Lancers®

International School

An IB World School

MYP HANDBOOK
2021-22

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

LANCERS INTERNATIONAL SCHOOL

MYP HANDBOOK 2021-22

LIS VISION

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

LIS MISSION

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

SCHOOL OBJECTIVES

1. To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop through community service respect for the environment and concern for the society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

IB Middle Years Programme

What is the MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.
The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

What does MYP offer?

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

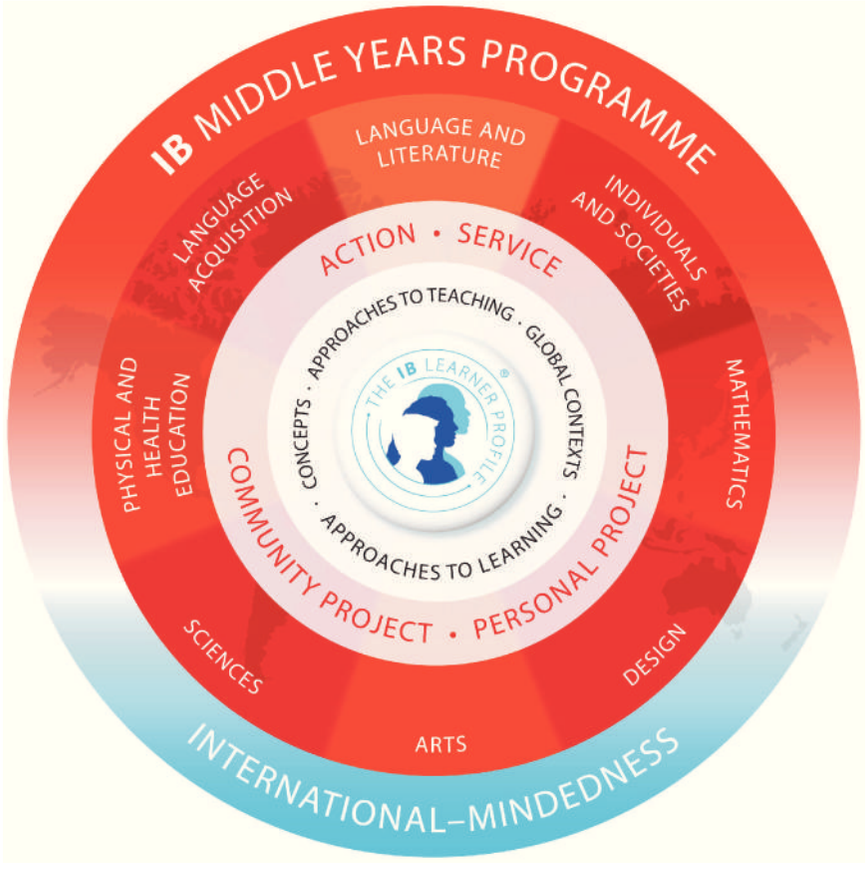
Research shows that students participating in the MYP:

- build confidence in managing their own learning
- learn by doing, connecting the classroom to the larger world
- outperform non-IB students in critical academic skills
- consistently have greater success in IB Diploma Programme examinations
- thrive in positive school cultures where they are engaged and motivated to excel
- develop an understanding of global challenges and a commitment to act as responsible citizens.

The MYP was revised in September 2014 to provide a more rigorous and highly flexible framework that powerfully integrates with local educational requirements. New industry-leading onscreen examinations and ePortfolios offer exciting opportunities for reliable, robust digital assessment of student achievement.

The Programme Model

Notice that in each of the programme models, the Learner Profile is firmly centered with all other philosophies and constituent parts positioned to support it as a primary goal.



Primary Years Programme

Started in 1997
for students aged
3 to 12

Middle Years Programme

Started in 1994
for students aged
11 - 16

Diploma Programme

Started in 1968
for students aged
16 - 18

Career-related Programme

Started in 2012
for students aged
16 - 18

The International Baccalaureate (IB) Learner Profiles (LP)

The IB learner profile represents ten 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. (IB, 2013)

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 wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning Skills

(ATL skills)

Students develop skills that have relevance across the curriculum and that help them “learn how to learn”.

