

Introduction the the MYP

Grade 6 -10 | Academic Focus



Parent Coffee Morning

Tuesday, September 29, 2026

What Is the MYP?

Observe the IB Continuum diagram on the right and apply the rules below:

- 01 Ask as many questions as you can about the framework.
- 02 Write only questions — no statements.
- 03 Do not stop to discuss, judge, or answer any question.
- 04 Keep going until the time is up!



Next Steps

01

Categorize Questions

Label your questions as either **Open** (O) or **Closed** (C).

- **Open:** requires elaboration
- **Closed:** only requires a one-word answer

02

Select Focus

Circle **one question** that you as a group are most authentically curious about.

03

Gallery Walk

Walk around and read others' questions.

Put an asterisk (*) next to **one question** on each sheet that you think is especially thought-provoking.

Modeling Inquiry

This activity demonstrates our inquiry-based approach to learning. Encouraging students to ask questions is at the heart of what we do to help promote lifelong learning.

01

Overcome Barriers

Students often hesitate to ask questions due to shyness or fear of making mistakes.

Inquiry creates a safe space to normalize curiosity.

02

Foster Curiosity

By asking open questions, students move past passive listening into active engagement.

Unlocks genuine enthusiasm for learning.

03

Guide Educator Support

Allows teachers to gauge student starting points and gently address misconceptions.

Directly aligns teaching with natural interests.

Why We Teach the MYP

01 Concept Based

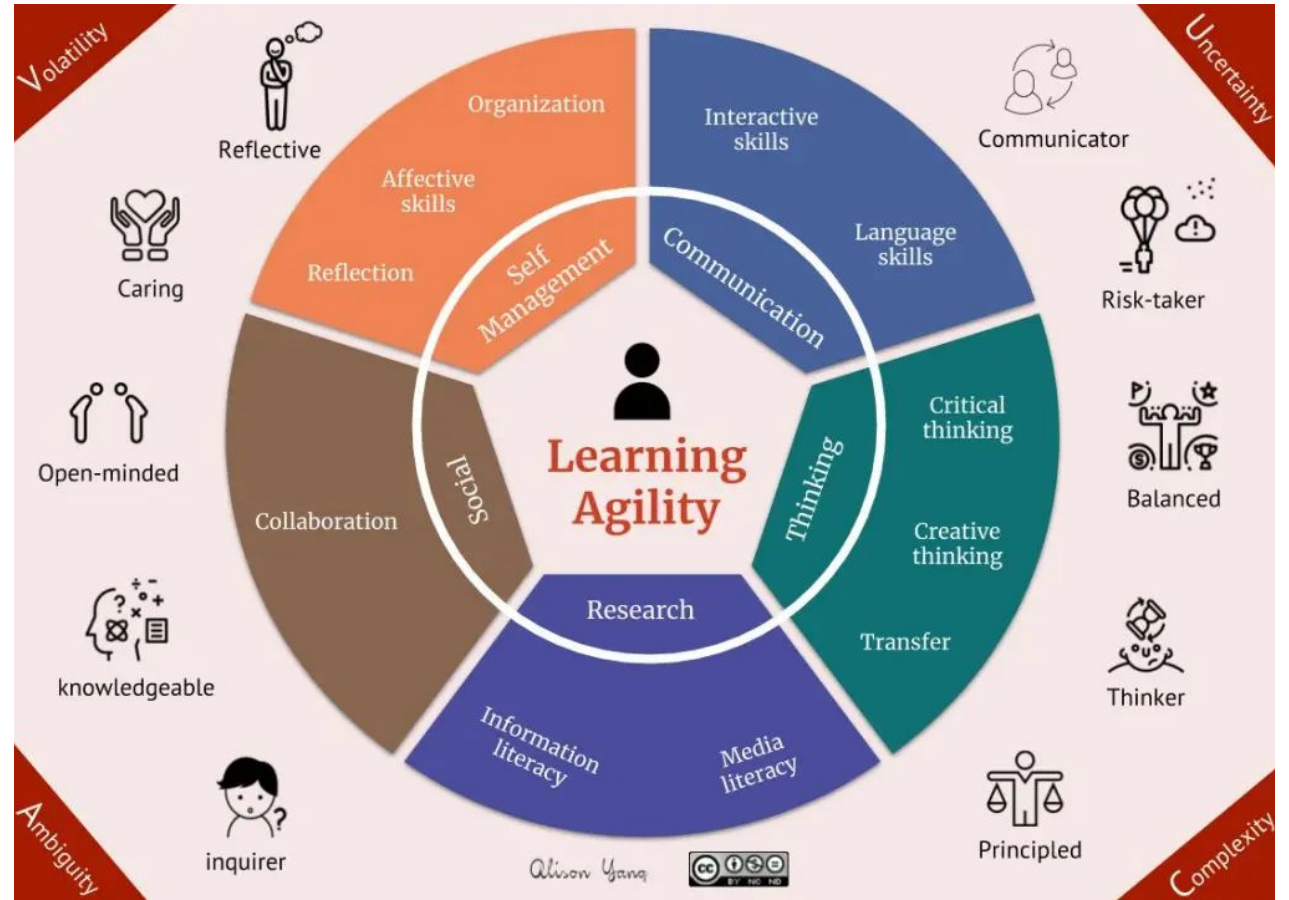
- Real world applications
- International Mindedness (LP)

