



**IB Middle Years Programme
Parent Handbook**

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Welcome Letter

Dear Parents, Guardians, and Students,

The purpose of this booklet is to enable you to better understand the MYP framework and the courses we proudly offer at the IST. We hope that the information inside will help you understand the curriculum of the Middle Years Programme. You will find an overview of the main information of the MYP Programme in this document. Over the last 25 years, the MYP has aimed to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. This program aligns with the IST mission and vision and empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. Aligning with our strategic plan, the MYP helps students to become creative, critical and reflective thinkers.

Schools choose the MYP because Research shows that it offers students the opportunity to:

- Learn by doing, connecting the classroom to the larger world
- Consistently have greater success in IB Diploma Program examinations
- Develop an understanding of global challenges and a commitment to act as responsible citizens (Adapted from "About the MYP")
- Build confidence in managing their own learning

We welcome any feedback about the usefulness of this booklet, please contact me with any suggestions or comments.

All the best,

Director,

Mr. Olavi Otepalu

What is IB Education?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four Programmes of international education for students aged 3 –19 years:

- The Primary Years Programme (PYP) for 3–12-year-olds.
- The Middle Years Programme (MYP) for 11–16-year-olds.
- The Diploma Programme (DP) for 16–19-year-olds.
- The Career-related Programme (CP), also for

16–19-year-olds. **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.

Learner Profiles



IB learner profile

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.

As IB learners we strive to be:

INQUIRERS

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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-TAKERS

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IST Mission Statement

IST mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.

Our Promise

To foster a desire for lifelong learning through academic rigor and a network of global citizens. To create a global community that values inquiry, critical and creative thinking, open and entrepreneurial mindedness, and acts with tolerance and compassion.

IST Vision Statement

A cohesive community of students in grades 1-12, faculty, staff, parents, and alumni.

An outstanding faculty that is continually embracing best pedagogical practices.

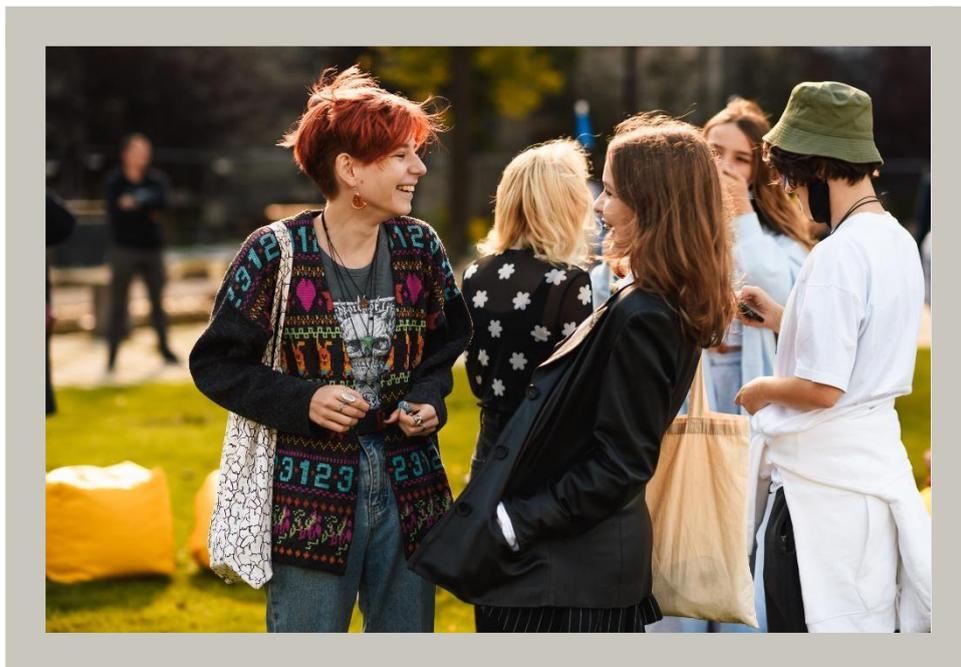
Enhanced knowledge and skills in math, science, and technology— preparing students for a changing technological future.

Students who strive to become entrepreneurial leaders in their desired fields.



IST - Middle Years Programme.

The International Baccalaureate (IB) Middle Years Programme (MYP) at the International School of Tallinn aims to meet the educational needs of students between the ages of 11 and 16. The young minds at this crucial stage require an engaging and holistic curriculum that is relevant to important real-world issues from personal to global perspectives. They are encouraged to become experts in learning and their ability to locate, process, critically evaluate and communicate information is enhanced. The MYP programme focuses on the ability of the students to draw the connection between traditional subjects and the real world. The programme also develops the skills that are needed essentially, some of them being communication skills, intercultural understanding, and global engagement. The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile. The IB MYP prepares students for the IB Diploma Programme, which provides a balanced education, facilitates geographic and cultural mobility and promotes international understanding.



The MYP: a unique approach, relevant to today's global society

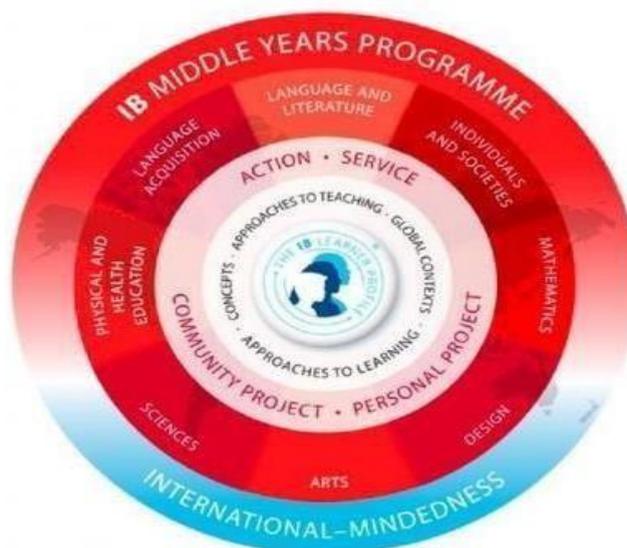
The MYP aims to help students develop their personal understanding, their emerging sense of self, and responsibility in their community. The school organizes the curriculum with appropriate attention to:

Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges, and what it means to be internationally minded.

Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Service as Action: (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

Language and identity: MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

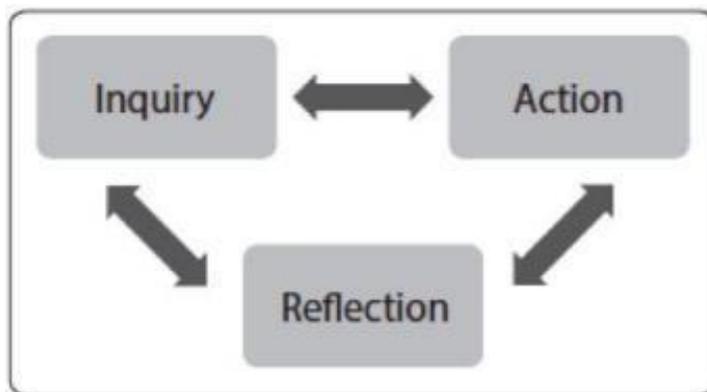


Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. There are ten Approaches to Learning skills that are organized into 5 clusters. These are explained below:

Communication	I. Communication Skills	
	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
Social	II. Collaboration skills	
	Working effectively with others	How can students collaborate?
Self-management	III. Organisation skills	
	Managing time and tasks effectively	How can students demonstrate organisation skills?
	IV. Affective skills	
	Managing state of mind <ul style="list-style-type: none"> • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience 	How can students manage their state of mind?
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	VI. Information literacy skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media literacy skills	
	Interaction with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	VIII. Critical thinking skills	
	Analysing and evaluating issues and ideas	How can students think critically?
	XI. Creating thinking skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?

Approaches to teaching:

The MYP pedagogy, which includes collaborative learning through inquiry. This is a constructivist's approach where there is an interplay between asking (inquiry), doing (action) and thinking (reflection). This leads towards an open classroom where different views and perspectives can be valued.

