

# MYP Parent Information Evening 2023



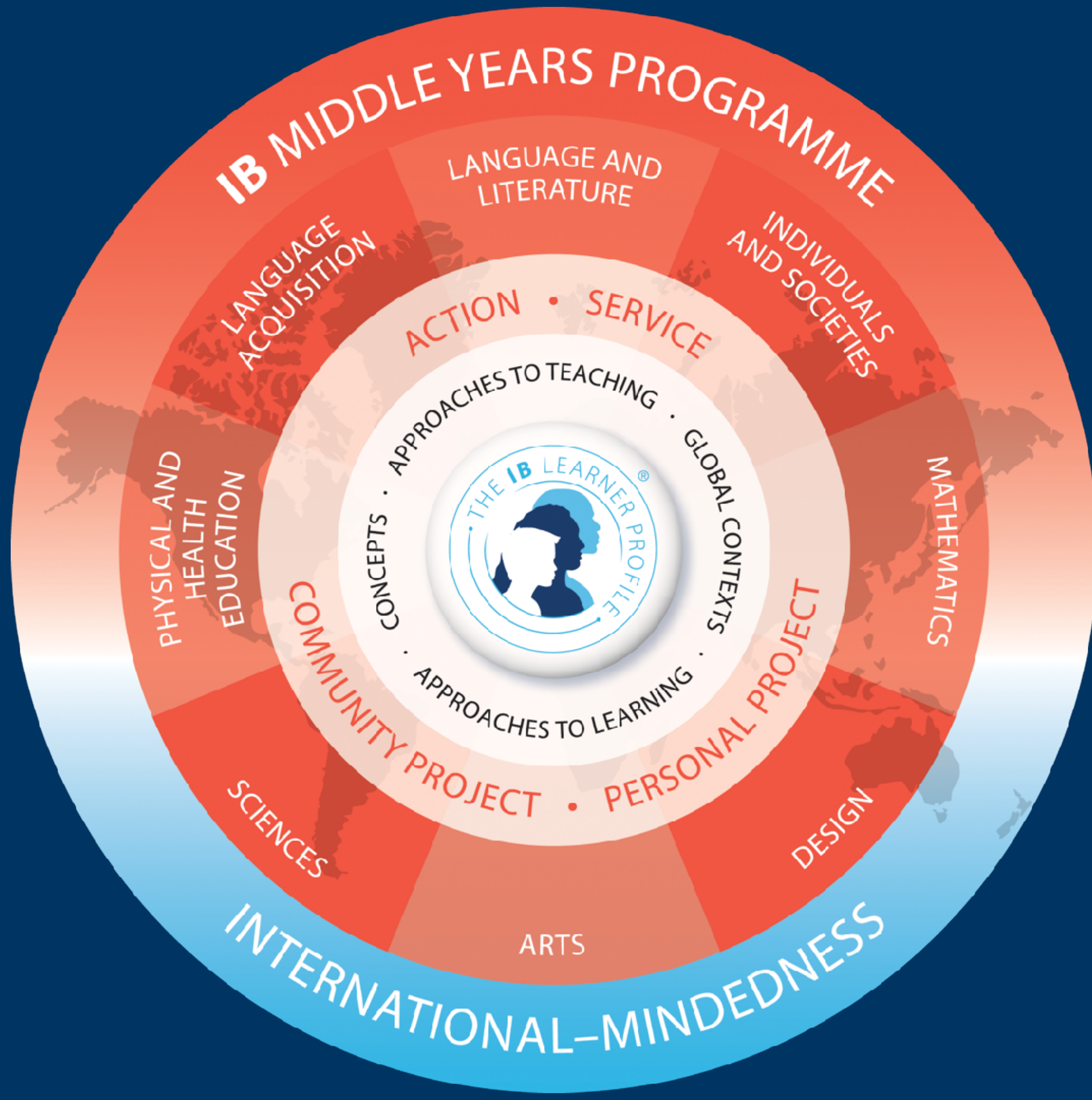




# IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to **create a better and more peaceful world** through intercultural understanding and respect.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





