Our IB/MYP JOURNEY

LCA Parent Meeting, September 8, 2016

MYP Implementation Policies

"All schools offering the MYP must develop and implement language, assessment, inclusion/special educational needs, and academic honesty policies that are consistent with IB expectations...

Best practice has shown that the decision-making process should include staff input, as teachers will usually be in a position to advise administrators of potential issues and solutions."

-MYP From Principles into Practice

Policy Highlights

- All policies were written, reviewed, and/or revised by groups of administrators, teachers, and parents.

- As our student house leaders are determined, those students will review each of the policies and have an opportunity to ask questions and suggest revisions.

- All policies will be reviewed each year.

Academic Honesty Policy

I. Provides definitions and/or examples of academic honesty and dishonesty.

II. Describes the difference between collaboration and collusion.

III. Provides a source for proper citation (students are given instructions and samples).

IV. Is instructional rather than punitive.

V. Outlines responsibilities of the school, of teachers, of students, and of families.

Special Educational Needs Policy

I.   Recognizes that student needs fall on a continuum, with every student needing educational support at least occasionally.

II. Introduces office hours for all middle years teachers.

III. Provides information about available support.

IV. References yearly vertical promotion meetings whereby teachers share successful formal and informal support strategies and other important information about each student.

V.   Calls for increased communication between teachers and tutors with regard to unit planning and in the consideration of providing reasonable adjustments for students.

Language Policy

I.   Recognizes that fact that ALL teachers are language teachers. Each unit in every subject includes the introduction and development of content vocabulary.

II. Outlines LCA's Language Acquisition programming.

III. Reinforces the commitment to honor the mother tongue of non-English speaking students.

IV. States the desire to further explore ways to celebrate the often hidden linguistic diversity of our LCA community.

Assessment Policy

I. Outlines the difference between formative and summative assessment.

II. Provides examples of assessment tasks.

III. Provides a chart outlining the transition to MYP units and assessments over time.

IV. Provides a teacher generated chart aligning MYP rubric scores with Diocesan letter grades.

V. Calls for transparency and clarity when communicating expectations to students.

Formative vs. Summative

Formative assessment

Formative assessment is assessment *for* learning. Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans. Teachers respond to information gathered from formative assessments by providing written or oral feedback. Information gathered from formative assessments may lead teachers to adjust instruction, provide opportunities for support or enrichment, or schedule conferences with students.

Summative assessment

Summative assessment is assessment *of* learning. Summative assessments are designed to provide evidence for evaluating student achievement using MYP subject-group-specific assessment criteria. MYP provides general rubrics for each criterion. Teachers will further clarify expectations by adding a "task-specific clarification" column to assessment rubrics. Clarification of expectations will also be shared via task sheets and verbal discussions. In an effort to be as transparent as possible with students, teachers will describe the summative assessment task at the beginning of each MYP unit.

Assessment Tasks

Assessment is an ongoing process and can take on a variety of forms. Formative and summative assessment tasks can include: compositions, creating solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations, labs, projects, participation in group work, films/videos, etc.

MYP Assessments

Transition to MYP criteria based assessments and rubrics

Teachers are working to transition summative assessments to meet MYP criteria.   Teacher teams, in collaboration with the MYP Coordinator and Dean of Academics, will continue to meet regularly in order to create meaningful performance based assessments that target MYP objectives while assessing mastery of the Diocesan standards in each subject.

This transition calls for at least two assessments per subject assessed on the MYP criteria during this 2016-2017 academic year. The gradual implementation culminates with all MYP criteria in each subject being assessed twice during the 2018-2019 academic year and beyond.

MYP Assessment Criteria

Individuals and Societies	Math
A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	A: Knowing and Understanding B: Investigating C: Communicating D: Applying math in real life contexts
Science	Language & Literature
A: Knowing and Understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	A: Analyzing B: Organizing C: Producing D: Using Language

MYP Assessment Criteria

Language Acquisition	PE/Health
A: Comprehending spoken and visual text B: Comprehending written and visual text C: Communicating in response to spoken and/or written, and/or visual text D: Using language in spoken and/or written form	A: Knowing and understanding B: Planning for performance C: Applying and performing D: Reflecting and improving performance
Design	**Visual and Performing Arts**
A: Inquiring and analyzing B: Developing ideas C: Creating solutions D: Evaluating	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding

Math sample
Highest achievement level

IB Language	Task Specific Language (math test)
The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly	The student is able to: i. select appropriate methods when solving linear systems in both familiar and unfamiliar situations ii. apply the selected methods successfully when solving systems problems iii. generally solve systems problems correctly. (Pt.II #7, 8, 10, puzzle)

PE/Health sample
Highest achievement level

IB Language	Task specific language (dance activity)
The student: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively.	The student: i. demonstrates at least five distinct movements and at least three chants applying a range of skills and techniques. ii. demonstrates a range of Haka movements and chants that communicate the theme. iii. outlines (must be written) and applies the information gathered about the theme to perform effectively.

What if there is ambiguity?

In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their **professional judgment** in determining the descriptor that best fits the student's performance.

-MYP From Principles into Practice, pg. 83-84

Aligning Diocesan Scale to MYP Achievement Levels

MYP Achievement Level	Percentage Score	Letter Grade
8	100	A+
7	96	A
6	92	B+
5	88	B
4	84	C+
3	80	C
2	76	D+
1	72	D
0	Below 70	F

Approaches to learning skills and the generation of lifelong learners

What can students *do*?

Skill Cluster	Example of skill
Communication	Give and receive meaningful feedback
Collaboration	Exercise leadership and take on a variety of roles within groups.
Organization	Bring necessary equipment and supplies to class.
Affective	Resilience – practice "bounding back" after adversity, mistakes and failures.
Reflection	Consider ethical, cultural and environmental implications.
Research	Collect, record, and verify data.
Media literacy	Understand the impact of media representations and modes of presentation.
Critical thinking	Evaluate evidence and arguments
Creative thinking	Create novel solutions to authentic problems.
Transfer	Make connections between subject groups and disciplines.

Formative feedback

Prior to, during, and beyond the MYP years, students can begin to take responsibility for their own development. They can learn to identify their growth along the skill continuum from novice to developing to practitioner to expert.

Teachers will provide feedback and gradually students will learn how to self assess on their ATL skill development. Beginning next year, all 8th grade students will engage in a project in which they identify growth goals in ATL skill categories. During the project, students will monitor and reflect upon growth in those areas.

Our IB/MYP Journey

We have come a long way.

We are committed to continued growth.

Thank you for your partnership!