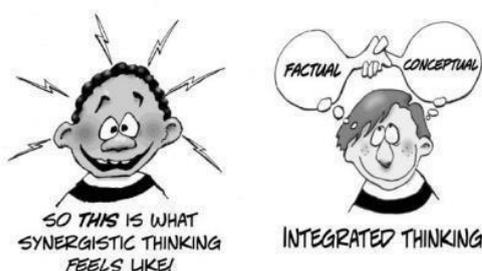


Concepts:

Concepts are the 'big ideas' and they are mental constructs that are timeless, universal and abstract. They promote higher levels of thinking. Concepts represent a vehicle for student inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

Research on a concept-based curriculum has shown that:

- a) this creates connections to prior experience and finds relevance synergistically
- b) works with factual level of knowledge to develop the intellect
- c) creates deeper understanding at the factual and conceptual levels
- d) recognizes the transferability of knowledge
- e) becomes the springboard for inspiration and action



In the MYP program there are prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB schools offering the MYP:

16 Key Concepts – These concepts can be related to all subject groups in the MYP.

16 Key Concepts –

These concepts can be related to all subject groups in the MYP.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Related Concepts:

Each subject group has suggested concepts that are specifically related to the subject. These have been assigned by the IB and are used to help develop units of inquiry.

Global contexts:

Subject content is taught through the Global Contexts. These are perspectives or themes that are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Teaching and learning in the MYP involves understanding concepts in context. These contexts were chosen to:

- a) Align with the PYP trans-disciplinary themes
- b) Encourage international mindedness and global engagement within the program
- c) Provide concrete perspectives for teaching and learning

The Global Contexts are utilized as a common point for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in Primary Years Program creating relevance for our adolescent learners.

PYP Trans-disciplinary Theme	MYP Global Contexts	Focus Questions in MYP
Who are we	Identities and Relationships	Who am I? Who are we?
Where we are in place and time	Orientation in space and time	What is the meaning of where and when?
How we express ourselves	Personal and cultural expression	What is the nature and purpose of creative expression?
How the world works	Scientific and technical innovation	How do we understand the world in which we live?
How we organise ourselves	Globalisation and sustainability	How is everything connected?
Sharing the planet	Fairness and Development	What are the consequences of our common humanity?

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?



Essentially, global contexts are lenses through which students and teachers explore issues within each unit of learning. They help focus and shape units of learning, while also acting as useful tools for examining the world around us.

