



MYP PARENT HANDBOOK

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1. WELCOME LETTER

Dear Parents, Guardians and Students,

The purpose of this handbook is to help you better understand the MYP framework and the courses we proudly offer at IST. Inside you will find an overview of the key elements of the Middle Years Programme (MYP): how it is structured, how students are assessed, and what is expected of them at each stage.

For more than 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. The programme aligns with the IST mission and vision, and it empowers students to inquire into a wide range of issues and ideas of local, national and global significance. In line with our strategic plan, the MYP helps students 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 wider world;
- consistently achieve greater success in IB Diploma Programme examinations;
- develop an understanding of global challenges and a commitment to act as responsible citizens (adapted from *About the MYP*, IB);
- build confidence in managing their own learning.

We welcome any feedback about the usefulness of this handbook. Please contact me with any suggestions or comments.

All the best,

Mr. Olavi Otepalu

Director, International School of Tallinn

2. WHAT IS AN IB EDUCATION?

The International Baccalaureate (IB) is a non-profit, non-governmental educational foundation established in 1968 in Geneva, Switzerland. The IB offers programmes of international education for students aged 3 to 19. IST offers three of them:

Programme	Ages
Primary Years Programme (PYP)	3–12
Middle Years Programme (MYP)	11–16
Diploma Programme (DP)	16–19

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.

3. THE IB LEARNER PROFILE

The ten attributes of the IB learner profile are at the heart of every IB programme. They describe the kind of people we hope our students will become: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

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.
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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.

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4. MISSION, PROMISE AND VISION

4.1. Our mission

IST's mission is to support the holistic development of every individual to become a responsible global citizen and an independent lifelong learner by providing a rigorous, inquiry-based and multicultural learning environment.

4.2. Our promise

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

4.3. Our vision

- A cohesive community of students in grades 1–12, faculty, staff, parents and alumni.
- An outstanding faculty that continually embraces best pedagogical practice.
- Enhanced knowledge and skills in mathematics, science and technology, preparing students for a changing technological future.
- Students who strive to become entrepreneurial leaders in their chosen fields.



5. THE MIDDLE YEARS PROGRAMME AT IST

The IB Middle Years Programme (MYP) at the International School of Tallinn meets the educational needs of students aged 11 to 16. At this crucial stage, young minds need an engaging and holistic curriculum that is relevant to real-world issues, from personal to global perspectives. Students are encouraged to become experts in learning, strengthening their ability to locate, process, critically evaluate and communicate information.

The MYP focuses on helping students make connections between traditional subjects and the real world. It develops essential skills such as communication, intercultural understanding and global engagement, and it helps students develop their personal understanding, their emerging sense of self and their responsibility in their community. Classroom learning is connected to the world outside through the global contexts and the learner profile. The MYP prepares students for the IB Diploma Programme, which provides a balanced education, facilitates geographic and cultural mobility, and promotes international understanding.



5.1. A unique approach, relevant to today's global society

The school organizes the curriculum with careful attention to four key features:

Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and the world 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 to examine knowledge holistically.

Service as action

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, demonstrating a commitment to making a positive difference to the lives of others and to the environment.

Language and identity

MYP students learn at least two languages. Learning to communicate in a variety of ways is fundamental to developing intercultural understanding and crucial to affirming their identity.



The MYP programme model

6. APPROACHES TO LEARNING (ATL)

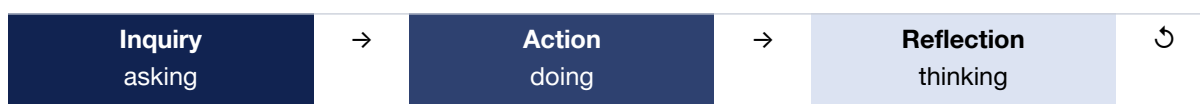
A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage students to apply their knowledge and skills in unfamiliar contexts. Developing and applying these skills helps students learn how to learn. The MYP organizes ATL skills into **five categories** and **ten skill clusters**:

Category	Skill cluster	What it involves	Guiding question
Communication	I. Communication skills	Exchanging thoughts, messages and information effectively through interaction; reading, writing and using language to gather and communicate information	How can students communicate through interaction and through language?
Social	II. Collaboration skills	Working effectively with others	How can students collaborate?
Self-management	III. Organization skills	Managing time and tasks effectively	How can students demonstrate organization skills?
	IV. Affective skills	Managing state of mind: mindfulness, perseverance, emotional management, self-motivation and resilience	How can students manage their own 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	Interacting 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?
	IX. Creative-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?

