



# KING GEORGE SECONDARY SCHOOL



## Handbook

for the International Baccalaureate  
Middle Years Programme

Year 3-5  
(Grades 8-10)

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## *What is the IB Middle Years Programme*

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The International Baccalaureate Organization (IBO) offers the following programmes: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the IB Career Related Certificate (IBCC).

The Middle Years Programme (MYP) is a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

Elsie Roy, Lord Roberts and King George Secondary are the Downtown Family of Schools in which all students from grades 6-10 are part of the Middle Years Programme. Some of the subject names are different than you are used to, but the topics taught in them follow our Ministry of Education requirements.

- Language and Literature (Language Arts)
- Language Acquisition (French)
- Mathematics
- Arts (Visual Arts and Music)
- Sciences
- Individuals and Societies (Social Studies)
- Design (Integrated into most subjects)
- Physical and Health Education

# MYP FUNDAMENTAL CONCEPTS

The MYP is designed to provide students with the values and opportunities that will enable them to develop the academic and life skills, attitudes, conceptual understanding and knowledge they will need in their futures. The MYP is founded upon three fundamental concepts that support this journey: holistic learning, intercultural awareness, and communication.

## Holistic Learning

Holistic learning is designed to meet the diverse physical, social, intellectual, aesthetic, and cultural needs of students. It emphasizes the link between all subject areas, providing a global view of situations and issues. Students work towards understanding concepts, mastering skills, and developing the attitudes that will lead them to appropriate action. Links between and within subject groups and real-world issues are developed throughout the programme, helping students to see knowledge as a greater whole.

## Intercultural Awareness

Intercultural awareness involves developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy. Critical self-regulation, leading to action, is considered a cornerstone to building the understanding and respect needed in our global society.

## Communication

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

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## *MYP at King George Secondary*

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### **IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **OUR SCHOOL MISSION STATEMENT**

It is the collective responsibility of our school community to ensure the highest quality of learning experience for all students, with a focus on student engagement, independence, lifelong learning and development in a safe, inclusive environment. King George's learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.

### **OUR SCHOOL CODE OF CONDUCT**



Promote the Dragon's "ROAR"

**Respect**  
**On time**  
**Active learning**  
**Ready to learn**

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## *International Mindedness and the MYP*

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Education for international mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization, and curriculum that can create and sustain authentic global learning communities.

King George Secondary School encourages International Mindedness by building students' self-awareness of the attitudes, perceptions, abilities and actions that are necessary for developing critical literacy and positive interpersonal relationships. Students, parents, staff and our community help to facilitate international mindedness by focusing on:

- complex, rich, dynamic learning across a range of language domains
- learning to communicate in a variety of modes
- recognizing and reflecting on one's own perspective—as well as the perspectives of others.
- developing opportunities for sustained inquiry into a wide range of local, national and globally-significant issues and ideas
- exploring global concerns, including the environment, development, conflicts, rights, and cooperation & governance across a variety of geographical and cultural dimensions
- critically consider power and privilege in their inquiry, action, and reflection
- recognizing that the living hold the earth and its resources in trust for future generations.



## THE IB LEARNER PROFILES

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. The IB Learner Profile represents 10 attributes that can help individuals and groups become responsible members of local, national and global communities.

Attribute	Description
Inquirer	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.
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.
Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicator	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.
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.
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.
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.
Risk-Taker	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.
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.
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.

## APPROACHES TO LEARNING

Through an emphasis on Approaches to Learning (ATL) skills and making the learning of skills a priority, the MYP supports the development of lifelong learners. The ATL categories focus on specific skills students need to develop in order to “learn how to learn”. The aim of ATL is to produce self-regulated learners who have been explicitly taught the skills of effective thinking and learning, from information processing to managing emotions. These skills help students become successful learners both independently and when working with others. They are explicitly taught throughout the various subject areas. The IB programme will share five broad skill organizers for ATL: communication skills; research skills; self-management skills; social skills; and thinking skills.