A vertical planner of ATL skills has been developed for MYP 1-5 detailing when these skills will be introduced, taught and reinforced by each subject group.

Global Contexts

Contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on what it means to be members of local, national and global communities.

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 "when" and "where"?
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; relationships between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

MYP Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below represent understandings that reach beyond the eighth MYP subject groups from which they are drawn.

Aesthetics	**Change**	**Communication**	**Communities**
Connections	**Creativity**	**Culture**	**Development**
Form	**Global interaction**	**Identity**	**Logic**
Perspective	**Relationships**	**Time, place and space**	**System**

Teachers use key concepts from their own subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry. Teachers identify one key concept that drives the unit's development.

These concepts are not only "key" in the sense of being important; they also provide a key— a way into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

Inquiry into MYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas. The following are definitions for the 16 key concepts used for inquiry in the MYP.

- **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- **Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
- **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
- **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- **Global** interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
- **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
- **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
- **Relationships** are the connections and associations between properties, objects, people and ideas— including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
- The intrinsically linked concept of **time, space and place** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

MYP Related Concepts

Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to develop more complex and sophisticated conceptual understanding.

Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

For each unit, teachers identify two or more related concepts that extend learning, lead to deeper understanding, or offer another perspective from which to understand the identified key concept(s).

Related concepts can have different levels of abstraction and disciplinary specificity (Erickson 2008).

Key concepts can function like related concepts. For example, in a unit entitled "Balance in complex organisms requires the effective interaction of systems", the related concepts balance and interaction bring disciplinary depth to the key concept of systems—and also deepen understanding of the subject. The following are the related concepts for each MYP subject area.

Unit Plan example

Below, you will see stage one of the unit planner. This gives purpose to the unit by illustrating the use of content as a vehicle to conceptual understanding. The Natural Hazard is simply an example of how the concepts of System and Resources can be explored within the context of Scientific and Technical Innovation.

MYP Unit Planner

Teacher(s)		**Subject group and discipline**	**Individuals and Societies**		
Unit title	**Natural Hazard**	**MYP Year**	**3**	**Unit duration (hrs)**	**20 hours**

Inquiry: Establishing the purpose of the unit

Key concept	**Related concept(s)**	**Global context**
System	**Resources**	**Scientific & Technical innovation**
***Statement of inquiry**		
Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.		
***Statement of inquiry**		
Factual- What are the causes and consequences of earthquakes? Debatable- Are wealthy countries safer from disaster? Conceptual- What are the different ways in which societies can respond to natural disasters?		
Approaches to learning (ATL)		
Communication: Exchanging thoughts, messages and information effectively through interaction Social: Collaboration skills Self-management: Organization skills Research: Information literacy skills Thinking: Critical thinking skills		

*The Statement of Inquiry is a sentence which synthesises the key concept, related concept, and the global context. It is designed to engage students in debate and to lead them to consider examples that they have experience of. The statement is unpacked through a series of three Inquiry Questions which direct the future summative assessments for grading.

Subject Groups

At LIS we support holistic education by encouraging students to treat each of the eight subject groups with equal importance:

Arts

Aims

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Objectives

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

A. Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced in accordance with the school's academic integrity policy.

Students use and further develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances. While contextual information should be included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology; this will be important in order to access the higher levels in criterion A ii. Using knowledge and understanding of the role of the arts in context, students inform their own work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry

ii. critique an artwork or performance from the chosen movement or genre.

B. Developing

Development of ideas through practical exploration provides the opportunity for active participation in the

art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theatre, evidence should include script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

In order to achieve the aims of arts, students should be able to:

i. practically explore ideas to inform development of a final artwork or performance

ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

C.Creating/ Performing

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

In order to achieve the aims of arts, students should be able to:

i. create or perform an artwork.

D.Evaluating

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques. Students' reflections should answer the questions: "What have **I** learned that can be taken forward and applied to other projects?" and "What would **I** do differently if **I** did this project again?"

