

International Baccalaureate



Monterey High School
Open House

Overview of the Middle Years Program

MYP - Middle Years Program (Grades 9 & 10)

DP - Diploma Program (Grades 11 & 12)

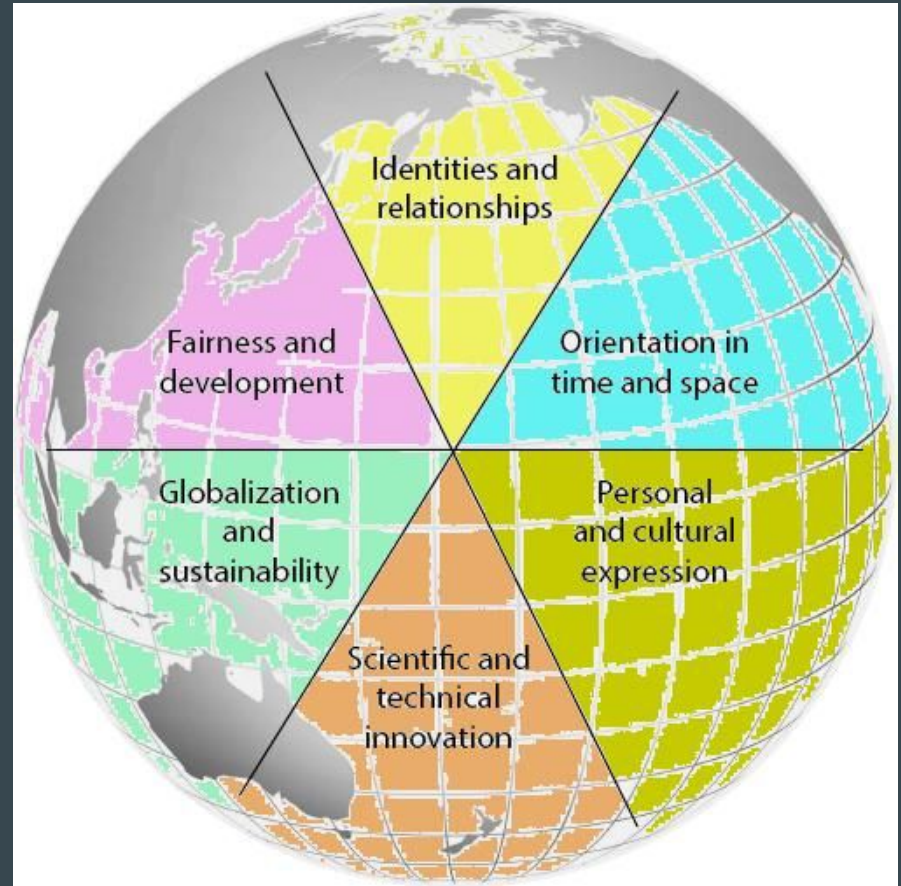
What is the MYP?

- An international school culture extends beyond the curriculum to encompass attitudes and values.
- These will in turn determine criteria for decision-making, including the allocation of resources.
- Everyone in the school is a member of multiple local, national and global communities.
- IB World Schools use the diversity of their students and wider communities as a resource for developing an international school culture.



MYP Pedagogy

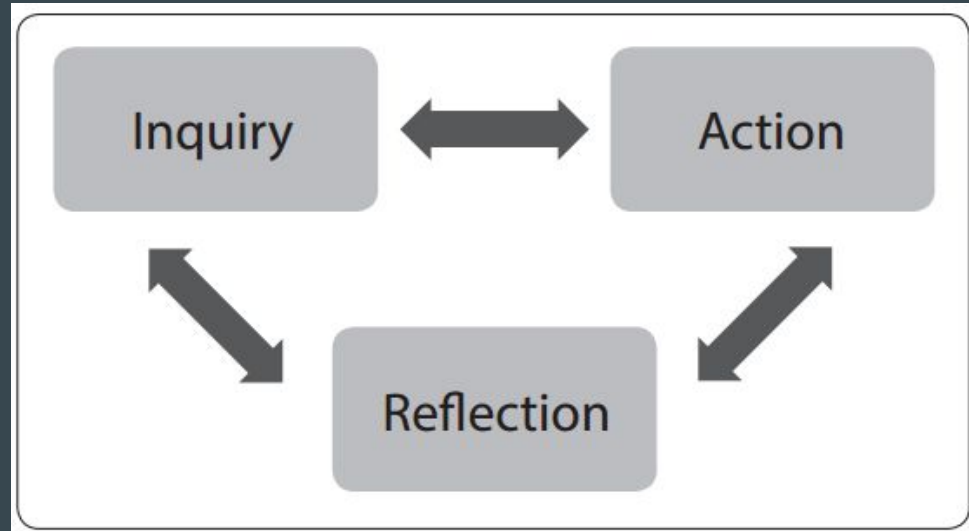
All unit plans have key concepts, statements of inquiry, global contexts, and are linked to an assessment criteria.