# IB Learner Profile

Inquirers



Open-Minded



Knowledgeable



Caring



Thinker



Risk-taker



Communicator



Balanced

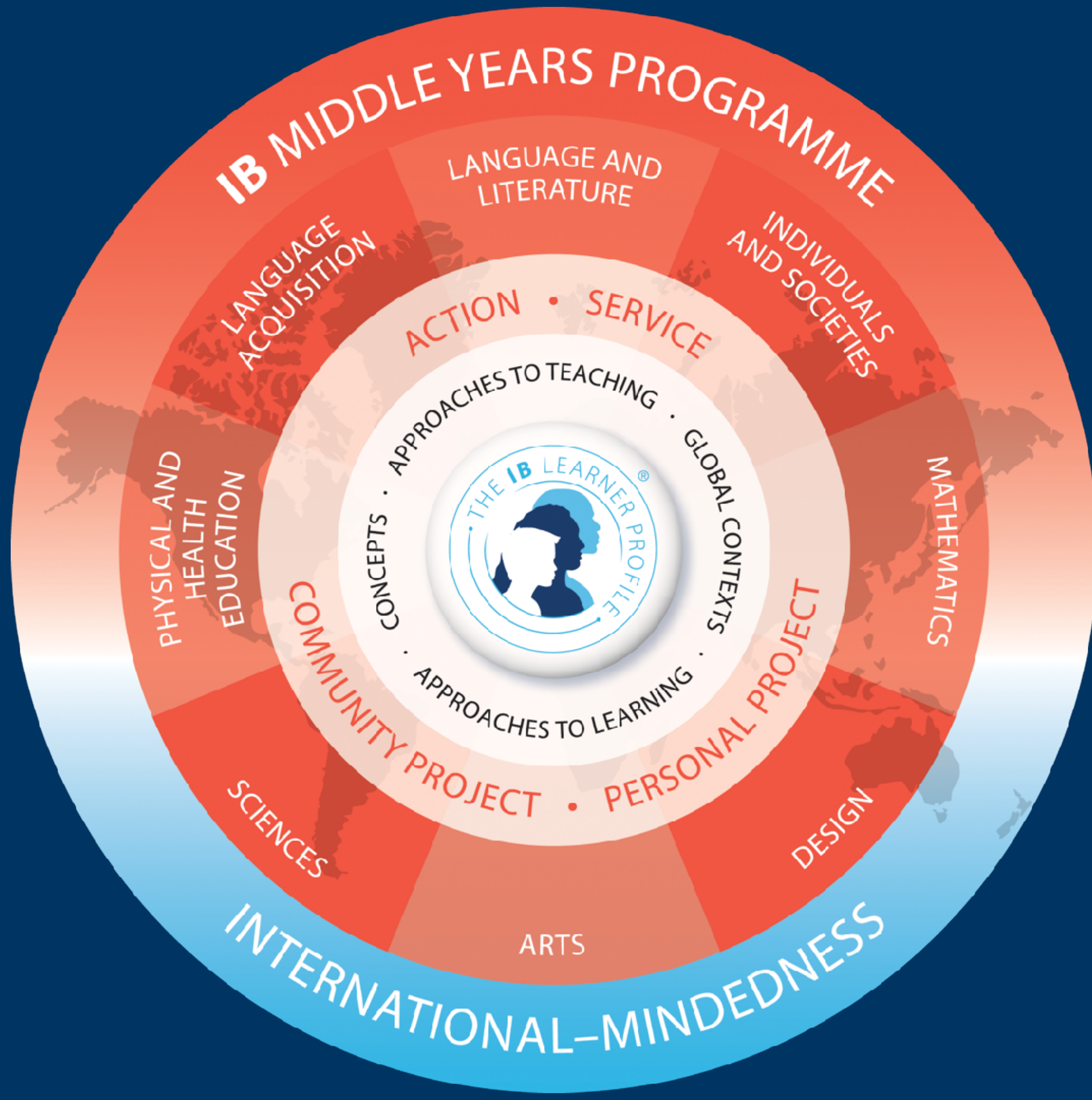


Principled



Reflective







# The 7B

# APPROACHES TO TEACHING

*at a glance*

## COLLABORATIVE

facilitating productivity through the joint efforts of unique characters

## CONCEPT-DRIVEN

teaching understanding which is useful beyond the current content

## CONTEXTUALIZED

showcasing relevance of learning by positioning it in the real world

## DIFFERENTIATED

knowing and proactively planning for students' diverse needs

## INFORMED BY ASSESSMENT

supporting students' progression from where they are to where they need to be

## INQUIRY-BASED

providing inspiration and flexibility for questions and the search for their answers





# Approaches to Learning





# Concept based learning

*What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.*

(Alec Peterson, first IB Director General 2003: 47)

# AESTHETICS

## Beauty, Taste and Appreciation

Appreciating and analyzing art, culture and nature by studying their characteristics, creation, meaning and perception critically.