7. APPROACHES TO TEACHING AND CONCEPTS

7.1. Approaches to teaching

MYP pedagogy is built on collaborative learning through inquiry. It is a constructivist approach in which there is a continual interplay between asking (inquiry), doing (action) and thinking (reflection). This leads to an open classroom where different views and perspectives are valued.



7.2. Concepts

Concepts are “big ideas”: mental constructs that are timeless, universal and abstract. They promote higher levels of thinking and act as 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 concept-based curriculum has shown that it:

- creates connections to prior experience and finds relevance;
- works with factual knowledge to develop the intellect;
- creates deeper understanding at both the factual and conceptual levels;
- recognizes the transferability of knowledge;
- becomes a springboard for inspiration and action.

7.2.1. Key concepts

The MYP prescribes 16 key concepts that can be related to all subject groups. Together with related concepts, they ensure a rigorous curriculum and promote a shared community of practice among IB schools offering the MYP.

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

7.2.2. Related concepts

Each subject group also has related concepts, prescribed by the IB, that are specific to that discipline. Teachers use them alongside key concepts to develop units of inquiry.

8. GLOBAL CONTEXTS

Subject content in the MYP is taught through global contexts: lenses through which students and teachers explore issues within each unit. They encourage students to make worthwhile connections between the real world and classroom learning, because teaching and learning in the MYP involves understanding concepts in context. The global contexts were chosen to:

- build on the PYP transdisciplinary themes;
- encourage international-mindedness and global engagement within the programme;
- provide concrete perspectives for teaching and learning.

When teachers select a global context for a unit, they are answering questions such as: *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?*

Global context	Key question	Students will explore...	Builds on PYP theme
Identities and relationships	Who am I? Who are we?	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.	Who we are
Orientation in space and time	What is the meaning of “when” and “where”?	personal histories; homes and journeys; turning points in humankind; discoveries, explorations and migrations; the relationships between, and interconnectedness of, individuals and civilizations from personal, local and global perspectives.	Where we are in place and time
Personal and cultural expression	What is the nature and purpose of creative expression?	the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; how we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How we express ourselves
Scientific and technical innovation	How do we understand the worlds in which we live?	the natural world and its laws; the interaction between people and the natural world; how humans use scientific principles; the impact of scientific and technological advances on communities and environments; how humans adapt environments to their needs.	How the world works

Global context	Key question	Students will explore...	Builds on PYP theme
Globalization and sustainability	How is everything connected?	the interconnectedness of human-made systems and communities; the relationship between local and global processes; the opportunities and tensions of world interconnectedness; the impact of decision-making on humankind and the environment.	How we organize ourselves
Fairness and development	What are the consequences of our common humanity?	rights and responsibilities; the relationship between communities; sharing finite resources with other people and living things; equal access to opportunities; peace and conflict resolution.	Sharing the planet

