

Lord Roberts Elementary Parent Information Session



ROBERTS MYP TEAM

Division 1 – Mr. Meredith

Division 2 – Mr. Turner

Division 3 – Ms. Hall

Division 4 – Ms. Shetty/Ms.Chen

Division 5 – Ms. Hagedorn

Division 6 – Ms. Dilgir



History of IB

- **Started in 1968 as a non-profit organization focused on preparing students for their transition to University (the Diploma Programme)**
- **In 1994, IB added the Middle Years Programme for students aged 11-16 and the Primary Years Programme for students aged 3-11.**
- **MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.**
- **MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).**

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 programmes of international education and rigorous assessment.

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



IB MYP Programme in LORD ROBERTS

- **MYP has been in existence at Lord Roberts since 2004-2005. Authorization was given in 2008.**
- **We are a part of the Downtown Family of Schools (with Elsie Roy Elementary and King George Secondary)**
- **All students in Grades 6 and 7 are part of this programme.**



Aspects to MYP

- **Learner Profiles**
- **Approaches to Learning**
- **Global Contexts**
- **Key and Related Concepts**
- **Service as Action**
- **Community and Personal Projects**
- **8 Subject Areas**



IS MY CHILD AN IB LEARNER?



LEARNER PROFILE

Caring



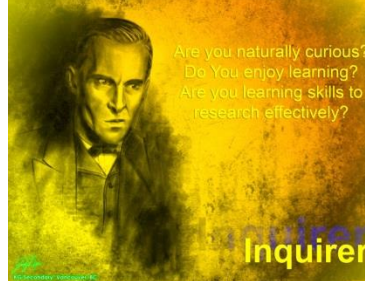
You are sensitive towards the needs and feelings of others. You are personally committed to act and serve.

Communicator



Can you express ideas and information confidently in more than one language? ...and in the language of math? language of art?

Inquirer



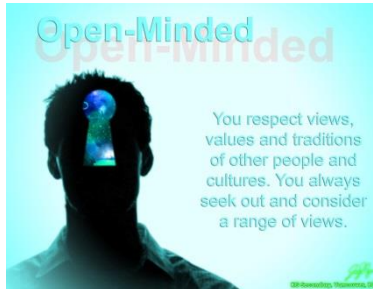
Are you naturally curious? Do you enjoy learning? Are your learning skills to research effectively?

Knowledgeable




You acquire a mass of significant knowledge. You explore themes that have a global relevance and importance.

Open-Minded



You respect views, values and traditions of other people and cultures. You always seek out and consider a range of views.

Principled



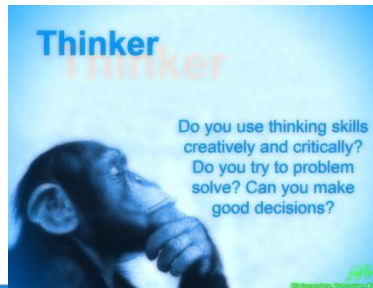
You are honest, have a sense of fairness and justice.

Reflective



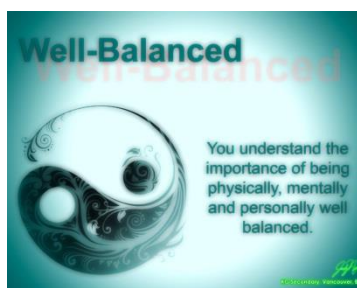
You are thoughtful about your own learning and you analyse your personal strengths and weaknesses in a constructive manner.

Thinker



Do you use thinking skills creatively and critically? Do you try to problem solve? Can you make good decisions?

Well-Balanced



You understand the importance of being physically, mentally and personally well balanced.

Risk-Taker



You approach new situations with confidence. You will try new ideas, roles and strategies. You are courageous and defend those things you believe in.



Communication

Effective Communication through interaction.

