



**Canadian Academy** is an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

The IB MYP represents a broad and balanced **framework** for teaching, learning and assessment that puts the learner (our students) at the centre of the programme.

The *Learner* is surrounded by the **Approaches to Teaching and Learning**; skills and attributes developed across our curriculum that encourage our learners to become independent and knowledgeable critical inquirers.

**Units of Inquiry** are developed through the **Key and Related Concepts**: overarching and subject-specific understandings that develop a strong disciplinary foundation and encourage transfer of knowledge, skills and ideas across the subjects.

The **Global Contexts** act as a lens for inquiry in the MYP. Through these contexts, we can develop *international mindedness and global engagement* in our students, and they can act as an inspiration for **service** and projects.

These Global Contexts demonstrate a connection between the Middle Years Programme and Canadian Academy's **Mission** and **Core Values**.

Students learn across **eight subject areas** concurrently, developing strong disciplinary knowledge through their subjects. They apply and strengthen this through occasional **interdisciplinary units**, in which students learn and are assessed across different subject groups.

### Personal Project

The MYP experience culminates in Grade 9-10 with a student-led Personal Project. This is a fantastic opportunity for students to develop their passions and interests and demonstrate the skills and knowledge they have learned over the course of their MYP studies. The personal project also provides good preparation for the IB Diploma Programme's Extended Essay component. The Personal Project exhibition in spring is an enjoyable and informative showcase of CA student interests and inquiries.

### Service Learning

IB Learners are expected to develop a sense of service and action throughout their academic careers. This is particularly encouraged in the MYP, where many service projects, both in-class and beyond, are available. It is expected that students maintain a consistent participation in service and that they reflect on their learning through their **CA Mission Portfolio blogs**.

### The MYP Global Contexts

#### **Identities and relationships**

Students will **explore** identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

#### **Orientation in space and time**

Students will **explore** personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

#### **Personal and cultural expression**

Students will **explore** the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### **Scientific and technical innovation**

Students will **explore** the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

#### **Globalization and sustainability**

Students will **explore** the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

#### **Fairness and development**

Students will **explore** rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

### **Seven Learning Outcomes of Service Learning in the MYP**

- ❖ Become more aware of our own strengths and areas for growth.
- ❖ Undertake challenges and develop new skills.
- ❖ Discuss, evaluate and plan student-initiated activities.
- ❖ Persevere in action.
- ❖ Work collaboratively with others.
- ❖ Develop *international-mindedness* through *global engagement*, *multi-lingualism* and *intercultural understanding*.
- ❖ Consider the ethical implications of our actions.

# MYP Assessment & Grading

## Inquiry-based Learning & Assessment

A philosophy of inquiry is the foundation of the MYP. Inquiry learning can be described as critical, reflective thought that is future-focused, considers consequences and is based on the application and evaluation of a solid foundation of knowledge, skills and concepts. An inquiry-based education is knowledge-rich, yet asks students to think critically and reflect with purpose on their learning. This language of inquiry is clearly evident in the assessment objectives and achievement-level descriptors.



## MYP Assessment is criterion-related

- ❑ Each subject has **four assessment criteria** that are descriptive outcomes of the **objectives** of the course. These are published by the IB and are used in all IB World schools offering the MYP.
- ❑ All assessment tasks are accompanied by a **descriptive assessment rubric** that outlines the requirements of the task and a **task-specific clarification** that provides guidance on expectations for success.
- ❑ Assessed tasks are graded by **applying these criterion descriptors**, and an **achievement level** (from 1-8) is awarded for the task.
- ❑ To determine a student's final course grade, a **best-fit approach** is used. This considers the total evidence of a student's learning provided by their assessed work. It focuses on the trend in their learning and so does not penalise students for poorer early performances. Averages of scores are not used in MYP.
- ❑ Assessment in the MYP is a **growth-driven** process. **Formative assessments** are opportunities for students to *learn, develop* their skills, *make mistakes* and gain *feedback* for improvement. **Summative assessments** are used to *generate achievement levels* for the criteria.
- ❑ At the end of the reporting period, the best-fit achievement levels are totalled for each of the four assessment criteria. This gives a total score, with a maximum of 32 points. This score is then compared to the grade boundaries and checked against the overall descriptors below.

