



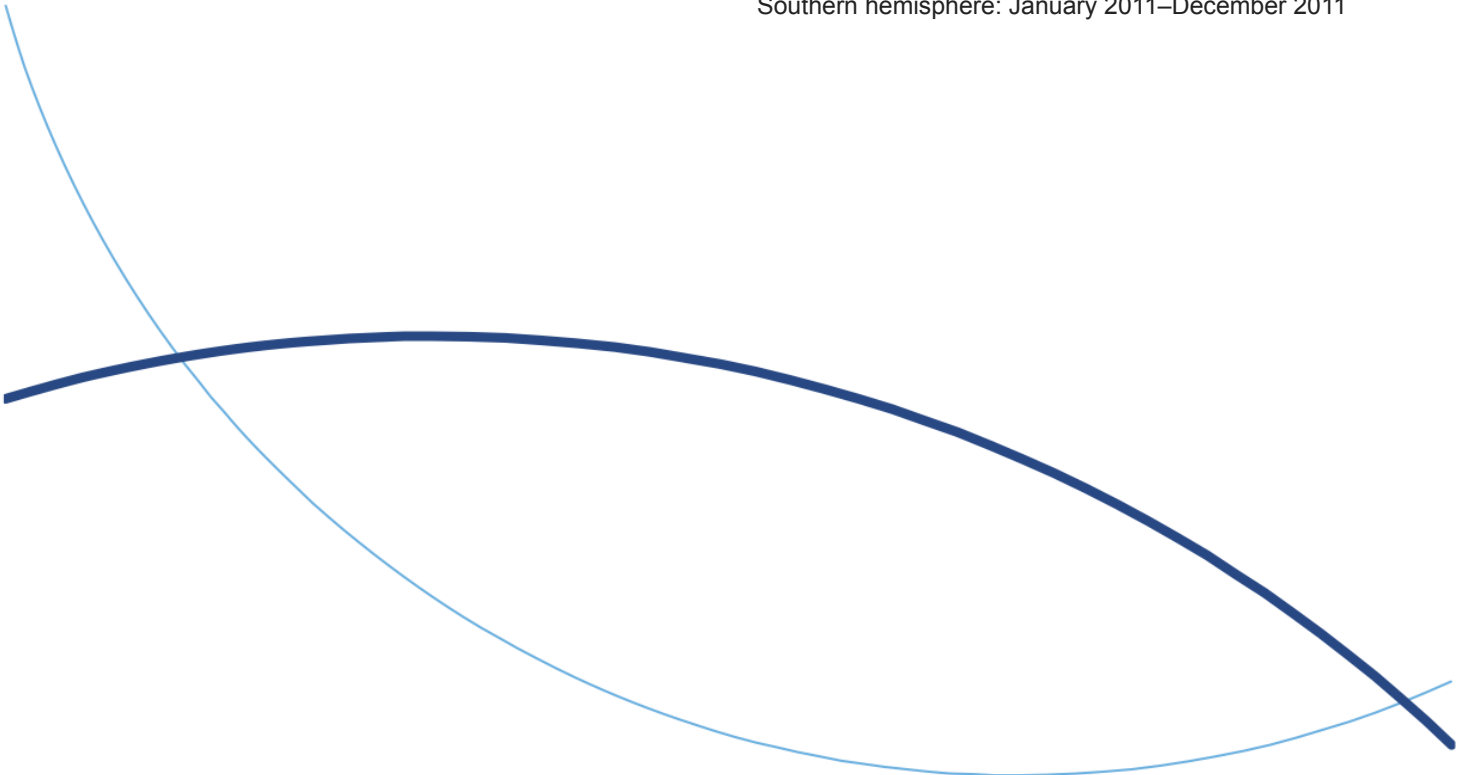
International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Coordinator's handbook 2010–2011

Northern hemisphere: September 2010–August 2011

Southern hemisphere: January 2011–December 2011



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Overview

This 2010/2011 MYP *Coordinator's handbook* contains all the important information about the Middle Years Programme (MYP) procedures and deadlines that coordinators, heads of schools and teachers will need during the 2010–2011 academic year for schools that begin their school year in August/September, and the 2011 academic year for schools that begin their school year in January/February. We ask MYP coordinators to ensure that information contained in this handbook is passed on to other appropriate individuals within the school community and used to provide exact and adequate information about the MYP to students and parents.

While much of the information contained in this guide is not limited to this particular school year, updated versions are published electronically every year. In addition, information on new developments in the programme is posted on the online curriculum centre (OCC) in the MYP *Coordinator's notes* twice a year (in May and November). Coordinators must ensure that a copy of the MYP *Coordinator's notes* is given to their principal.

Paragraphs that have been added or updated this year are marked with a blue line for the convenience of MYP coordinators. Where this line covers the whole section, it indicates that the **whole** section is new or updated.

Please note that the forms referred to in this issue of the MYP *Coordinator's handbook* are the latest version. It is the responsibility of the MYP coordinator to ensure that these are the ones being sent to the International Baccalaureate curriculum and assessment centre (IB Cardiff). Please contact myp@ibo.org if you require the electronic Microsoft Word® version of a given form.

Any comments or suggestions that you may have for improving this handbook will be most welcome, and should be addressed to myp@ibo.org.

This edition of the handbook has been produced in both PDF and HTML format. Please note that links are only active in the HTML version. Forms and publications that are accessible via links in the HTML version of the handbook are available, where possible, in the appendices of the PDF version.

Overview

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A1 The MYP and the IB continuum

A1.1 The MYP and other programmes of the IB

For over four decades the International Baccalaureate (IB) has offered its Diploma Programme (DP), an internationally recognized curriculum and assessment for students aged 16–19, in the two years preceding university entrance. The MYP, offered by the IB since 1994, is designed for students in the 11–16 age range. The Primary Years Programme (PYP), offered by the IB since 1997, is for children aged 3–12 years. This overlap allows schools some flexibility in choosing, in consultation with their regional office, the age of transition from the PYP to the MYP.

Although the three IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All three place strong emphasis on the ideals of international understanding and responsible citizenship. As the PYP and MYP can be considered an excellent preparation for the DP, schools are encouraged to consider offering the full continuum of IB programmes.

The three programmes are free-standing; schools may opt to offer one, or any combination, of the three programmes. However, if schools choose to offer consecutive IB programmes, the programmes must be continuous, with students moving from one programme to the next without any gap years.

In cases where schools offer more than one programme, IB offices will deal with each programme as a separate entity. Correspondence and documents from the IB will be sent to the relevant programme coordinator in the school. Fees will be invoiced separately.

A1.2 Publications and materials

The IB publishes official MYP documentation and materials for IB World Schools. These publications are offered in the languages of the MYP. Please refer to section D3.1 for further information on IB languages of communication and documentation. Publications and materials are published electronically and made available on the OCC as part of the annual fee. These include:

- current subject group guides
- current teacher support materials
- *MYP Coordinator's handbook* (updated version posted annually on the OCC in August)
- *MYP: From principles into practice*.

Alternatively, IB World Schools can purchase hard copies and CD-ROM versions from the IB store on the IB public website (<http://www.ibo.org>). To access the IB store, go to **IB store** or type <http://store.ibo.org> in the address bar.

The *MYP Coordinator's notes* are also posted on the OCC twice a year in May and November.

Full curriculum materials will be provided in the languages of the IB (English, French and Spanish). In the MYP level 3 access language (Chinese), all curriculum materials will be provided with the exception of teacher support materials. All materials are made available on the OCC (<http://occ.ibo.org>), please select **Middle Years Programme** from the OCC home page and choose the appropriate subject from the drop-down menu. A link to a list of most recent MYP documents uploaded to the OCC can also be accessed from any MYP subject page. General documentation relating to the MYP is also available on the OCC.

Please note that, from 2010, the MYP *Coordinator's handbook* and MYP *Coordinator's notes*, as well as moderation and monitoring of assessment reports, will no longer be provided in Chinese.

A1.2.1 IB World

IB World magazine is the official magazine of the IB, published three times a year in English and Spanish. It has a circulation of approximately 30,000 in English and 5,000 in Spanish. Copies are sent to all IB World Schools. Feature articles are also available on the IB public website (<http://www.ibo.org/ibworld>) in French.

The magazine is aimed at the entire IB community with articles that are accessible to all IB stakeholders. Each issue highlights a particular theme, but teachers and students, as well as other interested parties, are invited to submit articles covering all areas of international education to the editor at editor@ibo.org who will review them and decide which are the most suitable for the magazine.

A1.3 Rules and policy for use of IB intellectual property

The document *Rules and policy for use of IB intellectual property* can be found at <http://www.ibo.org/copyright/>. It explains the rules that schools must follow when they want to use IB materials. Please ensure that you are familiar with this document and check how it applies to your school. In particular, note the guidance on the use of the IB trademarks “International Baccalaureate” and “IB World School”, the latter being reserved for use by schools that have been authorized to offer one or more IB programmes.

The IB allows **only IB World Schools** and **candidate schools** to copy guides and other official MYP documentation for their teachers. The section “Schedule 1: IB materials” contains an updated list of IB document types and the section “Schedule 2: Translating IB materials” requires schools to notify the IB if they want to translate IB documents into non-IB languages. These will not be official IB-approved publications, and any local translation of IB documents for internal use within a school must be clearly labelled as such.

Permission request forms are available at <http://www.ibo.org/copyright/> for uses beyond those permitted through the policy. It is the responsibility of the MYP coordinator and the school's senior management team to ensure that the rules are being obeyed.

A2 IB store and publications

The IB store (<http://store.ibo.org>) is the official IB online store and offers a range of IB-related publications, products and services suited to a wide variety of IB stakeholders. It is managed by the sales and marketing department of the publishing department at IB Cardiff. The IB store offers:

- communication documents—a range of literature designed to provide information about and promote the IB programmes offered by your school
- programme publications—core materials to support the teaching of IB programmes
- supplementary publications—additional resources published by the IB to support students, teachers and administrators of the IB programmes
- gift items—a range of clothing, stationery and lapel pins, including an environmentally friendly range of gifts, for all IB stakeholders
- reference materials—a variety of publications by IB-affiliated authors
- partner publications—new publications developed in collaboration with external partners, for example, Oxford University Press.

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish those that are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the following categories.

1. IB materials

Only materials produced by the IB itself should display the IB logo or “International Baccalaureate”, both of which are registered trademarks. The IB will not give permission for its name or logo to appear on any products other than those produced by the IB. A publisher or a supplier has to be working in cooperation with the IB to be permitted to use an IB trademark.

Examples of IB materials are:

- IB publications available from the OCC or the IB store
- IB merchandise available from the IB store.

2. IB materials produced under licence

The IB produces some materials in cooperation with other publishers or suppliers. The IB endorses such products and has been involved in their development.

Examples of IB-endorsed publications carrying the IB “In cooperation with” logo are:

- *IB World Schools Yearbook* published by John Catt
- *Global Issues 1* published by Oxford University Press
- *Global Issues 2* published by Oxford University Press
- *Global Issues 3* published by Oxford University Press
- *Global Issues 4* published by Oxford University Press

- *Global Issues 5* published by Oxford University Press.

3. Other products for IB programmes

Several publishers and suppliers independently produce materials for IB programmes. While it is reasonable for them to show that their product is intended for the IB market, the product should not display any IB logo or trademark. Ideally, such products should say that they are intended “for use with” the relevant IB programme.

If you have any queries concerning any materials, products or services offered by the IB, please contact the sales and marketing department at sales@ibo.org.

Also accessible through the IB store are:

- a schools' jobs service where schools may advertise their vacant positions to a global audience
- a subscription service for *IB World* magazine.

A2.1 MYP materials

The IB store offers a variety of MYP materials, including:

- MYP starter packs—a collection of essential documents for new schools
- subject group guides
- teacher support materials
- information for coordinators
- *MYP Interact*—a workbook for entry-level students (2008)
- areas of interaction posters (2009)
- *50 Excellent Personal Projects* (2009)
- design cycle poster (March 2010)
- *MYP Assess* (April 2010)
- *Sciences Taskbank* (April 2010)
- *Mathematics Taskbank* (January 2011)
- *Language A Taskbank* (January 2011).

For information about copyright restrictions on all formats of these materials, please refer to the document entitled *Rules and policy for use of IB intellectual property* (see section A1.3).

A2.2 Contacting the IB store

If you require further information on any of the services outlined above or would simply like to make a suggestion about future products, please contact the sales and marketing department.

Phone: +44 29 2054 7746

Fax: +44 29 2054 7779

Email: sales@ibo.org

A3 The role of the MYP coordinator

The MYP, by its very nature and driving principles, requires whole-school discussions of basic pedagogical issues and concerted efforts in the development of interdisciplinary activities and projects within and across traditional departments (horizontal articulation) and grade levels/years (vertical articulation).

All MYP schools must appoint a coordinator, who is normally recruited from the MYP teaching staff. The coordinator should have proven teaching ability and be able to act as a pedagogical leader of the MYP in the school.

Together with the senior management of the school, the MYP coordinator is involved in the whole-school implementation of the MYP and, therefore, has a central function in the organization of the programme. The MYP coordinator maintains contact with area leaders, subject departments and teachers, and with the IB. All IB correspondence regarding the MYP is addressed to this coordinator.