ATL Skill Category	MYP ATL Clusters
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Communication</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>▪ Collaboration</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>▪ Organization</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Affective</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Reflection</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>▪ Information Literacy</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Media Literacy</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>▪ Critical Thinking</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Creative Thinking</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Transfer</li> </ul>

## INQUIRY AS ACTION

Central to the philosophy of the MYP and the development of learner profile attributes is the principle that purposeful structured inquiry is a powerful vehicle for learning. It promotes meaning and understanding and challenges students to engage with significant ideas. In the MYP, students investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them to find their own responses to the issues. The starting point is students’ current understanding; the goal is the active construction of meaning by building connections between that understanding and new information and experience derived from the inquiry into new content.

At King George, students will be actively involved in their own learning by making use of the Design Cycle. The Design Cycle aims to provide the means and context to help students become skillful problem solvers. *The Design Cycle* is a model of thinking to help students investigate problems through designing, planning, creating and evaluating the products or solutions that they generate. The structure of the Design Cycle essentially involves solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual and practical skills. It is valuable for reinforcing and integrating skills learned in other disciplines and fosters awareness of the social and ethical implications of technological development.

Stages	Description
Investigate	Students research information relevant to their topic. They keep track of the sources of information.
Plan	The students create several feasible designs for their project. They make a list of supplies they will need and write out the steps required to complete their project.
Create	While following a time plan, students create their project. As they are creating, students document changes that are needed to be made.
Evaluate	Throughout the process of the Design Cycle, students evaluate their process and explain how their project could be improved.

## SERVICE AS ACTION

MYP learning extends beyond the intellectual to include both socially responsible attitudes and thoughtful and appropriate action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact. Students are provided opportunities to be involved in service at the school level through activities such as Peer Tutoring, LINK Crew, Green Team, etc. Students are also able to participate in service outside of the school. Students in year 3 (grade 8) are required to complete a total of 20 hours of community service by the end of the school year. Students in year 4 (grade 9) must complete 25 hours and students in year 5 (grade 10) are required to complete 30 hours of community service. These hours are tracked in a service log located at the front of their agenda.

## PERSONAL PROJECT & COMMUNITY PROJECT

An MYP Personal Project, completed by all students in year 5 (grade 10), allow students to consolidate the learning they have developed throughout the programme. It also provides them the opportunity to showcase the attributes of the IB learner profile; to demonstrate ATL skills and foster the development of independent, lifelong learners. The Personal Project Fair is hosted by King George Secondary each year to allow students the opportunity to share their hard work. The Community Project is completed only if the programme ends in year 3 (grade 8) at a school. This does not apply to the Downtown Family of Schools.



## SUBJECTS IN THE MYP

In the MYP, students take courses in eight subject areas. Although names for these subjects may be different than you are used to, the topics taught in them are similar to those taught in a non-IB classroom.

- Language and Literature (Language Arts/English)
- Language Acquisition (French)
- Mathematics
- Sciences
- Individuals and Societies (Social Studies)
- Physical and Health Education
- Arts (Music, Visual Arts & Performing Arts)
- Design (Technology & Home Economics)

## ASSESSMENT IN THE MYP

The MYP model of assessment is described as **criterion-related**, as it is based upon international pre-determined criteria that all students have access to before beginning any task. The MYP has identified objectives for each subject, which are directly related to the assessment criteria for that particular subject. The level of student success in reaching the objectives of each subject are measured in terms of “levels of achievement.” These are described in each assessment criterion of that subject.

Each subject has **four assessment criteria** (A, B, C and D) and each criterion is on an **8 point scale**. Please note that an achievement level is not seen as being ‘out of 8.’ Rather, there are specific descriptors for each achievement level that outline the students’ current level of performance. Please refer to the school website for the specific criterion for each subject.