Unit of Studies - Unit Planners

What is an MYP Unit Planner?

- Defines a period of study that concludes with a summative assessment that assesses students' skills.
- Organizes and documents teaching and learning in schools offering the programme.
- The units represent the essential structure of educational experience in an MYP school.



Teacher(s)		Subject group and discipline		
Unit title		MYP year - grade	9th or 10th	Unit duration (hrs)

Inquiry: (Establishing the purpose of the unit)

Key concept	Related concept(s)	Global context
1	2	1

Statement of inquiry

Students will explore/discover/understand...

The statement of inquiry synthesizes the **key concept**, more **related concept(s)**, and the **global context**.

Inquiry questions

Factual— what's the skill you want the students to demonstrate?

Conceptual—

Debatable—

The nature of inquiry questions:

- Make connections between previous learning and current learning
- Experiment and play with various possibilities
- Make predictions and take action to see what happens
- Collect data and report findings
- Clarify existing ideas and reappraise perceptions of events

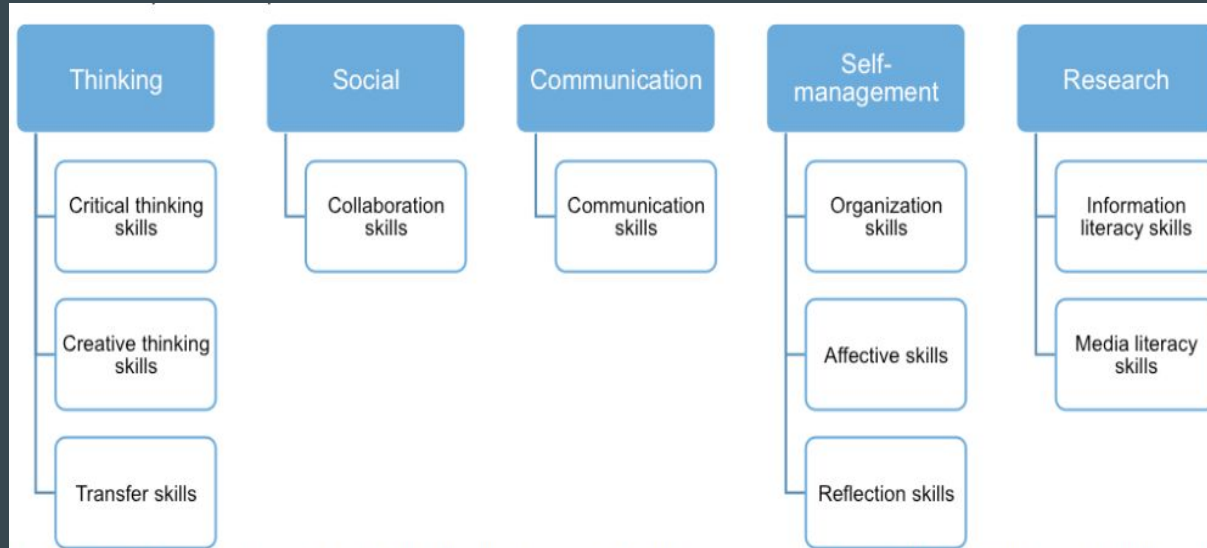
Approaches to Learning (ATLs)

Why do we follow ATLs?

- IB programmes emphasize “learning how to learn.”
- Programmes help students interact effectively with their learning environments.
- Programmes encourage them to value learning as an integral part of their everyday lives.

