



Introduction to the Middle Years Programme

St. James Catholic Global Learning Centre

Agenda

- MYP Team
- Middle Years Programme Belief
- PYP – MYP
 - *Similarities and Differences*
- Assessment and Evaluation
 - *Rubrics*
 - *Command terms*
- Reporting
- Portfolios
- Camp Muskoka

MYP Team



Mrs. Cloutier McCann

- Principal



Ms. Roy

- Year 1 Homeroom
- Year 1 Family Life
- Language and Literature
- Visual Art, Music, Drama



Mr. Kelenc

- Program Coordinator
- Yr. 3 Community Project Lead
- Design
- Special Education Resource Support



Ms. Orlando

- Year 2 Homeroom
- Year 2 Family Life
- Individuals and Society
- Science
- Religious Education



Ms. Stecki

- Language Acquisition (FSL)
- Dance



Mr. Correia

- Year 3 Homeroom
- Year 3 Family Life
- Mathematics
- Physical Education

IB-MYP Programme Belief

“The programme was devised to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This implies a “living curriculum” one that calls for more than “knowing”: it involves reflective thinking, both critical and creative, about ideas and behaviours. It includes problem solving and analysis, clarification and discussion of personal beliefs and standards on which decisions are made. It also leads to critical thinking and action.”

PYP – MYP: Similarities

Virtues

love empathy conscience
acceptance
kindness
respect self-control
fairness hope
faith

Learner Profile



- Throughout the year
- Report card focus

PYP – MYP: Similarities

Action Cycle

The Inquiry Learning Cycle



Approaches to Learning

ATL Skill Categories	MYP Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
	VIII. Critical Thinking
Thinking	IX. Creative Thinking
	X. Transfer

PYP – MYP: Differences

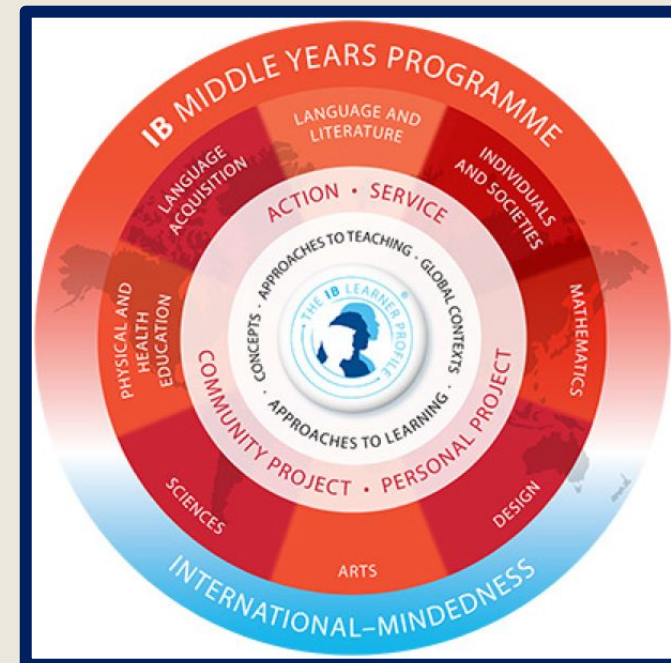
PYP

- Six Transdisciplinary Themes
- One Homeroom Teacher
- Individual Subjects Influence Themes



MYP

- Not based on set themes
- Six Global Contexts
- Specialized Teachers



PYP – MYP: Differences

PYP

- Transdisciplinary Themes
- Central Idea
- Key Concepts (8)
- Lines of Inquiry
- Approaches to Learning (5)
 - *Thinking*
 - *Social*
 - *Self-management*
 - *Communication*
 - *Research*

MYP

- Global Contexts
- Statement of Inquiry
- Key Concepts (16)
- Related Concepts (subject dependent)
- Inquiry Questions
- Objectives (4 + more)
- *Approaches to Learning (144)
- Grades renamed: Year 1, 2, 3

**PYP and MYP share the same five key areas, however, in the MYP, they are further developed into 144 individual skills*

Assessment & Evaluation Practices

“The assessment criteria are challenging and more aligned to activities students will have to employ in their future careers.