02 Transferable Skills (ATLs)

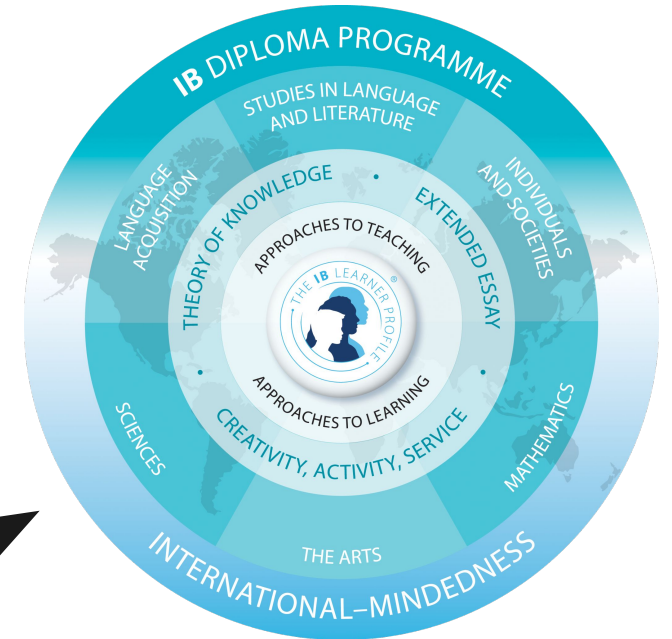
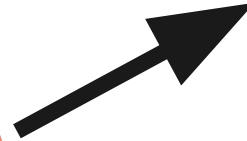
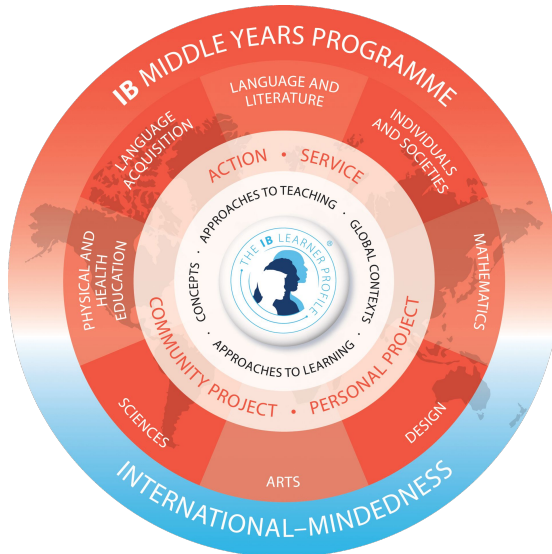
- Emphasis on inquiry
- Interdisciplinary learning

03 Rigorous & Critical

Fosters high-level critical thinking, deep analytical capability, and academic challenge.



What do you notice about the IB Learning Models?



The IB Core & Enhancements

IB Core Projects

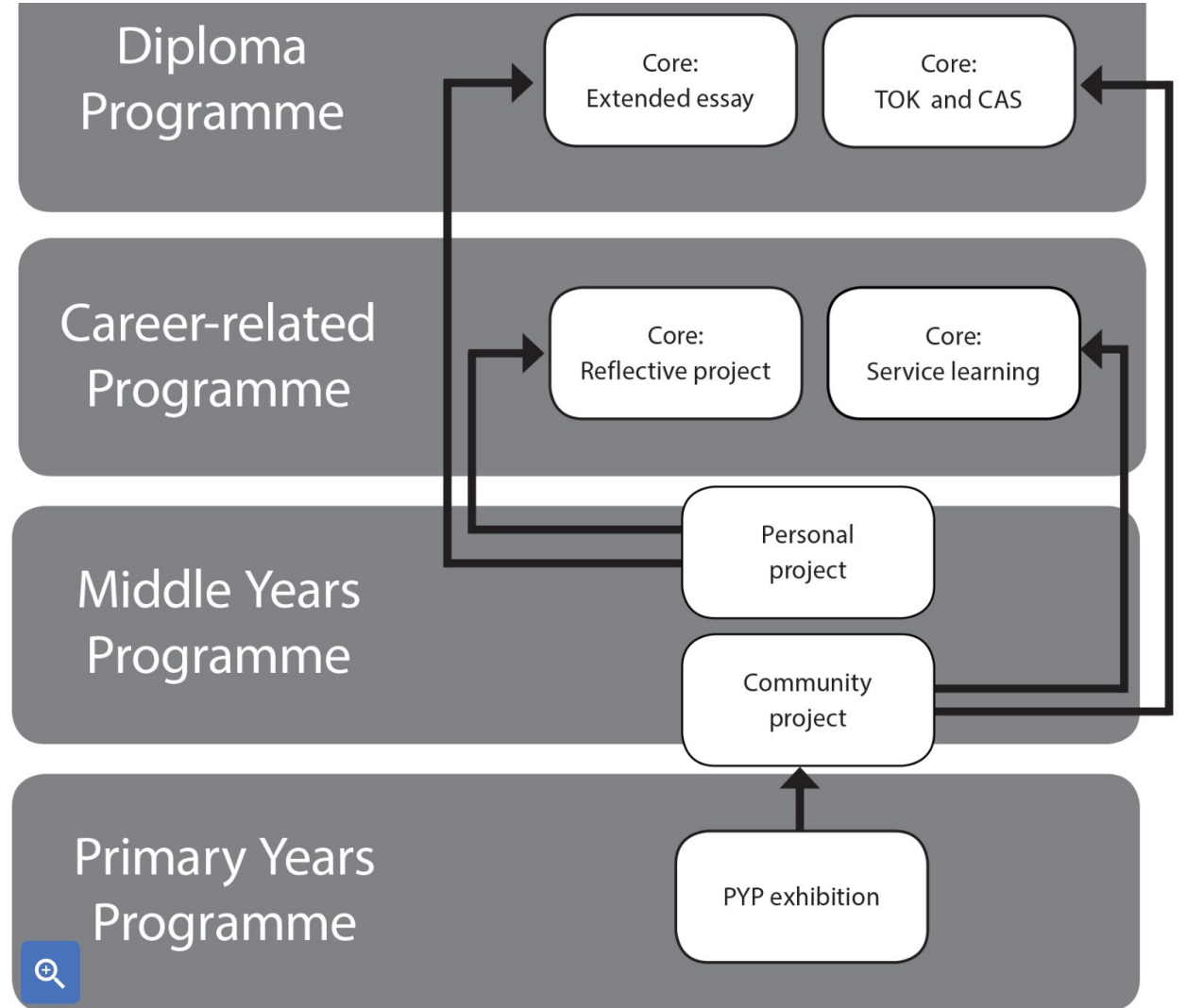
Community Engagements (G6-10)

- Formally Service as Action
- **Personal Project (G10)**
- **Community Project (G8)**



Other Enhancements

- Week Without Walls
- Interdisciplinary Learning
- Leadership Opportunities
- ASAs (After School Activities)



Required Courses

- Language and Literature
- Language Acquisition (French/Spanish & Arabic)
- Individuals & Societies (Integrated Humanities)
- Integrated Sciences (Physics/Bio/Chem G9/10)
- Mathematics - Standard/Extended G8/9/10
- Performing Arts* (Music G9/10 elective)
- Visual Arts & Design G6-8* (G9/10 elective)
- Physical and Health Education* (G9/10 elective)

*Students choose two electives in G9 and one elective in G10

Cultural & Value Studies

- Moral, Social & Cultural Education (MSC)
- Islamic Education



Wellbeing Programme DREAMS / COMPASS

Holistic development focusing on Drive, Relationships, Empathy, Achievement, Mindfulness, and Service.

Greater focus on careers and college counseling as students enter G9/10



How do Students Learn & Get Assessed in the MYP?

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



LANGUAGE

I can read, write and use languages to communicate information effectively.

SOCIAL



COLLABORATION

I can work effectively with others.

RESEARCH



INFORMATION LITERACY

I can find, interpret, judge and create information.



MEDIA LITERACY

I can interact with media to use and create ideas and information.

SELF-MANAGEMENT



AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.

THINKING



CRITICAL THINKING

I can analyse and evaluate issues and ideas.



CREATIVE THINKING

I can generate new ideas and perspectives.



TRANSFER

I can use knowledge and skills in new contexts.

ATL Skill clusters from MYP:FPIP (2014) @sjtylr [Icons by Freepik on Flaticon]



Current ATL Focus:

Developing
organization systems
for success

SELF MANAGEMENT ORGANIZATION

IF YOU FAIL TO PLAN, YOU PLAN TO FAIL

BE PREPARED

Come to class with the
right materials and
mentality for success



BE AWARE

Check Managebac,
Google Classroom, and
Gmail regularly



BE PUNCTUAL

Submit assignments on time
and be on time to lessons



TAKE EFFECTIVE NOTES

Notebook and files are
neatly organized and
writing is legible



USE TECHNOLOGY APPROPRIATELY

Use your device as a tool
for learning and as
instructed by the teacher

ASK FOR FEEDBACK

Ask clarifying questions
and submit work early to
check on progress



PLAN AHEAD

Set short and long-term
goals for success



Assessment in the MYP | Formative & Summative

FORMATIVE ASSESSMENT

- Happens **continuously** during learning
- Provides feedback for both student and teacher to **monitor progress**
- Sometimes linked to MYP Criteria to build familiarity, but not always required
- **Low-stakes** → helps students practise, understand expectations and prepare for summatives

SEP **I and S Formative**

19

Formative

25/26 Students

A Closed

Friday at 12:05 PM

i Details:

This will be a quick learning check to see how you are all progressing and grasping our current unit. Questions will be on Assess Prep and will be multiple choice. As it is testing knowledge it will be graded on Criteria A.

- Different types of maps
- The compass
- Hemispheres
- What is bias

SUMMATIVE ASSESSMENT

- Measures **overall achievement** of knowledge, skills and understanding at the end of a unit
- Always **aligned with MYP Criteria** and used to determine report grades
- Can take many forms: Tests/quizzes, Analysis & reflections, Problem-solving, Essays, Debates, Presentations, etc.

OCT

7

L&L: Analysis (eAssessment Task 1)

Summative

Summative

Tuesday at 11:00 AM

i Details:

Students will complete an eAssessment Task 1 style task, which involves analysis questions and a comparative paragraph.