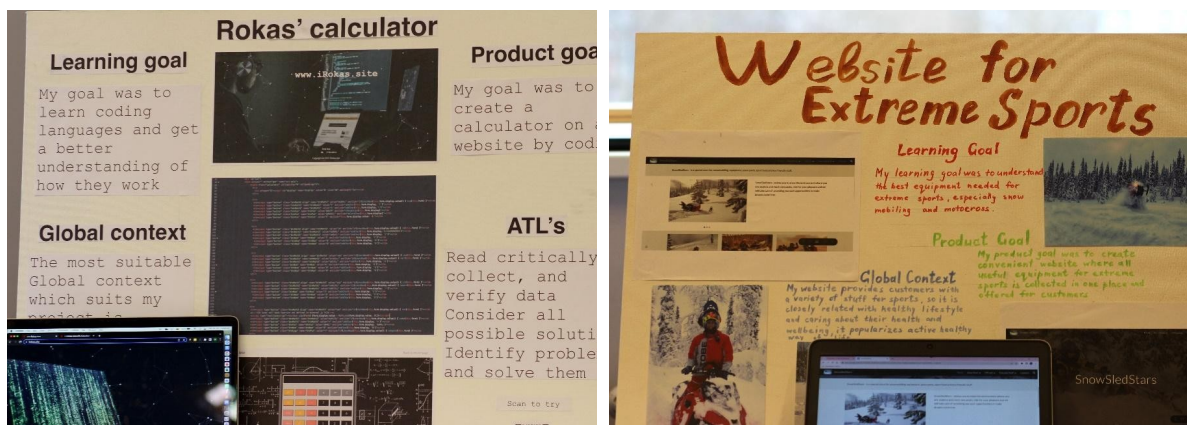
9. THE PERSONAL PROJECT

The personal project is a key part of the MYP and is completed by every student in MYP 5. Students learn to manage and direct their own inquiry and to develop further the skills they have learned throughout the programme. Under a supervisor's guidance, each student leads the process of developing a project around a challenge that motivates and interests them.

The project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning, and develop an area of personal interest, using a **global context** to frame their inquiry. Students set a learning goal and a product goal, document their process, and present a final report.

How it is assessed

The personal project is assessed by the school against three criteria: **A – Planning**, **B – Applying skills** and **C – Reflecting**. Results are then **externally moderated by the IB**: this is the one part of MYP eAssessment that is compulsory for all MYP 5 students (see the *MYP eAssessment* section).



Examples of personal project exhibition boards by IST students

10. SERVICE AS ACTION

Service as action is an integral part of the MYP at IST and is a requirement for promotion in every year of the programme. Action and service have always been shared values of the IB community. Students strive to be caring members of the global community, demonstrating a personal commitment to service and making a positive difference to the lives of others and to the environment.

Students plan, carry out and reflect on their service activities, and record them on Toddle, where teachers and parents can follow their progress.



IST students raising funds through a community sale

11. ASSESSMENT IN THE MYP

MYP assessment standards are consistent around the world. To maintain the rigour for which the IB is known, the MYP assessment model is **criterion-related**: tasks are assessed against established criteria, not against the work of other students. Teachers design varied and valid assessment tasks so that students can demonstrate achievement of the objectives defined by the IB.

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, using the criteria defined by the IB. Teachers use assessment data to inform their teaching, and students use assessment opportunities to reflect on their learning.

11.1. Ongoing assessment

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

- give direct feedback into the learning process;
- plan future learning activities;
- identify what students already understand and what they still need to learn;
- discover which learning methods are most effective for individual students.

Formative assessment	Summative assessment
• Takes place in and outside the classroom through observations, quizzes, discussions, practice tasks, evaluation and review. • Is used regularly to measure and support student progress. • Highlights each student's strengths and areas for growth.	• Provides overall evidence of students' achievement, skills, knowledge and understanding. • Usually takes place at the end of a unit or term, measured against the subject's objectives. • Draws on a broad range of student work collected over time to show progress, strengths and areas for improvement.

11.2. Homework

In the MYP it is important that all students continue to develop and take responsibility for their own education. Our goal is to provide a balanced study environment.

- Students are expected to submit home assignments by the deadline; this helps them take ownership of their learning and achievement.
- At IST, students receive an average of 8 hours of homework per week.
- Homework develops regular study habits and the ability to work independently.
- A variety of home assignments gives students broad exposure to different types of tasks.

- We encourage students to develop self-management skills and the systems they need to succeed.



Hands-on learning in MYP Design

12. MYP SUBJECT GROUPS

The MYP ensures breadth and depth of understanding through study in **eight subject groups**. In Language acquisition, IST offers German, French and Spanish, and each student chooses one.



12.1. Language and literature (English)

MYP Language and literature builds on the language learning students have experienced in the IB PYP or other primary education. At IST, students take Language and literature in English. The course offers a careful balance of texts, including introductory units in poetry, fiction and drama, and exposes students to major literary genres across time and place as part of our commitment to international-mindedness.

The course encourages and enables students to use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction; to develop critical, creative and personal approaches to studying and analysing literary and non-literary texts; and to develop a lifelong interest in reading widely and applying language skills in a variety of real-life contexts.

12.2. Language acquisition

The study of an additional language gives students a means of communication and an understanding of the linguistic, cultural and social elements of the communities where the language is spoken. Students develop the skills of listening, speaking, reading, writing, viewing and presenting, from personal self-expression to formal letters and literary analysis. At IST, students choose German, French or Spanish.