Not many jobs entail passing exams on a regular basis.

However, they do require people to put together reports, presentations, and 3D designs and collaborate with others.

These are the skills the MYP assesses.”

History of the Middle Years Document;

Pg. 34.

Quote: Webster: 2008:5

Assessment & Evaluation Practices

- The IB scale for assessment purposes is an 8 point scale

IB - ONTARIO: Table of Equivalence

IB Criterion Score (out of 32)	IB Grade	Ontario Percentage Grade	Ontario Letter Grade
32	7+	100%	A+
31	7	99%	A+
28 - 30	7-	98%	A+
27	6+	97%	A+
26	6	95%	A+
23 - 25	6-	92%	A
22	5+	88%	A
21	5	85%	A
19 - 20	5-	82%	A-
18	4+	78%	B+
17	4	75%	B
15 - 16	4-	72%	B-
14	3+	68%	C+
12 - 13	3	65%	C
10 - 11	3-	62%	C-
9	2+	58%	D+
8	2	55%	D
6 - 7	2-	52%	D-
4 - 5	1+	48%	R
2 - 3	1	45%	R
0 - 1	1-	42%	R

Assessment & Evaluation Practices

<u>IB Level 7 - 8</u>	<u>IB Level 5 – 6</u>	<u>IB Level 3 - 4</u>	<u>IB Level 1 – 2</u>
<ul style="list-style-type: none"> ■ High quality work ■ Innovative ■ Extensive understanding of concepts ■ Consistently ■ Demonstrates sophisticated critical thinking ■ Creative ■ Independent ■ Transfers knowledge and skills 	<ul style="list-style-type: none"> ■ Generally high-quality work ■ Some innovation ■ Confident ■ Good to excellent understanding of concepts ■ Shows critical thinking ■ Creative ■ Uses knowledge and skills ■ Frequently ■ Independent 	<ul style="list-style-type: none"> ■ Acceptable to good quality ■ Basic understanding of concepts ■ Few misunderstandings ■ Some critical or creative thinking ■ Some flexibility ■ Requires some support 	<ul style="list-style-type: none"> ■ Limited quality ■ Lacks understanding of most concepts ■ Rarely/infrequently demonstrates critical thinking ■ Rarely/infrequently demonstrates creative thinking ■ Inflexible ■ Rarely/infrequently applies knowledge and skills

Assessment & Evaluation Practices

Invasive Species Infographic					
Name: _____					
	Assignment Criteria	8 - 7	6 - 5	4 - 3	2 - 1
Knowing and Understanding	<ul style="list-style-type: none"> - Information regarding the invasive species is accurate, detailed and complete 	I. outline scientific knowledge	I. state scientific knowledge	I. recall scientific knowledge	I. select scientific knowledge
Processing and Evaluating	<ul style="list-style-type: none"> - Information is clearly displayed, organized, and follows a theme - Information is arranged in text boxes - There is appropriate use of headings and subheading - Important information stands out 	I. correctly collect, organize, transform and present data in numerical and/ or visual forms	I. correctly collect, organize and present data in numerical and/or visual forms	I. correctly collect and present data in numerical and/or visual forms	I. collect and present data in numerical and/or visual forms
Reflecting on the Impacts of Science	<ul style="list-style-type: none"> - Use appropriate terminology when explaining content - Clearly documents all sources 	III. consistently apply scientific language to communicate understanding clearly and precisely IV. document sources completely	III. usually apply scientific language to communicate understanding clearly and precisely IV. usually document sources correctly	III. sometimes apply scientific language to communicate understanding IV. sometimes document sources correctly	III. apply scientific language to communicate understanding IV. document sources
Teacher Comments					

Assessment & Evaluation Practices

Invasive Species Infographic						LEVELS OF ACHIEVEMENT
Name:	Assignment Criteria	8 - 7	6 - 5	4 - 3	2 - 1	
Knowing and Understanding	<ul style="list-style-type: none"> - Information regarding the invasive species is accurate, detailed and complete 	I. outline scientific knowledge	I. state scientific knowledge	I. recall scientific knowledge	I. select scientific knowledge	
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Teacher Comments						