In order to achieve the aims of arts, students should be able to:

i. appraise their own artwork or performance

ii. reflect on their development as an artist.

Design

Aims

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Objectives

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP. Together these objectives reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

A.Inquiring and Analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem

iv. develop a detailed design brief which summarizes the analysis of relevant research

B.Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others

iii. present the final chosen design and justify its selection

iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended
iv. fully justify changes made to the chosen design and plan when making the solution
v. present the solution as a whole, either:
a. in electronic form, or
b. through photographs of the solution from different angles, showing details.

D. Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

i. design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification
iii. explain how the solution could be improved
iv. explain the impact of the solution on the client/target audience.

Individuals and Societies

Aims

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live. Individuals and societies in the MYP

Objectives

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

A.Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

i. use terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to:

i. formulate a clear and focused research question and justify its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record relevant information

iv. evaluate the process and results of the investigation.

C. Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format

iii. document sources of information using a recognized convention.

D. Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications.

Language Acquisition

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student's multi-literacy skills, conceptual and inter-cultural understandings may be developed through the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Objectives

In the context of the language acquisition subject-group framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. Meaning in text is constructed and presented in linguistic mode but also in visual, auditory, gestural and spatial mode (Evans et al. 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined and integrated to construct meaning. The current generation of students are required to integrate a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but also an understanding of the interplay of these various modes in a text. This implies having critical thinking skills to locate, evaluate, and use diverse sources of information, digital as well as printed, to construct and integrate meaningful representations of a particular issue, topic, or situation.

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

"Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication." (Lanning 2013: 19). They are designed to enable students to become multiliterate by developing their oral literacy (oracy), visual literacy (visuacy) and written literacy (literacy).

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes.

A.Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

B. Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

C. Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively

D. Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- use written language to communicate with others
- demonstrate accurate use of language conventions
- organize information in writing
- communicate information with a sense of audience and purpose.

Language and Literature

Aims

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and nonliterary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Objectives

The objectives represent some of the essential processes of language: “Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication” (Lanning 2013:19). In order to meet these objectives, teachers will need to concentrate on each of the **macro skills** of language: listening, speaking, reading, writing, viewing and presenting. These language modes are very much interactive and interrelated, though in some instances teachers may wish to deal with them in discrete learning experiences and separate texts. Subject groups must address all strands of **all** four objectives **at least twice** in each year of the MYP. The objectives for years 1, 3 and 5 of the programme are provided and their use is mandatory.

Objective A. Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator’s choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator’s purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of studying language and literature, students should be able to:

i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
ii. analyse the effects of the creator’s choices on an audience
iii. justify opinions and ideas, using examples, explanations and terminology
iv. evaluate similarities and differences by connecting features across and within genres and texts

Objective B. Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately. In order to reach the aims of studying language and literature, students should be able to:

i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a sustained, coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C. Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and their audience. In exploring and appreciating new and changing perspectives and ideas, they will develop the ability to make choices aimed at producing texts that affect both the creator and the audience. In order to reach the aims of studying language and literature, students should be able to:

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and

reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas.

Objective D. Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques.

Mathematics

Aims

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Objectives

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP. These objectives relate directly to the assessment criteria. Together these objectives reflect the knowledge, skills and attitudes that students need in order to use mathematics in a variety of contexts (including real-life situations), perform investigations and communicate mathematics clearly.

A.Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (numerical and abstract reasoning, thinking with models, spatial reasoning, and reasoning with data). In order to reach the aims of mathematics, students should be able to:

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
ii. apply the selected mathematics successfully when solving problems
iii. solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B. Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for year 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

In order to reach the aims of mathematics, students should be able to

i. select and apply mathematical problem-solving techniques to discover complex patterns
ii. describe patterns as general rules consistent with findings
iii. prove, or verify and justify, general rules.

C. Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

In order to reach the aims of mathematics, students should be able to:

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
ii. use appropriate forms of mathematical representation to present information
iii. move between different forms of mathematical representation
iv. communicate complete, coherent and concise mathematical lines of reasoning
v. organize information using a logical structure.

D. Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

In order to reach the aims of mathematics, students should be able to:

i. identify relevant elements of authentic real-life situations
ii. select appropriate mathematical strategies when solving authentic real-life situations
iii. apply the selected mathematical strategies successfully to reach a solution
iv. justify the degree of accuracy of a solution
v. justify whether a solution makes sense in the context of the authentic real-life situation.

Physical and Health Education

Aims

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity, achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility and reflect on their experiences

Objectives

Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP. Together these objectives reflect the knowledge, skills and attitudes that students need in order to develop an active and healthy life; they represent essential aspects of physical, personal and social development.

A.Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

i. explain physical health education factual, procedural and conceptual knowledge
ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

i. design, explain and justify plans to improve physical performance and health
ii. analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively
ii. demonstrate and apply a range of strategies and movement concepts
iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies that enhance interpersonal skills
ii. develop goals and apply strategies to enhance performance
iii. analyse and evaluate performance.

Sciences

Aims

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Objectives

These objectives reflect the holistic nature of science and the real world work of scientists. They enable students to engage with all aspects of science, either through individual objectives or connected processes.

A.Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Assessment of this objective must be done using tests or exams. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with "scientific claims" presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

In order to reach the aims of sciences, students should be able to:

i. explain scientific knowledge
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
iii. analyse and evaluate information to make scientifically supported judgments.

B.Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

In order to reach the aims of sciences, students should be able to:

i. explain a problem or question to be tested by a scientific investigation
ii. formulate a testable hypothesis and explain it using scientific reasoning
iii. explain how to manipulate the variables, and explain how data will be collected
iv. design scientific investigations.

C.Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

In order to reach the aims of sciences, students should be able to:

i. present collected and transformed data
ii. interpret data and explain results using scientific reasoning
iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity of the method
v. explain improvements or extensions to the method.

D.Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. A variety of communication modes will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

In order to reach the aims of sciences, students should be able to:

i. explain the ways in which science is applied and used to address a specific problem or issue
ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
iii. apply communication modes effectively
iv. document the work of others and sources of information used.

Interdisciplinary Learning

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

Aims

The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of undertaking interdisciplinary units. The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

Objectives

The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units.

A: Evaluating

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.

To address real-world and contextual issues and ideas, students will:

- analyse disciplinary knowledge
- evaluate the interdisciplinary perspectives.

B: Synthesizing

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.

To address real-world and contextual issues and ideas, students will:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

C: Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also consider their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or even to take action depending on the school context and the students' learning goals.

To address real-world and contextual issues and ideas, students will:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Service as Action

"Service learning is a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the services experience and demonstration of the skills and knowledge acquired." *Cathryn Berger Kaye*

In the MYP, Service as Action starts in the classroom and extends beyond it, requiring students to take an active part in the communities they are a part of.

'…evidence of an understanding of the core dimensions of the programme through… community and service activities.'

At LIS we discovered several NGO schools that strive to educate the most marginalized children of Gurgaon – SANKALP Welfare Society, Angel Hive are a few of those. SANKALP is a partnership with the community to help children provide better futures for themselves and their families.We have embedded our time with them into the curriculum and each and every one of our students from grades 6-10 visit for activities, teaching, learning, and to build relationships every month. Grade 8 students work with the school for their Community Project and have already greatly contributed to the NGO's development, where all the students benefit from interaction. The school also collaborates with other schools in global international projects, like Climate Change and Implementation of SDGs in schools.

MYP Projects

Through the Middle Years Programme (MYP) projects, students experience the responsibility of completing a significant piece of work over an extended period of time. MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. Students who complete the MYP in Year 3 or Year 4 complete the community project. All students who complete the MYP in Year 5 complete the personal project.

The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

What are the aims of the MYP projects?

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

What will students learn through the MYP projects?

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.

Community Project

MYP community project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the community project specifically.

The community project focuses on community and service and gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in- depth inquiry leading to service as action in the community. The community project is completed individually or in groups of a maximum of three students.