12.3. Individuals and societies

This subject group encourages students to respect and understand the world around them and provides a skills base for further study. Students study individuals, societies and environments in historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts. The course aims to help students:

- appreciate human and environmental commonalities and diversity;
- understand the interactions and interdependence of individuals, societies and environments;
- understand how environmental and human systems operate and evolve over time;
- develop a concern for human and environmental well-being;
- act on opportunities to be responsible global citizens;
- develop effective inquiry skills to achieve conceptual understanding.

12.4. Sciences

With inquiry at the core, MYP sciences encourage students to investigate issues independently and collaboratively through research, observation and experimentation. The curriculum explores the connections between science and everyday life. Students develop as scientifically literate inquirers who think critically and creatively to solve problems and make decisions that affect themselves, others and their environment, while building ethical-reasoning skills and a sense of responsibility.

At IST, sciences are a hands-on experience: students experiment, take on mini-projects and take part in fieldwork. Science is taught as Integrated Sciences in MYP 1–3 and as separate Physics, Chemistry and Biology in MYP 4–5.

12.5. Mathematics

MYP mathematics aims to give students an appreciation of the usefulness, power and beauty of mathematics. It promotes both inquiry and application, helping students develop problem-solving techniques that are useful beyond school. Students learn to:

- develop mathematical knowledge and oral, written and practical skills with confidence and enjoyment;
- apply mathematics in everyday situations and understand its role in the world;
- understand mathematical principles and flexible strategies for problems whose solutions are not obvious;
- apply mathematics in other subjects, particularly science and technology;
- reason logically, classify, generalize and prove;
- appreciate patterns and relationships in mathematics.

12.6. Arts

Involvement in the arts can contribute to an inquiring and empathetic world view, stimulate the imagination, challenge perceptions and develop thinking and analytical skills. Learning through the arts helps students explore, shape and communicate their sense of identity while building self-confidence, resilience and adaptability. MYP Arts values the process of creating as much as the finished product.

In MYP 1–3, students study both Visual Arts and Music. In MYP 4 and 5, they choose one of the two to study in greater depth.

Visual Art develops students' ability to express their ideas, personality and interpretation of the world, and the pride that comes with mastering media skills and producing unique work.

Music explores music as a means of personal and communal identity and expression. A vibrant musical education fosters curiosity and openness to familiar and unfamiliar musical worlds, teaching students to hear relationships of pitch, patterns in rhythm and unfolding sonic structures.

12.7. Design

New technologies and design strategies have transformed how we access and process information, adapt to our environment, communicate, solve problems, work and live. MYP Design equips students with the knowledge, skills and understanding to become successful problem-solvers who appreciate the impact of design on everyday life and society and who can solve real-life problems.

At IST, Design is taught through three sub-areas: Product Design, Food Design and Digital Design.

12.8. Physical and health education

MYP Physical and health education is about more than playing sports and games. Its aims are to develop “intelligent performers” and to help students understand the importance of a balanced, healthy lifestyle. Across the five years, students develop knowledge, critical thinking, reflection, responsibility, and interpersonal and self-motivation skills that encourage lifelong healthy choices.

At IST, students take part in a range of team sports (such as football, basketball and cricket) and individual activities (such as athletics, swimming and yoga).

13. SUBJECTS OFFERED AT EACH YEAR LEVEL

Subject group	MYP 1–3	MYP 4	MYP 5
Language and literature	English	English	English
Language acquisition	German, French or Spanish	German, French or Spanish	German, French or Spanish
Sciences	Integrated Sciences	Physics, Chemistry, Biology	Physics, Chemistry, Biology
Individuals and societies	Individuals and Societies	Individuals and Societies	Individuals and Societies
Mathematics	Mathematics	Mathematics	Mathematics
Arts	Visual Arts and Music	Visual Arts or Music (student's choice)	Visual Arts or Music (student's choice)
Design	Design	Design	Design
Physical and health education	PHE	PHE	PHE
MYP core	Service as action	Service as action	Service as action; Personal project

Complementary subjects

In addition to the eight subject groups, IST offers complementary subjects that broaden students' horizons, including **Business Entrepreneurship** and **Computer Science**, alongside **Estonian**. These subjects equip students with practical knowledge and skills that are increasingly relevant in today's world. They do not count towards the minimum promotion score, but students are expected to achieve at least a grade 3 in them.

14. MYP ASSESSMENT CRITERIA

Each subject group is assessed against four criteria (A–D), each with a maximum of 8 achievement levels. Interdisciplinary units and the personal project are assessed against three criteria.