TASK SPECIFIC / GUIDING QUESTIONS / SUCCESS CRITERIA

CRITERION

COMMAND TERM

Invasive Species Infographic

Name:

Criterion	Assignment Criteria	7 - 8	5 - 6	3 - 4	1 - 2
A Knowing and Understanding	- Information regarding the invasive species is accurate, detailed and relevant	I. outline scientific knowledge	I. state scientific knowledge	I. recall scientific knowledge	I. select scientific knowledge
C Processing and Evaluating	- Infographic is clearly displayed, organized, follows a theme, information is organized into text boxes - There is appropriate use of headings and sub-heading - Important information stands out	I. correctly collect, organize, transform and present data in numerical and/ or visual forms	I. correctly collect, organize and present data in numerical and/or visual forms	I. correctly collect and present data in numerical and/or visual forms	I. collect and present data in numerical and/or visual forms
D Reflecting on the Impacts of Science	- Use appropriate terminology when explaining content - Clearly document all sources used	III. consistently apply scientific language to communicate understanding clearly and precisely IV. document sources completely	III. usually apply scientific language to communicate understanding clearly and precisely IV. usually document sources correctly	III. sometimes apply scientific language to communicate understanding IV. sometimes document sources correctly	III. apply scientific language to communicate understanding IV. document sources

Teacher Comments

Criterion B:

Inquiring and Designing
(not included on this assessment)

Command Terms – Science: Year 1

Criterion A: Knowing and Understanding

The student is able to _____ scientific knowledge.

- 7 – 8: **Outline**: Give a brief account or summary.
- 5 – 6: **State**: Give a specific name, value or brief answer without explanation or calculation.
- 3 – 4: **Recall**: Remember or recognize from prior learning experiences.
- 1 – 2: **Select**: Choose from a list or group.

Assessment in Ontario and the MYP

Ontario

- Use learning goals and success criteria to assess student work
- Assess using a 4 level of achievement system
- Use professional judgement to determine the most appropriate level of student achievement
- Determine a holistic final grade using achievement chart categories based on most consistent demonstration of ability with consideration for more recent evidence

MYP

- Use objectives and assessment criteria to assess student work
- Assess using an 8 level system of achievement (broken into 4 groups)
- Use professional judgement to determine the “best fit” for a level of student achievement
- Determine a holistic final grade using assessment criteria based on most consistent demonstration of ability with consideration for more recent evidence

Evaluation (reporting) Practices

- Subject areas with connections to IB:
 - *Reporting box will be formatted as such:*
 1. *IB Statement of Inquiry (SOI)*
 2. *Ministry based curriculum comments*
 3. *Examples of task / learning experience*
 4. *IB Criterion Achievement, which will read:*
 - *IB Achievement by Criterion: A – *; B – *; C – *; D – **
 - ** will be replaced by the Criterion Grade*

Evaluation (reporting) Practices

Sample report card comment for Science and Technology:

Ministry
based
curriculum
comments

Statement
of
Inquiry

SOI: Biodiversity requires balanced relationships to promote positive globalization and sustainability.

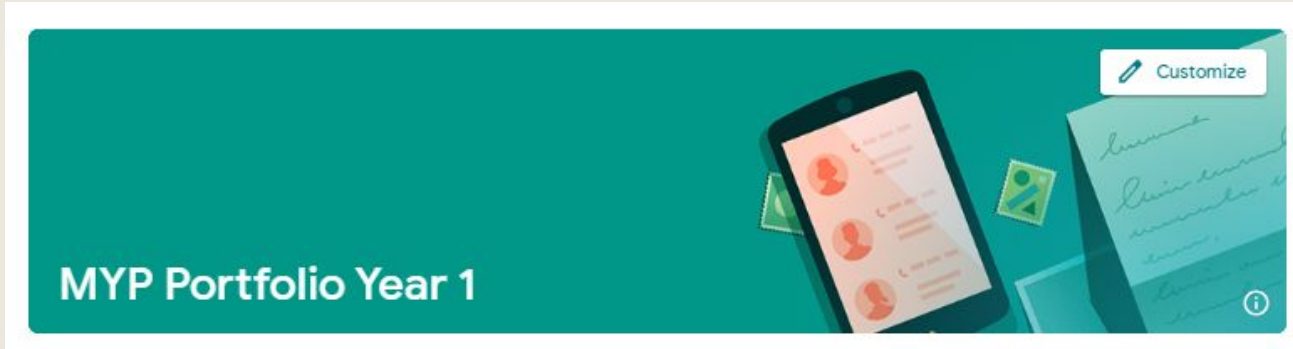
NAME investigated the characteristics of living things, and classified diverse organisms according to specific characteristics, as demonstrated by her invasive species infographic.

