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| IBMYP Newsletter Jan/Feb 2021 |
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**North Atlanta High School IB MYP**



C. Douglass, Principal

L. Bonner, Assistant Principal

Dr. A. Mitchell, Assistant Principal

Dr. Y. Roebuck, Assistant Principal

J. Stewart, Assistant Principal

​L. Woods, Assistant Principal

Y. Yisrael, Assistant Principal

D. Costarides, CP and DP Coordinator

Dr. N. Showers, IBMYP and Personal Project Coordinator

# Upcoming Events

## January 26

Conference #3, Personal Project

## February 1

Black History Month

***February 21***

International Mother Language Day

**February 23**

Personal Projects Due

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North Atlanta High School

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**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. The 10 attributes are **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced,** and **Reflective**.

The Learner Profile Attribute of the Month of January is **Open-Minded** and the Learner Profile Attribute for the month of February is **Caring.** To learn more about all the learner profile attributes, visit [www.ibmypnorthatlanta.weebly.com](http://www.ibmypnorthatlanta.weebly.com) and click Learner Profile under the What is IBMYP? Tab.

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| Dear IBMYP Community,Thank you for taking the time to read this third edition of the 2020-2021 IB Middle Years Programme (IB MYP) newsletter. I hope that you find this newsletter informative! My goal is to improve the understanding of the IB MYP as we continue to implement the International Baccalaureate Programme here at North Atlanta High School.**All 9th and 10th grade students are IB students!** Students in the 9th and 10th grade are in IB’s Middle Years Programme. Students are required to engage in inquiry-based learning in 7 subject areas: Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Physical and Health Education, and Art. If you would like to know more about NAHS IB MYP Programme, please visit [www.ibmypnorthatlanta.weebly.com](http://www.ibmypnorthatlanta.weebly.com).Thank you, Dr. Nikia ShowersIB MYP and Personal Project Coordinator |

# IB MYP Programme Development Middle Years Programme: IB MYP Assessments and Grades

## Assessment is integral to all teaching and learning.

## MYP assessment requires teachers to assess the prescribed subject-group objectives using assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. The aim of MYP assessment is to support and encourage student learning. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

## Schools must regularly report student progress towards the MYP objectives using prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. Each subject group assesses students using 4 subject group specific criteria. Refer to the chart below:

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

## Each criterion is divided into various achievement levels (numerical values of 1-8) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The level descriptors for each band describe a range of student performance in the various strands for each objective.

**IB MYP Assessments and Grades (cont’d)**

**All schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals.** During the school year, teachers will discuss achievement levels achieved for various assessment tasks. To determine the final achievement level in each criterion for each student, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make professional and informed judgement. **The highest criterion level scores of each assessment criteria are added together at the end of the year.** A boundary guideline table below is used to determine the **Final IB grade.** The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. **IB MYP grading will not affect a student’s transcript grade and it is for IB reporting purposes only.**

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| --- | --- | --- |
| Grade | Boundary Guidelines | Descriptor |
| 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. |

# Teaching and Learning

**IB Spotlight: International- Mindedness**

# Global Awareness and International Mindedness

The internationally-minded IB student is a critical and creative thinker. They engage in global ideas and issues with humanity and compassion. The world can be unpredictable and challenging at times, but the IB student can break down problems and make ethical, reasoned and balanced arguments based on continual development.-- *ibo.org.* For the month of November, engage in global based activities to better understand the world around us.

**International Mother Language Day**

The theme of the 2021 International Mother Language Day**, “Fostering multilingualism for inclusion in education and society,”** recognizes that languages and multilingualism can advance inclusion, and the Sustainable Development Goals’ focus on leaving no one behind.

**UNESCO (United Nations Educational, Scientific and Cultural Organization)** believes in the importance of cultural and linguistic diversity for sustainable societies. It is within its mandate for peace that it works to preserve the differences in cultures and languages that foster tolerance and respect for others.

**Linguistic diversity** is increasingly threatened as more and more languages disappear. Globally 40 per cent of the population does not have access to an education in a language they speak or understand. Nevertheless, progress is being made in mother tongue-based multilingual education with growing understanding of its importance, particularly in early schooling, and more commitment to its development in public life.

**Multilingual and multicultural societies** exist through their languages which transmit and preserve traditional knowledge and cultures in a sustainable way.~ <https://en.unesco.org/commemorations/motherlanguageday>