# COMMUNICATION

## Exchanging Signals, Ideas and Symbols

Engaging with the act of conveying information or meaning using a common language (written, spoken or non-verbal)

# CHANGE

## Conversions, Transformation or Movements

Understanding how going from one form, state or value to another involves causes, processes and consequences

# COMMUNITIES

## Groups Defined by Space, Time or Relationship

Understanding the characteristics, beliefs or values shared by people or habitats of interdependent organisms living in proximity





# CONNECTIONS

## **Links and Bonds**

Understanding how people, objects, organisms or ideas link.



# CREATIVITY

## **Novel Responses, Products and Solutions**

Generating new ideas, considering existing ideas from new perspectives and developing innovative responses to problems.



# CULTURE

## **Patterns of Behaviour and Ways of Knowing**

Exploring a range of learned and shared beliefs, values, interests, attitudes, products by human communities.



# DEVELOPMENT

## **Structures, Sets and Order of Components**

Studying positive changes or growth that sometimes occur gradually or through iterative improvements.



### **Shape and Underlying Structure**

Noting the organization, essential nature & external appearance of an entity or piece of work



### **Whole World Relationships**

Studying relationships of individuals and communities with built or natural environments and one-another from a global perspective.



### **State or Fact of Being the Same**

Defining individuals, groups, things, eras, places, symbols and styles by observed, constructed or asserted features.



### **Reasons, Principles and Arguments**

Building arguments and reaching conclusions through methods of reasoning or a system of principles.



# PERSPECTIVE

## Positions and Points of View

Exploring how different individuals, groups, cultures or disciplines observe situations, objects, facts, ideas and opinions

# SYSTEMS

## Structures, Sets and Order of Components

Understanding the interacting and interdependent components that structure and order human, natural and built environments.

# RELATIONSHIPS

## Associations and Interactions

Studying mutual associations between properties, objects, people and ideas—including humans' connections with the world.