Objective A: Investigating

Students should be able to:

- Define a goal to address a need within a community, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

Objective B: Planning

Students should be able to:

- Develop a proposal for action to serve the need in the community
- Plan and record the development process of the project
- Demonstrate self-management skills

Objective C: Taking action

Students should be able to:

- Demonstrate service as action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills

Objective D: Reflecting

Students should be able to:

- Evaluate the quality of the service as action against the proposal
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

Service learning in the MYP community project

In the MYP community project, action involves a participation in service learning (service as action).

As students evolve through the service learning process, they may engage in one or more types of action.

Direct service: Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.

Indirect service: Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Personal Project

Nature of the MYP personal project

As today's MYP students mature, they will be increasingly called on to shape the world that they inhabit. To prepare students for this responsibility, middle level education must cultivate students' motivation, agency and capacity for lifelong learning, as shown in the table:

Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own goal and choose how to achieve it. Students create their own articulation of what success will look like.
Lifelong learning	Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and creative product and to demonstrate a consolidation of their learning.

Through the process of inquiry, action and reflection, the personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

Aims

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

- **Inquire**
  - explore an interest that is personally meaningful
  - take ownership of their learning by undertaking a self-directed inquiry
- **Act**
  - transfer and apply skills in pursuit of a learning goal and the creation of a product
- **Reflect**
  - recognize and evidence personal growth and development.

MYP peísonal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

Objective A: Planning

Students should be able to:

- state a learning goal for the project and explain how a personal interest led to that goal
- state an intended product and develop appropriate success criteria for the product
- present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying skills

Students should be able to:

- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- explain how the ATL skill(s) was/were applied to help achieve their product.

Objective C: Reflecting

Students should be able to:

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

Assessment

…to assess the prescribed subject objectives using assessment criteria for each subject group in each year…

The criteria represent areas of learning **(or the learning objectives)** identified for each subject.

- Each area is known as a 'criterion'.
- The areas, or criteria, for each subject are determined by the IB and must be used by MYP subject teachers.

Each subject area has its own set of **criteria** for assessing students. The criteria are contained in each MYP subject guide and each subject group has four.

Example:

Criteria	Maximum
A. Knowing and Understanding	8 marks
B. Investigating Patterns	8 marks
C. Communicating	8 marks
D. Applying in real-life contexts	8 marks

Example – Maths MYP 1 Criterion B **I**nvestigating Patterns

1-2	The student is able to: i Apply, with teacher support, mathematical problem solving techniques to recognise simple patterns. ii. State predictions consistent with simple patterns
7-8	The student is able to: i. Select and apply mathematical problem solving techniques to recognise correct patterns. i. Describe patterns as relationships or general rules consistent with findings. ii. Verify whether patterns work for other examples.

You will see that expectations increase as the grades increase, in a similar way to **'Bloom's** Taxonomy' of higher thinking skills. At the end of each MYP Year the grades from each of the 4 criteria are added and students will receive a final grade out of 7 .

Grade Boundaries /Descriptors

Grade	Boundary guidelines	Description
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.

To ensure a global standard each student will be assessed in Grade 10 through a process of e-Assessment.

Benefits of eAssessment

- Enables more students to benefit from an IB education in countries where a formal assessment at age 16 is required
- Consistent global quality assurance
- Stronger links through the IB continuum
- Recognition from accrediting bodies, governments and universities

There are 3 kinds of e-Assessment:

- Externally marked, onscreen examinations for selected courses in Language and Literature, Individuals and Societies, Mathematics, Science and Interdisciplinary Unit.
- An internally marked e-portfolio* for Language Acquisition.
- Internally marked and externally moderated e-portfolios for PHE, Art and Design.

The final MYP Year 5 (Grade 10) result will then be supplied by the International Baccalaureate Organisation with students' MYP Certificate.

*E-Portfolio

Students in the year 5 of the IB Middle Years Programme have the option to take external assessments in form of ePortfolios of coursework to demonstrate their knowledge and skills across the following subject groups:

Arts (Visual Arts/ Performing Arts)
Physical and Health Education
Digital design
Language Acquisition

The ePortfolios of coursework are marked by classroom teachers. IB examiners assess sample ePortfolios in order to moderate results to international standards.

