



# MYP ASSESSMENT STRUCTURE

## ASSESSMENTS

### EXTERNAL

External assessment, or standardized assessment, at ISNS looks at Literacy (English) and Math specifically. Data from this is used to direct teaching, inform IEPs and broader curriculum development.

### INTERNAL

Formative Assessments help guide learning and teaching as students navigate their way through a UOI. This ultimately leads to Summative Assessments where students are able to demonstrate what they know in a task that is clear, challenging and rooted in prior learning.

### FORMATIVE ASSESSMENTS

are where skills are developed, knowledge is formed and students can evaluate their own learning as part of the process. Teachers use these to map the way forward to enable students to improve their learning and find success in upcoming assessments.

### SUMMATIVE ASSESSMENTS

are criterion-related, which means student performance is measured against pre-specified assessment criteria based on the assessment objectives of each subject curriculum. Task Specific Clarifications are provided to clarify the expectations.

### FINAL MYP GRADES 1-7

The final grades awarded for each course range from 1 to 7. This can be seen on report card 2, 3 and 4. Teachers take the sum of A, B, C and D and using the boundary scale determine the final grade for each subject. This is a summary of what a student has demonstrated through each reporting period. Briefly each grade can be seen as follows:



### CRITERIA

Each subject is broken into 4 criteria. These are the 4 areas that assessment is divided into. Each subject has a specific focus that relates to the outcomes of that subject.

### LEVEL 1-8

Each assessment will give you an achievement level in one or more criterion. Every subject uses pre-determined criteria. A best-fit of a student's assessments is what is reported on report card 2, 3 and 4.

### BOUNDARY GUIDELINES



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