IB Achievement by Criterion: A 5; B 6; C 4; D 5

IB Criterion
Achievement

Example of
Task /
Learning
Experience

MYP Portfolio



Overview

- Maintained over all three years of the programme
- Students are added to a Year/Grade specific Google Classroom
- Time will be provided throughout the year to update and reflect

Portfolio Sections

- Subject Reflections
- Skill Reflection:
 - ***Learning Skills, Attributes, Virtues, Catholic Graduate Expectations***
- Co-curricular Log
- Community, Family, Action
- Parent Reflection
- PYP Highlights

Student Work Samples

Each MYP year, you are required to select a **variety of work samples** – from different **subject areas** - for your portfolio. These should come from a **range of global contexts**.

You are encouraged to not simply select your, “best work,” of achievement levels for more thoughtful review and reflection.

Work samples may come in a variety of forms. These may include:

Journal entries	Revised writing	Artwork
Tests	Research reports	Maps
Rough drafts	Scripts	Collaborative
Brochures	Timelines	Stories
Interviews	Quizzes	Prezi presentations

Student Work Reflection Sheet

Sample from Subject Area:

(Be sure to upload a copy of your work sample)

1. Describe your work sample. What was the task / were the expectations?
2. Why did you choose this sample for your portfolio?
3. If you were to do this assignment/activity again, what would you keep the same and what would you change (i.e., strengths and challenges with the task - process, final piece)? Why?

Skill Development

Learner Profile Attributes

Ontario Learning Skills

Ontario Catholic Graduate Expectations

Dufferin Peel Catholic Virtues

Select **2** skills to reflect upon this month. These should not be ones that you are already good with, rather there should be a balance of 'success' and 'needs work'.

Your reflection should include:

- An explanation as to why you selected that skill
 - What type of learning or work was connected to the skill and its duration
 - Who supported you or was involved in using the skill
- OR
- Why you have been ignoring or avoiding the skill development (challenge)
 - What changes need to be in place for you to develop the skill more
 - Are there certain supports required by you for the skill to be developed

YOU ARE STRONG WHEN
YOU KNOW YOUR WEAKNESSES.
YOU ARE HUMBLE WHEN
YOU'RE AWARE OF YOUR FLAWS.
YOU ARE WISE WHEN YOU
LEARN FROM YOUR MISTAKES

EDMONTON

Learner Profile Attributes - The heart of the IB program

Inquirers

You have natural curiosity. You are able to conduct inquiry and research on your own. You actively enjoy learning.

Knowledgeable

You explore concepts, ideas and issues that have local and global significance. You have in-depth knowledge in all subjects.

Thinkers

You apply critical thinking skills to recognize and solve difficult problems. You make reasoned, ethical decisions.

Communicators

You understand and express ideas and information confidently and creatively in more than one language and in many forms of communication. You work effectively and willingly with others.

Principled

You act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions.

Open-minded

You understand and appreciate your own culture, and are open to the perspectives, values and traditions of others. You seek and evaluate different points of view, and are willing to learn from the experience.



Co-Curricular Log

Learner Profile Growth and Development

Record your involvement in co-curricular activities throughout the year. Are you acting as a "Balanced" individual or is your involvement in school culture one-dimensional?

Month	Activity Type Highlight all that apply	
September	Athletic Faith Technology Environmental Arts Field Trips Community and Service Other:	
October	Athletic Faith Technology Environmental Arts Field Trips Community and Service	

Co-Curricular Activities

In this section, you will record your school involvement, by month, for the three years of the MYP. This will include a list of all co-curricular activities.