[G9 L&L Unit 1 - Humans and Nature - Summative Assessment Instructions \(eA1\)](#)

Teacher: **AB** Abby Marissa Brewer

Unit: Unit 1: Humans and Nature

Class: IB MYP Language & Literature (Grade 9) A

PROJECT WORK (TEAL GREEN)

- Rooted in the inquiry cycle: **Research** → **Production** → **Evaluation**
- Completed in class over several lessons
- Typically summatively assessed against the **MYP Criteria**
- **Examples include:**
 - Designing and carrying out a science investigation
 - Creating a product or solution in design
 - Preparing and delivering a performance
 - Developing a research-based presentation

OCT 9 Visual Arts Summative: Criterion B Faces of Fauvism

Project Deadline **Project Deadline - Summative** ⌚ Thursday at 3:30 PM

i Details:

Submit evidence of Criterion B in their sketchbook. The sketchbook must be left in the classroom in the submission box.

Evidence of Criterion B must include anatomy studies, ideation and refinement, and experimentation with media.

Guidance can be found in the Prezi [presentation](#), which outlines the unit, as well as the

HOMEWORK (LIME GREEN)

- Reminders to finish work not completed in class
- Opportunity to **practice skills** (Math and Foreign Language)
- May be **formatively assessed**

SEP 8 English: "First Day"

Classwork / Homework **Homework** ⌚ Monday at 8:30 AM

i Details:

If you did not complete the "First Day" activity in class, please complete it at home. It can be found on the google classroom. Go to the "Classwork" tab and select L4: "First Day"

Teacher:  LC Lea Marie Campbell

Unit: Unit 1: It's My Life!

Class: IB MYP Language & Literature (Grade 6) A

Each MYP subject has four assessment criteria. These criteria describe the specific knowledge, understanding and skills students need to demonstrate.

	A	B	C	D
Language and literature	Analysing	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	Knowing and	Planning for	Applying and	Reflecting and improving

Supporting Student Growth

Teachers refer to the criteria regularly so students understand:

- What success looks like
- Which skills they are developing
- How to improve over time

Criteria provide a consistent framework for feedback and assessment across all MYP subjects.

What does the MYP look like in Practice?

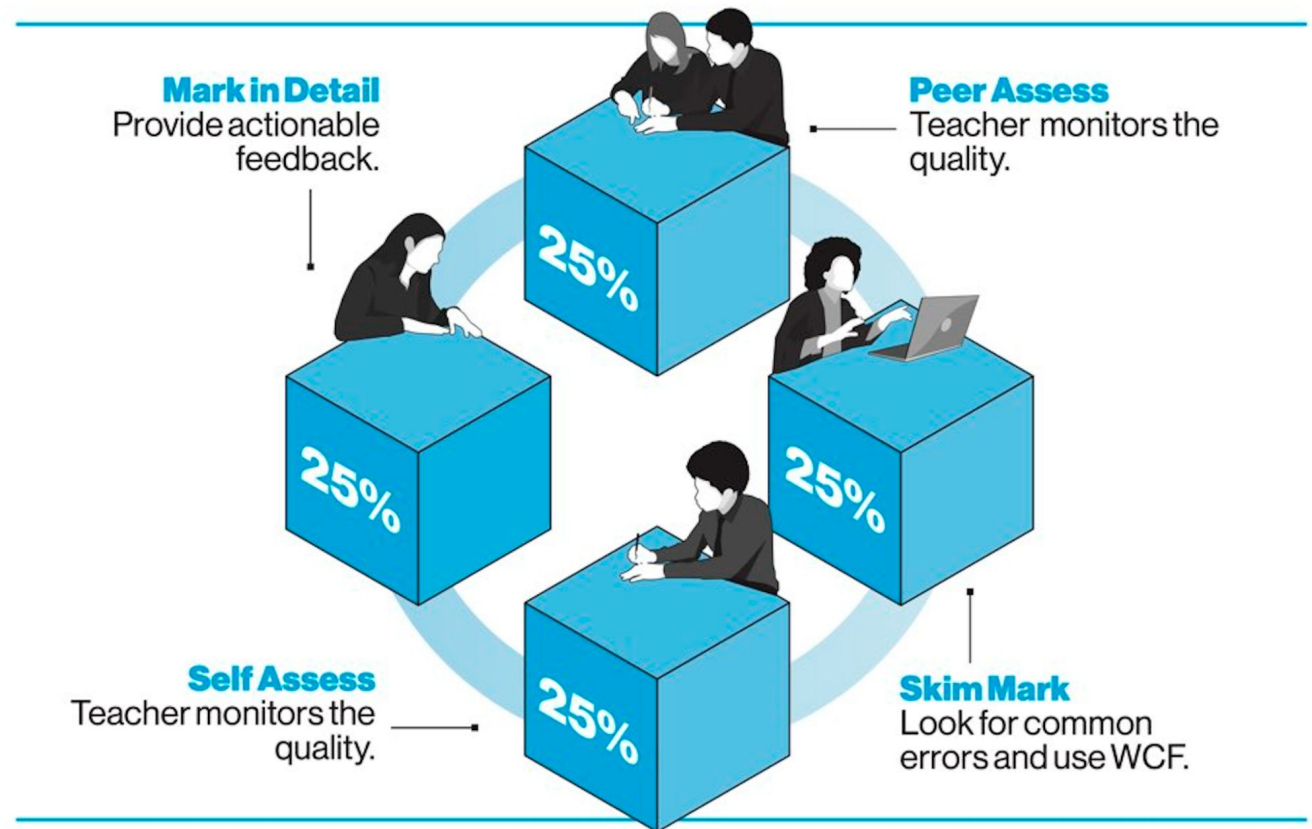
Take a few minutes to review the MYP tasks

Answer the “See, Think, Wonder” questions in the blue box.

- What do you see? Focus on details like the layout, structure, types of tasks.
- What do you think about what you see? What might this tell you about how students learn or are assessed in the MYP?
- What do you wonder about? What questions do you have about the task or the learning behind it?

Feedback | Purpose & Practice

The purpose of assessment and feedback is simple: to move student learning forward.



How MYP Grades are formed

The Grading Process

1. Students complete a range of learning tasks and assessments.
2. Teachers assess subject-specific criteria.
3. Each criterion is marked out of 8.
4. The four criteria totals are combined to inform achievement out of 32.
5. This is converted into an MYP grade from 1–7 using the Grade Boundaries.
6. Teachers use best-fit judgement based on evidence over time.

MYP FINAL GRADE BOUNDARIES

1	0 – 5
2	6 – 9
3	10 – 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 – 32

Please do not treat every individual score as a final grade. Look for patterns, progress and next steps.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Grades and Grading

*How would
you mark
this
student?*

Task/Criterion	Criterion A	Criterion B	Criterion C	Criterion D
Research Project	7	6	5	
Essay		5		4
Oral Presentation	6	6	4	
Test	6	5		5
Final Levels				
Criterion Levels	/32		Final Subject Grade	

Teachers use a variety of data pieces, both formative and summative, to determine the **'best fit'** for a student's final level in each Criterion

What should parents and students should look for in assessments?

When looking at assessment tasks and feedback, consider these guiding questions to support your child's journey:

Targeted Criteria

Which criterion will be assessed?
Understanding the specific goal of the task.

Skill Development

What skill is my child developing during this learning task?

Teacher Feedback

What specific feedback did the teacher give to guide the student?

Next Steps

What is the next step for improvement or further challenge?

Long-term View: Is this a one-off result or part of a pattern over time?



How academic progress is communicated across the year

Semester 1

Oct 6-8: G6 Parent/Teacher Consultations

Nov 13: Progress Report #1

- 2 Criteria, Organization ATL

Nov 18: G7-10 Parent/Teacher Consultations (No school for students)

Feb 12: MYP Mid-Year Report

- 4 Criteria, MYP Grade, & ATL
- Service as Action Progress

Semester 2

Apr 23: Progress Report #2

- 4 Criteria, MYP Grade & ATL

Apr 26: G7-10 Parent/Teacher Consultations (No school for students)

June 30: End-of-Year Report

- 4 Criteria, MYP Final Grade, ATLs
- Service as Action Progress

Stay informed on student progress through regular reporting and consultation cycles.

Progress Report #1

Prepared on November 06, 2024



Grade Homeroom Teacher
Grade 6

This progress report reflects the levels you have achieved in summative assessments in each subject thus far in the academic year. Any N/A indicates that the corresponding Criterion has not yet been assessed. A comprehensive report, including judgment on all four Criteria and the MYP Final Grade, will be published at the end of January. For families new to the MYP, please refer to pages 10-12 of the [MYP Handbook](#) for a breakdown of the MYP Criteria for each subject.

IB Middle Years

	A	B	C	D
 Language & Literature Mary MacDonald	N/A	6	6	6
 Arabic B Beginner Phase 2 Heidi Ahmed	4	3	N/A	N/A
 French Phase 1 Gabriele Budaite	6	N/A	5	N/A
 Integrated Humanities Ashley Eleonor McCarthy	5	N/A	5	4
 Integrated Science Dr. Semhar Geberemariam	6	N/A	N/A	6
 Mathematics Edward Tang	N/A	N/A	8	8
 Music Drew Cyster	N/A	4	4	N/A
 Visual Arts Luke Enfield	5	5	N/A	N/A
 Physical and Health Education Catherine Hyland	7	N/A	5	N/A

Approaches to Learning

Subject	Organization Skills	Communication Skills	Subject Specific Skills
Language & Literature	ME		
Arabic B Beginner	ME		
French	ME		
Integrated Humanities	ME		
Integrated Science	EE		
Mathematics	ME	EE	
Music	ME		ME
Visual Arts	ME		
Physical and Health Education	EE		
Design	ME		

Self-Management: Organization

Grade	Descriptor
EE	Exceeding Expectations - Always comes to class prepared to learn; student has the right materials and mentality for success. Checks Managebac, Google Classroom, and Fairgreen Gmail daily and has a system to prepare for upcoming tasks. Submits work early and asks for teacher feedback to improve before the final deadline. Notes are neat and organized. Technology is used as a tool to enhance learning.
ME	Meeting Expectations - Comes to class prepared to learn; student regularly has the right materials and mentality for success. Checks Managebac, Google Classroom, and Fairgreen Gmail regularly. Submits assignments on time. Notes are organized. Technology is used appropriately during learning.
AE	Approaching Expectations - Usually comes to class prepared to learn; student occasionally does not have the right materials and needs to be redirected to the learning. Checks Managebac, Google Classroom, and Fairgreen Gmail inconsistently. Sometimes submits assignments late. Requires some attention to appropriate note-taking. Technology is occasionally a distraction to learning.
BE	Below Expectations - Does not come to class prepared to learn; rarely has necessary materials and often needs to be redirected to learning. Does not check Managebac, Google Classroom, and Fairgreen Gmail Often does not submit assignments or misses deadlines. Notes are illegible and disorganized. Technology is often used inappropriately during learning.

At the start of each academic year, we emphasize the Organization Approach to Learning (ATL) as a foundational skill for success. Strong organizational habits help students manage time, set priorities, and stay on track to meet learning goals. We encourage you to reflect on your organizational skills so far this year and make adjustments to set yourself up for future success.



Secondary Principal
Timothy Rogers



MYP Coordinator
Shannon Marie Johnson

Where does the MYP Lead?

MYP Growth

MYP
1

MYP
2

MYP
3

MYP
4

MYP
5

Development of Conceptual thinking,
Command Terms and ATLS (G6-8)

Content & Exam
Style Preparation
(G9)

Content & Exam Style
Preparation (G10)

Examination

AWARD CRITERIA

Awarded based on performance in external assessment tasks at the end of MYP.

8 TOTAL COMPONENTS

6

Online Examinations

Onscreen examination subjects

1

ePortfolio

Coursework coursework subjects

1

Personal Project

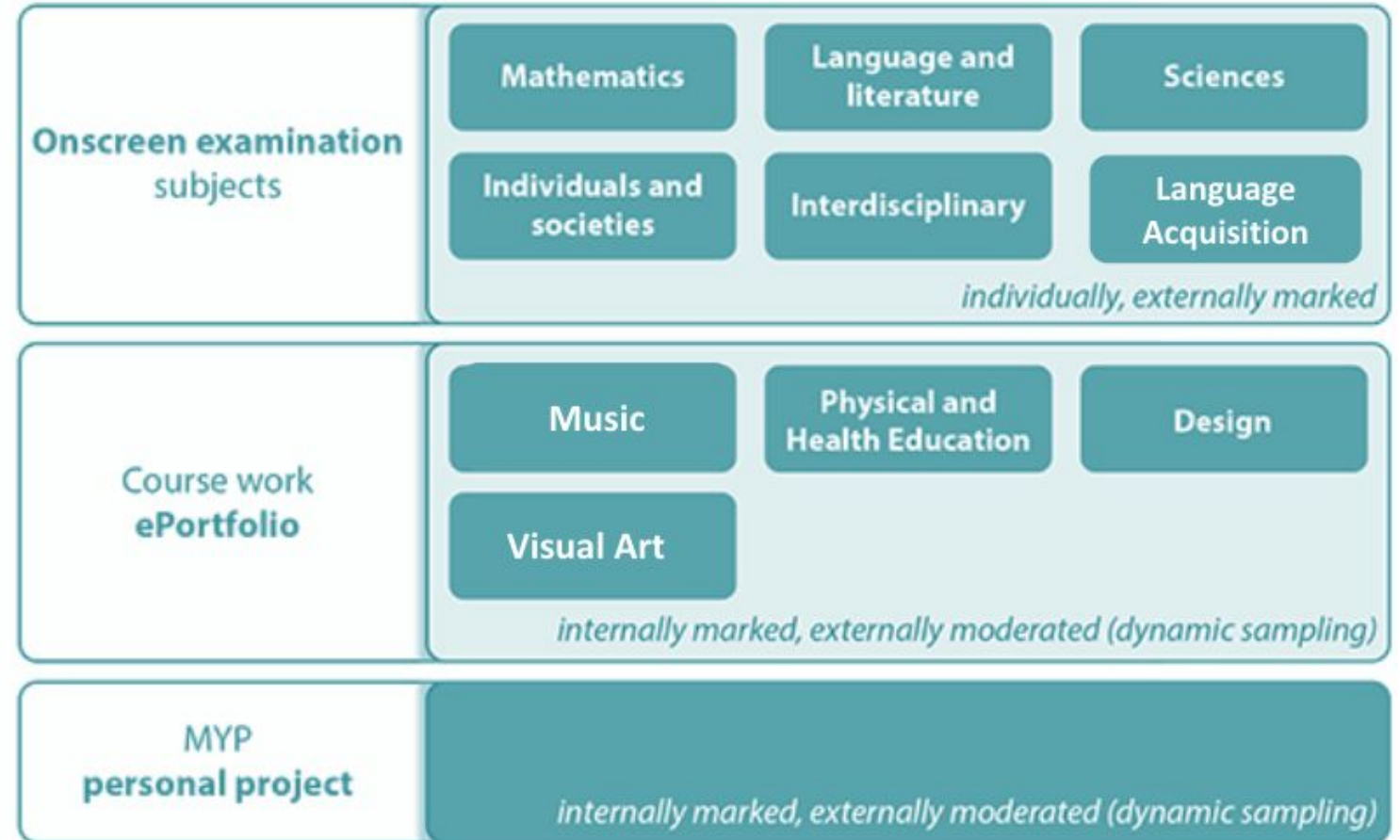
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EPORTFOLIO REQUIREMENTS