# MYP ASSESSMENT GUIDE FOR THE DOWNTOWN FAMILY OF SCHOOLS

## OVERVIEW:

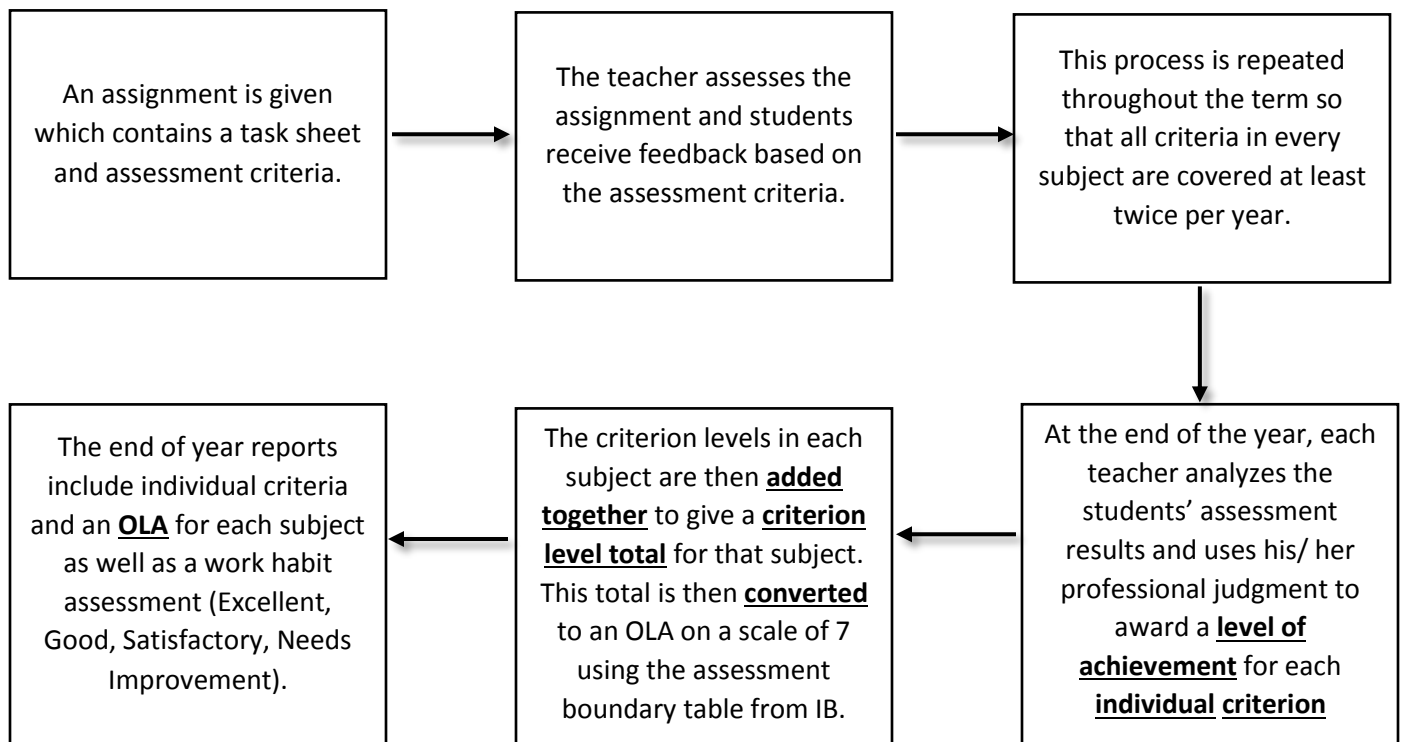
The MYP assessment process is called a **criterion-related** model. It is vital that both students and parents understand the methods of assessment and play an active role in the process.

- This model is very helpful because students know before even attempting the work what needs to be done to reach each level.
- The model also helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- The strength of this model is that students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

The aim of MYP assessment is to support and encourage student learning.

- Teachers continually gather and analyze information on student performance and provide feedback to students to help them improve their performance.
- Students must also be involved in evaluating their own progress using self-assessment and reflection. In doing so, they develop wider critical-thinking and self-assessment skills.

## Assessment in Action at DFS



The number of assessment criteria and maximum levels for each of **these criteria are consistent across all subjects.**

- Each subject is assessed using 4 criteria based rubrics with a maximum 8 levels in these assessment criteria. *(see the school website for a more detailed look at the assessment rubrics )*
- This type of assessment identifies the strengths and weaknesses of each individual student, and provides an overview of student achievement in the various aspects of all subjects.

**OVERALL LEVEL OF ACHIEVEMENT (OAL):**

**What determines an Overall Level of Achievement?**

- Throughout the year teachers will collect evidence of student achievement from many different types of assignments/ tasks, including **formative** and **summative** assessments.
- Sometimes all 4 criteria in the subject are applied to an assignment, but more often only 1 or 2 criteria are assessed per task.
- Only assignments/assessment tasks that are criterion-related *(that are assessed against criteria provided by the teacher for that specific assessment task)* will be directly linked to the OLA.

