



10 small changes to MYP Maths classroom summative assessment practices

To help you smooth the transition from MYP to DP within the assessed curriculum

1. Incorporate a 5-minute reading time into the MYP summative assessments. Reading time is a required component of the DP examinations, we can help students to develop strategies of how they can best utilise this time.
2. Assess criterion C alongside criteria A, B and D. This is the expectation in the e-assessment, DP examinations, and the DP internal assessment.
3. Provide feedback comments on student work at both MYP and DP level without immediately releasing a grade level to encourage the student to reflect on how they can improve their approaches rather than focussing on “performance”. *“Make feedback into detective work”* (William 2016).
4. Facilitate the students to be owners of their own progress and promote self-assessment in both programmes – I have found it incredibly useful and engaging to have one document for a student that *they* maintain with links to all their feedback, reflections, and assessments throughout MYP and into DP.
5. Allow students the experience of completing summative assessments under timed conditions.
6. Where possible and appropriate, use DP type questions in MYP tasks to familiarise students with the format and allow them to explore open-ended tasks to develop their “stand-alone” mathematical investigation skills and report writing. This ensures the internal assessment at DP is not too wide a leap from structured assessments.
7. Familiarise students with the examination formula booklet in MYP and DP to focus their approach on understanding rather than remembering facts.
8. Be consistent with mathematical language, use the command terms that are published by the IB in the MYP and DP Guides and consistently model correct mathematical notation and communication.
9. Develop students’ fluency and explicitly highlight mathematical connections within the MYP programme. When focussing on specific units in the MYP it can sometimes be a challenge for students to recall knowledge from previous units. The DP course examination assesses all the content in each paper, and this can be a challenging aspect of the DP programme for many students.
10. Use graphic display calculators (GDC) and other technologies to aid with understanding and include technology specific problems within summative MYP assessments. Use of technology **routinely** is within the level 6 band of the DP mathematics grade level descriptions. It is a requirement of the MYP e-assessment and familiarisation with online graphing packages is a must.

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