



ASSESSMENT AND MISCONDUCT





Soodah International Educational Complex



ACADEMIC MISCONDUCT:

- Plagiarism
- Collusion
- Duplication



UNDERSTANDING ACADEMIC MISCONDUCT

Academic misconduct includes:

- plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- duplication of work—the presentation of the same work for different assessment components
- any other 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).



MISCONDUCT AT SIEC



Students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.



MISCONDUCT AT SIEC



At SIEC if students engage in practices contrary to the IB's misconduct principle three steps are going to be taken:

First: We review principled items in the IB learner profile, as well as academic misconduct for the students who engage.

Second: The student who engages in practices contrary to the IB's misconduct principle for the second time will get half of the score.

Third: The third time no score is going to be reported.



PRINCIPAL OF MYP ASSESSMENT:

1. We should use the assessment criteria for each subject group in each year of the program
2. the assessment should be transparent
3. Aim of assessment:
 - 3.1. Encourage student learning by providing feedback on the learning process.



PRINCIPAL OF MYP ASSESSMENT:



3.2. Provides opportunity for students to exhibit transfer of skills across disciplines.

3.3. Promote positive student attitude towards learning.

3.4. To support and encourage student learning.



3.5. Emphasis on assessment process that involve the gathering and analyzing of information about student performance and provide feedback to the student on their performance.

3.6. Assessing not only product but also process.

etc....

Student need to understand assessment expectation



INTERNAL ASSESSMENT:

1. Formative
2. Summative

These two are closely linked



- Student peer and self-assessment can be important elements of formative assessment plans.
- Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit.
- Assessment criteria for years 1,3 and 5 of the program are provided in MYP subject-group guides, and their use is mandatory
- Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class.



INTERNAL STANDARDIZATION.



Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded.



FORMATIVE ASSESSMENT



Student peer and self-assessment can be important elements of formative assessment plans.

Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit.

Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.



USING MYP ASSESSMENT IN DIFFERENT YEARS



Note: Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.



MYP COMMAND TERMS



Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. While the definitions for the command terms remain the same, the expectation for the level of sophistication of students' understanding, responses and performances is expected to progress with students' maturity and intellectual development.



DETERMINING ACHIEVEMENT LEVELS

- teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units delivered.
- Student support—students will experience varying levels of support in their units, since peer- conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.



ASSESSMENT STRATEGIES

1. **Observation**
2. **Selected response** :specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding.
3. **Open-ended tasks** : a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.



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- **Performance** :form of a composition, a research report, a presentation or a proposed solution. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).



PROCESS JOURNALS



Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.



PORTFOLIO ASSESSMENT



- Portfolios can be used by students and teachers to record their learning achievements and express their identity.
- The portfolio, such as whether it should be a physical folder or a virtual folder on the school website. Storage issues, among others, will arise with either format.



ASSESSMENT TASKS



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



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- Research
 - Performances
 - Presentations—verbal (oral or written), graphic (through various media)



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- it is **not** valid to assess summatively pieces of work that do not address at least one of the objectives.
 - Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks. Many of the highest level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.



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- teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria.



APPROPRIATENESS OF TASKS

Note: it is **not** valid to assess summatively pieces of work that do not address at least one of the objectives.



CREATING SUFFICIENTLY RIGOROUS TASKS



Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks. Many of the highest level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.

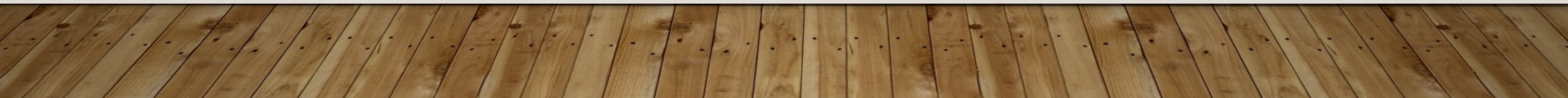
Note: Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria.



ASSESSMENT TOOLS



Anecdotal records	<p>Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.</p> <p>Anecdotal records need to be systematically compiled, documented and organized, and teachers should consider various ways, including the use of information and communication technologies, to do so.</p> <p>Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning. Anecdotal records can be very useful for teachers to identify learning skills, values and attitudes.</p>
Continuums	<p>Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.</p> <p>When used in a similar way to anecdotal records, continuums identify the next stages of learning that can lead to mastery of skills. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.</p>





ASSESSMENT TOOLS



Examples	<p>Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.</p> <p>Schools are encouraged to select examples that are appropriate and usable within their particular context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year, if suitably anonymized and appropriate, and could be used by students in self- assessment.</p>
Checklists	<p>These are lists of attributes or elements that should be present in a particular response to a task. A markscheme for an examination is a type of checklist.</p> <p>Checklists are useful when used formatively, as they could be applied by either the teacher or student.</p> <p>Checklists have the potential to be used in self-assessment and can support the development of ATL skills.</p>



REPORTING STUDENT ACHIEVEMENT



- During the five years of the programme, all schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals. Usually, this will be during and at the end of each school year
- This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and should be supported with advice for improvement, where applicable.
- All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.



INAPPROPRIATE GRADING PRACTICES

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades