



# Welcome to the International Baccalaureate Middle Years Programme (MYP)

What It Is ▪ Why It Matters ▪ What It Means for Your Student

Thank you for joining us tonight. This meeting is designed to help you understand what the MYP really is and how it will support your student's growth during these pivotal middle school years.

# IB MYP Parent Information Meeting Sign-in Form

Please scan the QR code to sign in for tonight's meeting.

Thank you.





# Cedarlane Academy IB Team

- Principal – Ms. Kim Lee
- Assistant Principal – Ms. Kimberly Metz
- IB Coordinator – Ms. Brialle Kammert
- Counselor – Mrs. Rosanne Hoang
- MTSS TOSA – Mrs. Lina Bak
- IB Faculty – All Middle School Teachers (Grades 6-8)
- IB Students – All Middle School Students (Grades 6-8)
- IB Parents – All Middle School Parents (Grades 6-8)



# Questions...

Use the post it provided at your tables to answer the questions on your own.



What would you like your student to learn this year in school?



What would you like your student's school experience to be?



What relationship would you like your student/staff to have?



How would you like to be involved?

# Why We Chose IB MYP at Our School



We want students who **think deeply, communicate confidently, care about others, and take ownership of their learning.**

The IB Middle Years Programme perfectly aligns with our dual-language mission and whole-child approach. It provides a framework that honors academic rigor while nurturing the personal qualities that will serve your child throughout life.

**IB MYP = Wall to Wall (School Wide)**  
**All Students Are Involved**

# What Is the IB Middle Years Programme?



## Globally Recognized

Used in thousands of schools worldwide for grades 6-8



## Strong Academics

Rigorous curriculum that challenges students appropriately



## Critical Thinking

Students learn to question, analyze, and problem-solve



## Real-World Learning

Connects classroom concepts to meaningful contexts

# IB Learner Profile/ATL Skills



**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.
- PRINCIPILED**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- OPEN-MINDED**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- RISK-TAKERS**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- BALANCED**  
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- REFLECTIVE**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



The IB Learner Profile and Approaches to Learning (ATL) skills describe the qualities and learning habits we intentionally build in students—such as being caring, reflective, organized, collaborative, and confident learners—so they are prepared for success in school and in life.

# IB Learner Profile Chant

## IB LEARNER PROFILES CHANT

INQUIRERS, KNOWLEDGEABLE, THINKERS TOO!

EFFECTIVE COMMUNICATORS — ME AND YOU!

PRINCIPLED, OPEN-MINDED, CARING HEARTS!

RISK-TAKERS, ALWAYS READY TO START!

BALANCED LIVES!

REFLECT EACH DAY!

WE ARE IB LEARNERS — WE LEAD THE WAY!





International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

VIDEO: <https://www.youtube.com/watch?v=IEXfviHlo4M>

# What Learning Looks Like in MYP

In MYP classrooms, learning is **active**, not **passive**. Your students won't just sit and listen, they'll be fully engaged in their education.



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## Ask Questions

Students drive their own inquiry and curiosity



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## Work on Projects

Hands-on learning through meaningful work



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## Collaborate

Learn with and from their peers



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## Present Learning

Share their understanding confidently



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## Reflect on Growth

Think about what they've learned and how they've improved

# A Classroom Example

How MYP Connects Subjects in Real Ways



## Science + Language

Students research environmental issues and present findings to the community using persuasive communication skills



## History + ELA

Analyze historical events through debates and craft persuasive essays from multiple perspectives



## Math + Design


Apply mathematical concepts to solve real-world problems like sustainable architecture or budget planning

These interdisciplinary connections help students see how knowledge works together, just like in the real world.

# The Kind of Students We Grow

## The IB Learner Profile: 10 Qualities We Nurture

- **Inquirers** — Curious and skilled at independent learning
- **Knowledgeable** — Exploring concepts across disciplines
- **Thinkers** — Using critical thinking to solve complex problems
- **Communicators** — Expressing ideas confidently and listening actively
- **Principled** — Acting with integrity and honesty
- **Open-minded** — Respecting diverse perspectives and cultures
- **Caring** — Showing empathy and making a positive difference
- **Risk-takers** — Approaching challenges with courage
- **Balanced** — Understanding the importance of well-being
- **Reflective** — Thoughtfully considering their learning and experiences



**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:

<b>INQUIRERS</b> 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.	<b>OPEN-MINDED</b> 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.
<b>KNOWLEDGEABLE</b> 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.	<b>CARING</b> 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.
<b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	<b>RISK-TAKERS</b> 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.
<b>COMMUNICATORS</b> 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.	<b>BALANCED</b> 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.
<b>PRINCIPLED</b> 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.	<b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

AS IB LEARNERS WE STRIVE TO...