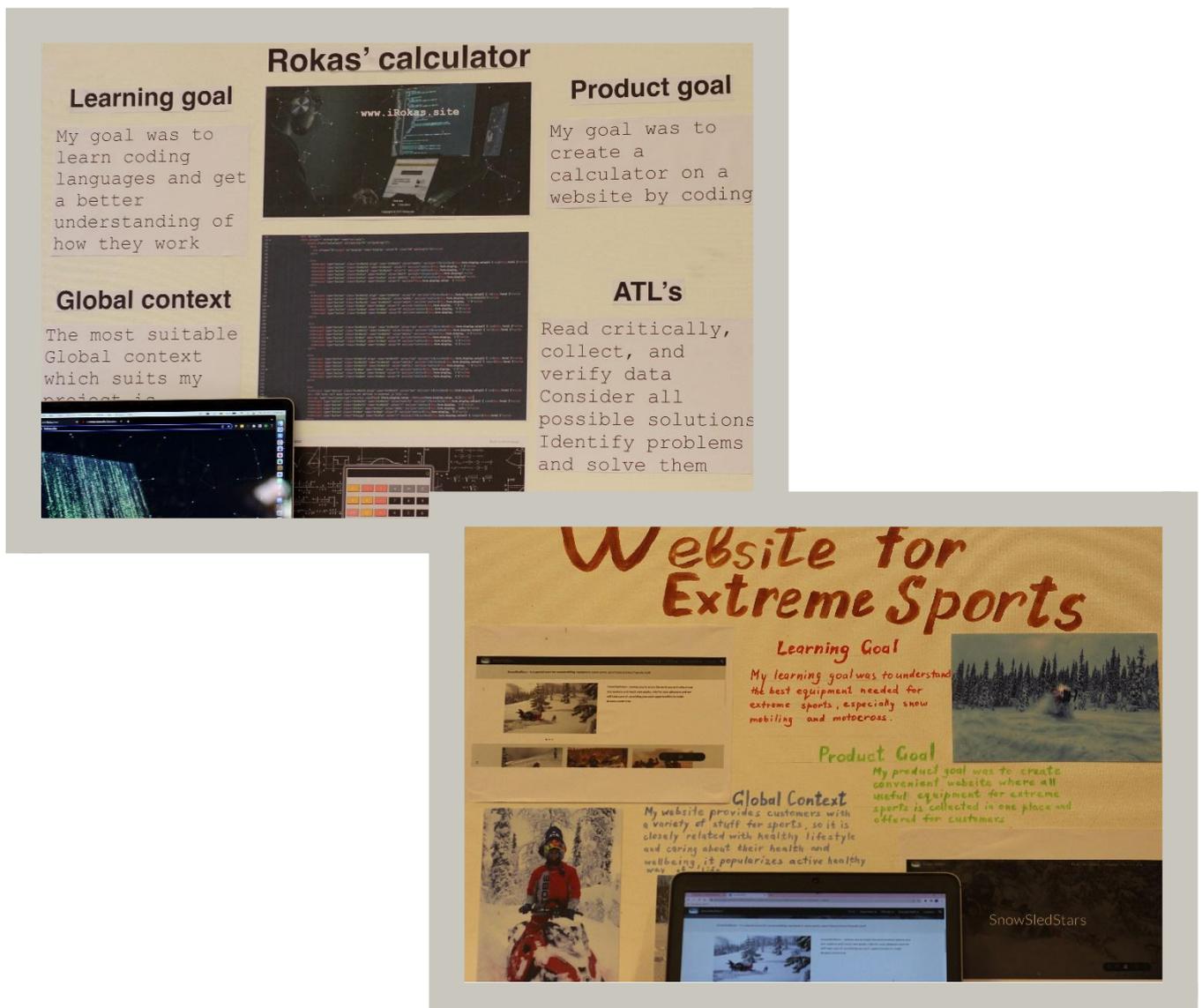
The six (6) global contexts

GLOBAL CONTEXT	KEY QUESTIONS	DEFINITION
Identities and relationships	Who am I? Who are we?	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	What is the meaning of <i>when</i> and <i>where</i> ?	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	What is the nature and purpose of creative 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	How do we understand the worlds in which we live?	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	How is everything connected?	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity?	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

Personal Project – What is it all about?

The personal project is an important part of the MYP. Students learn to manage and direct their own inquiry and further develop the skills they have learned through the MYP. Under a teacher's supervision, each student leads the process of developing the personal project. Assessment stands as a summative review of students' ability to conduct independent work using the areas of interaction as contexts for their learning.

The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.



Service as Action:

Service as Action is an integral part of the Middle Years Programme at IST. Action and service have always been shared values of the IB community. The students strive to be caring members of the global community, thereby demonstrating a personal commitment to service and making a positive difference to the lives of others and to the environment.



Assessment in the MYP uses rigorous criteria that are applied consistently worldwide.

MYP assessment standards are consistent around the world. In order to maintain the rigor for which the IB is renowned, the MYP assessment model is criterion related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students. A good curriculum develops a range of student skills. The Middle Years Programme encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.



ONGOING ASSESSMENT

Throughout daily activities, teachers and students collect evidence of what students understand and can do. This enables:

- Direct feedback into the learning process
- Helps plan future activities
- What students already understand
- Need to learn
- What learning methods are most effective for individual students.

Formative Assessment

- Occurs in and outside of the classroom through a variety of methods: observations, quizzes, discussions, practice tasks, evaluation and review, and so forth.
- Is used on a regular basis to measure and assist the progress of the student
- Is used to highlight the progress of the student
- To identify his/her strengths and areas for growth and improvement.