When you graduate out of the MYP, we hope that you will be well-rounded citizens. That means, we encourage you to **try out different activities and clubs**, rather than simply choosing what you feel most comfortable or skilled in.

Consider:

Arts:



Eco:



Athletics:



Faith:



Parent/Guardian Feedback

Whether you recognize it or not, a whole team of people are supporting the development of your education. Your team is of course you, your teachers and your family too.

It is important that your parents/guardians have a voice in your education and that the lines of communication between your parents/guardians and your teacher are open and occur at regular periods.

Working together, they create plans to best support you in your school experience and therefore ensure a happy existence here at St. James.

For these reasons, at each reporting cycle your parents/guardians will be asked to complete a feedback form. This will ask them to reflect on your strengths and challenges and to create a plan to assist you in attaining goals.

Your parents/guardians should not do this alone. You should also be present to discuss, agree, disagree, and perhaps gain a new perspective.



"You don't choose your family. They are God's gift to you, as you are to them."

Desmond Tutu

Community . . . Family . . . Action

Once per term, we are hopeful that your family will participate in an activity that will enhance your learning experience at the school level.

This may include, but is not limited to:

- visiting a museum or gallery
- going to a Heritage House
- attending a demonstration at the Science Centre
- watching a musical or play at a theatre
- attending a sporting event or participating in one
- volunteering for a good cause
- participating in a charity fundraiser
- attending / assisting with parish events
- an Apple tutorial session
- etc.



Following your event, we ask that you record some details of the event and what part of the curriculum it connects to.

We would also like to see your family, "in action," and hope you can include a picture or two of your experience. Including any other documentation or souvenirs (i.e., brochures, buttons, flyers, etc.) would benefit the visual representation of your event.



Looks Like...



IB World School

■ Authorization

- *Verification visit was held at the school in December 2018*
- *As of April 2019, St. James CGLC is an authorized IB World School for MYP*

■ Programme Evaluation

- *Evaluation will take place during the 2024-2025 school year*



<https://campmuskoka.com/>

- Year 1 overnight excursion
- Camp Muskoka Values
 - *Respect*
 - *Honesty*
 - *Integrity*
 - *Accountability*
 - *Fun*
- Collaboration
- Curriculum Connections
 - *Physical Education*
 - *Individuals and Society*
 - *Science*
- **Wednesday November 27th
to Friday November 29th**

Sample Itinerary

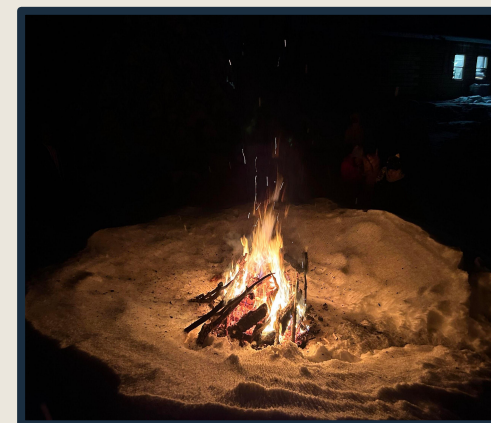
3-Day Itinerary				
	Nov 27th 2024	Nov 28th 2024		Nov 29th 2024
		Wake up		Wake up Packing
Breakfast		7:30am		7:30am
Morning Program	Arrival / Settle In	Group Split	Fire Building	Survivor Muskoka
			Shelter Building	
Lunch	12:30pm	12:30pm		11:30am
Afternoon Program	Orientation of Facility/ Team Building	Group Split	Low Ropes	Departure
	Predator Prey		CM Blanket	
Dinner	5:30pm	5:30pm		
6:30-8:00pm	Star Gazing/ Store	Showers 6:30-7:30pm		
8:00-9:00pm	Camp Fire Program	Karaoke Dance Party 7:30-9:00pm		
	Lights Out 9:30pm	Lights Out 9:30pm		

Cougar Lodge





Fun times from 2023



Questions

- If you would like more information or clarification, please feel free to contact Mr. Kelenc or any member of the MYP team at St. James: 905.891.7619
- International Baccalaureate <https://ibo.org/>
- IB Schools of Ontario <https://www.ibschoolsofontario.ca/>