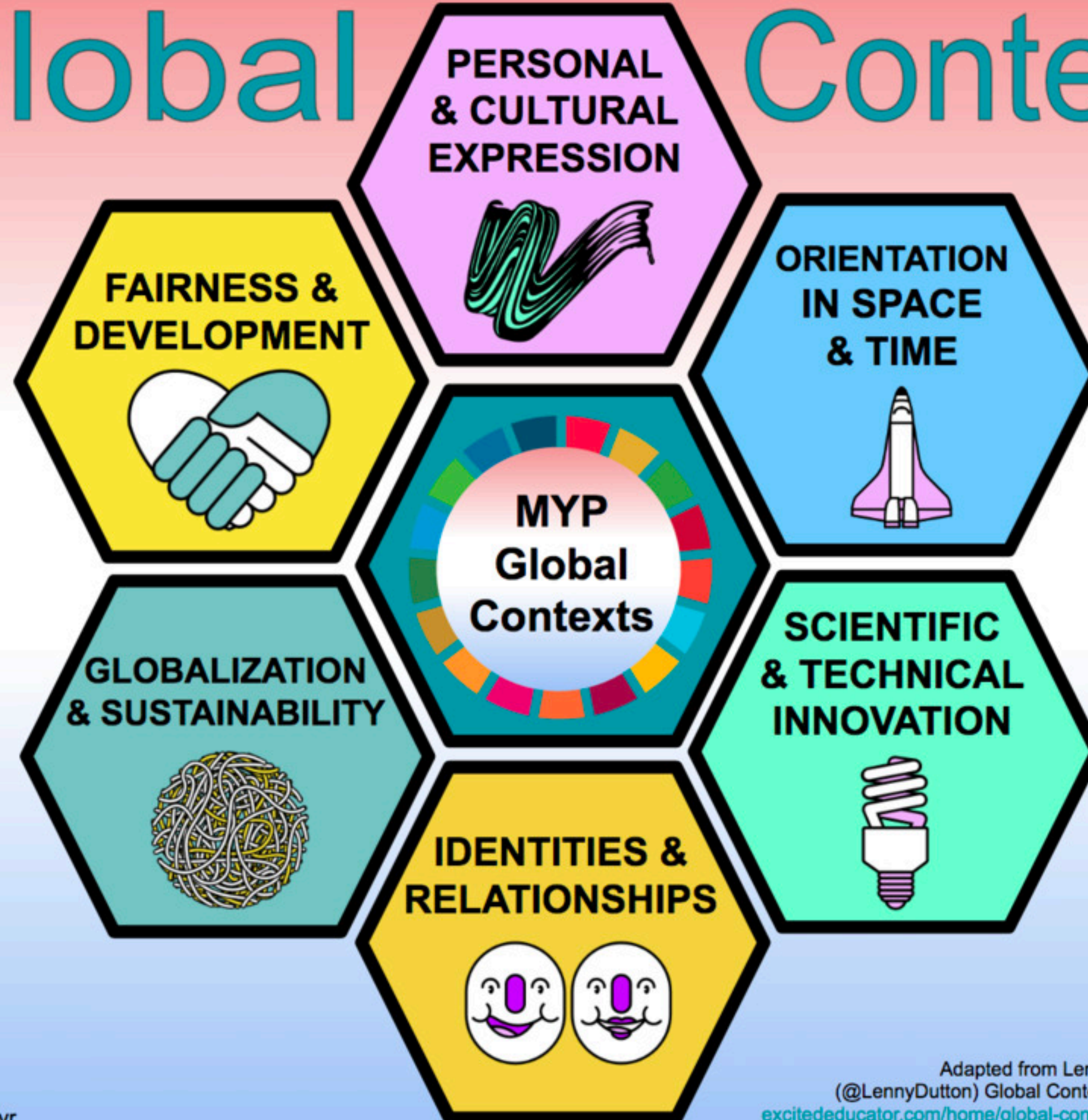
# TIME SPACE PLACE

## Events, Positions and Locations

Inquiring into where and when people, objects and ideas are located and the construction of absolute or relative positions.