Summative Assessment

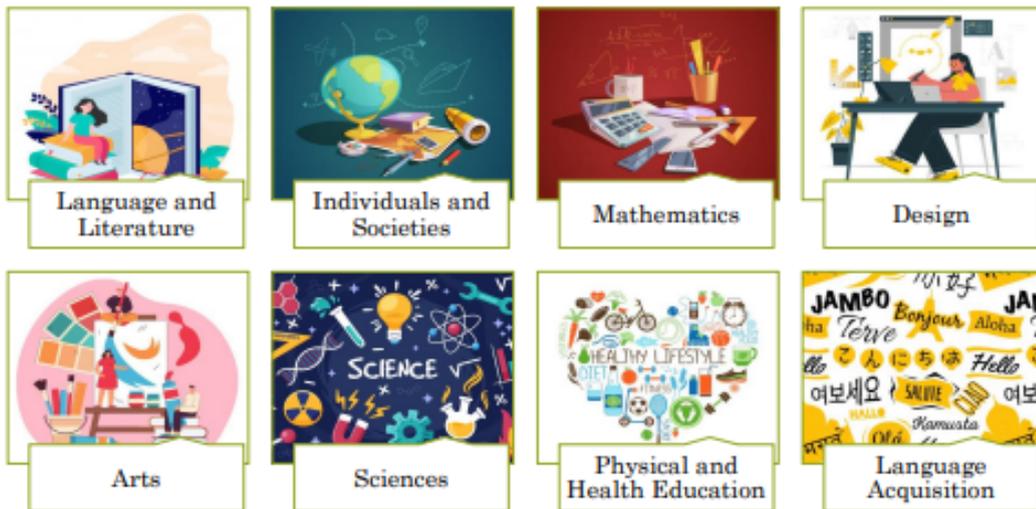
- Provides overall evidence of the student's achievements, skills, knowledge & understandings.
- Usually takes place at the end of a unit or term to show the level of achievement of the student in relation to a course's specific objectives.
- Samples of students' work are collected at various stages of teaching and learning units to demonstrate and document what students are learning and have learned.
- A broad range of student work is collected to show individual students' progress, strengths, and areas for improvement.

Homework: In the Middle Years Programme, it is important that all students can continue to develop and take responsibility for their education. Our goal is to give a balanced study environment to the students.

- Students are encouraged to submit their home assignments as per the deadline, this allows them to take more ownership of their learning and achievement.
- At IST, Students get 8 hours of average homework per week.
- Homework serves to develop regular study skills and the ability to complete those independently.
- Different types of home assignments are given, which gives them a lot of exposure.
- We aim to encourage students to develop self-management skills and create systems to ensure students have the best chance to succeed.

MYP Subject Groups:

The MYP ensures breadth and depth of understanding through study in eight subject groups. At IST, we offer four foreign languages, students have a choice to select one language.



English Language and Literature:

MYP Language and Literature builds on experiences in language learning that students have gained during their time in the IB PYP or other primary education. At IST, students take Language and Literature in English. It consists of a careful balance of language texts, including introductory units in poetry, fiction, and drama. Students are exposed to all major literary genres across time and place as a part of our practice in international mindedness.

The study of MYP language and Literature is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, and social interaction.
- Develop critical, creative, and personal approaches to studying and analyzing literary and non-literary works.
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts

Language Acquisition

The aims of the study of additional languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken.

Students will acquire the skills of language – listening, speaking, reading, writing, viewing, and presenting. Skills range from student self-expression to formal letters and literary analytical essays.

At IST, students choose either Russian, Spanish, German or French as their language of acquisition.

Individuals and Societies

The aim of MYP Individuals and Societies is to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural.

The aims of the teaching and learning of MYP Individuals and Societies are to encourage and enable the student to:

- Appreciate the range of human and environmental commonalities and diversities
- Understand the interactions and interdependence of individuals, societies and environments in different contexts
- Understand how both environmental and human systems operate and evolve over time
- Identify and develop a concern for human and environmental well-being
- Act upon opportunities to be a responsible global citizen
- Develop effective inquiry skills to achieve conceptual understanding in humanities

Sciences

With inquiry at the core, the MYP sciences encourage students to independently and collaboratively investigate issues through research, observation, and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students develop as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others, and their social and natural environments.

Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

At IST, sciences are approached as a hands-on experience where students are involved

in experimentation, taking up mini projects, and participating in fieldwork.