The duties performed by MYP coordinators will vary depending on the number of students, the general management structure and the type of school. In particular, MYP coordinators **must**:

- keep up to date with and **inform** all staff of developments and new publications
- set up systems for communication with the entire professional staff to ensure cooperation in implementing the programme in the school
- be able to communicate with the IB offices in English, French or Spanish
- circulate to teachers and students **all** relevant information received from the IB
- ensure that all regulations set by the IB concerning the programme and all procedures are adhered to properly, and that all deadlines are met
- oversee the implementation of the areas of interaction (approaches to learning, community and service, health and social education, environments, human ingenuity) according to IB guidelines
- oversee the implementation of the published subject-specific assessment criteria
- ensure that the concepts of international awareness and international-mindedness permeate all subjects

- provide teachers and students with guidance concerning the personal project
- maintain accurate school information via the IB information system (IBIS)
- ensure that the document entitled *General regulations: Middle Years Programme* is distributed to parents.

The IB recommends that:

- coordinators involve a team (implementation team or MYP steering committee) in both long-term and short-term planning within the school
- sufficient release time be provided for coordinators to carry out their responsibilities
- coordinators be allocated appropriate office space, equipment and secretarial help
- newly appointed and inexperienced coordinators attend MYP training workshops.

MYP: From principles into practice (2008) provides further guidance on the role of the MYP coordinator.

A3.1 Correspondence with schools

Correspondence and documentation sent to schools will be addressed to the MYP coordinator identified by the school. For schools implementing the MYP in partnership, each partner school will be registered as an IB World School in its own right. The MYP coordinator for the partnership will be regarded as MYP coordinator for all partner schools and will receive correspondence and documentation for them.

Full curriculum materials will be provided in the working languages of the IB (English, French and Spanish). In the MYP level 3 access language (Chinese), all curriculum materials will be provided with the exception of teacher support materials. All materials are made available to all schools via the OCC (<http://occ.ibo.org>). Correspondence will be sent in the language of communication specified on IBIS by the school (English, French or Spanish).

A3.2 School information

The IB requires all IB World Schools offering the MYP to maintain accurate school-specific information and address details, and to update these whenever changes take place. This process must be done via IBIS (see section I2 for further information on how to update information via IBIS).

Many fields, notably a school's legal name, cannot be changed on IBIS. If a school wants to change any details in these fields, please inform the appropriate IB office helpdesk and the change, once confirmed, will be made.

The IB will use these details to update information regarding schools in any administrative systems, complete the schools directory, and send the necessary number of achievement folders for MYP students in the final year of the programme (see section D2.1.3 for further information on how to request achievement folders via IBIS).

A3.3 Updating session information

Coordinators must have completed all the session information, via IBIS, by **1 April 2010** for the **December 2010 session**, by **1 October 2010** for the **June 2011 session** and by **1 April 2011** for the **December 2011 session**.

To complete information, go to **School>Additional details** and select **SESSION** from the drop-down menu. A new window will open; select **Edit** and a screen will then be displayed for you to enter session information. Select **Continue** once you have entered **all** necessary information.

A4 IB information system

With the aim of introducing a more flexible database and an improved web-based service for coordinators, the IB is gradually replacing IBNET with the IB information system (IBIS). Coordinators are now able to log in directly to IBIS. However, some of the documents and functions mentioned may not be available on IBIS at the time of publication of this handbook. The IB would like to apologize for this inconvenience and remind coordinators that, until a further announcement is made, any form or function that cannot be found on IBIS will still be available via IBNET.

A4.1 IBIS school codes

The school code allocated to schools must be used in all correspondence with the IB and whenever using IBIS. A school that offers the MYP and/or the PYP in addition to the DP will need to use only the code for the DP (prefixed with two zeros). A school that offers the MYP and/or the PYP will have a single school code.

A4.2 Use of IBIS by MYP coordinators

IBIS is a collection of services available to MYP coordinators in IB World Schools only. The system uses a secure, password-protected web server to provide a fast and efficient way of working with the IB.

The IB expects MYP coordinators to use IBIS to complete the procedures described in this handbook, including maintenance of accurate school information details, registration of subjects for moderation, registration of MYP students, registration for monitoring of assessment, completion of forms, criterion levels totals entry, and receipt of results and statistics.

IBIS is a free service to IB World Schools offering the MYP. Each time a new MYP coordinator is appointed, the school **either** must amend his or her details on IBIS by going to **School>Contact information** and selecting the role from the drop-down menu (see section I2 for further details on how to amend details on IBIS) **or** must send a fax signed by the principal or head of school, addressed to the IBIS administration team at IB Cardiff (Fax: + 44 (29) 2054 7778). Upon receipt of this updated information, an email will be sent to the new coordinator containing a link to the new account creation system.

The MYP department at IB Cardiff is available to provide information and support on any aspect of using IBIS. Coordinators can contact the MYP department at myp@ibo.org. Please refer to section B for full contact details. Any IBIS account queries should be emailed to ibisaccounts@ibo.org.

Please refer to section I2 for further information on how to access IBIS.

A5 The IB public website

The public website (<http://www.ibo.org>) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, donors, researchers and the media. Features of the site include:

- user-friendly navigation with drop-down menus
- detailed information about the three IB programmes and the IB in general
- a useful school search facility with a page for every school
- a powerful site search engine, an A–Z index and the most widely used features given prominence from the home page
- an online store with shopping cart facilities and online credit card clearance at <http://store.ibo.org>
- dedicated pages for each stakeholder group with links to the information most likely to help them
- a calendar of worldwide face-to-face and online workshops and conferences with links to online registration
- a schools' jobs service where coordinators may advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools.

A5.1 IB HeadNet

IB HeadNet is a password-protected section of the IB public website, available to heads of IB World Schools only. It contains a range of information, such as official documents, minutes of meetings, conference papers, electoral papers and membership lists. IB HeadNet allows for only one password to be allocated to each school. If the school head wishes a principal to have access to IB HeadNet, the school head can issue their login details to the principal.

Coordinators can access the HeadNet account creation option on IBIS by selecting the **School** tab followed by **HeadNet account management** from the left hand menu.

A6 The online curriculum centre

The online curriculum centre (OCC) (<http://occ.ibo.org>) is available to all IB World Schools. Upon successful completion of MYP *Application for candidacy* (formerly MYP *Application form part A*), this service is also made available to candidate schools that are implementing the programme in preparation for authorization. The OCC provides support for teachers and administrators implementing and developing the programme.

The OCC is a password-protected website and allows teachers and administrators to:

- view and download selected IB publications (including subject group guides, the MYP *Coordinator's notes*, moderation reports, and so on)
- view and download teacher support materials
- share useful teaching resources with other IB teachers
- communicate with other IB teachers on relevant issues in the discussion forums
- participate in the consultation process of current curriculum reviews through online questionnaires
- contact online subject specialists (online faculty members) to answer curriculum and assessment queries
- read the latest news from the IB
- receive email notifications of messages posted to the discussion forums.

MYP coordinators in IB World Schools have an important role to play in providing access to the OCC for teachers in their schools. They can generate usernames and passwords for teachers in their schools by creating individual accounts through IBIS. MYP coordinators in candidate schools can obtain usernames and passwords for their teachers by emailing a list of teachers' names to occ@ibo.org. MYP coordinators must issue usernames and passwords to teachers in confidence and ensure that any old accounts are deleted on a regular basis.

If coordinators have any queries relating to the OCC, including difficulty accessing it or introducing colleagues to it, they should email occ@ibo.org.

Coordinators should remind all users that they must have a valid email address in their OCC profile.

A7 The IB workshop resource centre

The IB workshop resource centre (WRC) is currently a sub-section of the OCC website (<http://occ.ibo.org/>) that is available to all IB-approved workshop leaders upon successful completion of a workshop leader training session run by one of the IB offices.

In order to gain access to the WRC website, a workshop leader can use an existing OCC user account or can be granted a new account for their role as an IB workshop leader if they are not based in an IB World School. Any existing OCC user account will need to be profiled for workshop leader status by the WRC team at IB Cardiff before users can access the WRC section. This can be requested by going to **Contact** on the OCC sign-in page or by emailing wrc@ibo.org.

The WRC provides support and resources for workshop leaders when preparing for IB-approved workshops. The WRC is a password-protected, restricted-access website that allows workshop leaders to:

- view and download selected IB publications and workshop resources suitable for use in IB workshops
- access examples of student work in the three working languages of the IB and Chinese
- upload their own workshop resources and materials for use in workshop participant workbooks created online
- create a workshop participant workbook online for electronic storage and submission to the appropriate IB office
- read the latest workshop leader news and information.

For feedback or questions about the WRC website, or to report any problems or errors, workshop leaders can email the WRC team (wrc@ibo.org). When contacting the WRC team with any WRC website problems, or when requesting access to the website, it is helpful for users to supply any existing OCC account details and details about their area of expertise. Screen shots and any error message details are also helpful when trying to solve any problems that users may be experiencing with the website.

B1 IB offices

The functions of the IB headquarters, the curriculum and assessment centre (IB Cardiff) and the three offices are detailed in this section.

B1.1 Headquarters

The functions and responsibilities of the IB headquarters are currently divided between two sites: Geneva, Switzerland, and Cardiff, United Kingdom.

The IB headquarters are responsible for:

- granting of school authorization
- liaison with regional directors
- legalization
- finance and business administration
- corporate relations
- human resources
- information technology.

| IB headquarters | |
|---|---|
| <p>Mr Jeffrey R Beard Director general</p> <p>Dr Ian Hill Deputy director general</p> | <p>Organisation du Baccalauréat International Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 Switzerland</p> <p>Phone: +41 22 791 7740 Fax: +41 22 791 0277 Email: ibhq@ibo.org</p> |
| | <p>International Baccalaureate Organization Peterson House Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL United Kingdom</p> <p>General inquiries: Phone: +44 29 2054 7777 Fax: +44 29 2054 7778 Email: ibca@ibo.org</p> <p>Communications: Phone: +44 29 2054 7936 Fax: +44 29 2054 7808 Email: communications@ibo.org</p> |

B1.2 Curriculum and assessment centre

The IB curriculum and assessment centre is based in Cardiff, United Kingdom, and comprises the academic and assessment functions.

Academic

The academic function incorporates the programme development division, responsible for the continued development and articulation of the three programmes offered by the IB.

Assessment

The work of the assessment function includes the design of assessment systems, production and administration of examination papers, checking of examination script marking and supporting programme coordinators worldwide. The moderation and monitoring of MYP assessment is also managed.

| IB curriculum and assessment centre | |
|---|--|
| Ms Judith Fabian Chief academic officer | International Baccalaureate Organization Peterson House Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL United Kingdom General inquiries: Phone: +44 29 2054 7777 Fax: +44 29 2054 7778 Email: ibca@ibo.org MYP inquiries: Fax: +44 29 2054 6072 Email: myp@ibo.org |
| Mrs Jacqueline Harris Assessment director | |
| Ms Carolyn Adams Assessment operations director | |
| Ms Jennifer Giddings Head of Primary Years Programme development | |
| Mr Malcolm Nicolson Head of Middle Years Programme development | |
| Mr Andrew Atkinson Head of Diploma Programme development | |
| Ms Christine Amiss Head of continuum development | |

B1.3 Regional offices

The regional offices provide the following services.

For prospective IB schools

- Introductory workshops
- Consultation, advice and materials on the process of application and authorization
- Professional development
- Arrangement of authorization visits

For IB World Schools

- Professional development
- Regional conferences
- Evaluations of a school's IB programmes
- Consultation on student assessment procedures

For universities

- The philosophy, structure and requirements of the DP
- The content and requirements of DP courses
- Any required information on the MYP

For governments

- Advice on how to integrate IB programmes into state educational systems
- Consultation regarding recognition of the IB diploma

There are also a number of subregional offices that work in collaboration with the respective regional offices.

| IB regional offices | |
|---|---|
| IB Africa/Europe/Middle East Mr Adrian Kearney Regional director | IB Geneva Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 Switzerland Phone: +41 22 791 7740 Fax: +41 22 791 0277 Email: ibaem@ibo.org Web: http://www.ibo.org/ibaem/ MYP inquiries: Email: mypibaem@ibo.org |

| | |
|---|---|
| <p>IB Americas</p> <p>Mr Drew Deutsch Regional director</p> | <p>IB New York 475 Riverside Drive Suite 240 New York, NY US 10115 USA</p> <p>Phone: +1 212 696 4464 Fax: +1 212 889 9242 Email: iba@ibo.org Web: http://www.ibo.org/iba/</p> <p>IB Buenos Aires San Vladimiro 3056–2do.piso San Isidro B1642GMB Provincia de Buenos Aires Argentina</p> <p>Phone: + 54 11 4766 3900 Fax: + 54 11 4766 3900 Email: buenosaires@ibo.org MYP inquiries: Email: ibamyp@ibo.org</p> |
| <p>IB Asia-Pacific</p> <p>Ms Siva Kumari Regional director</p> | <p>IB Singapore 15 Hoe Chiang Road #11-04/06 Tower Fifteen Singapore 089316 Republic of Singapore</p> <p>Phone: +65 6776 0249 Fax: +65 6776 4369 Email: ibap@ibo.org</p> <p>Web: http://www.ibo.org/ibap/ MYP inquiries: Email: ibapmyp@ibo.org</p> |

B2 MYP committee

The MYP committee forms part of the IB management advisory structure. It allows for IB World School representation and is advisory in function.