## MYP General Grade Descriptors

These are published by the IB and are the same for all subjects.

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of <b>very limited quality</b> . Conveys many <b>significant misunderstandings</b> or <b>lacks understanding of most concepts and contexts</b> . <b>Very rarely demonstrates critical or creative thinking</b> . <b>Very inflexible, rarely using knowledge or skills</b> .
2	6–9	Produces work of <b>limited quality</b> . Expresses <b>misunderstandings</b> or <b>significant gaps in understanding</b> for many concepts and contexts. <b>Infrequently demonstrates critical or creative thinking</b> . Generally <b>inflexible</b> in the use of knowledge and skills, <b>infrequently applying</b> knowledge and skills.
3	10–14	Produces work of an <b>acceptable quality</b> . Communicates <b>basic understanding</b> of many concepts and contexts, with <b>occasionally significant misunderstandings</b> or gaps. <b>Begins to demonstrate</b> some basic critical and creative thinking. Is <b>often inflexible</b> in the use of knowledge and skills, <b>requiring support</b> even in familiar classroom situations.
4	15–18	Produces <b>good-quality work</b> . Communicates <b>basic understanding</b> of most concepts and contexts with <b>few misunderstandings</b> and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with <b>some flexibility</b> in familiar classroom situations, but <b>requires support</b> in unfamiliar situations.
5	19–23	Produces <b>generally high-quality work</b> . Communicates <b>secure understanding</b> of concepts and contexts. <b>Demonstrates critical and creative thinking</b> , sometimes with sophistication. Uses knowledge and skills in <b>familiar classroom and real-world situations</b> and, with support, some unfamiliar real-world situations.
6	24–27	Produces <b>high-quality, occasionally innovative work</b> . Communicates <b>extensive understanding</b> of concepts and contexts. <b>Demonstrates critical and creative thinking</b> , frequently with <b>sophistication</b> . Uses knowledge and skills in <b>familiar and unfamiliar</b> classroom and real-world situations, often <b>with independence</b> .
7	28–32	Produces <b>high-quality, frequently innovative work</b> . Communicates <b>comprehensive, nuanced understanding</b> of concepts and contexts. Consistently demonstrates <b>sophisticated critical and creative thinking</b> . Frequently <b>transfers knowledge and skills</b> with <b>independence and expertise</b> in a variety of <b>complex</b> classroom and real-world situations.



## Assessment Criteria

The objectives of each subject in the Middle Years Programme are assessed using **four criteria**: sets of **achievement-level descriptors** that give students a clear outline of how to **demonstrate their learning** and of how their **grades are awarded**. Each criterion is assessed on a 1-8 scale and the best-fit of a student's achievements is used to determine their overall grade (using the scale outlined above). The assessment objectives have been aligned across the disciplines to ease communication and understanding.

	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language &amp; Literature</b> (English, Japanese)	Analysing	Organizing	Producing text	Using language
<b>Language Acquisition</b> (Japanese, Spanish, ESOL)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals &amp; Societies</b> (Humanities)	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>The Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical &amp; Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Personal Project</b> (Assessed in Grade 10)	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

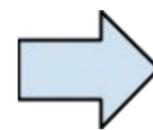
From the IB Document: "The Middle Years Programme - From Principles to Practice".

## How does grading work?

### Example Student Powerschool Grades

italic = formative     **bold** = summative (grade-generating)

Criterion	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Best Fit
<b>A (max 8)</b>	6	5		<b>7</b>	8	<b>7</b>	
<b>B (max 8)</b>		4	<b>5</b>		<b>5</b>	<b>6</b>	
<b>C (max 8)</b>		4	<b>4</b>	3	<b>3</b>	<b>3</b>	
<b>D (max 8)</b>	3	3		<b>4</b>	4	<b>5</b>	



Grade	Boundaries
1	0-4
2	5-8
3	9-12
4	15-18
5	19-23
6	24-27
7	28-32

What semester grade would you give this student?