What are the ATLs?

Essential approaches to learning (ATL) skills include the following: **Competencies for research, critical and creative thinking, collaboration, communication, managing information, and self-assessment.**

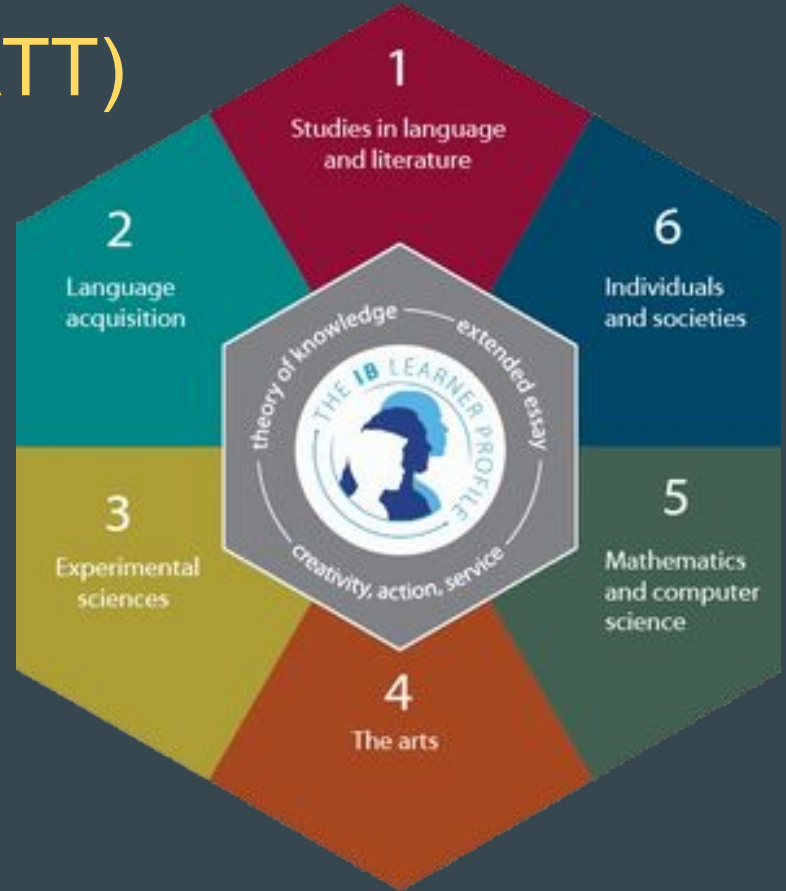


ATL skills focus on the process of learning. They help students to become confident, independent and self-managed learners for life. Teachers should teach skills explicitly, and students should have structured opportunities to practise them.

Approaches to Teaching (ATT)

The IB approaches to teaching skills are...

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.



Assessment Examples

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

English IB Rubrics Include:

- Analyzing
- Organizing
- Producing Text
- Using Language

Assessment in the International Baccalaureate

What does this mean?

- The aim of MYP assessment is to support and encourage student learning.
- The MYP approach recognizes the importance of assessing not only the products but also the process of learning.
- The approach is “criterion-related”, meaning that the students’ performance in a subject is assessed against a list of qualitative descriptors based on the subject’s objectives for learning (the MYP rubrics).
- This approach is distinct from norm-referenced assessment (where students must be compared with each other and with an expected distribution of achievement → the A-F way).

The following grading practices are inappropriate and are counter to MYP assessment principles:

- determining grades using a proportion of scores for classwork, homework and tests
- determining grades by averaging summative performance scores over the year
- using single pieces of work to determine final grades.

MYP →
 Criteria the teacher is assessing is made clear class to class - the rubrics look the same for consistency for the students/families.