Social

Collaboration

Approaches to Learning Skills

10 clusters

Organisation Skills

Self Management

Affective Skills

Reflective Skills

Creative Thinking

Thinking

Transfer Skills

Critical Thinking

Information Literacy

Research

Media Literacy



Global Contexts, Key Concepts, and Related Concepts

- **Global Contexts - 6 identified lenses through which students explore ideas and investigate connections between subject areas**
- **Key Concepts - broad, organizing and powerful ideas relevant to specific subject groups**
- **Related Concepts - provide conceptual depth**



IB MYP Subject Areas

- **Language and Literature (Language Arts)**
- **Mathematics**
- **Sciences**
- **Individuals and Societies (Social Studies)**
- **Language Acquisition(French)**
- **Arts (Music, Drama, Dance & Visual Arts)**
- **Health and Physical Education**
- **Design**



Service as Action

Promotes socially responsible attitudes and thoughtful action, initiated by the student towards a community building initiative.

Requirements per school year:

Year 1 (Gr. 6) 10 hours Year 2 (Gr. 7) 15 hours



HOW IS MY CHILD DOING?



ASSESSING STUDENTS

Assessments can be of two forms, based on how they are used. These are formative and summative.

- **Formative Assessment – ongoing assessment aimed at providing information to guide teaching and improve student performance.**

FORMATIVE ASSESMENT (FOR LEARNING) FEEDBACK is timely and task-specific and they are mostly non-graded:

Observations, questioning, discussions, exit slips, response logs, self assessment, practice presentations, quizzes, think-pair-share, check lists, etc.



ASSESSING STUDENTS

- **Summative Assessment – a culminating assessment for a unit, term or course of study, providing information on a student’s achievement level against specific objectives**

SUMMATIVE (OF LEARNING) FINAL

Project, presentation, test



SUBJECT SPECIFIC CRITERIA

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition: French	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating



SUBJECT CRITERIA

- Criterion related
- 4 Assessment Criteria per subject
- Each criteria on an 8 point scale
- Criteria represents conceptual thinking levels
- Formative and Summative assessment is used
- Not an average of marks but a trend in student accomplishment.

A



B



C



D



ACHIEVEMENT LEVEL



Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ul style="list-style-type: none"> i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.
3–4	The student is able to: <ul style="list-style-type: none"> i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.
5–6	The student is able to: <ul style="list-style-type: none"> i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.
7–8	The student is able to: <ul style="list-style-type: none"> i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.





Grade descriptors

IB descriptors are used to interpret the grade.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations . There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Roberts Marking and Report Cards

- Mid Term (January) report cards do not have OLA (Overall Level of Achievement).
- NA in the report card indicates that the criterion has not been assessed at this point
- 0 is used to communicate with parents that the student has either not handed in the assignment or the work was not of sufficient quality and the student has an “I” (in-progress) at this moment. Students must make up missed work.
- End of the year(June) criteria are determined by all the work done over the academic year (cumulative)
- At the end of the year an OLA will be calculated for each student by adding their level of achievement for each criteria and converting it to an OLA 0-7.



SAMPLE OF REPORTING

Subject	Achievement Levels				Final Grade
	A	B	C	D	
Language and Literature	8	8	7	6	
Language B French	5	3	4	5	
Individuals and Society	6	5	6	4	
Science	6	4	5	6	
Mathematics	4	5	5	4	
Visual Arts	5	6	7	4	
Physical Education	6	7	5	4	



MYP Gala

Passion Matters

The goal of the project is to allow students to explore their passion/ wonder/ interest.

Students will be researching on topics they are curious about or want to learn more about.

Their experiences and learning journeys will be shared with the community on our annual MYP gala.



Technology & Devices

- **BYOD – is encouraged by the VSB but at the same time we are not responsible for damages or loss of device.**
- **MYP team is keen to incorporate more and more technology use.**
- **Students in the past have used their phones/tablets for presentations, online quizzes, communicating with peers for educational use, on-the-spot research and fine arts.**



Technology & Devices

- **Teachers will use email under the direction of VSB use policy.**
- **VSB has an email account for all VSB students which will be used for all their school work.**
- **Parents and child should have full access in order for transparency.**
- **For those teachers who communicate through email, parents are encouraged to share a current email address with teachers.**



Grade 7 Events & Finances

Camp - \$300~

Graduation Boat Cruise - \$65~

Grad Hoodies - \$30~

Field Studies - \$100- \$150 (Grade 6 and 7)

