

Why have exams at all?

1. Because we had to take them when we were kids!
2. Teachers love marking them!
3. The more tests we give the better our school is?
4. Other schools do it, so we should too...

Why have exams at all?

1. Benefit of the “spacing effect” - studying something a second time can help to bring learning into **long-term memory** (Kornell, 2010)
2. Formalized opportunity for students review material from over a longer period of time, think critically about what they have studied, review hard-to-grasp topics, discuss subject matter with classmates and instructors — **all of which enhance learning**
3. A skill set for Diploma and Uni/College

Exams at NIS

- **Grade 12's** sit 24 hours of cumulative exams... **Why?**
- **Grades 11, 10, and 9** sit comprehensive semester exams. *Scores are not weighted or averaged.* **Why?**
- **Grades 6-8** take summative assessments under simulated exam conditions during exam week. *Scores are not weighted or averaged.* **Why?**

The “Cons”

- Exam week and review interrupts learning
- Teachers are held to fixed dates and times
- Summative vs. Formative
- Creates a “bottleneck”
- Exams create stress for all
- Practice x 12?



Source: wordpress.com

Are exams for students in grades 6-8 worth it?



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

Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention. ii. organizes opinions and ideas with a minimal degree of coherence and logic . iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: i. makes adequate use of organizational structures that serve the context and intention. ii. organizes opinions and ideas with some degree of coherence and logic . iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: i. makes competent use of organizational structures that serve the context and intention. ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other. iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively. ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way. iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

How do grades work in the MYP?

- Teachers determine final scores for each criteria
 - Standardization within department/Moderation
- “Best fit”
- Most recent and most consistent marks
- Total score falls into a “grade descriptor band”

English A Grade 7 S1

Student	A-FORM	A-Group	A-SUM	A-GROUP	B-FORM	B-SUM	C-GROUP	C-SUM	C-SUM	D-FORM	D-FORM	D-SUM
Barack	4	4	4	3	6	7	7	5	5	2	4	6
Donald	2	2	4	4	6	4	3	4	3	6	4	2
Hillary	6	6	6	8	8	7	7	4	7	7	7	5
Sarah	2	4	4	4	4	6	5	6	6	6	6	6

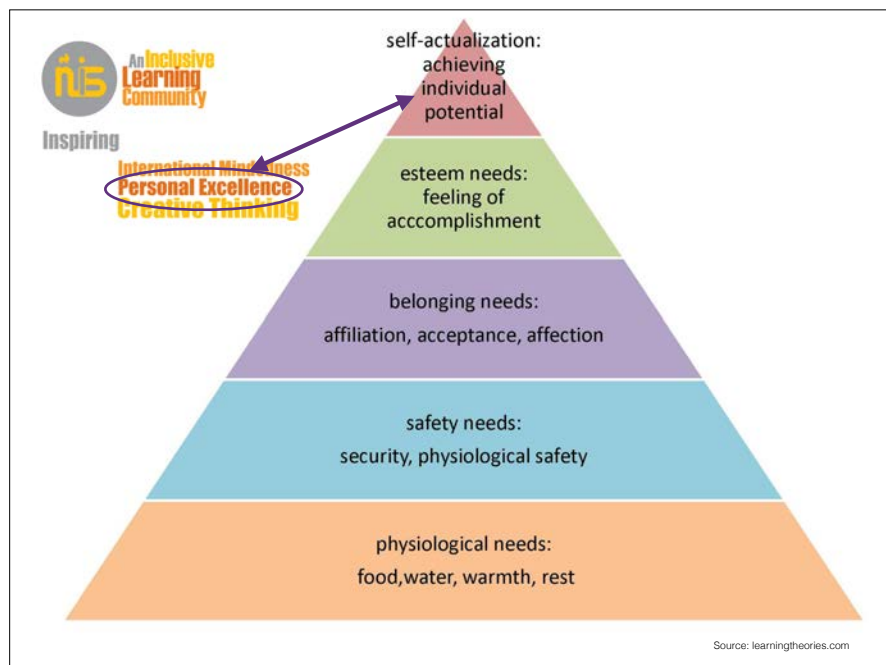
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support 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.

English A Grade 7 S1

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Hillary	6	6	6	8	8	7	7	4	7	7	7	5
Sarah	2	4	4	4	4	6	5	6	6	6	6	6

Barack: A:4, B:7, C:5, D:5 = 21

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.
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You could

- ~ share a TED talk
- ~ invite students to present their summer vacation in video/photo format
- ~ run 4 minute Pecha Kuchas
- ~ play card games
- ~ play charades
- ~ visit another advisory group
- ~ explore an area of the school
- ~ complete online personality surveys and quizzes

SPECIAL EVENT: PARENT LED CONFERENCES

Each and every student is unique, and brings his or her thoughts and cares, to school each day. In recognising the individuality of each child, next Tuesday **Parent Led Conferences**. By listening to parents, who will be able to support them better in their learning experience. You should already have received an invitation and met your Homeroom Teacher and/or from your child's MYP/DP Advisor. The Parent Led Conference may take place Monday through Thursday; most MYP/DP Tuesday afternoon. If you have not received an email, contact your homeroom teacher (PYP) / Advisor (MYP/DP) **today**.

Student Life	Average Rating	91%
38. Generally, students at NIS are well behaved.	89%	
39. My child feels safe at NIS.	97%	
40. NIS has appropriate expectations and standards of student behaviour.	92%	
41. The staff at NIS are approachable when I have a concern.	91%	
42. Effective means for communication between staff, students and parents are in place.	89%	
43. Overall, I am satisfied with the level of support my child receives.	90%	

Nanjing International School
An Inclusive Learning Community

Inspiring International Mindfulness,
Personal Excellence, Creative Thinking

Next steps for advisory...

Questions/Comments?

Next parent coffee...