# Global Contexts

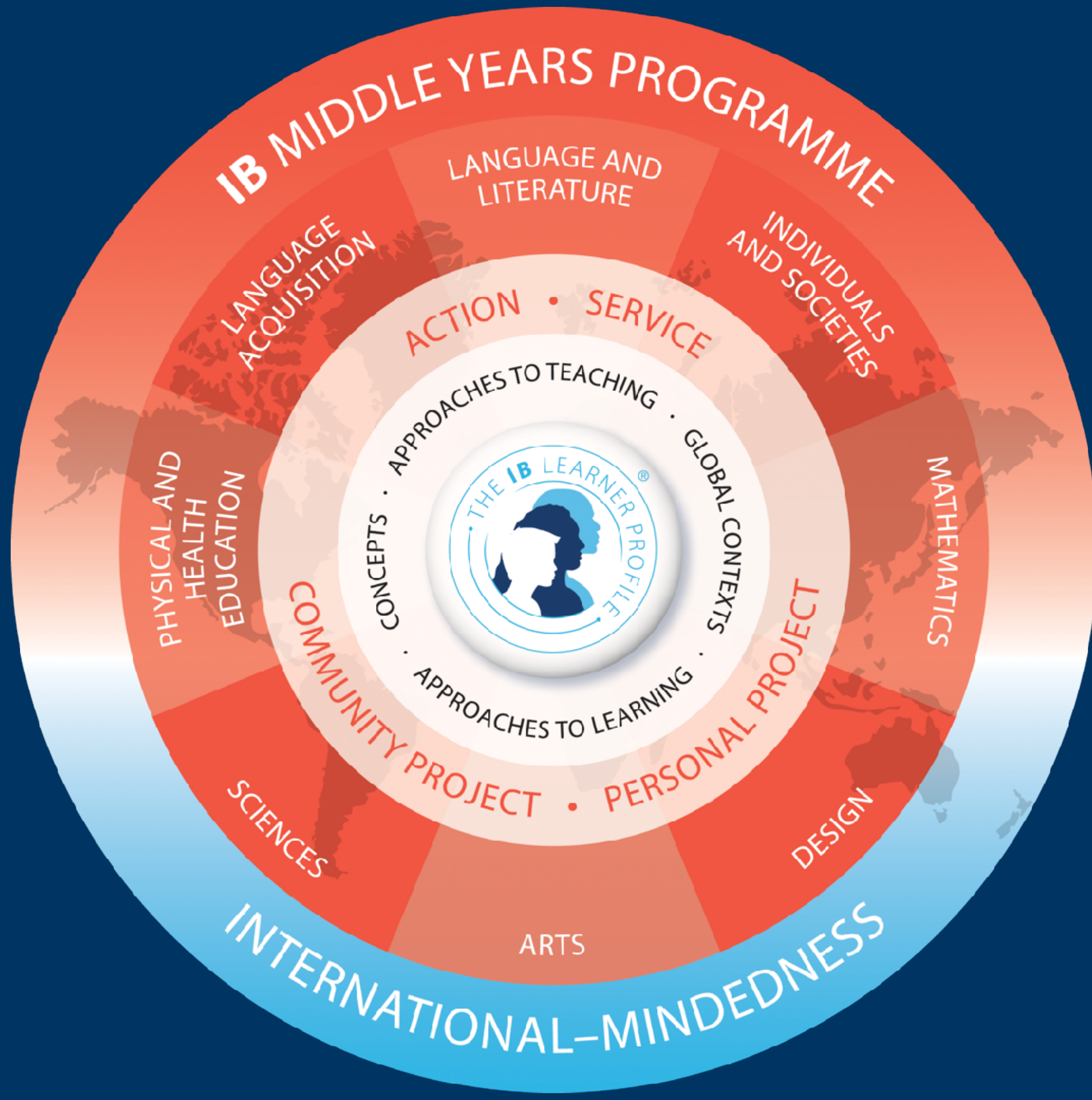


@sjtlyr

Adapted from Lenny Dutton's  
(@LennyDutton) Global Contexts posters  
[excitededucator.com/home/global-context-posters](http://excitededucator.com/home/global-context-posters)







# Assessment

- Is a teaching and learning tool not a ranking or boxing exercise.
- Go beyond tests and look for richer and more meaningful means of assessment.
- Is criteria based. Students need to be assessed twice per criteria per subject.



- Formative Assessment
- Summative Assessment

# Summative Assessment

- MYP Assessment is not based on grades from 1 to 10.
- It is criterion-related. This means that student work is assessed in terms of the assessment criteria for each subject.
- Each subject has its own unique four assessment criteria.
- We label them as Criterion A, Criterion B, Criterion C and Criterion D.
- Each criterion has specific strands that the subject-teachers assess.



Subject/Criterion	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Arts	Investigating	Developing	Creating/Performing	Evaluating
PHE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Digital Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

# Achievement Levels

- Each subject criterion has eight possible levels of achievement (0–8):

- **limited** achievement (1–2)
- **adequate** achievement (3–4)
- **substantial** achievement (5–6)
- **excellent** achievement (7–8)



- Students should be looking to achieve a 4 or higher in order to show satisfactory progress.
- Achievement levels are given for individual summative assessments (debates, poster, oral, experiment, project, research, tests, displays etc.).







Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
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6/8

8/8

5/8



# Reporting

- Reports are issued at the end of each term
- Issued through Managebac
- In Term 1 you will only see achievement levels
- In Terms 2 and 3 you will see a grade from 1-7
- By Term 3 each subject will assess each achievement level twice

Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
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6/8

4/8

8/8

5/8

$$6+4+8+5 = 23$$

Boundaries	Grade
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7



Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
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6/8

4/8

8/8

5/8

6/8

6/8

8/8

2/8

$$6+6+8+4 = 24$$

Boundaries	Grade
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

	Achievement Levels				Grade	Brings materials for class	Meets deadlines	Is engaged in learning	Classroom behaviour
Individuals and Societies: Integrated Humanities Mrs. J. Hendriksen	A 6	B 5	C 6	D 6	5	E	E	E	E

Student X, you have well developed thinking skills: you have (creative) ideas, identify problems and often come up with (innovative) solutions. Thank you for all your fun contributions to the IHM classroom.

Sciences: Integrated Science Louise Goh	A 6	B 7	C 8	D 7	7	E	E	E	E
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Student X you are a cheerful and hardworking member of the class and have produced some very good work this year. You persevere and are happy to respond to feedback to improve your work. Next year, I would love to see you contributing more to whole class discussions as you have valuable ideas to share.

Mathematics: Mathematics Mrs. A. Kara Parginos	A 8	B 8	C 8	D 7	7	E	E	E	E
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Dear Student X, it has been a pleasure to have you in Maths! You enjoy Math and actively engage in lessons through both asking and answering questions. You work efficiently and conscientiously and are keen to extend your learning. Keep it up and have a great summer.



# Completion Criteria in MYP at ISW

- An ISW MYP1, MYP2 and MYP3 student is expected to complete the year as follows:
- The average result of all grades is 4 or higher
- There is no grade 1 awarded with other grades lower than 4
- There is no grade 2 awarded with other grades lower than 4
- There are no more than two grades 3 awarded
- Each term project has been completed to at least a satisfactory level
- The Service as Action requirements have been fulfilled
- There are no concerns with regard to behaviour, punctuality and attendance

# MYP4 and MYP 5

- For an MYP4 student they also need to be up to date with their Personal Project.
- For an MYP5 student they also need to have Completed the Personal Project to at least a satisfactory level.