Grade 9: Two elective courses

Grade 10: One elective course

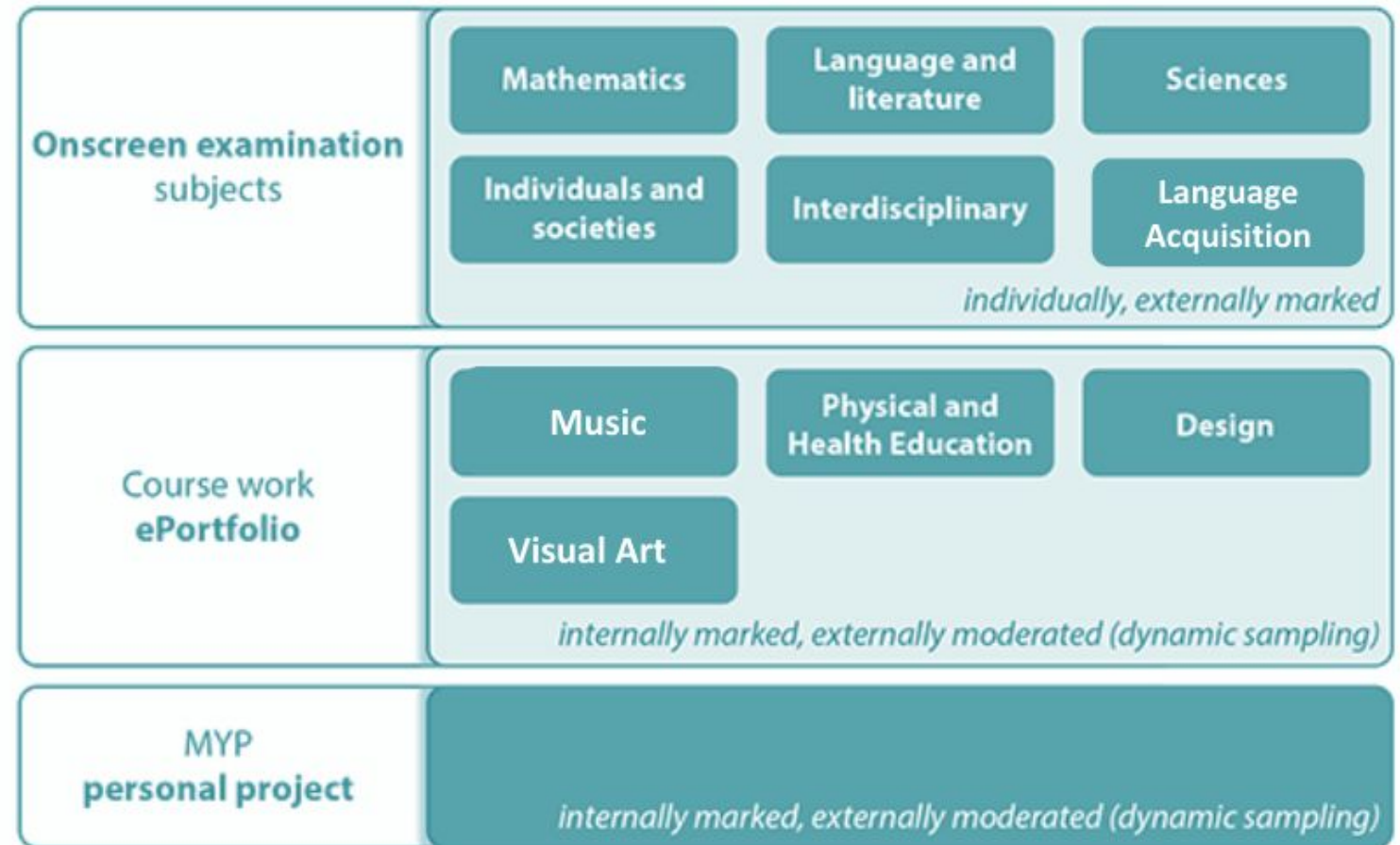
What is the MYP Certificate?



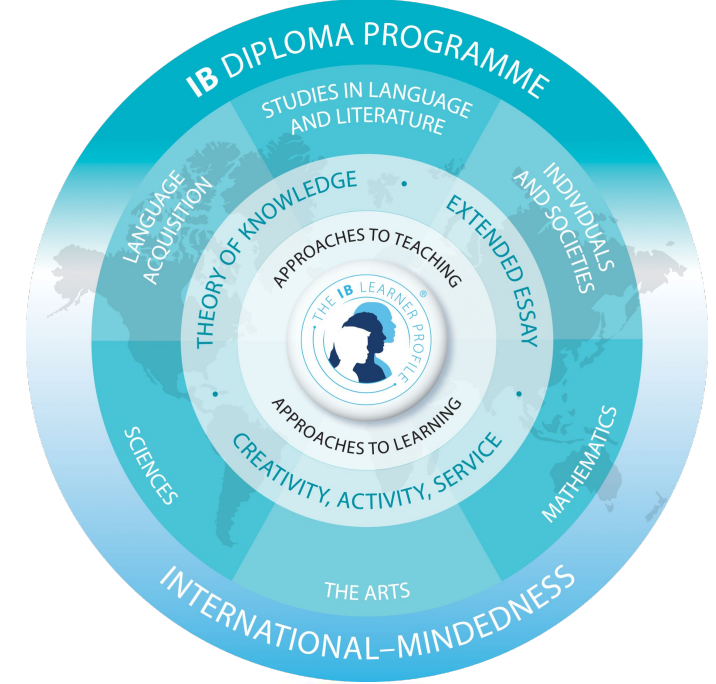
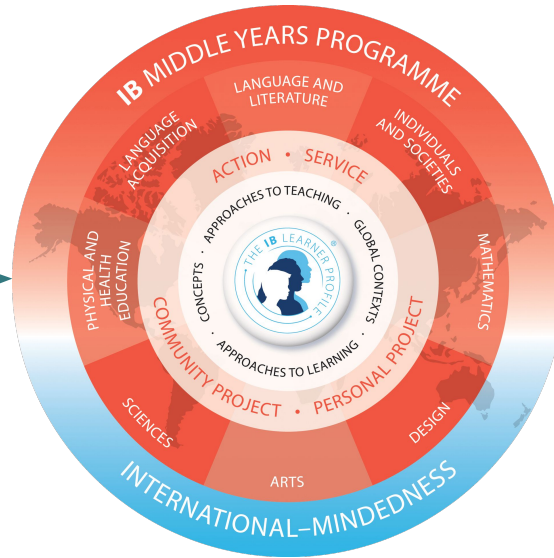
Why offer the MYP eAssessment?