# IB LEARNER PROFILE ATTRIBUTES

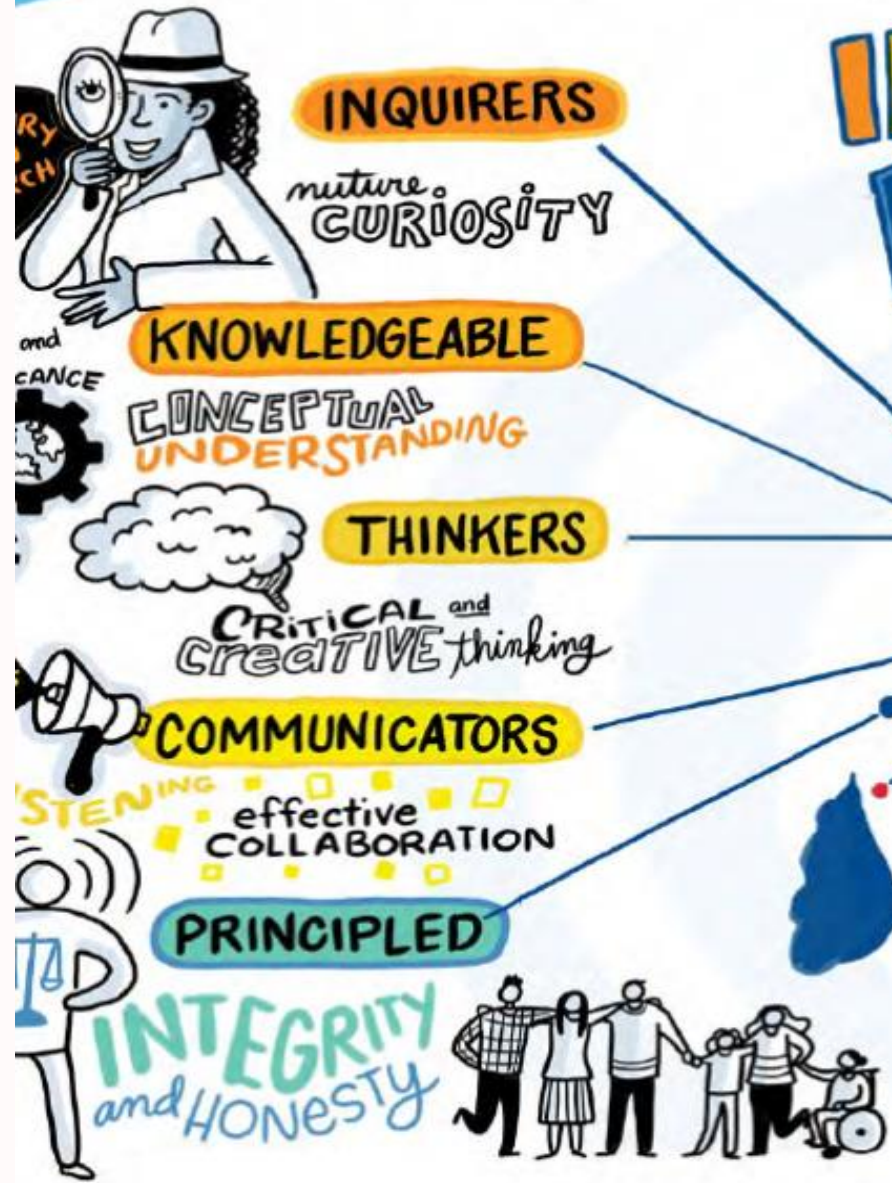
**INQUIRERS**  
nurture **CURIOSITY**

**KNOWLEDGEABLE**  
and **CONCEPTUAL UNDERSTANDING**

**THINKERS**  
**CRITICAL and CREATIVE thinking**

**COMMUNICATORS**  
**LISTENING effective COLLABORATION**

**PRINCIPLED**  
**INTEGRITY and HONESTY**



**OPEN-MINDED**  
Seek and evaluate a **RANGE of POINTS of VIEW**

**CARING**  
We show **RESPECT and COMPASSION** for others

**RISK-TAKERS**  
**EXPLORING new IDEAS AND STRATEGIES**

**BALANCED**  
Intellectual, Physical, and Emotional

**REFLECTIVE**  
**thoughtful CONSIDERATION of the WORLD and OUR OWN IDEAS**

**EMPATHY**

**DETERMINATION**

**WELL-BEING**



# What Subjects Do MYP Students Take?



## Language & Literature

English/Language Arts with emphasis on analysis and expression



## Sciences

Inquiry-based exploration of the natural world



## Language Acquisition – 50 hours (Foreign Language)

World language learning and cultural understanding



## Physical & Health Education

Wellness, fitness, and healthy living



## Mathematics

Problem-solving and conceptual understanding



## Individuals & Societies

Social Studies with global perspectives



## Arts, Music or Dance – 50 hours

Creative expression across multiple disciplines



## Design – 50 hours

Innovation, technology, and design thinking – Incorporated in Science

# How Are Students Assessed?

## A Parent-Friendly Look at MYP Assessment

The International Baccalaureate **Middle Years Programme (IB MYP)** uses a different approach to grading than traditional schools. Instead of relying only on test percentages, IB focuses on **what students understand, how they think, and how they grow over time.**

In each subject (Math, Science, Language Arts, History, etc.), students are assessed using:

- **4 clear learning criteria per subject**
- Each criterion is scored on a **0–8 scale**
- These criteria measure:
  - Understanding of key concepts
  - Application of skills
  - Thinking and reasoning
  - Communication and reflection

Teachers use **multiple assignments over time** to determine scores — not just one test.

**1 Unit Plan – Per Semester – 1 IB  
Grade Per Semester**



### What Do IB Scores Mean?

#### Score Range

#### What It Means

7–8

Advanced understanding

5–6

Strong understanding

3–4

Developing understanding

1–2

Beginning understanding

0

No evidence yet

These scores show learning progress, not just test performance on a single day.

# MYP Assessment Criterion

Middle Years Programme

## PHYSICAL + HEALTH EDUCATION YEAR 1

	Criterion A	Criterion B	Criterion C	Criterion D
	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i. outline physical health education-related factual, procedural and conceptual knowledge</li> <li>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</li> <li>iii. apply physical and health terminology to communicate understanding.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i. construct and outline a plan for improving health or physical activity</li> <li>ii. describe the effectiveness of a plan based on the outcome.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i. recall and apply a range of skills and techniques effectively</li> <li>ii. recall and apply a range of strategies and movement concepts</li> <li>iii. recall and apply information to perform effectively.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>i. identify and demonstrate strategies to enhance interpersonal skills</li> <li>ii. identify goals and apply strategies to enhance performance</li> <li>iii. describe and summarize performance.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>i. <b>recalls some</b> physical health education factual, procedural conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues</li> <li>iii. <b>recalls</b> physical and health terminology.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>states</b> plans for improving health or physical activity</li> <li>ii. <b>states</b> the effectiveness of a plan.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>recalls some</b> skills and techniques</li> <li>ii. <b>recalls some</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform with limited success.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>states</b> a strategy to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal to enhance performance</li> <li>iii. <b>describes</b> performance.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. <b>recalls</b> physical health education factual, procedural and conceptual knowledge.</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>outlines</b> a basic plan for improving health or physical activity</li> <li>ii. <b>states</b> the effectiveness of a plan based on the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>recalls</b> skills and techniques</li> <li>ii. <b>recalls</b> strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>lists</b> strategies to enhance interpersonal skills</li> <li>ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>summarizes</b> performance.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. <b>states</b> physical health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>outlines</b> a plan for improving health or physical activity</li> <li>ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts</li> <li>iii. <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>identifies</b> strategies to enhance interpersonal skills</li> <li>ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. <b>outlines</b> physical health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in familiar and unfamiliar situations</li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>constructs</b> and <b>outlines</b> a plan for improving health or physical activity</li> <li>ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b>.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ul>

# How MYP Prepares Students for High School & Beyond

1

## Strong Writing Skills

Clear, persuasive communication across formats and purposes

2

## Public Speaking

Confidence presenting ideas to diverse audiences

3

## Time Management

Balancing multiple commitments and meeting deadlines

4

## Research Skills

Finding, evaluating, and synthesizing information

5

## Independence

Taking ownership of learning and seeking support when needed

6

## Academic Confidence

Belief in their ability to tackle challenging work

# Service & Community Projects

Learning Through Action at Every Grade Level



1

6th & 7th Grade

**Service as Action Projects:** Students engage in ongoing service learning throughout the year. They identify community needs, take meaningful action, and reflect on their impact. These projects help students understand their role as active, caring members of society.

