

IB Middle Years Programme
MYP Handbook
2022-2023



**INTERNATIONAL
SCHOOL LAREN**

islaren@atscholen.nl | www.islaren.nl
Langsakker 4, 1251GB Laren | T: 035-206 2202

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The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and so is being implemented both in international schools and in some state systems.

The IB MYP prepares students for the IB Diploma Programme, which was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

The IB MYP philosophy

The IB MYP emphasizes holistic learning.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes intercultural awareness and communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and in other subjects.

The IB MYP is student-centered.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

These key elements permeate and are practiced throughout the whole curriculum.

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others, as they explore real-world issues.

The IB Middle Years Programme at IS Laren

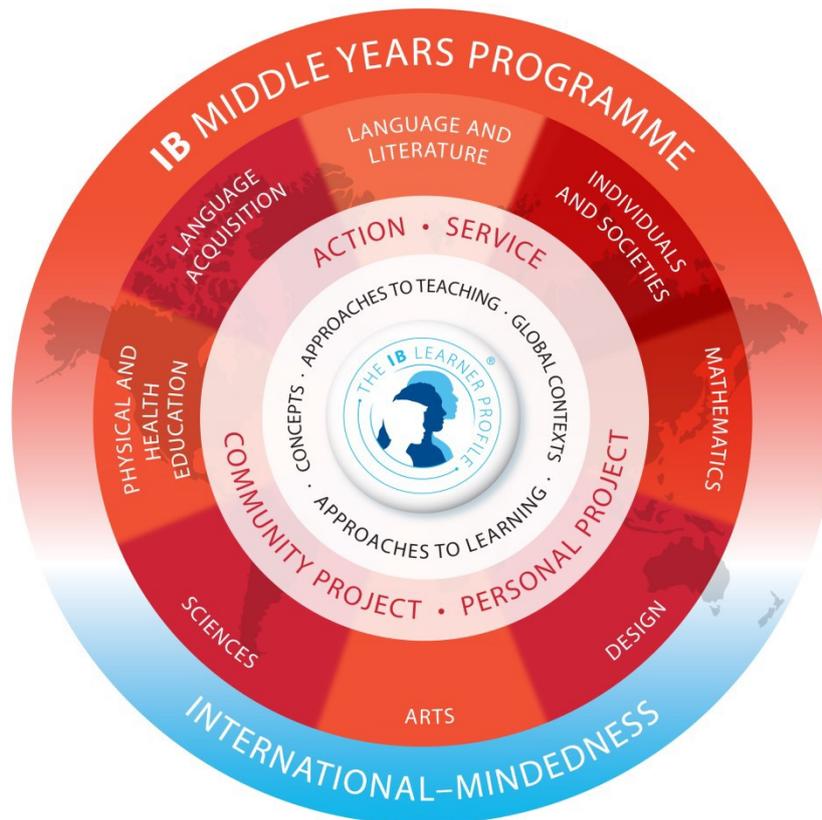
The IB MYP:

- is an international program with no bias towards any particular national system;
- provides vertical consistency through the IB Diploma in grades 11 and; many elements of the IB MYP are common to the skills required by the Diploma;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong, interdisciplinary elements;
- is flexible enough to allow IS Laren to design the curriculum to fit student needs;
- does not prescribe content of subject areas but does provide a framework for their delivery;
- supports curriculum development and external evaluation.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the IS Laren Assessment Policy, available on our website soon, which is a separate document that every family will need.



The IB MYP curriculum model



The MYP curriculum model

A concept-driven curriculum

A concept is a big idea—a principle that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings;
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;
- increase fluency as students use a common language to articulate their deeper conceptual learning;
- achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges through the study of discipline-specific related concepts.

Global Contexts

Why are we learning this?

Learning at IS Laren aims to help students understand the complex world.

Clearly, there are many different things that one would need to understand in order to understand the world. All of these things can be broken down in to six categories, known as the Global Contexts. Units of work in all subjects allow students to explore one of the Global Contexts.

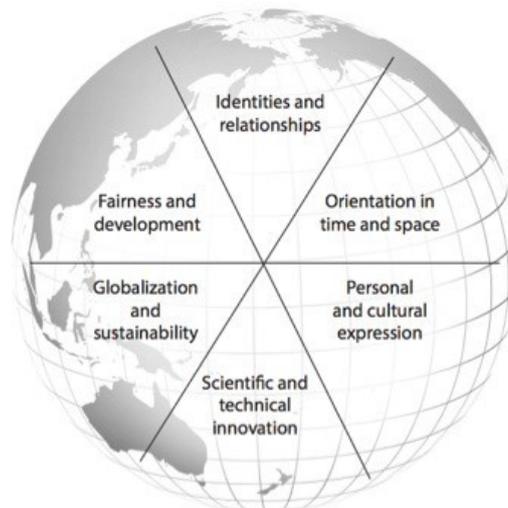
Global Contexts are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Through their learning of subject concepts, students will come to a better understanding of a Global Context.