B2.1 Structure of the MYP committee

As of 2011, a new structure will be in place for the MYP committee in keeping with the organization-wide restructuring that is being undertaken. The terms of reference of the committee will be published in the next MYP *Coordinator's handbook*.

C1 Process of curriculum development

All MYP curriculum documentation is produced at IB Cardiff. The head of programme development and the curriculum and assessment managers are responsible for the authorship of curriculum documents, with the support of the MYP committee, teachers, consultants, moderators and IB staff. Other IB Cardiff staff are involved in editing, translating and publishing materials to be made available to schools.

Curriculum development in the MYP consists of a regular review cycle of the principles and practices of the programme and of the corresponding curriculum documents. Teachers' experiences and views, global trends in education, and consistency across all three programmes are considered. The review is also supported by research.

Curriculum development includes many aspects, from formulating aims and objectives to designing curriculum and assessment structures. It also involves the production and distribution of curriculum support materials in the form of examples of assessed student work to support understanding and implementation of the practices evident in a guide and the provision of workshop materials.

C1.1 Curriculum review cycle

All MYP guides follow a 7-year curriculum review cycle organized as follows.

- Year 1: Investigation year
- Years 2/3: Curriculum review meetings
- Year 4: Document production
- Years 5/6/7: Use of guide for teaching in schools

For further information about ongoing curriculum reviews, please refer to the MYP *Coordinator's notes* on the OCC.

C2 Curriculum document production

C2.1 Contributions by schools

The IB calls on MYP schools to contribute to the process of curriculum development.

- Questionnaires are regularly posted on the OCC or IBIS, requesting comments on existing materials and suggestions for changes and/or improvements.
- Teachers may be invited to attend curriculum meetings at IB Cardiff. They may be asked to bring material that they, or their colleagues, have produced either in or for their school.

- Schools may be asked to take part in curriculum development by trialling new documents and/or sending original pieces of student work back to IB Cardiff.
- Draft guides are sent to a number of schools to obtain reactions and suggestions.

Participants in MYP development activities normally come from IB World Schools offering the MYP. However, at the discretion of the IB, external consultants and individuals with relevant expertise may be invited to participate.

Important note

- Teachers attending curriculum meetings who bring material that they or their colleagues have produced either in or for their school must confirm the copyright status of this material with their school before contributing it. The IB may wish to use, adapt or translate this material for use in curriculum publications. All contributors will be asked to sign a document giving the IB permission to use material in this way as a condition of their attendance.
- Before sending original pieces of student work to IB Cardiff (as a result of trialling new documents or upon request by IB Cardiff) schools must inform the students that their work may be used in an IB publication and that they have the right to withhold their permission (see section F1.9). The school must not submit any work by a student who exercises this right. IB Cardiff will assume that all work submitted is available for use in curriculum documents for publication. The identity of the school and of the students will be protected.

C2.2 Curriculum development/review meetings

Curriculum development/review meetings usually take place at IB Cardiff. Travel and accommodation for participants in curriculum development/review are arranged and/or reimbursed by the IB. A daily fee is paid according to the current IB scale of payment.

The function of the curriculum development/review meetings is to:

- review and develop subject group guides according to a pre-established format
- review and develop assessment criteria in accordance with the prescribed objectives
- provide guidance for curriculum development in schools, including the use of the areas of interaction
- select and assess examples of good practice for inclusion in the teacher support materials
- prepare workshop materials.

Schools are invited to recommend teachers who would be willing to be members of curriculum development/review groups. However, working groups are limited in number and selection of nominees by schools should be considered carefully.

Please fill in the *C5 Teacher recommendation form*, which can be found on IBIS.

In preparation for curriculum development/review meetings, heads of school will be contacted by curriculum and assessment managers to request permission to invite teachers to attend. It is at the discretion of the school to communicate internally the information sent by IB Cardiff to the relevant staff. The teachers involved will be contacted by IB Cardiff only after permission is received from the head of school.

C2.3 Production and translation of guides

The guide for each subject group includes:

- an introduction to the subject group
- a statement of the subject group's aims, objectives, concepts and skills
- requirements of the subject group
- a section on developing the curriculum, including examples of how the areas of interaction could be addressed
- subject-specific guidance/framework (in some subject group guides)
- advice on assessment and corresponding assessment criteria
- a section on moderation and on monitoring of assessment
- a set of frequently asked questions (in some subject group guides)
- a glossary of subject group terminology
- an appendix providing examples of interim objectives for years 1 and 3 in every subject group of the MYP.

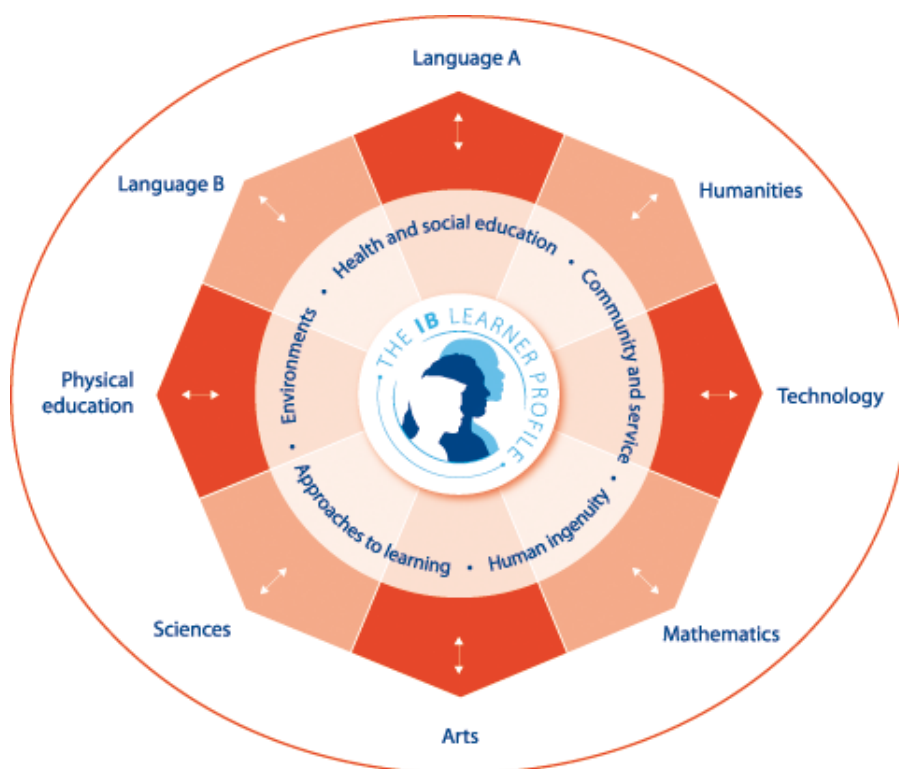
Teacher support materials for each subject group guide include samples of assessed student work, mainly from years 4 and 5, wherever possible exemplifying the use of assessment criteria and achievement level descriptors in the MYP.

Examples of unit planners for each subject group guide can also be found on the OCC.

Guides are published simultaneously in English, French, Spanish and Chinese. Whenever possible, teacher support materials are created originally in each language. The IB store (<http://store.ibo.org>) lists available titles in the MYP languages. (Please also see section A1.2 of this handbook.)

D1 General regulations and requirements

D1.1 MYP programme model



The MYP is a programme of study designed to meet the educational requirements of students aged between 11 and 16 years. The MYP curriculum framework is flexible enough to allow schools to meet the demands of national, regional or state legislation while also meeting the requirements of the programme. The publication *Programme standards and practices* clearly states that an IB World School offering the MYP must align its educational beliefs with those of the IB, while developing a curriculum that is based on the requirements of the MYP.

D1.2 Student participation

The MYP's educational aim is to provide young people with an education for life and to teach them to relate the content of the classroom to the realities of the world outside. While the objectives of the programme ensure an academic challenge, the IB does not consider the MYP to be a selective programme for a limited number of students. Indeed, the IB believes that all young people can benefit in different ways from the MYP's holistic, integrative approach to teaching, learning and thinking, including those with special educational needs.

The MYP is intended to be an inclusive programme that can cater for all students aged 11 to 16. Thus, the IB expects that the school strongly encourages participation for all students. However, if a school is

prevented from implementing the programme for the full cohort in this age range, the IB may grant an exception and authorize the school with the provisions that:

- the head of the school provides a written explanation for such a decision, which includes a clear rationale for not involving the full cohort in the programme and specifies the size of the cohort
- the rule concerning the continuity of MYP to DP must be respected. Any separation by academic ability that might take place should not result in gap years between MYP and DP for students
- the school agrees to continue to study the feasibility of enlarging the MYP cohort of students in the future and takes action in this regard if future conditions allow it to do so. This continued feasibility study will be addressed by the IB each time it evaluates a school programme.

Schools are responsible for adapting the way in which they deliver the programme but must ensure that it reflects the practices described in each of the subject group guides, as well as in *MYP: From principles into practice*. Enrollment decisions are under the jurisdiction of each individual school. Where schools register students for certification by the IB, the MYP certificate is awarded to students who fulfill a number of conditions (see section F2.4).

D1.3 Changes in school circumstances

If a school undergoes a major change in structure, curriculum or administration after authorization, it **must contact** the appropriate IB office with regard to the continuing validity of its authorization.

D1.4 Programme length

The MYP is designed as a **five-year (1 to 5)** programme for young people aged 11–16, where students are engaged in structured learning in all subject groups and all areas of interaction each year and complete the personal project in the final year.

D1.4.1 Programme flexibility

Where local educational structures do not allow the five-year MYP to be offered on a single site, schools may be authorized to teach the programme over a shorter period provided the following conditions are met.

- The programme is at least three years in length if it is offered in isolation from the PYP and/or the DP.
- Where the school wishes to offer the MYP as a continuation of the PYP, or immediately prior to the DP, the programme is taught over at least two consecutive years.

Schools that are considering applying for this option must direct their queries and applications to the appropriate IB office. Each region will have its own timescale for dealing with these applications.

The following table demonstrates the programme flexibility options open to schools where MYP 1 to 5 cannot be implemented due to local educational structures.

| Structure of MYP years that a school may implement in accordance with local educational structures | | | | | Notes |
|--|----|----|----|----|--|
| Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Y2 | Y3 | Y4 | Y5 | Possible provided MYP 1 does not exist at the school |
| | | Y3 | Y4 | Y5 | Possible provided MYP 1 and MYP 2 do not exist at the school |
| | | | Y4 | Y5 | Possible only if the school offers the DP |
| Y1 | Y2 | Y3 | Y4 | | Possible if the school ends at MYP 4 |
| Y1 | Y2 | Y3 | | | Possible if the school ends at MYP 3 |
| Y1 | Y2 | | | | Possible only if the school offers the PYP |
| | Y2 | Y3 | Y4 | | Possible provided MYP 1 and MYP 5 do not exist at the school |

In some cases schools may also offer a six-year MYP, where local circumstances require an extra year to ensure that the transition from PYP to MYP and from MYP to DP is continuous. In these cases, the last year of MYP will still be referred to as MYP 5.

Schools that are considering applying for programme flexibility must direct their queries to the appropriate IB office.

D1.4.2 School partnerships

In cases where there is an educational continuum between schools, where one or more offer the earlier years of the MYP, leading to the final years being offered in another school (without any gap years), and a significant proportion of students move from one to the other, schools can apply to offer the MYP in partnership. The IB will recognize this cluster of schools as one programme offered in partnership under the following conditions:

1. The partner schools appoint an MYP coordinator who will coordinate the programme across the partner schools and who will be the contact person for the IB for the partnership. The school

where the MYP coordinator sits will be identified as the contact school. Generally, the MYP coordinator would be appointed from the school that offers the final years of the programme.

2. The continuity of the curriculum is guaranteed across the partner schools and across all years of the programme.
3. The staff across the partner schools will meet frequently for collaborative planning, ensuring vertical articulation towards the final MYP objectives and a common understanding and practice of MYP assessment.
4. The professional development requirements at the time of authorization and at the time of evaluation are fulfilled by each partner school separately.
5. For the application for candidacy and authorization, as well as for the purposes of programme evaluation, the partnership will be regarded as one entity. Although documentation may be requested from all partner schools, there will be one report from the IB in each case, which will address the partnership as a whole.

When authorized, each partner school of the partnership will be registered as an IB World School in its own right. The MYP coordinator for the partnership will be regarded as the MYP coordinator for all partner schools.

D1.4.3 Multiple campus schools

If a school is divided between two or more campuses, each campus is normally deemed a separate candidate school and must individually fulfill all the conditions of authorization stipulated in the *Guide to school authorization*.