## Command Terms

All subjects use a universal, clearly-defined set of command terms: outcomes-based verbs that communicate what a student is expected to be able to do with their learning. These range in sophistication, for example progressing from *state*, *list*, *outline* at lower levels of achievement to *explain*, *analyse*, *apply*, *design* and *evaluate* at higher levels.

## Approaches to Teaching and Learning

The *Approaches to Teaching and Learning* (ATL) recognize that we are **educating the whole student**, and that by helping students develop **transferable life-long skills** they can experience success beyond the school. The five ATL's, taught through the units of inquiry and through the wider curriculum, are organized into ten clusters of skills:

ATL	Skills Clusters & Guiding Questions	Examples of ATL Skills (there are many more)
Communication	<p><b>Communication</b> How can students communicate through interaction? <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <p><b>How can students demonstrate communication through language?</b> <i>Reading, writing and using language to gather and communicate information</i></p>	<ul style="list-style-type: none"> <li>Give and receive meaningful feedback</li> <li>Use intercultural understanding to interpret communication</li> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> </ul>
Social	<p><b>Collaboration</b> How can students collaborate? <i>Working effectively with others</i></p>	<ul style="list-style-type: none"> <li>Make fair and equitable decisions</li> <li>Listen actively to other perspectives and ideas</li> <li>Negotiate effectively</li> </ul>
Self-Management	<p><b>Organization</b> How can students demonstrate organization skills? <i>Managing time and tasks effectively</i></p> <p><b>Affective Skills</b> How can students manage their own state of mind? <i>Managing state of mind</i></p> <p><b>Reflective Skills</b> How can students be reflective? <i>(Re)considering the process of learning; choosing and using ATL skills</i></p>	<ul style="list-style-type: none"> <li>Plan short- and long-term assignments; meet deadlines</li> <li>Set goals that are challenging and realistic</li> <li>Plan strategies and take action to achieve personal and academic goals</li> <li>Practise focus and concentration</li> <li>Practise strategies to develop mental focus</li> <li>Demonstrate persistence and perseverance</li> <li>Practise "bouncing back" after adversity, mistakes and failures</li> <li>Demonstrate flexibility in the selection and use of learning strategies</li> <li>Consider ethical, cultural and environmental implications</li> </ul>
Research	<p><b>Information Literacy</b> How can students demonstrate information literacy? <i>Finding, interpreting, judging and creating information</i></p> <p><b>Media Literacy</b> How can students demonstrate media literacy? <i>Interacting with media to use and create ideas and information</i></p>	<ul style="list-style-type: none"> <li>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>Use critical literacy skills to analyse and interpret media communications</li> <li>Understand and implement intellectual property rights</li> <li>Make informed choices about personal viewing experiences</li> <li>Seek a range of perspectives from multiple and varied sources</li> </ul>
Thinking	<p><b>Critical Thinking</b> How can students think critically? <i>Analysing and evaluating issues and ideas</i></p> <p><b>Creative Thinking</b> How can students be creative? <i>Generating novel ideas and considering new perspectives</i></p> <p><b>Transfer</b> How can students transfer skills and knowledge across disciplines and subject groups? <i>Using skills and knowledge in multiple contexts</i></p>	<ul style="list-style-type: none"> <li>Interpret data</li> <li>Evaluate evidence and arguments</li> <li>Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>Propose and evaluate a variety of solutions</li> <li>Create novel solutions to authentic problems</li> <li>Apply existing knowledge to generate new ideas, products or processes</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> <li>Apply skills and knowledge in unfamiliar situations</li> <li>Inquire in different contexts to gain a different perspective</li> <li>Make connections between subject groups and disciplines</li> </ul>

Adapted from the IB Document: "The Middle Years Programme - From Principles to Practice".

## Interdisciplinary Learning

In each year of the MYP it is expected that students take part in **at least one interdisciplinary unit of inquiry**, planned by teachers to allow students to take **meaningful action** on their learning, **making connections** and **transferring their conceptual understandings** across the disciplines. Achievement in these units is assessed against disciplinary and interdisciplinary criteria.