Subject group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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-life contexts
Arts	Investigating	Developing	Creating / performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary learning	Evaluating	Synthesizing	Reflecting	—
Personal project	Planning	Applying skills	Reflecting	—

15. GRADING AND REPORTING

IST follows a semester-based system. Each student's progress is documented on Toddle, our learning platform, to which parents and students have online access, and feedback on summative assessments is posted there for each subject. IST issues reports with achievement levels for mid-term progress and final grades at the end of each semester.

15.1. How MYP grades are calculated

Teachers use a “best-fit” approach with the achievement level descriptors: if a student demonstrates sufficient characteristics of a given band, they are awarded the level that best reflects the evidence of their learning. As the IB guide *MYP: From principles into practice* notes, teachers gather evidence from a range of tasks in order to make a professional, informed judgement about each final criterion level.

The final levels for the four criteria (0–8 each) are added to give a total out of 32, which is converted into an MYP grade from 1 (lowest) to 7 (highest) using the IB grade boundaries:

Criterion total (out of 32)	1–5	6–9	10–14	15–18	19–23	24–27	28–32
MYP grade	1	2	3	4	5	6	7

For subjects assessed against three criteria (such as the personal project), the IB publishes separate boundaries for a total out of 24.

Grade	General descriptor (summary)
7	Excellent, consistently insightful work showing comprehensive conceptual understanding and frequent, independent transfer of knowledge to unfamiliar situations.
6	High-quality, occasionally innovative work with extensive understanding; frequent, sophisticated critical and creative thinking.
5	Generally high-quality work with secure understanding; sometimes sophisticated thinking and transfer to some unfamiliar situations.
4	Good-quality work with basic understanding of most concepts and contexts and some critical and creative thinking.
3	Acceptable work with basic understanding of many concepts; begins to show some critical and creative thinking, mainly in familiar situations.
2	Limited quality; misunderstandings or significant gaps in understanding for many concepts and contexts.
1	Very limited quality; many significant misunderstandings or lack of understanding of most concepts and contexts.

For more information, please see the IST Assessment Policy.

16. MYP eASSESSMENT

16.1. What is eAssessment?

Throughout the MYP, students are assessed by their own teachers using the IB assessment criteria. **eAssessment** is the IB's **external** assessment for students in their final MYP year (MYP 5). Instead of being marked only by IST teachers, students' work is assessed against the same international standard used by IB schools around the world.

The "e" stands for electronic: everything is completed and submitted digitally. For families, it is helpful to know that eAssessment is not a separate curriculum. It assesses the same subject criteria (A–D) that students work with in class from MYP 1 onwards, so it is a natural continuation of everyday MYP learning.

16.2. How it works

	On-screen examinations	ePortfolios
What it is	A timed examination taken on a computer at school, usually 1 hour 45 minutes to 2 hours long. Questions include text, images, video, audio, animations and interactive tasks.	A digital collection of coursework completed in class over several weeks, based on a task set by the IB.
Who marks it	Marked by trained IB examiners	Marked by IST teachers, then checked (moderated) by the IB
Used for	Language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics and Interdisciplinary learning	Arts, Design, Physical and health education, and the personal project

Each on-screen examination follows a published IB blueprint built on the subject's four assessment criteria, which carry equal weight. Each session, the IB also selects a global context that frames the examination tasks. Results are reported on the familiar MYP 1–7 scale.

In addition, every MYP 5 student's **personal project** is submitted electronically to the IB and moderated, as required by the IB for all MYP schools.

16.3. eAssessment at IST

Subject	Status
English (Language and literature)	On-screen examination – started
Mathematics	On-screen examination – started
Sciences	On-screen examination – started

Subject	Status
Individuals and Societies	Planned from next academic year
Personal project	Moderated by the IB for all MYP 5 students

IST has begun MYP eAssessment with on-screen examinations in **English, Mathematics and Sciences**. We plan to add **Individuals and Societies** next year. The school will share the examination timetable and any further updates with families each year.

16.4. Preparing for eAssessment with AssessPrep

To help students feel confident and familiar with the on-screen format well before their final examinations, IST uses **AssessPrep**, a digital assessment platform designed for the IB MYP. Teachers use AssessPrep to set practice tasks and mock examinations that look and work like the real IB eAssessment.