In some cases the IB recognizes that a single programme may, for logistical reasons, be taught in a school with two or more different campuses, perhaps some distance apart. If such a multiple campus school is to be regarded as one unit for the purposes of recognition and fees, the school must provide evidence that the following criteria are all satisfied:

1. All campuses are recognized as comprising a single school according to legal and local registrations.
2. One person is responsible for the day-to-day educational leadership of the school across campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities.
3. The campuses are governed by the same rules and regulations that include organizational structure and, if applicable, school fee tariff.
4. One IB programme coordinator will be responsible for the day-to-day functioning of the combined programme across the different campuses.
5. There can and will be horizontal and vertical articulation of the programme across the campuses.

6. The staff across campuses can and will meet frequently for collaborative planning.

For the purposes of programme authorization, the IB reserves the right to decide what constitutes a multiple campus school.

D1.5 Curriculum flexibility

The MYP is designed as a programme that requires schools to teach eight subject groups every year for a minimum of 50 hours of instruction per subject group each year. However, **subject to approval** by the appropriate IB office, the following flexibility is available in the last two years of the programme for schools that offer a two-to-five or one-to-five year programme. In MYP year 4 and MYP year 5, schools may offer a course of study that does not include all eight subject groups provided that:

- the students meet the final objectives in all eight subject groups
- all eight subject groups are offered during the course of the final two years
- a minimum of six subject groups are offered in each of years 4 and 5
- the subject groups chosen are each offered for a minimum of 50 hours of instruction each year
- schools have considered how concurrency of learning (*Programme standards and practices*) will be affected and have planned to compensate for this
- schools submit appropriate documentation to the appropriate IB office at the time of authorization/evaluation, showing that the school is meeting the requirements and objectives of the subject groups for which curriculum flexibility has been applied.

Schools applying for curriculum flexibility will be subject to compulsory monitoring of assessment in the particular subject group(s). Schools will be reminded of this through the curriculum flexibility application process. Compulsory monitoring of assessment will apply two years after the curriculum flexibility application is approved. It will not apply to schools that are already registering for moderation in the subject(s).

For moderation purposes, schools that wish to receive the moderation report at the end of MYP year 4 for **no more than two subjects** completed in that year must register students under the “Anticipated” category on IBIS. The instructions in section F and the deadlines described in section G **apply** to schools that register anticipated candidates as a result of having been approved for the curriculum flexibility option. Please also see section G5.1.2 for further information on how to register students as anticipated candidates on IBIS.

Where one subject from a group is not offered in the final year, the school does not need to apply for curriculum flexibility.

Please note that the language B foundation level is not available as part of the curriculum flexibility option.

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The following table demonstrates, in a visual way, the potential curriculum flexibility options open to schools for MYP years 4 and 5. The letters used (A–H) refer to any of the eight subject groups. Please note the restrictions mentioned earlier in bold regarding language B foundation level.

| Year 4 | Year 5 |
|---------------------|---------------------|
| A, B, C, D, E, F, G | A, B, C, D, E, F, H |
| A, B, C, D, E, F | A, B, C, D, G, H |
| A, B, C, D, E, F, H | A, B, C, D, E, F, G |

D1.6 Time allocation

The minimum hourly requirement for each subject group is **50 teaching hours** per year. (One teaching hour is equal to 60 minutes.)

The IB prescribes this minimum to respect the principle that students must be engaged in structured learning in **all subject groups in each year** of the programme (except in the case of the curriculum flexibility option in the last two years of the programme—see the above section, D1.5, for further information).

It is recognized that the total teaching time for each subject group will vary from school to school and, within a school, it may vary from year to year. In practice, more than 50 teaching hours per year will be necessary to meet the programme requirements in most subject groups over the five years. However, the IB mandates 50 hours per year for each subject group as the minimum to allow students to continue to mature and further their experience of all subject groups each year. In order to ensure concurrency of learning, these teaching hours should be sustained over the course of a year.

D1.7 IB learner profile

The attributes and descriptors of the IB learner profile define the type of learner the IB hopes to develop through its programmes. This profile originated in the PYP and has been developed to make it applicable to all students and adults involved in the implementation of the IB programmes—that is, to the whole community of learners.

The IB learner profile booklet is available on the OCC. MYP schools are expected to focus on encouraging student development in light of the profile in as many ways as possible, by engaging students and teachers in reflection.

D1.8 Areas of interaction

Horizontal and vertical planning in MYP schools must ensure that all students are engaged in structured learning and activities. Each area of interaction is balanced throughout each age level of every year of the programme and is used in planning units of work according to the MYP unit planning process as described in *MYP: From principles into practice*. While the focus and the nature of the involvement may change from

year to year, it is important that students continue to engage in all the areas over the full course of the programme. Such engagement of all students in all the areas of interaction is an important aspect of the programme. For further information on the areas of interaction, please see *MYP: From principles into practice* (2008).

D1.9 Objectives, concepts and skills

Objectives are prescribed for all MYP subjects. In the process of regular programme evaluation, schools will be required to give evidence that these objectives are being properly addressed. Where schools request IB-validated grades for their students, they must participate in the process of moderation of schools' internal assessment and submit samples of assessed work to illustrate the application of the published assessment criteria corresponding to these objectives (see section F).

In some subject groups, the IB prescribes concepts and skills in order to allow teachers to structure and set clearly the standards of the course. In such cases, these concepts and skills have to be organized and taught by the schools in each year over the five years of the MYP.

Such prescription is kept to a minimum to preserve the flexibility the MYP offers. Schools are able to expand their scope of topics and depth of treatment according to their individual needs and preferences.

Examples of interim objectives for years 1 and 3, in every subject group of the MYP, are included in and complement the relevant subject group guide.

Schools will always be given sufficient advance notice of any change to the courses that will affect student certification.

D1.10 Personal project

The personal project, as defined in the *Personal project guide*, is a requirement of the MYP for all schools, regardless of whether they request IB-validated grades for their students. The personal project holds a very important place in the programme as it provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. Although the areas of interaction are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student's involvement with the MYP and the areas of interaction. The project is, therefore, completed during the **last year** of the student's participation in the MYP. Schools are required to organize the supervision and completion of the personal project for **all MYP students**.

In order to be eligible for the MYP certificate a student must achieve a **minimum grade of 3** for the personal project (see section F2.4).

Schools **must** use the personal project assessment criteria as published in the *Personal project guide*, regardless of whether they request IB-validated grades for their students.

Additional examples of assessed student work that reflect the objectives and assessment criteria of the *Personal project guide* were published in March 2009 to complement the existing teacher support material (TSM), published in 2005. The TSM is available from the IB store at <http://store.ibo.org>, as well as on the OCC. Examples of personal projects in all working languages of the MYP are available in this TSM. It is

important to note that a new *Personal project guide* will be published in January 2011, to be implemented from September 2011 and January 2012, respectively, for first moderation in June 2012 and December 2012 sessions. An accompanying TSM will also be published in early 2011.

D1.11 Integration across and within subject groups

Given the holistic nature of the MYP, schools may opt for the integration of some subjects within the subject group—for example, a sciences course, encompassing elements (concepts, skills and processes) of the different science subjects: biology, chemistry or physics. When this is the case, care must be taken to ensure that the following conditions are met. (Please see section F3.7 for further details about integrating subjects.)

- The minimum hourly requirement per year per subject group must be respected, even when integration involves different subject groups.
- The objectives of the subject group must be clear to all concerned, addressed explicitly and assessed using the subject-specific criteria. Teachers must be conversant with the relevant subject group guide, and reporting of student progress must be clear to parents and students.
- Units of work must be developed covering different discrete subjects that are intertwined in terms of objectives set, content covered and learning outcomes reached.

Schools may opt for the integration of some subjects across subject groups, for example, a technology course taught through other subject groups. When this is the case, care must be taken to ensure that the above conditions are met.

D1.12 Special educational needs

The IB believes that all students should be allowed to learn and to demonstrate their ability under conditions that are as fair as possible. Some students will require different teaching and assessment arrangements due to special educational needs (SEN) such as:

- gifted and talented issues
- specific learning issues
- language issues
- emotional and behavioural issues
- physical, sensory and medical conditions
- mental health issues.

Where students experience such special educational needs, the MYP is flexible enough to allow **differentiated approaches** to learning and assessment that can be adapted to the needs of the students—for further information, please visit the OCC website (<http://occ.ibo.org>) and go to **Support areas>Special educational needs**. In particular, the focus on approaches to learning helps adolescents

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take charge of their own thinking and learning by developing appropriate skills and attitudes. This is especially crucial for students with special educational needs. Special arrangements may be applied for all forms of assessment.

Teachers are encouraged to share practices by posting resources and participating in the forum on the SEN page of the OCC.

The school must develop and implement a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

MYP schools are expected to respect the general principles listed below when planning adaptations to teaching and assessment for students with special educational needs. An SEN coordinator must be appointed to coordinate these, and this should be clearly stated in the SEN policy.

1. Where normal assessment conditions would put students with special needs at a disadvantage and prevent them from demonstrating their level of ability, reasonable accommodation must be given for administration of assessment. Technology should be used where available to support learning and assessment.
2. In many cases, local and national legislation mandates adjustments to methods of curriculum delivery for special educational needs. While the MYP tries to maximize parity across schools, it is recognized that forms and degrees of special arrangements will vary according to cultural and legal differences between regions.
3. In assessment, special measures put in place to help students with special educational needs demonstrate their true level of ability must not put these students at an advantage over others.
4. Any grade awarded to a student in any subject must not be a misleading description of the student's level of attainment according to the course objectives. Schools may modify conditions in relation to the interim objectives developed by teachers to suit the needs of their students and the local context. In the final year of the MYP, the same assessment criteria must be applied to all students in a given course, regardless of whether they have a special educational need. Variations in assessment conditions are intended only to minimize the effects of a student's functional limitations resulting from a special educational need.
5. Where any special arrangements are made for assessment, they must correspond to a school policy on special educational needs and mirror the conditions available to the students in the classroom. Such special arrangements must be recorded and be made available to the IB on request where IB validation of final grades is requested by the school.
6. Where the school requires validation of grades by the IB, it **must contact the MYP at myp@ibo.org** as soon as possible after a student has been identified with a diagnosed special educational need. If the diagnosed special educational need makes assessment of part of the course objectives impossible, thus affecting the student's eligibility for the MYP certificate, a summary statement should clarify the nature of this impact on the student and their work.

Note: Please refer to section G14.2 for details of special arrangements concerning the submission of final grades and student eligibility for the MYP certificate. These arrangements must be agreed with IB Cardiff.

Schools are encouraged to contact myp@ibo.org for advice regarding individual cases as early as possible after identification, and **ideally prior to the end of year 1**, for further support.

D2 Documentation of student achievement

Schools can choose whether they wish to have IB-validated grades. If a school wishes to request IB-validated grades for its students, it must participate in a process of IB moderation of the school's own internal assessment (see section F). Schools are free to follow the MYP and issue their own form of certification, not validated by the IB, without participating in the moderation process. However, they must participate in the monitoring of assessment process. If a school opts for a school-based certificate, they are still required to follow the guidelines regarding assessment as outlined in the assessment section of *MYP: From principles into practice*. (Please see section E and section F4 for further details.)

D2.1 Achievement folder

D2.1.1 Eligibility for the achievement folder

In **all IB World Schools offering the MYP** all students in the final year of the programme, including those not registered for IB-validated grades, are entitled to receive an MYP achievement folder provided by the IB.

D2.1.2 Use of the achievement folder

The achievement folder is intended to act as a record of the student's educational progress through the MYP, providing a complete profile of achievement for the graduating MYP student. Students are encouraged to use it to document their involvement in the programme. It may include, as appropriate:

- an IB-validated certificate (registered students only)
- an IB-validated record of achievement (registered students only)
- school and personal documents of both a formal and informal nature, which together provide a complete record of each student's participation in the overall programme. For example, an achievement folder might include information relating to community and service activities, extra-curricular achievements, background to the personal project, a self-evaluation, school transcripts and letters of appreciation
- inserts that can be found on IBIS (go to **Library>Achievement folder**). These inserts should be printed by the schools and photocopied for students.

D2.1.3 Requesting achievement folders

Schools can obtain achievement folders for all students in the final year of the programme by placing a request for them via IBIS. Please note that achievement folders should be delivered only to **final-year MYP students** including those not registered for IB-validated grades. Schools must carefully monitor how many achievement folders are required.

Schools need to request their achievement folders for the **June 2011 session** by **4 January 2011** and will receive them in **April 2011**. Schools need to request their achievement folders for the **December 2011 session** by **4 July 2011** and will receive them in **October 2011**.

To request achievement folders on IBIS, go to **School>Additional details** and select **SESSION** from the drop-down menu. A new window will open. Select **Edit** to open a screen that includes an option for coordinators to enter the number of year 5 achievement folders they require (under the **Programme administrative information** sub-heading). After entering this number (and **all** other information required), select **Continue** (found at the bottom of the screen) and the number of achievement folders required will be updated.

D2.2 MYP certification documentation

D2.2.1 Official documents

For schools that choose to register MYP students for externally validated and certificated results, the IB can provide official MYP documents for each student.

- The **MYP certificate** indicates an overall standard of achievement in all aspects of the MYP (provided the requirements detailed in section F2.4 for the award of the certificate are satisfied).
- The **MYP record of achievement** gives a final IB grade (1–7) for each **individual subject** in which the student has been registered and indicates that community and service requirements have been satisfied, unless the school notifies IB Cardiff to the contrary (see section G5.5).