Mathematics

MYP Mathematics sets out to give students an appreciation of the usefulness, power, and beauty of mathematics. The MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. The aims of the MYP Mathematics are to enable students to:

- Develop their mathematical knowledge and oral, written, and practical skills in a way that encourages confidence and provides satisfaction and enjoyment
- Apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in the world around them
- Develop an understanding of mathematical principles and flexible strategies for problems of which solutions are not obvious
- Develop an ability to apply mathematics in other subjects, particularly science and technology
- Develop the abilities to reason logically, to classify, to generalize, and to prove
- Appreciate patterns and relationships in mathematics

Arts

Involvement with the arts can contribute to an inquiring and empathetic worldview, stimulate imaginations, challenge perceptions, develop thinking and analytical skills, enrich emotional, cultural, and spiritual lives, and uplift and entertain this is the goal of MYP Arts.

Learning through the arts helps us to explore, shape, and communicate our sense of identity and understanding of the world while providing opportunities to develop self-confidence, resilience, and adaptability. MYP Arts value the process of creating artwork as much as the finished product.

Visual Art for MYP is designed to develop the student's ability to express their ideas, their personalities, their interpretation of the world, and the sense of pride that comes with mastering media skills and producing unique work.

Music in MYP functions as a means of personal and communal identity and expression and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music, we learn to hear relationships of the pitch in sound, pattern in rhythm, and unfolding sonic structures

Design

The resulting development of new technologies, and design strategies have given rise to profound changes in society: transforming how we access, and process information, how we adapt to our environment, how we communicate with others, how we are able to solve problems in how we work, and how we live.

The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

MYP Design aims to provide the means and the context to equip students with the knowledge, skills, and understanding to become successful problem-solvers who can appreciate the impact of design in everyday life and society and who can solve real-life problems.

The MYP Design course at IST is covered in three sub-areas: Product Design, Food Design, and Digital Design.

Physical and Health Education:

MYP Physical and Health Education is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of "intelligent performers" and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the five years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long-term healthy living.

At IST, we believe that Physical and Health Education is an integral part of a student's life. The school provides an opportunity for our students to play at school and gain knowledge about different games & sports. In MYP, we are offering various sports and physical activities for the all-around development of the students like team sports: cricket, football, basketball, etc.; individual sports: athletics, swimming, yoga, etc.

Subjects offered at IST at each year level:

Year 1, Year 2 and Year 3

Subject Group	Courses offered at IST
Language and Literature	English
Language and Acquisition	Russian, German, French, Spanish
Sciences	Integrated Sciences
Individuals and Societies	Integrated Humanities
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education

Year 4

Subject Group	Courses offered at IST
Language and Literature	English
Language and Acquisition	Russian, German, French, Spanish
Sciences	Physics, Chemistry, Biology
Individuals and Societies	History and Geography
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education

Years 5

Subject Group	Courses offered at IST
Language and Literature	English
Language and Acquisition	Russian, German, French, Spanish
Sciences	Physics, Chemistry, Biology
Individuals and Societies	History, Geography
Mathematics	Mathematics
Arts	Arts and Music
Design	Design
Physical and Health Education	Physical and Health Education

Assessment and Criteria

MYP assessment at IST comprises a broad range of performance tasks that measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessment, therefore, should be varied, creative, and challenging, which promotes critical thinking and metacognitive development.

MYP Assessment Criteria:

Language and Literature	
Criteria A	Analyzing
Criteria B	Organizing
Criteria C	Producing text
Criteria D	Using language

Language and Acquisition	
Criteria A	Listening
Criteria B	Reading
Criteria C	Writing
Criteria D	Speaking

Individuals and Societies	
Criteria A	Knowing & understanding
Criteria B	Inquiring & designing
Criteria C	Processing & evaluating
Criteria D	Reflecting on the impacts of Science

Sciences	
Criteria A	Knowing & understanding
Criteria B	Investigating
Criteria C	Communicating
Criteria D	Thinking critically

Design	
Criteria A	Inquiring & analyzing
Criteria B	Developing ideas
Criteria C	Creating the solution
Criteria D	Evaluating

Mathematics	
Criteria A	Knowing & understanding
Criteria B	Investigating
Criteria C	Communicating
Criteria D	Applying mathematics in real-life context
Art (Visual Arts, Music)	
Criteria A	Knowing & understanding
Criteria B	Developing skills
Criteria C	Thinking creatively
Criteria D	Responding
Physical and health education	
Criteria A	Knowing & understanding
Criteria B	Planning for performance
Criteria C	Applying and performing
Criteria D	Reflecting and improving performance