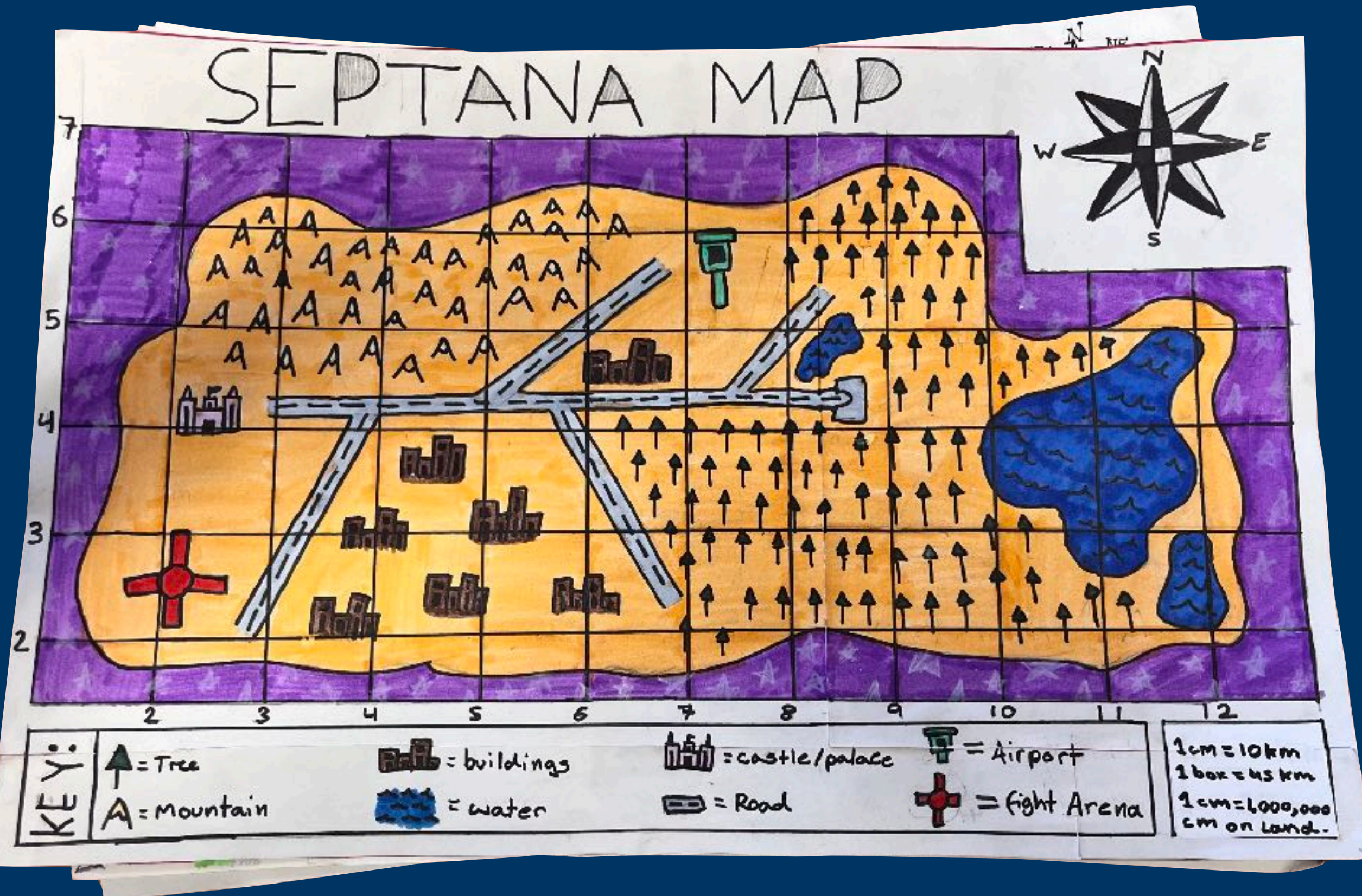


# MYP5 to Diploma Program (DP)

- Students need to successfully complete MYP5 in order to be able to select a DP package
- Need a grade of at least 5 for HL subjects
- Need a grade of at least 4 for SL subjects



# Interdisciplinary Units (IDUs)





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