Please note that a school can register a student in any number of MYP subjects where the student's performance has been assessed according to the objectives of the subject, and where samples of assessment have been moderated by the IB. Thus, an individual record of achievement can bear only one result or a number of results, at the choice of the school and student.

D2.2.2 Conditions for IB certification of assessment

Any school wishing to receive the IB-validated certificates and records of achievement must participate in the process of moderation of schools' internal assessment, and must follow the procedures and deadlines described in section F3 and section G. Failure to follow the given procedures may mean that certificates and records of achievement cannot be provided.

D2.2.3 Sample certificate and record of achievement

Samples of the MYP certificate and record of achievement, one of which demonstrates the mother-tongue language option, are available in this handbook. (For further information on the mother-tongue option, please refer to section D3.5.)

For information on the process of registration, please refer to section G.

D2.3 Reporting

Please see *MYP: From principles into practice* (2008) for guidance on developing reporting methods.

D3 Languages

There are IB World Schools offering the MYP across all IB regions and their student populations encompass a great variety of languages and cultures.

Teachers need to look beyond their local and national traditions and become familiar with new ways of thinking and teaching. For some teachers this may include using documentation and attending seminars, workshops and conferences in another language.

Students need to acquire competence in other languages, and need to develop a knowledge and appreciation of other cultures.

An important step towards the values of international-mindedness is **bilingualism** for teachers and students, which the IB strongly advocates, and **sustained language teaching in at least two languages**, which is a requirement for each year of the MYP. The school is expected to develop and implement its own language policy.

D3.1 IB languages of communication

The IB language policy was reviewed in 2007 and the new policy can be found on the public website. Please refer to this document for clarification of services provided by the IB in its working and access languages.

Schools are offered great flexibility in the delivery of the MYP in terms of language courses and languages of instruction. However, there are conditions as laid out in the IB language policy.

D3.1.1 Correspondence with the IB

Services provided by the appropriate IB offices will be limited to the three working languages of the IB (currently English, French and Spanish). Consequently, the MYP coordinator of the school must be able to communicate with IB offices in one of these three languages.

D3.1.2 Documentation

Full curriculum materials will be provided in the working languages of the IB (English, French and Spanish). In the MYP level 3 access language (Chinese), all curriculum materials will be provided with the exception of teacher support materials. Selected curriculum materials will be provided in languages defined as level 4 access languages. There will also be bilingual glossaries of key MYP terminology provided in languages defined as level 5 access languages for the MYP. Please refer to the IB language policy for clarification of services provided by the IB in its working and access languages.

Please note that, from 2010, the *MYP Coordinator's handbook* and *MYP Coordinator's notes*, as well as moderation and monitoring of assessment reports, will no longer be provided in Chinese.

D3.1.3 Authorization and programme evaluation

If schools are offering the MYP in a language other than one of the MYP working languages, they must ensure that all relevant documentation to support their application for authorization and regular programme evaluation is translated into one of these languages. This includes course outlines, sample lessons and samples of student work submitted for monitoring of assessment where applicable. Schools should consult the appropriate IB office for guidance.

D3.2 Languages of instruction and assessment

The MYP may be taught in any language or languages. This allows teachers and students to understand fully the principles of the programme and all aspects of the coursework and assessment. The language(s) of instruction may be the mother tongue of students, teachers and/or the host country but, as is the case with several MYP schools, need be none of these.

Where one of the IB working languages (English, French and Spanish) is not included as a language of instruction, the relevant IB office must be contacted to seek advice. In this case, it is expected that at least one teacher per subject group has proficiency in one of the IB working languages.

Where a school opts to request IB-validated grades in the final year of the programme, students must reach sufficient competency in English, French or Spanish to be able to use the language in tasks sent for moderation in all subject groups except for language A and language B.

Please note that translated samples of student work **cannot** be sent for moderation. However, translated samples **can** be sent for monitoring of assessment (except for languages A and B); please specify in the background information if student work has been translated.

D3.3 The language of learning in the MYP

The IB recognizes that students in IB World Schools offering the MYP have a variety of language backgrounds. The school must ensure that it can offer appropriate provision to meet a student's language needs before enrolling the student. The IB publications *Learning in a language other than mother tongue in IB programmes* (2008), *Guidelines for developing a school language policy* (2008) and *Second-language Acquisition and Mother-tongue Development: A guide for schools* (2004) are available to assist schools in providing for students who need to acquire another language in order to access the curriculum.

D3.3.1 Language of instruction

Schools have a responsibility to ensure that all students reach their full potential. In IB World Schools offering the MYP students have varied and complex language histories, and many schools will have a population of students who require assistance with learning the language of instruction. Schools must provide for the language needs of students whose mother tongue is not the language of instruction so that they can participate fully in the MYP. There must be specific provision for the teaching of the language of instruction. Schools must make sure that these students are not disadvantaged, either in terms of fees paid or time spent in the classroom, in comparison to other students. Monitoring of the programmes offered to these students will occur during the programme evaluation for schools.

Additionally, **all** MYP teachers have a responsibility to address the language needs of their students in the language of instruction.

D3.3.2 Mother tongue

The term “mother tongue” is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a “native” speaker.

For the purpose of the MYP, “mother tongue” includes all these definitions, and describes the language that the student uses at home and/or outside the classroom environment.

In IB World Schools offering the MYP many students have a variety of mother tongues and cultural backgrounds. Schools have a responsibility to those students whose mother tongue is not the language of instruction. Those students should be supported in developing their mother tongue, sustaining cognitive and academic development, and maintaining their cultural identity.

In some instances, schools may need to employ mother-tongue teachers from the wider school community. Schools need to ensure that these teachers have a command of the principles and objectives of the MYP, and uphold the pedagogical and philosophical standards of the IB. When students are studying their mother tongue as language A, schools must also ensure that both the teachers and students have access to an appropriate supply of the literary material and resources required for the course.

D3.4 Bilingual and multilingual students

The IB strongly recommends that, wherever possible, truly bilingual students should work towards the language A objectives in both languages. For the purposes of the MYP certificate, a student may register for final assessment in either:

- at least one language A and at least one language B

or

- two languages A and no language B

or

- two languages A and one language B.

The following table shows the MYP language course options for MYP certification.

| Option | Language 1 | Language 2 | Language 3 |
|--------|----------------|------------|------------|
| 1 | Language A and | Language A | |
| 2 | Language A and | Language B | |

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| | | | |
|---|--------------------------|------------|--|
| 3 | Mother tongue option and | Language A | |
| 4 | Mother tongue option and | Language B | |
| 5 | | | With any of the above combinations a third language is possible to create this option. |

For some students, a third language may be applicable and recognized within the MYP. As long as all the requirements for two languages have been met, and the aims, objectives and assessment criteria are suitably applied, a third language may be entered in accordance with any of the language options on the language learning continuum from language B foundation, standard, advanced or language A.

In schools with language variations not described or offering revival languages, please contact the appropriate IB office and IB Cardiff.

D3.4.1 Classical languages as a third-language option

Schools are able to register students for certification in classical languages (for example, Latin, ancient Greek, ancient Hebrew, Sanskrit) from 2010. The classical language will appear on student records of achievement as a language B.

It is important to note that this must be in addition to a modern language B. For example, students may enter for French B and Latin B, but not only Latin B. For details on criteria to use, please contact myp@ibo.org directly. Assessment will follow the same procedure as a non-sampled language B. Please see section G3.1.2 for more information on special request subjects.

D3.5 Mother-tongue language option for certification

This language option may be undertaken to qualify for the MYP certificate. This option requires the completion of either one language B or language A, **and** a language course that is the equivalent of MYP language A, but not necessarily offered by the school (options 3 and 4 in the table above). For the IB to approve the course, tutors must be provided with language A documentation and, wherever possible, teach to the language A aims and objectives. Regardless of whether an MYP language approach is adopted, detailed course outlines must be made available to the IB so that a sound decision can be made regarding the appropriateness of the course.

Language A on the record of achievement would be replaced by the wording: “[LANGUAGE] (IB approved)”. For an example of such a record of achievement, please see section D2.2.3.

The MYP certificate awarded would be the same certificate as for the other options.

Please note this option is only available to students who are not studying their mother tongue language as their language A or B at school.

For more information on how to apply for this option, please see section G3.1.

D3.6 Language A subject group

Language A is ideally the mother tongue of the student but may be the language in which the student has the highest level of proficiency. It is often the language of instruction of the school, but need not be if the language of instruction is not the student's mother tongue.

Any language mentioned in the "IB list of languages" (see section G9) can be taught as a language A, provided the students have received instruction fulfilling the requirements and objectives as stated in the *Language A guide* (January 2009).

The school is ultimately responsible for the quality of language training for its students. In many cases schools will have to establish a language programme for students whose mother tongue is not the language of instruction of the school and who arrive at the beginning of, or part-way through, the MYP. In such cases, the IB strongly encourages schools to help those students maintain and improve their mother tongue wherever possible, while putting in place measures that will allow them to become proficient in the school's language of instruction. (Please see sections D3.4 and D3.5.)

Where special external instruction takes place with the intent of providing an equivalent to an MYP language A course, any tutors appointed must be provided with the necessary documentation and material to teach the course. The external tutors must also have regular contact with the language A teachers within the school to ensure a common understanding of the course objectives, and they must carry out internal standardization of the final assessment at the end of the course.

For more information on registration in language A, please see section G8.1.

D3.7 Language B subject group

Language B is a language other than the student's mother tongue, learned at school. The MYP requires schools and MYP partnerships of schools to provide **sustained** language learning in at least one language B over the whole course of the programme.

The IB recognizes that many special cases will arise due to the transient nature of an international school's student population. Consequently, it is a school's responsibility to make the best decision in the interest of each student, according to individual circumstances and the courses offered in the school. If the school's language of instruction is not the student's mother tongue, the school's language of instruction may be studied as a language B for a variable amount of time depending on individual circumstances.

- For students whose mother tongue is not the language of instruction of the school, the school's language of instruction may be considered appropriate as their language B. Language A instruction in another language must also be provided for those students to make them eligible for the MYP certificate.
- In some cases a language understood by the student because of exposure to the language at home or elsewhere can be considered a language B depending on the individual student's level of proficiency in all four language skills (speaking, listening, reading and writing).

D3.7.1 Three levels for certification

There are three levels for certification in MYP language B. These are:

- language B advanced
- language B standard
- language B foundation.

Provision must be made for teaching language B to students who are aiming to register for certification in their final MYP year for either language B standard or language B advanced. Students may move between language levels (within the same language) during the first four years at the school's discretion. However, the registration of students in either language B standard or language B advanced must be made at the beginning of the final year (see section G for registration deadlines). Schools should be aware that there are differences between the final assessment criteria for these options, and students should be prepared appropriately.

Students being registered for language B foundation:

- will have studied the language B for less than the full length of the MYP, due to school transfer or other special circumstances (for example, a second or even third language B **in addition** to a language B at standard or advanced level)
- may be in a school authorized as delivering the programme flexibility options (implementing the MYP in the two years preceding the DP)
- may have other valid reasons for undertaking this option, approved by the regional office.

As schools need to provide sustained language learning, students must **not** transfer to language B foundation from another language B course part-way through the MYP. The language B foundation level is **not** available as part of the curriculum flexibility option (where a student may take six subjects in each of the final two years of the MYP).

Further information on the above is available in the *Language B guide* (2008).

In all cases, learning and assessment must be conducted according to the objectives and criteria provided in the subject group guide and appropriate standardization of assessment must take place between teachers.

For more information on registration in language B, please see section G8.2.

D4 Professional development

The IB provides a range of professional development opportunities for MYP teachers, details of which can be found on the IB public website (<http://www.ibo.org>). Coordinators should contact their appropriate IB office for guidance in organizing professional development for staff in the philosophy and teaching practices of the MYP.

MYP schools are responsible for ensuring that their teachers and other staff keep up to date with current developments in the programme, and have the opportunity to exchange ideas and practices with teachers from other MYP schools.

D4.1 MYP workshops

The IB organizes professional development opportunities that include a series of teacher-training workshops and conferences for new, as well as experienced, schools and teachers in the programme. A timetable for these events can be viewed on the IB public website (<http://www.ibo.org>), by going to **News and events>Workshops and conferences**.

D4.1.1 Attendance at workshops

It is acknowledged that professional development funding and needs vary widely from school to school. However, it is a **condition of authorization** (see section E2.2) for IB World Schools offering the MYP that:

- the head of school or designee must attend a category 1 workshop before submission of MYP *Application for candidacy*
- at least one teacher per subject group and the MYP coordinator must attend IB category 1 workshops related to their subject areas/responsibilities.

The required professional development can be fulfilled through face-to-face regional workshops or through appropriate online workshops.

At the time of **programme evaluation**, the school will need to demonstrate its ongoing commitment to MYP professional development and provide the corresponding evidence and designated funding. Attendance at workshops provides contact with other IB World Schools, as well as allowing for growth in the international dimension. Through a combination of in-school, online and regional workshops, all teachers must have the opportunity to become familiar with the philosophy and implementation of the MYP.

Coordinators must ensure that their teachers are registered for the appropriate workshop category.