Interdisciplinary Unit	
Criteria A	Evaluating
Criteria B	Synthesizing
Criteria C	Reflecting

Personal Project	
Criteria A	Planning
Criteria B	Applying skills
Criteria C	Reflecting

Academic Honesty

The International School of Tallinn is committed to academic honesty and will ensure that all students in the IB Middle Years and Diploma Programmes are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- **Plagiarism:**

Taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;

- **Copying:**

Taking the work of another student, with or without his or her knowledge, and submitting one's own;

- **Exam cheating:**

Communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;

- **Duplication:**

Submitting work that is substantially the same for assessment in different Courses without the consent of all teachers involved;

- **Falsifying data:**

Creating or altering data that has not been collected in an appropriate way;

- **Collusion:**

Helping another student to be academically dishonest.

**Learning Management System at IST
TODDLE**

We use Toddle throughout the MYP as our online learning platform. It is utilized by students, teachers, and parents alike. Toddle allows students and parents to:

- monitor and track formative and summative assessments.
- view upcoming assignments, announcements, and events.
- Maintain and check the online Service and Action task.
- track and monitor progress with the Personal Project (in Year 10).
- track a student's academic progress by subject throughout the year.
- track and monitor a student's Approaches to Learning skills.
- access a student's school report at each of our reporting points.

Toddle allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. Teachers monitor and record attendance daily. If your child is sick or has an appointment of any sort please register the absence via Toddle.

Toddle enables parents and students to view important academic deadlines on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.

Reporting and Timeline

At IST we follow a semester-based system. Each student's progress is documented on a centralized management system to which parents and students have online access (Toddle). Feedback on summative assessments is posted on Toddle for each subject. IST issues a report in which all the teachers include achievement levels for mid-term progress and grades at the end of each semester.

MYP Grades are based on the achievement levels from the four assessment criteria, the holistic grade is determined as a number out of 32 from which a grade from 1-7 is derived, with 1 as the lowest and 7 being the highest possible grade. Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates sufficient characteristics from a given band, the student will be awarded an achievement level that reflects the collected evidence of learning "To inform the final achievement level in each criterion, teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgment" (From Principles to Practice, P92). For more information please check the school assessment policy.

What next after MYP 5?

To enter into the IB Diploma programme at IST a student from MYP5 must have:

DP (External Candidates)

- The application has been submitted with the required documents
- Admission tests are conducted in Math, English and Science subjects (compliance with satisfactory level: at least 50% of test results)
- Results of the admission tests (in English, Math, Science) are administered, the learning outcomes acquired in a previous educational institution and an interview have been assessed sufficiently.
- A small interaction with the coordinators, the English teacher, to gauge the confidence and English speaking skills of the students as well as the Math teacher to evaluate their level of Math knowledge.
- Reports from their previous school with the last two academic years
- There must be an available space in the requested Grade level
- Students wishing to join IST at the start of 12th grade, DP 2, the child needed to have studied the same subjects we offered to our former DP 1 students.
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DP (Internal Candidates)

- Passed the IB MYP Personal project.
- Successfully completed the School's service and action requirements holding a quality acceptable to the SA and MYP Coordinator.
- Positive feedback in the study reports from the HRT and the subject teachers.
- To ensure access to an IB Diploma higher level course, a student must have studied the subject in MYP 5 and gained at least an end-of-year level 5 or equivalent.
- To ensure access to an IB Diploma standard level course, a student must have gained at least an end-of-year MYP level 4 or equivalent in the last year that he/she studied the subject.
- Should score 50% in English and Math entrance test to ensure access to an IB Diploma standard level course.
- Should score 60%% in English and Math entrance test to ensure access to an IB Diploma higher level course.

Further Information:

Much of this information is extracted from the IB MYP subject guides From Principles into Practice and the MYP: Assessment. For more information about how the programme is structured, the aims and philosophy of the programme, and the assessment process, visit the IB website

References

IBO.org

Al Rayan School, Sharjah

Aarhus International School, Denmark

Shristi International School, India

Kuwait Bilingual School, Kuwait

Genesee Academy, United States

Trondheim International School, Norway