KEY BENEFITS OF eASSESSMENT

- 1 Academic Rigor**
High-standard assessment driving academic excellence
- 2 External Benchmark**
Global standardization & performance measurement
- 3 Assessment Style**
Innovative approach for students to apply conceptual understanding to unfamiliar contexts
- 4 Preparation for CP/DP**
Seamless pathway into Senior Secondary Programmes
- 5 Formal MYP Certificate**
Earn an internationally recognized qualification



Students have a choice of programme in Grade 11 & 12



Any Questions?



Systems to Support Student Learning

Digital Platform Overview

The Student Bookmark Bar on Google Chrome directs students to the most essential digital tools to support their organization and learning. All can be accessed using their Fairgreen gmail.

These platforms work together to support students in:

- Staying organized
- Building independence
- Accessing reliable resources
- Developing wellbeing and future pathways

Student Bookmark Bar:

- [Managebac](#) - Academics
- [YouHQ](#) - Pastoral
- [Fairgreen Student Website](#) - Pastoral
- [Fairgreen Website](#) - Informational
- [AssessPrep homepage](#) - Academic
- [edPuzzle homepage](#) - Academic
- [Britannica School](#) - Academic
- [Britannica Academic](#) - Academic
- [InThinking](#) - Academic
- [unifrog](#) - Academic
- [College and Careers Counselling Website](#) - Academic
- [Destiny Discover Library Catalog](#) - Academic

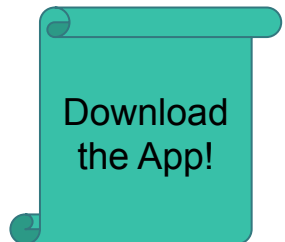
Managebac - Our Academic Hub

Students use ManageBac to:

- View their timetable, attendance, lates, and behaviour logs
- Submit formative and summative work
- Access grades, feedback, and published reports
- Track Community Engagements and progress on major IB projects (IDU, Community Project, Personal Project)
- Check the school calendar for upcoming events

Parents use ManageBac to:

- Access their child's grades, reports, and feedback
- View attendance, behavior, and school events
- Support their child's organization and planning



Google Suite - Our Learning Tool

Students use Google Suite to:

- Communicate with teachers via school Gmail
- Access daily resources on Google Classroom
- Submit in-class and homework assignments
- Organize work in Google Drive (Docs, Slides, Sheets, Forms)
- Collaborate with peers on shared projects and tasks



 Note for Parents: Google Suite is for student use only — there is no parent access.

Who supports your child in Grade 6?

Homeroom Teacher

- Students start each day in homeroom
- First point of contact for parents
- Communication of events and information
- Building relationships and getting to know individual students

Subject Teacher

- Teacher for each individual subject
- Contact when having a subject specific related question or query

Pastoral Lead

- Holistic wellbeing of the student
 - Academic & behavioural tracking
 - Behavioral responses
 - Designing programmes for individual growth
- If you have a concern about your child's learning contact the subject specialist. If unresolved contact the pastoral lead*

Counsellor

- Social emotional individual and group support
- Mental health needs
- Crisis intervention for significant events
- Parent education workshops

Who else supports your child in G6-8?



Tim Rogers
Secondary Principal



Holli Pekhazis
Secondary Vice Principal



Ashley McCarthy
Pastoral Lead G6-8



Laura Dunderdale
Counsellor G6-8



Shannon Johnson
MYP Coordinator



Leah Vahanian
ELL Support



Gerald Samuels
Inclusion Teacher 7-10



Lorna Gore
Inclusion Teacher G6

Who else supports your child G9-10?



Tim Rogers
Secondary Principal



Holli Pekhazis
Secondary Vice Principal



Lee Bossler
Pastoral Lead, G9-12



Michealla Beatty
Counsellor, G9-12



Shannon Johnson
MYP Coordinator



Leah Vahanian
ELL Support



Gerald Samuels
Inclusion Teacher

How school and home will communicate

Our Channels

- Weekly homeroom communication
- Newsletters and announcements
- Parent workshops & coffee mornings
- ManageBac for learning and reporting
- Individual email follow-ups as needed

Who to Contact?

Subject-specific questions:

Please contact the **subject teacher** first.

General or pastoral questions:

Please contact the **homeroom teacher**.
They will direct the concern to the right person if needed.

How Parents can help at home



ManageBac & Accountability

Check ManageBac **with** your child, not **for** them.
Ask them to talk you through their timetable.



Daily Routines

Focus on device charging, correct materials,
and checking the calendar regularly.



Student Agency

Encourage your child to contact the teacher
directly whenever they have a question or
will be absent.



Assessment Talk

Ask: "Which criterion was assessed?" and
"What is the next step?" to focus on growth.



Praise **independence, organisation and effort**, not only outcomes.