How AssessPrep helps	What this means for students
Realistic exam environment	Students practise with the same kinds of tools they will see on exam day, such as a timer, calculator and maths editor, so the format is familiar and less stressful.
Interactive question types	Questions include text, images, audio, video and simulations, just like the IB on-screen examinations.
MYP criteria built in	Work is marked against the MYP subject criteria (A–D), so feedback links directly to how eAssessment is graded.
Clear, specific feedback	Teachers give criterion-based feedback that shows students what they did well and what to improve.
Secure testing	A lockdown browser keeps practice examinations fair and mirrors examination conditions.
Practice over time	Students build familiarity across the MYP years, not only in MYP 5, using a large bank of MYP-style questions and assessments.

16.4.1. How families can help

- Encourage regular practice on AssessPrep tasks set by teachers, and talk with your child about the feedback they receive.
- Support good keyboard skills: typing, editing and navigating on screen all matter in an on-screen examination.
- Help your child plan revision and keep to internal deadlines, which are shown on Toddle.
- Contact the MYP Coordinator with any questions about eAssessment.

Academic integrity in eAssessment

All eAssessment work must be the student's own. Students sign an academic integrity declaration for coursework and the personal project, and on-screen examinations follow strict IB conduct rules. Any misconduct can lead to no grade being awarded for that component.

17. ACADEMIC INTEGRITY

The International School of Tallinn is committed to academic integrity and ensures that all students in the IB Middle Years and Diploma Programmes understand what this means. While we trust all students to submit their own, appropriately referenced work, we provide clear guidelines on what academic integrity requires and on the consequences if work does not meet this standard.

17.1. Academic misconduct

Academic misconduct can take several forms. The following list is not exhaustive:

Form	What it means
Plagiarism	Taking work, words, ideas, pictures, information or anything else produced by someone else (including by AI tools, unless permitted and acknowledged) and submitting it for assessment as one's own.
Copying	Taking the work of another student, with or without their knowledge, and submitting it as one's own.
Exam cheating	Communicating with another candidate during an exam, bringing unauthorized material into an exam room, or consulting such material during an exam to gain an unfair advantage.
Duplication	Submitting substantially the same work 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, for example by allowing one's work to be copied.

17.2. Learning platform: Toddle

Toddle is IST's online learning platform throughout the MYP and is used by students, teachers and parents alike. It allows students and parents to:

- monitor formative and summative assessments;
- view upcoming assignments, announcements and events;
- record and check Service as action activities;
- track progress on the personal project (MYP 5);
- follow academic progress by subject throughout the year;
- track the development of Approaches to learning skills;
- access school reports at each reporting point.

Teachers record attendance daily. **If your child is sick or has an appointment, please register the absence via Toddle.** The Toddle calendar shows important academic deadlines throughout the year, and the platform stores all MYP-related materials in one place.

18. PROMOTION CRITERIA

Students are promoted to the next year when they meet the criteria for their year level by the final term of the academic year. If a student does not meet expectations, their case is discussed by school management and in the teachers' council, and a decision is taken accordingly. Students may be assigned summer work and, on successful completion, promoted to the next grade.

Requirement	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Minimum total score (out of 56)	24	26	28	30	32
Minimum final grade per subject	3 in all	3 in all	3 in all	4 in all, with a 3 allowed in up to two subjects	4 in all (incl. personal project), with a 3 allowed in up to two subjects
Service as action	Completed	Completed	Completed	Completed	Completed
Attendance in each course	≥ 80%	≥ 80%	≥ 85%	≥ 90%	≥ 90%

In MYP 5, students also need positive feedback in their study reports from the homeroom teacher, subject teachers and MYP Coordinator.

18.1. How the minimum score is calculated

The minimum score is the sum of the final grades earned in each of the eight subject groups (maximum 56). Where a student takes more than one course in a subject group, the highest final grade counts. For example, an MYP 1–3 student with a 6 in Music and a 7 in Visual Arts counts the 7 for Arts. In MYP 4 and 5, the same applies to the sciences (Physics, Chemistry, Biology).

Complementary subjects such as Computer Science, Estonian and Business Entrepreneurship are not included in the total, but students are expected to achieve at least a grade 3 in them as well.

