

# Assessment Design Toolkit

*Four checklists covering MYP assessment design, from formative feedback to authentic, criterion-aligned summative tasks. Companion to Chapters 15–18 of the Unit Planning Series.*

## 1. ASSESSMENT OVERVIEW

- ☐ Align with objectives — verify the task lets students demonstrate targeted subject-group objectives.
- ☐ Link to the inquiry — the prompt requires proving the SOI.
- ☐ Plan formative checkpoints before the final task.
- ☐ Develop task-specific clarifications describing success for this project.
- ☐ Share the standard — distribute criteria day one, use anonymized exemplars.
- ☐ Assess the process — provide feedback on ATL Skills used, not just the final product.

## 2. FORMATIVE ASSESSMENT

- ☐ Deconstruct the summative into the factual, conceptual, and ATL components required.
- ☐ Plan checkpoints — exit tickets, quizzes, journal entries throughout the unit.
- ☐ Diversify the tools beyond written tests.
- ☐ Build in peer/self-assessment against a task-specific rubric.
- ☐ Provide actionable feedback answering where the student is now and what's next.
- ☐ Commit to the pivot if formative data shows a gap.

## 3. SUMMATIVE ASSESSMENT (GRASPS)

- ☐ Review the SOI — the task must require this exact transferable understanding.
- ☐ Select the criteria — assess multiple strands holistically when possible.
- ☐ Build the scenario using GRASPS anchored in your Global Context.
- ☐ Draft task-specific rubrics in student-friendly language.
- ☐ Plan scaffolds — word limits, visual matrices, sentence frames.
- ☐ Align formative practice with this final task's actual demands.

## 4. CRITERIA ALIGNMENT

- ☐ Start at the end — identify the strands you will assess.
- ☐ Verify the Command Terms in the highest achievement bands.
- ☐ Draft task-specific clarifications without lowering the standard.
- ☐ Map the learning experiences — a dedicated lesson for every strand assessed.
- ☐ Check the SOI connection.
- ☐ Publish the expectations at the launch of the inquiry.