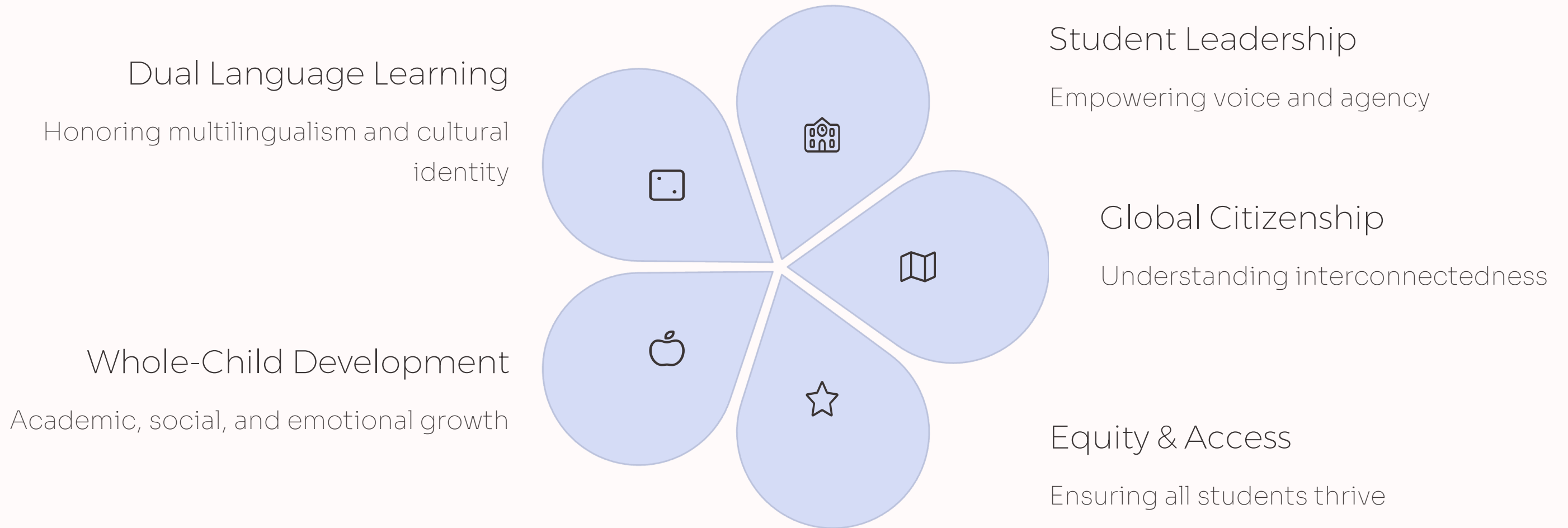
2

8th Grade

**Community Project:** A significant culminating experience where students work independently or in small groups to address a real community need. They plan, create, and reflect on a project that demonstrates their learning and makes a tangible difference. This project is presented to authentic audiences.

These experiences build empathy, leadership, and a sense of responsibility that extends far beyond the classroom.

# How MYP Fits Our School Vision



The MYP framework doesn't replace our school's mission—it **strengthens and amplifies** everything we value about education.

# 10 Reasons for IB MYP

1 **Become a life-long learner**  
Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2 **Learn by doing and experiencing**  
Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".

3 **The MYP encourages critical thinking**  
It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

4 **Explore global challenges**  
The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

5 **Learn for understanding**  
Not just to memorize facts or topics and prepare for exams.

6 **Train yourself to:**

- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7 **Subjects are not taught in isolation**  
You are encouraged to make connections between subjects.

8 **It empowers you to develop your talents**  
Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

9 **It prepares you for future education**  
Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.

10 **It encourages international-mindedness**  
The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

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Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)  
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## Universities Recognize the Value of IB

The **average acceptance rate of IB students** into university/college is **22% higher** than the average acceptance rate of the total population.

The acceptance rate of IB students into **Ivy League** institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is **between 3% and 13% higher** compared to the total population acceptance rate.



# College Acceptance Rates - DATA

University or College	IB students acceptance rate	Total population acceptance rate	IB students vs total population
Cornell University	31%	18%	+13%
Duke University	28%	16%	+12%
University of Pennsylvania	24%	14%	+10%
Yale University	18%	7%	+11%
University of Central Florida	90%	47%	+43%
Boston University	70%	58%	+12%
University of California - Los Angeles	48%	23%	+25%
University of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%

# Family Partnership

## We're In This Together

Your involvement matters tremendously. Here's how we'll keep you connected to your child's MYP experience:

### Regular Communication

Updates about learning, projects, and progress through multiple channels including emails, parent portals, and conferences

### Meaningful Feedback

Clear information about your child's growth in skills and understanding, not just grades

### Student Reflection

Your child will share their learning journey with you through portfolios and student-led conferences

### Support Systems

Resources and guidance to help you support your child's learning at home



# Your Questions Matter

# Let's Talk

- ❏ No question is too small. Whether you're wondering about homework expectations, how to support your child at home, what the assessment system means, or anything else—we're here to help you understand.

This is your time to ask, share concerns, and learn more about how MYP will support your child's journey.



# Thank You

We're excited to partner with you!

The MYP journey is challenging, rewarding, and transformative. Your child will grow not just as a student, but as a **thinker, communicator, and caring member of our global community.**

We're honored to be part of your child's educational story.