**How Are End of Term/Year-End Criterion Totals Reached? The Evolution of an OLA:**

- By the end of the year, students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice.
- To explain the evolution of an OLA let’s follow the creation of a Mathematics OLA for two Grade 8 Students named Maria and Jane.
- There are 4 criteria in Mathematics. At the end of the year, Maria and Jane will have at least 2 assessments in all 4 of the Mathematics criteria. In Mathematics *Criterion A ‘Knowledge and Understanding,’* Maria and Jane have 4 pieces of evidence (“marks”).

	<b>Mathematics Criterion A: Knowledge and Understanding (maximum 8)</b>			
	Vocabulary Project on Numbers	Fractions Check in Test	Adding/Subtracting Fractions Assessment	Test on Prime Numbers
Maria	4	5	6	6
Jane	3	2	3	4

- Maria and Jane’s teacher will then make a professional judgment on the **criterion level of achievement.**
- THIS IS **NOT** AN AVERAGE OF ALL OF THE MARKS FOR THIS CRITERION, but a professional judgment based on:
  - patterns in the data
  - the development of that student
  - the context that the work was completed in
- It is the role of teachers to **use the evidence** to decide the level that the student is performing at in each specific criterion at the end of the semester.
- As a result of Maria’s **consistent improvement** over the year, she would receive a criterion level of achievement of **6 for Mathematics Criterion A (on a scale of a maximum of 8)**. For Jane, though she has shown a little improvement in her last assignment, more effort could have been made and she is still **not completely grasping** the important foundational elements of the course. She receives a criterion level of achievement of **3** for Criterion A.

### How Do Criteria Marks Become an OLA on a scale of 7?

- This process of determining criterion levels of achievement is done for all criteria in every subject.
- In each subject these levels of achievement are then added together to give a **Criterion Levels Total**.
- This total is then compared to the **grade boundary tables** published by the IB (see page 6-7) to give the student an Overall Level of Achievement from 1-7 for that subject.
  - For example, Maria’s 6 on a scale of a possible 8 in Mathematics Criterion A is added to her criterion level of achievement in the other 3 Mathematics criteria, which would give a **Criterion Levels Total of 21**. As a result, Maria would receive a 5 for her final OLA in Mathematics. Similarly, Jane’s 3 on a scale of a possible 8 in Criterion A brings her to a total of **13**.

#### Maria – Mathematics

<u>Criteria</u>	<u>Level of Achievement</u>
Criterion A: Knowledge and Understanding	6
Criterion B: Investigating Patterns	6
Criterion C: Communicating	4
Criterion D: Applying Mathematics in real-life contexts	5
<b>Criterion Level Totals</b>	<b>21</b>

#### Jane – Mathematics

<u>Criteria</u>	<u>Level of Achievement</u>
Criterion A: Knowledge and Understanding	3
Criterion B: Investigating Patterns	2
Criterion C: Communicating	3
Criterion D: Applying Mathematics in real-life contexts	5
<b>Criterion Level Totals</b>	<b>13</b>

#### IB Published Mathematics Assessment Boundaries:

OLA	1	2	Jane 3	4	Maria 5	6	7
<b>Boundaries</b>	1-5	6-9	10-14	15-18	19-23	24-27	28-32

#### How does MYP Assessment Differ from Other Assessment Models?

- MYP assessment is NOT
  - a ‘bell-curve’ distribution of scores
  - a letter grade.
  - a percentage
- Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement.
- Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

## What Does An OLA of 1-7 Really Mean?

- To fully understand student achievement it is important to focus on
  - the individual criterion scores as these highlight student’s strengths
  - weaknesses in the subject
  - **BOTH** the OLA number and the General Grade Descriptor
- At DFS, we **do not** convert MYP scores to other grading systems
- Here are the **IB General Grade Descriptors** for each grade:

OLA	MYP General Grade Descriptors
<b>7</b>	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.
<b>6</b>	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.
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.

- *For Example*, what does Maria’s OLA of a 5 and Jane’s OLA of a 3 in Mathematics mean?
  - *An OLA of 5 means that in Mathematics, Maria:*
    - **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.**
  - *An OLA of 3 means that in Mathematics, Jane:*
    - **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.**