When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts (next page) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. Over the course of their study, students will explore all six Global Contexts on multiple occasions and in different subjects.

In Grade 10(MYP5), student inquiry into one, personally chosen Global Context is assessed through the Personal Project. The Personal Project is a significant body of work produced over an extended period. It is a product of student initiative and should reflect their experience of the MYP. More information can be found in the IS Laren Personal Project Student Handbook, which will be made available to students and parents in grade 9 with the introduction to the project in June.



De MYP Global Contexts

Approaches to Learning(ATL)

It is widely known that the development of transdisciplinary skills are just as important in education as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATL).

There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Through subject lessons, as well as the mentor hours, students will learn and practice different strategies for developing these skills.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

Service as Action (SA)

In Grades 6-10 (MYP 1-5), students participate in service-based activities where the students have to take action. Activities vary by grade. It is recommended that students use and build upon their own interest and experiences to come up with projects. The SA Coordinator (Jeandre Henning) publishes and promotes various SA activities throughout the year. Students must keep a portfolio of evidence of their SA activities. The students' portfolio will be used to show evidence of the SA outcomes listed below:

- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions.

Service as Action is a requirement for IB MYP in every year of the program. Progression from year to year and the awarding of the MYP certificate at the end of Grade 10 (MYP5) is dependent on students meeting the school's expectations for Service as Action.

MYP subject groups

Group 1: Language & Literature

English and/or Dutch

Wherever possible, students must study at least one language at Language & Literature level. Any student who does not meet this requirement in Grade 10 (MYP5) will not be eligible to receive the MYP certificate of completion. Language & Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature, which aims to equip students with linguistic, analytical and communicative skills.

Main objectives

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Skills

A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

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

C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

Group 2: Language Acquisition

Dutch, Spanish

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main objectives

In the context of the language acquisition subject-group framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. Meaning in text is constructed and presented in linguistic mode but also in visual, auditory, gestural and spatial mode (Evans et al. 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined and integrated to construct meaning. The current generation of students are required to integrate a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but also an understanding of the interplay of these various modes in a text. This implies having critical thinking skills to locate, evaluate, and use diverse sources of information, digital as well as printed, to construct and integrate meaningful representations of a particular issue, topic, or situation.

Language Acquisition skills are organized into four communicative processes:

A: Listening

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

B: Reading

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

C: Speaking

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively

D: Writing

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others
- demonstrate accurate use of language conventions
- organize information in writing
- communicate information with a sense of audience and purpose.

Group 3: Individuals and Societies

Social Studies

Main objectives

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Skills

A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context;
- demonstrate knowledge and understanding of subject-specific content and concepts through; descriptions, explanations and examples.

B: Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance;
- formulate and follow an action plan to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

C: Communicating

In order to reach the aims of individuals and societies, students should be able to:

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

D: Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories;
- synthesize information to make valid arguments;
- analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
- interpret different perspectives and their implications.

Group 4: Sciences

Science

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills.

Main objectives

MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Skills

A: Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyze and evaluate information to make scientifically supported judgments.

B: Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

C: Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- evaluate the validity of the method;
- explain improvements or extensions to the method.

D: Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- apply communication modes effectively;
- document the work of others and sources of information used.

Group 5: Mathematics

Standard Mathematics, Extended Mathematics

Main objectives

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework;
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts;
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables);
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy;
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism; Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology;
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view;
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

Skills

In MYP mathematics, the four main skills support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A: Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B: Investigating patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns;
- describe patterns as general rules consistent with findings;
- prove, or verify and justify, general rules.

C: Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- use appropriate forms of mathematical representation to present information;
- move between different forms of mathematical representation;
- communicate complete, coherent and concise mathematical lines of reasoning.
- organize information using a logical structure.

D: Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations;
- select appropriate mathematical strategies when solving authentic real-life situations;
- apply the selected mathematical strategies successfully to reach a solution;
- justify the degree of accuracy of a solution;
- justify whether a solution makes sense in the context of the authentic real-life situation.

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- number;
- algebra;
- geometry and trigonometry;
- statistics and probability;
- discrete mathematics.

Levels of mathematics

The concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: standard mathematics and extended mathematics.

- Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics
- Extended mathematics (starting grade 9) consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, mathematics higher level (HL) as part of the IB Diploma Programme

Group 6: The Arts

Theatre, Music

The aims of MYP arts are to encourage and enable students to: enjoy lifelong engagement with the arts, explore the arts across time, cultures and contexts, understand the relationship between art and its contexts, develop the skills necessary to create and to perform art, express ideas creatively and reflect on their own development as young artists.

Main objectives

The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge, and provide explicit focus on the four areas that lie at the heart of an arts education: Learning about the arts, learning through the arts, creating and evaluating one's own art and one's development as an artist performing arts.