D4.1.2 School-based workshops

Schools may request in-school workshops regarding the introduction of the programme or to meet their particular needs. Wherever possible, appropriate IB offices will assign IB-trained workshop leaders to meet the identified needs. Coordinators must contact the appropriate IB office for all in-school training requests. Transportation and accommodation arrangements will be agreed between the school and the workshop leaders. Schools must be aware of the need to allow time for procedures such as the processing of visas. Depending on the nature of the workshop, it may be appropriate for leaders to spend some time in the school while students are in attendance. For more information on in-school workshops, schools must contact the appropriate IB office.

D4.1.3 Training of workshop leaders

Workshop leaders for regional and in-school workshops are selected from among teachers and administrators in MYP schools. The training of workshop leaders and school visiting team members is conducted regionally. Coordinators should contact the appropriate IB office for details on training opportunities.

D4.2 The IB teacher awards

The IB is working with a growing number of universities worldwide to establish undergraduate and graduate courses aimed at developing teachers' understanding of each of the three IB programmes.

This initiative also involves an award framework created to acknowledge formally this understanding and the commitment that teachers make to their professional learning. Those who successfully complete an IB-recognized undergraduate or graduate course of study will be eligible to apply and register for an IB teacher award at level 1 or level 2.

Courses linked to the level 1 award focus on developing practical understanding of curriculum, pedagogical and assessment issues related to the implementation of the IB programme and the underpinning educational principles. Courses associated with the level 2 award involve a significant element of rigorous and systematic investigative work at masters level or higher.

More information about the IB teacher awards and the associated courses of study can be found on the IB public website (<http://www.ibo.org/programmes/pd/award/>).

E1 School visits

The IB is reviewing the *Standards and practices*, as well as processes and procedures for authorization and evaluation. New documentation will be published in the last quarter of 2010. Schools will receive communication from the IB regarding the implementation of these documents.

E1.1 Authorization, consultation and programme evaluation

The IB conducts three types of visits to schools involved in the MYP.

- The **authorization** visit, conducted by the appropriate IB office, is a required part of a school's application to participate in the programme. Further preparation and a second visit may be required before full authorization is granted, depending on the recommendations of the visiting team.
- A **consultation** visit is mandatory for all candidate schools (see section E2.1), and may also be requested by schools at any time. The school is required to pay the travel, accommodation and subsistence costs of the consultants. Requests for consultation visits must be made to the appropriate IB office, specifying the nature of the consultation required.
- The **programme evaluation** visit is part of the mandated evaluation process for all IB World Schools offering the MYP. Optional consultation visits have a formative purpose, whereas the purpose of the programme evaluation visit is summative. Please refer to section E3 for details on programme evaluation.

The IB has identified three distinct phases leading to authorization:

- consideration phase—feasibility study, including identification of resources, leading to the filing of *MYP Application for candidacy*
- candidate phase—trial implementation period, leading to the filing of *MYP Application for authorization* (formerly *MYP Application form part B*)
- final phase—authorization visit to school by an IB visiting team.

Information about becoming an IB World School can be found on the IB public website (<http://www.ibo.org/become/>). The relevant documents providing details of activities during each phase are available on this website and from the appropriate IB offices. Schools should refer to this information early in the process, so that they are able to make a realistic assessment of their ability to progress through the phases outlined. Please note that new schools should normally have been in existence for at least **three years** before they can be authorized to offer the MYP.

A candidate school, in order to be authorized, must meet the requirements for authorization as defined in the following documents.

- *MYP: From principles into practice* (2008)
- *Application procedure for candidate schools* (2005*)
- *MYP guide to school application* (2006*)
- *General regulations: Middle Years Programme* (2006, 2007*)
- *Rules for IB World Schools: Middle Years Programme* (2006, 2007*)
- *Rules and policies for use of the IB's intellectual property* (available from the copyright page of the IB public website)
- *Programme standards and practices* (2005*)

*Please note that these documents are currently under review and are due to be republished in the last quarter of 2010 and beginning of 2011.

A number of general conditions for programme implementation have been further clarified in section D of this document and should be carefully considered and effectively addressed as part of the process leading towards authorization.

A guide for publicizing a candidate school's plans for implementing the MYP can be found on the IB public website (<http://www.ibo.org/school/candidate/>).

E1.2 Participation in authorization and programme evaluation visits

As with the process of curriculum development, the IB frequently solicits help from experienced MYP educationalists in the conduct of its authorization or programme evaluation visits. Experienced practitioners from IB World Schools may be invited to participate in such visits, following a process of training organized by the appropriate IB office. IB World Schools offering the MYP should be prepared to release invited personnel to take part in training and visits.

The IB will train individuals whom they know to be proven practitioners to participate in authorization and programme evaluation visits. Coordinators and/or heads of IB World Schools offering the MYP interested in such collaboration with the IB should contact the appropriate IB office for details.

The administrative costs of programme evaluation are covered within the annual fees. However, the costs associated with the team visit are not. Schools should consult the appropriate IB office about the costs involved in the evaluation visit.

E2 Authorization (including consultation visit)

For full details of the MYP authorization process for schools, coordinators must consult the latest versions of the *MYP guide to school application* and the *MYP school guide to the authorization visit*. Schools interested

in these documents must contact the appropriate IB office or access them from the IB public website (<http://www.ibo.org/become/>).

E2.1 Compulsory consultation visit to candidate schools

As part of the authorization application procedure, a consultation visit is compulsory for each school in the period between submission of the MYP *Application for candidacy* and submission of the MYP *Application for authorization*, which is then followed by an authorization visit.

E2.2 IB-approved training as a condition for authorization

It is a condition of authorization for IB World Schools offering the MYP that:

- the head of school or designee must attend a category 1 workshop before submission of MYP *Application for candidacy*
- at least one teacher per subject group and the MYP coordinator must attend IB category 1 workshops related to their subject areas/responsibilities.

The required professional development can be fulfilled through face-to-face regional workshops or through appropriate online workshops.

Reminder: Coordinators must ensure that their teachers are registered for the appropriate workshop category. If in any doubt regarding the prerequisites of a particular workshop, please contact the relevant IB office for advice.

E3 Programme evaluation

E3.1 Principles and aims of programme evaluation

Programme evaluation is mandatory for all IB World Schools offering the MYP as part of the requirements stated in the Rules for IB World Schools: Middle Years Programme. It is a means of ensuring the quality of programmes in IB World Schools. It ensures that the standards and practices of the programme are being maintained and confirms ongoing development of the MYP since the last visit. Programme evaluation normally occurs at regular, predetermined intervals, normally four years after the date of full authorization to teach the programme, and then every five years thereafter. In some cases, the IB may deem programme evaluation appropriate at times outside the predetermined intervals.

A Guide to programme evaluation and a Programme evaluation self-study questionnaire (both published in 2005 and currently being reviewed to be published in the last quarter of 2010) are available for MYP coordinators in IB World Schools from the OCC (go to **MYP home>Implementation of the programme>Cross-programme publications>Programme evaluation**). These documents are aimed at helping the school conduct its own self-study and prepare for the evaluation visit. They must be used at least one year before the evaluation visit as tools for discussion and as opportunities to prepare the school

curriculum documentation. In the case of schools offering the programme in a language other than English, French or Spanish, sufficient time and resources must be allocated to allow the translation of this documentation by the school into one of the IB working languages. We also remind schools that the IB requires that one teacher per subject group and the MYP coordinator have proficiency in one of the working languages of the IB (see section D3.2). The school is expected to provide an official interpreter during the visit as appropriate.

As part of the preparation for the programme evaluation visit, schools are asked to submit supporting documentation according to the guidelines given in the Guide to programme evaluation. Schools that have not requested IB-validated grades for their students in the final year of the programme, thereby not submitting to the process of moderation of assessment, must apply for **monitoring of assessment** in at least one subject for each subject group and the personal project within the two years prior to the evaluation visit, and must register at least 10 months prior to the visit. Where more than one subject is taught within a group, the school should rotate the subjects sent for monitoring of assessment, so that, for example, French B is sent for one visit and German B for the next. Failure to provide any sample at all for a particular subject group may lead to cancellation of the visit. Please refer to section F4 for details of this service, including deadlines for registering and submitting samples.

E3.2 IB standards and practices

The *Programme standards and practices* document (published in 2005 and currently under revision to be published in the last quarter of 2010) provides a set of criteria against which both the IB World School and the IB can measure success in the implementation of the three programmes: the PYP, the MYP and the DP. The school must make a commitment to work towards meeting all the standards and practices. These form the basis of the self-study, which schools undertake as part of the programme evaluation process. The evaluation report will contain commendations, recommendations and matters to be addressed based on these standards and practices.

For each standard there is a list of practices that are common to all programmes, followed by a list of programme-specific practices.

The IB is aware that for each school, the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. Nevertheless, there is a need for the IB to ensure quality in the implementation of its programmes.

The standards can be found on the IB public website at <http://www.ibo.org> (go to **Academic programmes>Middle Years Programme>Become an IB World School**).

E3.3 The self-study

The school embarks on the self-study process one year before the evaluation visit. All those involved in the organization and the implementation of the programme (board members, administrators, teaching and non-teaching staff, students, parents) must contribute to this process, which is guided by the detailed *Programme evaluation self-study questionnaire* (available on the OCC). The self-study process involves looking at all aspects of school life that are affected by the programme.

As directed by the appropriate IB office, the school forwards the completed self-study questionnaire and all supporting documentation in the required format and by the required deadline.

E3.4 The evaluation visit

E3.4.1 Logistics of the visit

The evaluation process is organized by the appropriate IB office and consists of the following steps.

1. The appropriate IB office notifies the school about the planned dates for the programme evaluation visit (normally a year in advance) and advises the school how to access the *Programme evaluation self-study questionnaire*.
2. While the school engages in the process of self-study in preparation for the visit, the IB designates a team of evaluators with a minimum of two members. Programme evaluators are MYP practitioners trained and selected by the IB for their proven experience as teachers or administrators of the programme. They may be IB staff members with particular responsibility for the MYP. The school is provided with the names and contact details of the evaluators about three months before the visit, and asked to organize single-room accommodation for each team member for the duration of the visit.
3. The school forwards the required number of copies of the completed *Programme evaluation self-study questionnaire*, and all supporting documentation, to the appropriate IB office and members of the evaluation team at least two months before the visit. The IB office will instruct the school on how the self-study questionnaire and supporting documentation must be submitted.
4. The school proposes a draft agenda for the visit. The school is expected to plan this agenda according to the directions provided, and taking into consideration the school's special circumstances (for example, the size of the school, the duration of the visit, the organization of the programme). The IB office will confirm the school's proposed agenda or request modifications.
5. The visit normally lasts two to three days, depending on the size of the school. Where schools are in partnership with other schools, the visit may take longer.

Please contact appropriate IB offices for further information regarding the organization of the programme evaluation visits.

E3.4.2 Purpose and aims of the visit

The programme evaluation visit aims to provide constructive criticism, in order to:

- support the school's self-evaluation processes
- inform the school's curriculum development activities
- assist effective management and allocation of resources.

The focus of the visit will be interviews with those in the school responsible for developing and implementing the programme, and with students participating in the programme. Parents and representatives of

governance must also be interviewed. Short class visits also form part of the evaluation process. However, the programme evaluation visit **does not** seek to appraise or assess individual teachers or students.

E3.5 The programme evaluation report

The appropriate IB office will respond formally to the school after the programme evaluation visit by sending a programme evaluation report that follows the same structure as the self-study questionnaire. The central purpose of the evaluation report is to identify, as a basis for further development, the strengths and weaknesses of the school's MYP, to make appropriate commendations and recommendations and, where appropriate, to identify matters to be addressed by the school. The matters to be addressed are areas within a school's practice in an IB programme that cause serious concern and, if not addressed with some urgency, would compromise the school's standing as an IB World School.

The regional director sends the school an official letter with the report indicating any matters that must be addressed, where appropriate, for the school to maintain its status as an IB World School. The school is required to respond in writing to the evaluation report by the date stated in the report, providing an action plan to attend to any of the issues identified as "matters to be addressed".

The head of school is under an obligation to make the contents of the report known within the school.

E3.6 Costs

The administrative costs of programme evaluation are covered within the annual fees. However, the costs associated with the team visit are not. Schools should consult the appropriate IB office about the costs involved in the evaluation visit.

E3.7 IB evaluation and CIS accreditation synchronized visits

The IB and the Council of International Schools (CIS) have agreed to collaborate on a joint process of IB evaluation and CIS accreditation. IB World Schools offering IB programmes throughout the school and seeking accreditation or reaccreditation by CIS may apply to both organizations for a synchronized visit. Although schools always have the right to opt for separate evaluation procedures and visits, the synchronized process may present a number of advantages. Schools are requested to contact the appropriate IB office for guidance on the conditions and the procedures for this joint process. Please note that although the IB office will do its best to arrange synchronized visits, such visits are not always possible.

The procedures and documents are being revised in order to be in line with the current edition of the CIS *Guide to school evaluation and accreditation*.

E3.8 Joint PYP/MYP evaluation visits

The IB is piloting joint PYP/MYP evaluation visits. Schools may request to participate in this pilot scheme. A team of evaluators consisting of members with appropriate PYP and/or MYP experience will visit the school. In addition to evaluating the implementation of each programme, the team will consider the transition from one programme to the other.

