan to investigate a research question.	formulates and effectively follows a consistent action plan to investigate a research question	formulates and mostly follows sufficient action plan to investigate a research question	formulates and occasionally follows a partial action plan to investigate a research question	formulates a limited action plan or does not follow a plan	Does not reach a standard described by any of the descriptors.	
iii. use methods to collect and record relevant information.	Uses a range of photos, notes, video and to collect and secondary sources to record appropriate and varied relevant information about educational displays and issues relating to cave processes and management.	Uses at least 1 primary source (photos, notes, video) and secondary sources to collect and record appropriate relevant information about educational displays and issues relating to cave processes and management.	uses a primary method(s) to collect and record some relevant information about caves processes and/or management.	collects and records limited or sometimes irrelevant information.	Does not reach a standard described by any of the descriptors.	
iv. evaluate the process and results of the investigation, with guidance.	With guidance, provides a detailed evaluation of the research process for the educational display and proposed design brief.	With guidance, evaluates on the research process for the educational display and proposed design brief.	With guidance, reflects on the research process for the educational display and/or proposed design brief.	With guidance, reflects on the research process and results in a limited way.	Does not reach a standard described by any of the descriptors.	



Student ID	Christian Surname	TASK 1 Prac Report				TASK 2 Unit quiz				TASK 3 Multimedia Presentation				OVERALL	TASK 4 A				OVERALL	TASK 5 B				OVERALL	TASK 6 C				OVERALL	TASK 7 D				OVERALL	Total Score /32	1 TO 7	A-E	OVERALL
		A	B	C	D	A	C	D	A	B	C	1	2		3	1	2	3		1	2	3	1		2	3	1	2		3	1	2	3					
		6	2	4	5	5	4	7	3	4	4	6	5	3	5	2	4	4	4	4	4	4	4	4	4	4	4	4	17									



# EXAMPLE OF ACHIEVEMENT

Overall semester performance:

What has this student achieved?

	Task 1 - In class presentation				Task 2 - Test		Task 3 – Take home research task		A	B	C	D
	A	B	C	D	A	B	C	D				
Ellie Tomlin	5	8	6	4	6	2	7	5				
									End of Semester Grades			

What would you need to consider? What other information would you need in order to make a judgement at the end of the semester?

# SEMESTER REPORTING

Year 7 student	A (8)	B (8)	C (8)	D (8)	MYP GRADE 1-7	Australian Curriculum Grade A-E
English	4	5	5	3	4	C
Chinese						
Geography						
Business and Economics						
Religion						
Science						
Mathematics						
Food tech						
Textiles						
PE						
Visual Arts						

- A-E GRADES – Australian Curriculum Requirement
- Grades for each criteria in each subject area out of 8, calculated by sum of semester based judgement of teacher against standards in each subject area. NOT average.
- Overall IB MYP Grade 1-7 for each subject area. Reflective of performance against descriptions.





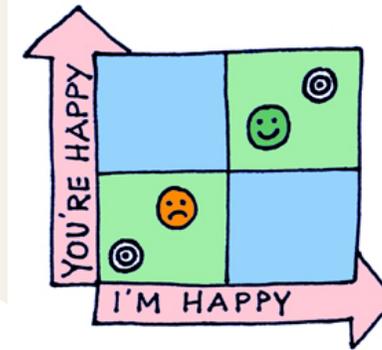
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# NEXT STEPS

- Engage with your child's unit outline
- Discuss rubrics with your daughter
- Reinforce it is best fit, not an average.
- Assist your daughter to reflect on how to improve next time by looking at the rubric and seeing where there are gaps.
- Contact your daughters teachers if you or they require any assistance in understanding the expectations of a task or the assessment of it .

If you have any questions, you are welcome to email us at:

[Renee.taylor@merici.act.edu.au](mailto:Renee.taylor@merici.act.edu.au) [Natalie.Fairfax@merici.act.edu.au](mailto:Natalie.Fairfax@merici.act.edu.au)



nobody  
rises  
to  
low  
expectations

# QUESTIONS

At this point, you are welcome to leave if you do not wish to stay for questions.

Thank you for attending this evening.