Skills

A: Investigating

In order to reach the aims of arts, students should be able to:

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

B: Developing

In order to reach the aims of arts, students should be able to:

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

C: Creating/performing

In order to reach the aims of arts, students should be able to:

- create or perform an artwork.

D: Evaluating

In order to reach the aims of arts, students should be able to:

- appraise their own artwork or performance
- reflect on their development as an artist.

Group 7: Design

Main objectives

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Skills

A: Inquiring and analyzing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- analyze a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarizes the analysis of relevant research.

B: Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others;
- present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C: Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution;
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D: Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution;
- critically evaluate the success of the solution against the design specification;
- explain how the solution could be improved;
- explain the impact of the solution on the client/target audience.

Group 8: Physical and Health Education (PHE)

Physical & Health Education

IS Laren offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

Main objectives

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self-and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

Skills

A: Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

B: Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health;
- analyze and evaluate the effectiveness of a plan based on the outcome.

C: Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts.
- analyze and apply information to perform effectively.

D: Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills;
- develop goals and apply strategies to enhance performance;
- analyze and evaluate performance.

MYP assessment and criteria

At IS Laren we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

Assessment in the IB MYP at IS Laren is:

Varied in approach

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

Formative as well as summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves. Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

Criterion-based

Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they demonstrated?"

Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's curriculum management tool ManageBac. The subject criteria are based on the learning objectives mandated by the IB. Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

For more information on assessment principles and practices, as well as criterion-related assessment, please read the IS Laren Assessment Policy available on our website soon.

Awarding grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed against eight levels of criterion descriptors.

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP stage. The skills required to achieve in each criterion become, developmentally appropriately, more demanding in each year of the MYP.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

At the end of each semester a final mark is awarded per criterion for each subject. This grade is not an average but a "best-fit". This means that the teacher determines which grade best reflects the student's development. The point total of the 4 criteria per subject (the 'sum of criteria') determines the overall achievement. A general achievement level of 1-7 is provided for each subject on the semester report. Details of the overall achievement grade can be found on page 21.

Students also enhance their Approaches to Learning (ATL) skills by recording their own learning about learning through self-evaluation and participation in Student led Conferences. Students are actively encouraged to discuss their strengths and weaknesses at these conferences.

Reports posted on ManageBac, IS Laren's electronic report system, include:

- An evaluation of the ATL skills shown during that semester;
- A level and descriptor for the different criteria of that subject;
- An overall level of achievement for the subject from 1 to 7;
- A comment by the teacher.

Summary of the subject-specific assessment criteria

Subject area	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Investigating	Developing	Creating / Performing	Evaluating
Design	Inquiring & analyzing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analyzing	Organizing	Producing text	Using language
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical & Health Education	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	



IB MYP general levels of achievement

At the end of each semester, students' total grades for each of the four criteria in a subject are converted into an IB MYP achievement level, from 1 to 7.

Below is a generic explanation of each IB MYP achievement level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade	Boundary guidelines	Descriptor
Level 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.
Level 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.
Level 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.
Level 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.
Level 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.
Level 2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Level 1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

Academic honesty policy

IS Laren is committed to academic honesty and will ensure that all students in the MYP and IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic dishonesty and malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own;
- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
- Falsifying data: creating or altering data which have not been collected in an appropriate way;
- Collusion: helping another student to be academically dishonest.

Prevention of academic dishonesty

IS Laren, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for investigating suspected cases of academic dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB MYP coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB MYP coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the principal will decide the outcome of the case.

The consequences of academic dishonesty

Any student who is found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. Any work deemed to be academically dishonest will not be accepted and not be credited; if there is time for a student to do so, he/she will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will not receive a grade for that piece of work, which could prevent the student from receiving an IS Laren MYP diploma. A second violation will result in a meeting between the school, student and parents in order to build an agreement to promote academic honesty.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.



The MYP certificate

The IB MYP certificate is the highest standard of achievement in the MYP programme. The IB MYP certificate requires participation in at least year 5 of the programme (with recommended participation for the final two years), and IB-validated grades of 3 or higher in:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts, or design
- the personal project.

In order to obtain the IB MYP certificate, candidates must achieve at least 28 total points across the certificate's 7 components, and meet the school's expectations for community service.



Information directory

IS Laren		www.islaren.nl islaren@atscholen.nl 035- 206 2202
Principal	Eva Casteleijn	e.casteleijn@atscholen.nl
Head of IS laren	Gabriëlla Mohrmann	g.mohrmann@atscholen.nl
Middle Years Programme Coordinator	Eva Goossens	e.goossens@atscholen.nl
Service as Action Coordinator	Jeandre Henning	j.henning@atscholen.nl
Projects Coordinator	Rebecca Gwynn-Jones	r.gwynn-jones@atscholen.nl

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www.ibo.org