E: School visits, authorization and programme evaluation

In a school where all three IB programmes are offered, the joint visiting team will also respond to the school's evaluation report on the DP and consider the transition between the MYP and the DP.

F1 Assessment procedures

Important: Section F “Assessment” must be made available to all teachers of final-year MYP students. Please note that the content of this section related to moderation also applies to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section D1.5).

F1.1 Introduction

All the work of MYP students is **internally** assessed by teachers. There is no formal examination structure, no system of external assessment and the IB does not provide MYP examinations. External examinations provided by other organizations are unlikely to address the MYP subject-specific objectives. All schools are responsible for organizing relevant, authentic assessment according to the objectives published in the subject group guides and their own organization of the programme. Authentic assessment is the use of learning activities that are related to real-life situations to assess student competency in designated skills. It assesses what a learner understands and can do.

Internal assessment of student work must be carried out using a criterion-related approach. It will play a major role in students’ development and preparation for final assessment. Subject group guides include information on assessment according to the subject group objectives and the use of the corresponding assessment criteria. When students reach the final year of the programme, schools have the option of registering them to receive IB-validated grades.

All MYP schools must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme.

Schools that choose to have IB-validated grades for their students:

1. must participate in the IB moderation process (see section F3)
2. must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme—where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria (details can be found in the general report for the appropriate subject)
3. must use the minimum tasks prescribed in the relevant subject group guide to carry out their assessment
4. are strongly encouraged to use the **monitoring of assessment** service prior to registering students for moderation for the first time (see section F4).

Schools that do not choose to have IB-validated grades for their students:

1. do not participate in the moderation process, but may request advice from IB Cardiff through **monitoring of assessment** (monitoring of assessment **is** compulsory in some situations; see section F4 for further details)
2. must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme (although schools may use additional criteria if there is a need to do so in response to national requirements)—see the assessment section in *MYP: From principles into practice* for more information
3. are strongly encouraged to use the prescribed minimum tasks to carry out suitable assessment.

F1.2 Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in humanities, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

The important thing is that specifying what the expectations are of students for each individual task must take place at the beginning of the task so that students are fully aware of what is required.

When awarding final levels in year 5 teachers should always use the published criteria. When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published criteria, or introduce new strands.

F1.3 Appropriate tasks for final assessment

Each different type of assessment task must address at least one of the assessment criteria.

The choice of appropriate tasks is essential; it is **not** valid to assess pieces of work that do not address at least one of the criteria. For schools opting for IB-validated grades, judgments based on anything other than the MYP criteria for the subject would be disregarded during the moderation process. (Please see section F3.)

Teachers must be aware that some types of task might be inappropriate for assessing certain skills. For example, simple multiple-choice tests may only be suitable for making judgments about knowledge, basic understanding and some simple application skills; they are generally inappropriate for assessing in-depth knowledge, historical skills or experimental skills in science, for instance.

Although interdisciplinary work is encouraged in the MYP, teachers must ensure that they have used the assessment criteria from different subject groups to assess different aspects of a task. For more information on interdisciplinary teaching and learning in the MYP, please refer to *MYP guide to interdisciplinary teaching and learning* (published in May 2010).

F1.4 Authenticity of work

It is the responsibility of the school, through the MYP coordinator, to ensure that student assessment is conducted in a proper manner. It is essential that all work used for final assessment is the individual student's own work. If a school has any doubts about the authenticity of work carried out by students, results must be withheld for those students until the matter is resolved by the school and cases of suspected malpractice by students dealt with.

It is the responsibility of a school requiring IB-validated grades to submit to the IB only **authentic** work and results for students. If the school has any doubts about the authenticity of a piece of student work, **it should not be included in the moderation sample**.

Schools must send samples of work accomplished only by students who are **registered as candidates** for IB-validated grades for that year, even though other non-registered students might be following the same courses.

F1.4.1 Individual work

It is the responsibility of the school to ensure that students are assessed according to their own **individual achievement** against the assessment criteria. Group work must only be used in final assessment and included in moderation samples where the individual students' contributions are **clearly visible**. Where individual contributions cannot be seen in moderation samples, a group level will be awarded, then divided by the number of students in the group. This could negatively affect the final grades of all students.

F1.5 Conducting final assessments

F1.5.1 Collecting the information

At intervals during the students' final year in the subject (normally in year 5, but possibly towards the end of year 4) teachers may use variants of the given assessment tasks in order to make judgments about their students' performance against the assessment criteria (see section F3.2). Many of the tasks will allow judgments about levels to be made with regard to more than one criterion. A few tasks (for example, technology units of work) will allow judgments to be made against **all** the criteria for a subject.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **at least two judgments against each criterion**, unless stated otherwise in the subject group guide. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity.

Example: Each science subject has **six** assessment criteria. Therefore, **at least twelve** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment. However, as more complex tasks will normally be assessed using several criteria, final assessment may rest on a limited number of tasks.

F1.5.2 Making a final judgment

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level for each criterion.

Where the judgments for a criterion differ, the teacher must decide which level best represents the student's final standard of achievement. The final levels for each criterion must then be added together to give a final criterion levels total for each subject for each student.

F1.5.3 Criterion levels totals

The criterion levels totals for the subjects are:

| | | | |
|-----------------------|----|----------------------|----|
| language A | 30 | standard mathematics | 28 |
| language B foundation | 48 | extended mathematics | 28 |
| language B standard | 48 | dance | 34 |
| language B advanced | 48 | drama | 34 |
| history | 38 | film | 34 |
| geography | 38 | music | 34 |
| humanities | 38 | visual arts | 34 |
| economics | 38 | physical education | 32 |
| business studies | 38 | computer technology | 36 |
| biology | 36 | design technology | 36 |
| chemistry | 36 | technology | 36 |
| physics | 36 | personal project | 28 |
| sciences | 36 | | |

F1.5.4 Standardization of internal assessment

If more than one teacher is involved in one subject for a single year group the school **must ensure standardization** of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student.

Standardization of internal assessment is best achieved by:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teachers.

F1.6 Grade boundaries and final grades

For schools registering students for IB-validated grades the grade boundaries published in this handbook will indicate the estimated final grade when criterion levels totals are submitted. The final grade will be calculated by IB Cardiff after the moderation process. IB Cardiff will apply the grade boundaries to the moderated totals after the moderation process to determine final grades.

Schools not requiring IB-validated grades should use the grade boundary tables published in this handbook to determine final grades. However, it is recognized that if additional criteria are included, the grade boundary tables as published will not apply. In these cases, schools should follow the principle of setting grade boundaries based on the effects of having additional criteria.

On IB documents all MYP subjects receive final grades in the range from 1 to 7. The general IB grade descriptors in section F1.8 indicate the achievement required for the award of each grade. These descriptors are used when determining grade boundaries in each of the subjects and appear on the back of the record of achievement.

| Language A | | Standard mathematics, extended mathematics | |
|------------|------------|--|------------|
| Grade | Boundaries | Grade | Boundaries |
| 1 | 0–4 | 1 | 0–4 |
| 2 | 5–9 | 2 | 5–8 |
| 3 | 10–14 | 3 | 9–12 |
| 4 | 15–19 | 4 | 13–17 |

F: Assessment

| | | | |
|--|-------------------|---|-------------------|
| 5 | 20–23 | 5 | 18–21 |
| 6 | 24–27 | 6 | 22–25 |
| 7 | 28–30 | 7 | 26–28 |
| Language B foundation, language B standard and language B advanced | | History, geography, humanities, economics, business studies | |
| Grade | Boundaries | Grade | Boundaries |
| 1 | 0–8 | 1 | 0–7 |
| 2 | 9–16 | 2 | 8–12 |
| 3 | 17–23 | 3 | 13–18 |
| 4 | 24–30 | 4 | 19–23 |
| 5 | 31–36 | 5 | 24–28 |
| 6 | 37–42 | 6 | 29–33 |
| 7 | 43–48 | 7 | 34–38 |
| Biology, chemistry, physics, sciences | | Computer technology, design technology, technology | |
| Grade | Boundaries | Grade | Boundaries |
| 1 | 0–5 | 1 | 0–5 |
| 2 | 6–11 | 2 | 6–9 |
| 3 | 12–18 | 3 | 10–15 |
| 4 | 19–24 | 4 | 16–21 |

F: Assessment

| | | | |
|---|-------------------|---------------------------|-------------------|
| 5 | 25–28 | 5 | 22–26 |
| 6 | 29–32 | 6 | 27–31 |
| 7 | 33–36 | 7 | 32–36 |
| Dance, drama, film, music, visual arts | | Physical education | |
| Grade | Boundaries | Grade | Boundaries |
| 1 | 0–3 | 1 | 0–5 |
| 2 | 4–8 | 2 | 6–10 |
| 3 | 9–13 | 3 | 11–15 |
| 4 | 14–20 | 4 | 16–20 |
| 5 | 21–25 | 5 | 21–24 |
| 6 | 26–30 | 6 | 25–28 |
| 7 | 31–34 | 7 | 29–32 |
| Personal project | | | |
| Grade | Boundaries | | |
| 1 | 0–5 | | |
| 2 | 6–9 | | |
| 3 | 10–13 | | |
| 4 | 14–16 | | |
| 5 | 17–21 | | |

| | | | |
|---|-------|--|--|
| 6 | 22–24 | | |
| 7 | 25–28 | | |

F1.7 Summary: From final assessment to IB grades

1. Where more than one teacher is involved, common standards are set (standardization of internal assessment).
2. Student performance is assessed against the published assessment criteria for each subject.
3. Criterion levels totals for each subject are established for each student.
4. Teachers apply the grade boundaries to estimate the final grade for the student in each subject. In the case of moderation, please note that these are estimated grades and **may change** as a result of the moderation process.

At this stage each student will have an (estimated) grade for each subject and the personal project.

F1.8 General grade descriptors

The grade descriptors appear on the back of the record of achievement.

| Grade | Descriptor |
|---------|---|
| Grade 1 | Minimal achievement in terms of the objectives. |
| Grade 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support . |
| Grade 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support . |
| Grade 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |

| | |
|---------|--|
| Grade 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| Grade 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| Grade 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality . |

F1.9 Copyright on student material submitted to the IB

F1.9.1 Types of material submitted

Materials in a variety of forms are produced by students and submitted to the IB for moderation or monitoring of assessment. These materials include all forms of written work, audio and visual materials, computer programs and data, and may, in certain cases, contain images of the students themselves. They may be electronically scanned or reproduced by the IB in different media. For whatever reason these materials are held, they are always held on behalf of the IB.

F1.9.2 The IB's use of student material under licence

Students retain copyright in work they create themselves. However, when the school submits their materials to the IB, students are deemed to be granting the IB a non-exclusive worldwide licence, for the duration of the statutory copyright protection, to use the materials as described in the paragraphs below.

Those students whose work is used or included in moderation or in monitoring of assessment samples must be informed that their work will be submitted to the IB and may be retained for future use.

The IB reproduces submitted materials, in various media, for assessment, educational, training and/or promotional purposes in the context of its own activities or related activities of which it approves. In so doing, it will remove all names and any information that may lead to the identification of the student or of the school. Where appropriate, and for its reasonable purposes, the IB will edit the work and may also translate it.

In some circumstances, teachers from MYP schools who have received training at IB-run workshops may use such materials in the form in which they were reproduced for that workshop in subsequent in-school training.

All materials submitted to the IB for these purposes become the property of the IB, which is entitled to retain the materials for future use or destroy them according to its needs.

F1.9.3 Option to retain exclusive copyright

This licence shall be free of charge and become effective for moderation and monitoring of assessment materials as soon as these materials are received by the moderators or IB Cardiff, unless the student notifies the IB **at the time of submission** that he or she intends to retain exclusive copyright in identified materials. However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs; in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate.

In all cases, to be valid, the notification must be filed with IB Cardiff in writing on behalf of the student by the MYP coordinator. Please use the form entitled *Student claim of exclusive copyright*. In these cases, the IB will use the materials only for the specific purpose for which they were submitted and destroy them after nine months unless otherwise instructed by the school.

F1.10 Copyright on teacher material contained within student work submitted to the IB

F1.10.1 Types of material submitted

Materials in a variety of forms are produced by teachers and sent with student work to the IB for moderation, monitoring of assessment or exemplification purposes. These materials include tasks, units of work, markschemes, teachers' instructions and other documents included in student samples. They may be electronically scanned or reproduced by the IB in different media. Where these materials are held for moderation and monitoring of assessment purposes by an IB moderator or at IB Cardiff, they are always held on behalf of the IB.

F1.10.2 The IB's use of teacher material under licence

The IB may sometimes need to provide information about, or reproduce, the tasks that students were set in order to put their work into context. Where the teacher(s) at the school created these tasks within the terms of their contract of employment, the school will probably hold the copyright.

While retaining copyright themselves in these tasks, upon submitting materials to the IB, schools and teachers are deemed to be granting the IB a non-exclusive worldwide licence, for the duration of the statutory copyright protection, to use the materials in any medium for assessment, educational, training and/or promotional purposes in the context of the IB's activities or related activities of which it approves. This in no way prevents the school or the teacher from using the material as they would otherwise wish.

