

# Lord Roberts Elementary Parent Information Presentation



# ROBERTS MYP TEAM

**Division 1 – Mr. Turner**

**Division 2 – Ms. Martin**

**Division 3 – Ms. Hagedorn**

**Division 4 – Mr. Meredith**

**Division 5 – Ms. Shetty/ Ms. Cramer**

**Division 6 – Ms. Dilgir**

**IB Teacher- Ms. Hall**

**Edible Ed - Mr. Brent**



# History of IB

- **Started in 1968 as a non-profit organization focused on preparing students for their transition to University (the Diploma Programme)**
- **Was promoted as a complementary education framework to individual education systems**
- **In 1994, IB added the Middle Years Programme for students aged 11-16 and the Primary Years Programme for students aged 3-11.**



## **IB MYP programme in LORD ROBERTS**

- **MYP has been in existence at Lord Roberts since 2004-2005. Authorization was 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 the programme.**



# Key Components of MYP

- **Learner Profiles**
- **Approaches to Learning**
- **Global Contexts**
- **Key and Related Concepts**
- **Service in Action**
- **Passion Project Gala**
- **8 Subject Areas**



# IS MY CHILD AN IB LEARNER?



# IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
  - inquirers
  - knowledgeable
  - thinkers
  - communicators
  - principled
  - open-minded
  - caring
  - risk-takers
  - balanced
  - reflective



## 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





# 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**



# 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 (French)**
- **Arts (Music and Visual Arts)**
- **Physical and Health Education**
- **Design**



# 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

- EACH SUBJECT IS EVALUATED ACCORDING TO 4 CRITERIA A, B, C, D VALUED AT UP TO 8 POINTS EACH (32 POINTS MAXIMUM)
- EACH CRITERION IS ASSESSED TWICE PER YEAR IN EACH SUBJECT AREA

A



B



C



D







# Grade descriptors

IB descriptors are used to interpret the grade.

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

# ACHIEVEMENT LEVEL



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



# 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 Term Projects

**Term 1 – Passion Project**

**Term 2 – Science Fair**

**Term 3 – Entrepreneurship Project**



# 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 schoolwork.**
- **Parents and child should have full access in order for transparency.**
- **Parents are also encouraged to share a current email address for teacher to parent contact.**



Please direct all your queries about the programme to your child's classroom teachers or to the MYP Coordinator, Ms. Shetty (kshetty@vsb.bc.ca)