Reporting in Middle school

Detailed school reports are issued for both Middle and Senior School at the end of each quarter and parents receive a formal progress report in a pre-scheduled Parent/Teacher meeting as indicated in the semester Calendar. Comprehensive deadlines are given for each stage of the process. All subject teachers are required to calculate the grade based on all the formative and summative assessments of the quarter along with a detailed subject-specific comment which includes both commendation and recommendation. Reports also include students' performance as per ATL and LP. The subject reports are skill-specific and suggest how to improve performance in that particular subject. The subject teacher is responsible for reporting on the performance of the student with regard to his/her subject. All subject assessments aim towards ensuring that the student's work conforms to the requirements for the subject and level.

Timeline in Middle school

MYP Projects (Community Project for Year 3 and Personal Project for Year 5) follow the project cycle and complete the four criteria of their projects in a span of 9 months.

MYP Year 5 students present their Personal Project in an exhibition every year in the month of February.

Community Project for MYP Year 3 students may be showcased in the form of an exhibition or a Ted Talk in the month of April.

Quarterly ManageBac reports reflect the students' progress and supervisors' feedback and suggestions for improvement at particular stages of the project.

IB Policies

Academic Integrity Policy

An academic honesty policy is a document that clearly states the expected conduct and what the consequences will be for academic misconduct. We at Lancers promote responsible action within and beyond the school community.Our school has developed and implements an academic honesty policy that is consistent with IB expectations.The written curriculum integrates the policies developed by the school to support the programme.Teaching and learning promotes the understanding and practice of academic honesty.

In early -and mid-adolescence, many students experience increasing personal, family and peer pressure to achieve and perform. In this context, discussions about academic honesty are best seen as part of a larger concern for developing individual values and good citizenship. It is good practice to develop academic honesty in positive ways that stress the importance of both respecting the ideas of others and recognizing the shared benefits of creative inquiry. Academic honesty in the MYP is closely connected with the development of teaching and learning skills, especially those that enable students to understand and respect intellectual property rights, create references and citations, use footnotes or endnotes.

Assessment Policy

The Assessment Policy of Lancers International School (LIS) is aligned with that of the International Baccalaureate (IB). It is designed to be a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. The assessment processes are effectively linked with learning and teaching, and assessment effectively informs and influences one another.

At Lancers International School, we administer ongoing assessments that are co-constructed with the students. Teachers and students use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time.

At LIS we believe that assessment is an integral part of the teaching and learning process. It is embedded in everyday activities, it is ongoing and provides information about the whole student. The assessment processes and practices at Lancers International aim to enhance the students learning experience in

varied ways as per the learner variability. Both digital and pen-paper assessments are scheduled regularly so as to allow teachers/educators to support and enhance student learning and hence facilitating life-long learning and critical thinking. LIS believes in continuous improvement of student achievement through self-reflection, feedback and skill acquisition leading the student to become an agentic learner. The school conducts assessment consistently, fairly, inclusively and transparently and the teachers communicate assessment reports and feedback to students, parents and the school community regularly.

Formatives assessment are designed keeping guidelines of UDL (UNIVERSAL DESIGN FOR LEARNING)

Inclusion Policy

The policy explains how all students—including those with special educational needs (SEN) or learning diversity needs—can access teaching and learning and have equity in their experience of the programme. The school strongly encourages participation for all students.

The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy. Our school provides support for our students with learning and/or special educational needs and support for their teachers.

Teaching and learning differentiates instruction to meet students' learning needs and styles. In MYP, we use a range of strategies and tools to assess student learning.

Language Policy

A language policy is a concrete expression of a school's language philosophy. It outlines goals for language teaching and learning for all student language profiles in the school community. It usually evolves over time and the school revises the policy in light of changing student populations.

In LIS, language policy is consistent with IB expectations and is integrated in the written curriculum. LIS places importance on language learning, including mother tongue, host-country and other languages. Teaching and learning demonstrates that all teachers are responsible for language development of students.