18.2. Entry to the IB Diploma Programme

For MYP 5 students continuing to the IB Diploma Programme (DP) at IST, the following also apply:

	Higher Level (HL) subject	Standard Level (SL) subject
MYP 5 grade in the related subject	at least 4	at least 3
MAP score	above the 60th percentile	above the 40th percentile

A MAP score above the 40th percentile is required to be considered for the Diploma Programme.

Please note

Completing MYP 5 does not automatically guarantee enrolment in all DP subjects. The DP is a specialized programme with its own requirements, subject offerings and prerequisites, and each DP subject has specific entry criteria. IST takes a holistic approach, considering MYP grades, MAP scores and teacher feedback together. For full details of DP subject prerequisites, please refer to the IST DP Handbook.

19. CAREER COUNSELLING AND PATHWAY GUIDANCE

Choosing a future path is a journey, not a single decision. IST's career counselling programme begins in **MYP 3 (Grade 8)** and becomes increasingly personal through MYP 4 and especially **MYP 5 (Grade 10)**, when students decide their pathway into the Senior Years. The aim is for every student to make informed choices that match their interests, abilities and aims, with the support of the Career Counsellor, the MYP and DP Coordinators, teachers and families.

19.1. Guidance at each stage

Year	Focus	What students do
MYP 3 Grade 8	Discover Knowing myself	Reflect on their interests, strengths and values; explore how school subjects and ATL skills connect to the world of work; are introduced to the Career Counsellor and career guidance resources.
MYP 4 Grade 9	Explore Learning about options	Research careers and further-study options in different countries; hear from guest speakers, alumni and universities; begin to see how MYP subject choices (such as Visual Arts or Music) and achievement link to future pathways.
MYP 5 Grade 10	Decide Planning my pathway	Meet the Career Counsellor individually; attend Senior Years information sessions; choose between the full IB Diploma and individual IB courses; select DP subjects and HL/SL levels that fit their goals and university entry requirements.

19.2. MYP 5: deciding the pathway into the DP

MYP 5 is the key year for pathway decisions. Students choose between two Senior Years options:

- **The IB Diploma Programme (DP):** six subjects (at least three at Higher Level) plus the DP core of Theory of Knowledge, the Extended Essay and CAS. This is the most rigorous and most widely recognized option and keeps the widest range of university choices open.
- **Individual IB courses:** IB courses in selected subjects, with recognition for each course completed, for students who wish to focus on particular areas.

Through individual meetings and group sessions, the Career Counsellor helps each student think through three questions, as set out in the IST DP Handbook:

Question	Things to consider
Interests: What do I enjoy?	Which subjects do I find most interesting and keep asking questions about? Genuine interest sustains effort over two demanding years.

Question	Things to consider
Abilities: Where am I strong?	In which subjects do I make progress most easily, and which skills do I still need to build? MYP grades, MAP scores and teacher feedback all help here.
Aims: Where am I heading?	What might I study or do after IST, and in which country? What are the entry requirements, including specific HL subjects? If unsure, which choices keep the most options open?

19.2.1. The MYP 5 decision process

Step	What happens
1	Senior Years information sessions for students and parents introduce the DP, subject offerings and requirements.
2	Each student meets the Career Counsellor to discuss interests, university and career ideas, and the entry requirements of possible destinations.
3	Students research subjects using the IST DP Handbook and IB resources, and talk with subject teachers and current DP students.
4	Students rank their subject preferences in each group. Places are limited, so first choices are not guaranteed; showing suitability during Grade 10 is the best way to secure them.
5	Finally, the school reviews each student's MYP 5 grades, MAP scores and teacher feedback together (see <i>Entry to the IB Diploma Programme</i>), and the final pathway and DP subjects are confirmed with the student and family.

How families can help

- Talk with your child about their interests and ideas for the future, from MYP 3 onwards, without pressure to decide too early.
- Attend information sessions and, in MYP 5, join the pathway meeting with the Career Counsellor where possible.
- Encourage your child to research universities and their subject requirements together with you.
- Contact the Career Counsellor at career@ist.ee with any questions.

20. FURTHER INFORMATION

Much of the information in this handbook is drawn from the IB publications *MYP: From principles into practice*, the MYP subject guides and IB guidance on MYP assessment. For more about how the programme is structured, its aims and philosophy, and the assessment process, please visit the IB website at **www.ibo.org** or contact the IST MYP Coordinator.

20.1. References

- International Baccalaureate Organization – www.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
- International School Almere, the Netherlands