Conversion into %'s will NOT be there next year →

Socratic Seminar

Criterion C: Communicating Research-Based Claims

At the end of year 5 (grade 10), students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

Achievement level	Level descriptor	Task Specific Clarifications
50-	The student does not reach a standard described by any of the descriptors below.	The student did not participate.
1-2 50-68%	The student: i. communicates information and ideas in a limited way , using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way .	The student: I. ... has pre-written questions . II. ... communicates their ideas in a disorganized manner. III. ...uses limited research to support their claim.
3-4 68-78%	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention.	The student: IV. ... has pre-written questions V. ... uses sentence frames to communicate their ideas. VI. ...uses research to support their claim.
5-6 78-88%	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that	The student: VII. ... has pre-written questions utilizing Costa's 3 Levels. VIII. ... uses sentence frames to communicate their ideas

←Task-Specific Clarifications ensure crystal clear expectations of the assessment.

←
 Descriptors increase in rigor to showcase HOW the student needs to improve the next time.

Conversion Chart (to wrap your mind around the 1-8)

Achievement Level	Conversion to traditional A-F Grades
0	F = 50-%
1-2	D = 50-68%
3-4	C = 68-78%
5-6	B = 78-88%
7-8	A = 88-100%

What is the MYP personal project?

- Personal projects give students the opportunity to produce a personal and often creative piece of work and to demonstrate their learning within the MYP.
- Projects encourages them to practice and strengthen their ATL skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest.

Personal Projects

Who does it?

- **All MYP students must complete a personal project** during their 9th-10th grade year of the programme. Students develop their project independently around a challenge that motivates them.
- Completing the personal project will result in receiving their MYP certificate of completion, a notation on their transcript that looks FANTASTIC for college, and entrance to the Diploma Program.

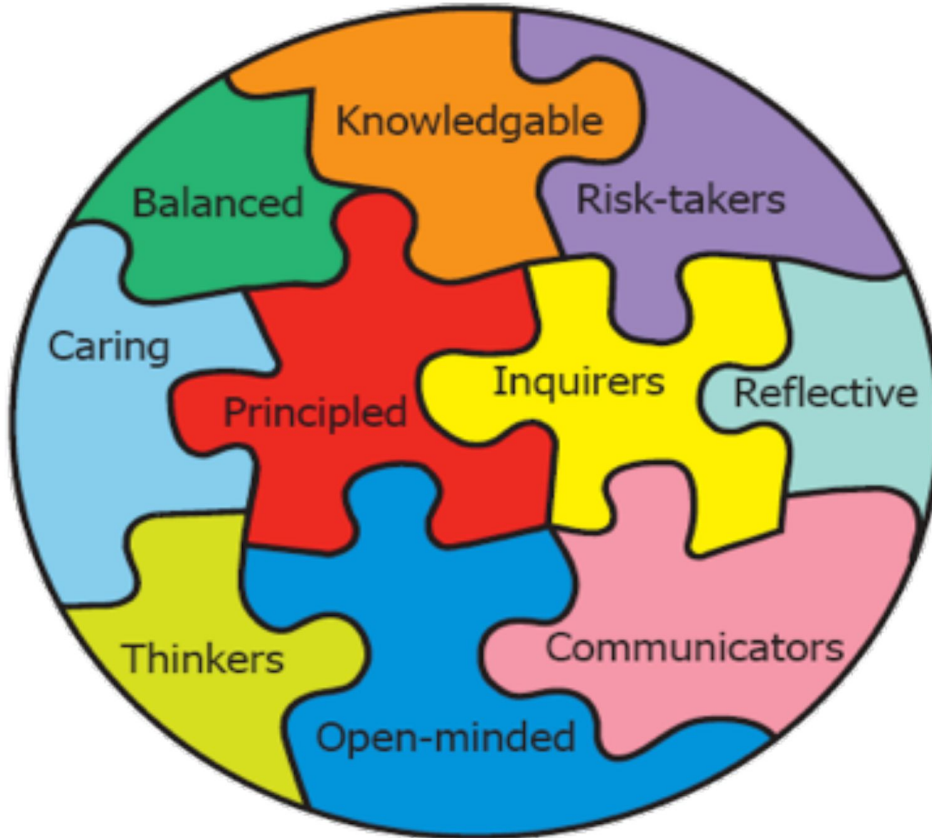


IB MYP Personal Project

MHS-IB Policies

- Academic Honesty
- Language
- Assessment
- Special Education

IB Learner Profile



How can we emulate these traits at home to be models for our children?

How can we use these words explicitly with our children every single day?

Questions?

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