


Sample forms

	Middle Years Programme	Form F3.1
	Moderation coversheet: Subjects	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: *Treetops International School* School code: *008899*

Student's name/number: *Matthias Lemieux* Subject: *English B standard*

The student is (please mark box): comparatively good average comparatively weak

Type and title of assessment task		Criteria					
		A	B	C	D	E	F
1. <i>Oral activity:</i> <i>Interview on Don Quixote</i>	Teacher	<i>8</i>	<i>8</i>				
	Moderator						
2. <i>Written work:</i> <i>A positive experience</i>	Teacher			<i>6</i>	<i>5</i>		
	Moderator						
3. <i>Reading comprehension 1:</i> <i>The Cow Who Liked To Kick</i>	Teacher					<i>8</i>	
	Moderator						
4. <i>Reading comprehension 2:</i> <i>Ta-Na-E-Ka</i>	Teacher					<i>7</i>	
	Moderator						
5.	Teacher						
	Moderator						
6.	Teacher						
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Fred Jones

Signature of teacher: *F Jones* Date: *15 March 2009*

Names of teachers involved in internal standardization for this subject:


Sally Smith, Mike Williams

Teacher's comments:

(Please see the background information folder for full task details.)

Task 2:

Students completed this task in class. However, Matthias completed his essay in the library as he needed access to a computer; having broken his wrist the week before, he could not write. He was allowed one extra lesson to complete the task due to the time taken to type, and was supervised by library staff.

	Middle Years Programme	Form F4.4
	Monitoring of assessment task coversheet: Subjects Evaluation visit/general advice or guidance	

Please complete a copy of this form for **each** task included in the sample. Only one copy is needed to accompany the work of the four students.

This form should be used to document the application of the criteria and the award of achievement levels for each criterion. If additional criteria to the MYP criteria are used, then these must be indicated clearly: please include a copy of the criterion descriptors used in the form of a rubric or grid that shows your school's application of the subject criteria for the task.

School name: *Treetops International School* School code: *008899*

Subject: *English B advanced*

The sample is from (please mark box): year 3 years 4/5

Name of teacher: *Henry Brown* Date: *15 October 2009*

Title of task: *A fun debate*

Criteria used	Information on the application of the criterion
<i>A</i>	<i>As stated in the guide, I used this criterion to assess how well the students could 1) communicate information, ideas and opinions; 2) respond and react to questions and ideas; 3) contribute to and engage in the conversation; and 4) maintain a flow of ideas and a logical continuity in the conversation.</i>
<i>B</i>	<i>Again, as stated in the guide, I used this criterion to assess how well the students could 1) use clear pronunciation and/or intonation; 2) use a range of vocabulary; 3) use a range of grammatical structures; and 4) show the ability to adapt register and style of language to the situation.</i>

Students' names		Criteria					
		A	B	C	D	E	F
1. <i>Robert Lemieux</i>	Teacher	<i>7</i>	<i>8</i>				
	Assessor						
2. <i>Yuki Madison</i>	Teacher	<i>6</i>	<i>6</i>				
	Assessor						
3. <i>Gabriel Roger</i>	Teacher	<i>5</i>	<i>4</i>				
	Assessor						
4. <i>Kim Romano</i>	Teacher	<i>2</i>	<i>5</i>				
	Assessor						

Please use the reverse of this form or separate sheets to provide information on the nature of the task, as well as any background information that may assist the assessor in determining how the criteria were applied.

Nature of the task and background information:

"A fun debate"

In the previous class, we had revised debating strategies, reminded ourselves of our past curriculum themes, and students had been warned of the assessment task to come.

I randomly distributed index cards containing a debate topic (there was a possibility of 18 different topics in total, all of which had been covered in class over the past year).

An indication, either For or Against, appeared on each card. The cards would lead to a debate between two students, and was assessed in class, in front of the class and the teacher. The students did not know in advance who their opponent would be.

The time allocated to complete each debate was five minutes during a 75-minute class period. The students had 15 minutes to prepare individually. While preparing for their debate, they could use dictionaries and personal notes taken from previous classes, but could only take very brief notes on prompt cards into the debate with them. At the four-minute mark a bell was rung to inform the students that they had one minute remaining, and as a signal to present concluding statements.

There were no particularly special circumstances that arose during this exercise. The only exception was that we ran out of time and two pairs had to do their debate in the following lesson. They were given new debate topics in the next lesson so that they didn't have an unfair advantage. None of these students are included in this monitoring sample.