This licence shall be free of charge and become effective for moderation and monitoring of assessment materials as soon as these materials are received by the moderators or IB Cardiff.

Those teachers whose tasks and other documents are used or included in moderation or in monitoring of assessment samples, must be informed that these may be used by the IB. **It is the MYP coordinator's responsibility to inform teachers about this clause.**

In such cases, the work may be edited or translated and all names and any information that may lead to the identification of the school will be removed before publication (in print, CD-ROM or online).

Where submitted work contains material that is the copyright of a third party, teachers **must** ensure that information about the source is attached to the student work. The IB will then, if necessary, be able to obtain

permission from the copyright-holder to use it. Teachers must be advised to keep accurate records of material they use.

If schools do not wish to grant this licence, student work dependent on such material must not be submitted.

F1.11 Use of moderation and monitoring of assessment samples

Sections F1.9 and F1.10 regarding copyright protection state that schools grant the IB a non-exclusive worldwide licence to use any material included in moderation and/or monitoring of assessment samples for educational purposes when producing resources. Consequently, moderators, who are the guardians of moderation and monitoring of assessment samples, have the responsibility to:

- send at least **one** task and the accompanying student work per moderation/monitoring of a session to IB Cardiff
- complete an MYP student work recommendation form as stated in the latest *MYP guidelines for moderators*
- store the rest of the samples for a minimum of nine months
- **“maintain the confidentiality of the material submitted for moderation at all stages, and not use this material for any other purpose, nor share it with third parties”** as stated in the *Moderator conditions of appointment and duties*.

The recommended material sent to IB Cardiff is processed by IB staff for its eventual use as part of IB resources. This process includes:

- checking for copyright issues
- making the material anonymous
- identifying any cultural bias
- adjusting achievement levels
- formatting the material for print and online publication
- digitizing the material for use on the workshop resource centre (WRC) and the OCC.

Under no circumstances can moderators or workshop leaders use or share any material from moderation or monitoring of assessment samples without requesting prior authorization from IB Cardiff.

F2 MYP certification (only for schools requiring IB-validated grades)

F2.1 Requirements for validation of grades

Schools that choose to register their students for IB-validated grades are required to use the published assessment criteria and the prescribed minimum tasks to ensure appropriateness and comparability in their assessments. They must also participate in the process of IB moderation. Schools must:

1. register subjects and students on IBIS by the dates prescribed by the IB in section G2 (please see section G for detailed information on how to register subjects and students on IBIS)
2. use prescribed minimum tasks (see section F3.2)
3. use the published assessment criteria—where appropriate, include task-specific clarifications that elaborate on the published assessment criteria (details can be found in the general report for the appropriate subject)
4. follow the procedures for external moderation (see section F3)
5. be able to supply original student work in English, Spanish or French. For schools that have different languages of instruction in different sections of the school, a sample can be provided from the section where English, Spanish or French is the language of instruction to represent the whole school, provided that internal standardization of assessment has taken place across all sections of the school.

Failure to follow the given procedures may mean that certificates and records of achievement cannot be provided.

F2.2 IB certification documents

For those schools that wish to have IB-validated grades for their MYP students, the IB can provide for each student:

- the **MYP certificate**, where appropriate, which indicates an overall standard of achievement in all aspects of the MYP (provided the requirements in section F2.4 for the award of the certificate are satisfied)
- an **MYP record of achievement**, which gives a final grade for each subject studied and states, where appropriate, that community and service requirements have been met (see section D2.2.3 for an example of a record of achievement). Please note that students registered for IB-validated grades are still eligible for the record of achievement even if they have not met the conditions for the award of the MYP certificate.

F2.3 School-based certification

Schools that do not wish to have IB-validated grades for their MYP students sometimes request permission to create their own end-of-programme certificates.

This is permitted on the understanding that no such school certificate could be mistaken in any way for an official IB certificate. The certificate must clearly show that it has been issued by the school and not by the IB and that it indicates the participation, performance or achievement of that student **within the Middle Years Programme of that school**.

Use of the IB World School logo (smaller and less prominent than the school's own logo, see www.ibo.org/communications/schools) is permitted on a certificate of participation but not on a record or certificate of achievement since this might imply IB-validated grades.

F2.4 Award of the MYP certificate

The IB will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP (but please note that a second language A may be taken instead of a language B)
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and the maximum will be different in the case of the mother-tongue language option or if a student has gained an exemption due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

For information on the whole process of certification, please refer to section G. For information specifically on the award of the MYP certificate to students with special cases, please refer to section G14.

F3 External moderation (only for schools requiring IB-validated grades)

Reminder: The content of this section **also applies** to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section D1.5).

F3.1 Principles and aims of external moderation

The flexibility of the MYP syllabus content, teaching style and mode of assessment gives rise to issues of comparability. If the IB is to issue subject results based on a parity of measurement, it must ensure that common grade standards are being applied by all schools and to different subjects.

The term **moderation** refers to the checking and unifying of assessment standards; adjustment of results may or may not be required following this process depending on whether the assessment of the subject meets a predetermined standard.

F3.2 Prescribed tasks for moderation

For schools that request IB-validated grades, the **minimum** assessment tasks required for moderation purposes are given in the following table and further information is provided in the guide for each subject group. The MYP coordinator must ensure that teachers refer to the latest issue of the relevant subject group guide.

Please note that, for practical reasons, moderation depends largely on written evidence of student performance. This **in no way** implies that student assessment should be limited to written assignments or tasks; teachers should use **a full range** of assessment tasks in the final assessment of their students.

The following list of tasks is prescriptive for schools requiring IB-validated grades and sending samples for moderation. However, **additional** forms of assessment should be used outside the moderation contexts, provided the students' work in the subject can be validly judged against the appropriate subject assessment criteria. The final criterion totals and student grades should not be based only on these prescribed tasks.

If an interdisciplinary task has been used, and teachers from both subject groups wish to submit it for moderation, it must be made clear how teachers have ensured that the assessment criteria used have assessed different aspects of the task. For more information on interdisciplinary teaching and learning in the MYP, please refer to *MYP guide to interdisciplinary teaching and learning* (published in May 2010).

| Subject | Assessment tasks |
|------------|---|
| Language A | <ul style="list-style-type: none"> • One essay (argumentative, persuasive or analytical piece of writing) of 500–1,000 words or 600–1,200 Chinese characters in length. • One piece of creative writing (for example, poetry, short story, dramatic scene, pastiche) of a maximum of 1,000 words or 1,200 Chinese characters, plus an optional rationale of a maximum of 300 words or 360 Chinese characters. • One response to literature: <ul style="list-style-type: none"> • response to literature option A: a written personal response, demonstrating the student’s ability to approach work in an independent fashion, of 500–1,000 words or 600–1,200 Chinese characters in length • response to literature option B: an oral personal response, demonstrating the student’s ability to approach work in an independent fashion, of 3–5 minutes in length. Only individual oral tasks (no group work) may be submitted. Please also refer to the important notes for oral work in the “Language A: Moderation” section of the <i>Language A guide</i>. |

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| <p>Language B foundation, language B standard, language B advanced</p> | <ul style="list-style-type: none"> • One writing assignment, produced under supervision in class, of at least: <ul style="list-style-type: none"> • 150 words for language B foundation (180 characters minimum for Chinese and 300 minimum for Japanese) • 200 words for language B standard (240 characters minimum for Chinese and 400 minimum for Japanese) • 300 words for language B advanced (360 characters minimum for Chinese and 600 minimum for Japanese). • Two reading comprehension exercises completed under supervision in class of an approximate total per task of: <ul style="list-style-type: none"> • 500 words/characters for language B foundation • 750 words/characters for language B standard • 1,000 words/characters for language B advanced. One of the texts must be of a literary nature. <p>Note: Reading comprehension texts used must also be of a difficulty appropriate to the designated level.</p> • An audio cassette or CD recording of an oral activity that must be 3–5 minutes in length, regardless of the level. |
| <p>History, geography, humanities, economics, business studies</p> | <ul style="list-style-type: none"> • A piece of extended writing (for example, essay, research paper, project) of approximately 700–1,200 words in length. • An end-of-unit or end-of-term test, including paragraph writing. • A piece of classwork or homework. |
| <p>Biology, chemistry, physics, sciences</p> | <ul style="list-style-type: none"> • A scientific investigation designed and carried out independently by the student. Criteria D, E and F must be used to assess this task. • An end-of-unit or end-of-term test or examination. Criterion C must be one of the criteria used to assess this task. • A piece of writing by the student of approximately 700–1,200 words in length. Criteria A and B must be used to assess this task. <p>Note: Students will be expected to acknowledge the sources of information and document these appropriately.</p> |

| | |
|---|--|
| <p>Standard mathematics, extended mathematics</p> | <ul style="list-style-type: none"> • A broad-based classroom test/examination composed of a range of questions and problems, in familiar and unfamiliar situations, covering at least three of the branches of the framework for mathematics, and which allows students to reach all levels of achievement. • A mathematical investigation, done under test conditions, where students are given the opportunity to recognize patterns, describe them as relationships or general rules, and justify or prove them. • A real-life problem where students are given the opportunity to apply mathematics to a real-life context, reflect upon and evaluate their findings. |
| <p>Dance, drama, film, music, visual arts</p> | <ul style="list-style-type: none"> • Evidence of students' achievement must be submitted from a unit of work that has been assessed using all four criteria. The appropriate outcomes for each criterion must be included: <ul style="list-style-type: none"> • criterion A—evidence of work in which the student places his or her own work in the broader context of the art form studied • criterion B—evidence of work that has reached a point of realization and process work that has contributed to this work, assessed as a whole • criterion C—student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work • criterion D—comments by the teacher, and student if desired, relating to personal engagement, based on this unit of work. • A second judgment for each criterion must be provided. This can be from a second unit of work as above, or from discrete tasks. These might be tasks that were not part of a unit of work but were required for the student's artistic development and were assessed using the assessment criteria. • The developmental workbook will contain evidence to support the above and teachers should help students to select the appropriate sections according to the work that is submitted. |

| | |
|--|--|
| Physical education | <ul style="list-style-type: none"> • Two pieces of written work that show the student's use of physical education knowledge. • Video evidence of the student's compositional and performance abilities—that is, the student performing their own composition (written evidence that demonstrates that the student actually composed the sequence—or which part of the composition they created if part of a group—must be included). • Video evidence of the student's performance in another physical activity. <p>Note: Criterion D must be assessed by the teacher and written once on the coversheet <i>Form F3.1</i> for each student folder submitted. A thorough justification of the level awarded for criterion D must be documented by the teacher on the reverse of the <i>Form F3.1</i>. The level achieved by each student for criterion D will not be subject to moderation.</p> <p>Note: For physical education, the video evidence of student performance may be recorded on standard VHS videocassette, CD-ROM or DVD. For practical reasons, digital tapes cannot be accepted.</p> |
| Computer technology, design technology, technology | <ul style="list-style-type: none"> • Two completed units of work, each of which: <ul style="list-style-type: none"> • includes all the stages of the design cycle • is organized in a design folder made up of five sections—one for each assessment criterion A–E (investigate, design, plan, create, evaluate) • includes the product itself, or a visual representation (photographs or videos) if the product cannot be sent • includes information about the student's attitudes in technology throughout the unit of work (criterion F). <p>Note: If schools are using a particular piece of software other than Microsoft Office®, they must supply an executable version of the product. Video presentations must be sent on a CD in a format readable by any computer.</p> |
| Personal project | <ul style="list-style-type: none"> • The personal project itself and final product and/or photographs of final product. |

F3.3 Explanation of the process

For moderation of MYP subjects and the personal project, schools must each year submit samples of students' work in their final year of the programme (or in the penultimate year in the case of the anticipated category), assessed by teachers for each subject, to external moderators appointed by the IB. This enables the IB to ensure that the school has used appropriate standards. The process is applied separately to each subject and to the personal project. If moderation reveals, for example, that a school has been too harsh in its judgments, achievement levels may be adjusted to provide levels the moderators regard as better representative of the students' achievement.

The moderation samples are used to determine moderation factors, which are then applied to criterion totals that schools send in later in the year (June/July for the June session, December/January for the December session). These final criterion levels determined by the school should be based on work that students have completed throughout the final year, and should thus include more work than only that sent in as samples for moderation.

Schools are invited to recommend teachers who would be interested in becoming moderators. Please fill in the *C5 Teacher recommendation form* on IBIS to recommend teachers as moderators, and include a curriculum vitae for each teacher with a brief description of their MYP experience at your school.

F3.4 Adjustment of results

If the moderation process determines that an overall adjustment of a school's standards for a subject is required, then a moderation factor will be applied to the **criterion levels totals** submitted by the school in that subject. This is the case for all schools, even in their first year of moderation. Schools are reminded of the availability of the **monitoring of assessment** service as part of possible preparation for the moderation process (see section F4).

The teacher's judgments and the student work with all accompanying documentation submitted as samples will form the basis of the evidence used for moderation. It is therefore essential that the teacher include the required documentation in the background information (see section F3.8.3).

The moderation factors, if any, to be applied to schools' criterion levels totals are determined by comparing the teacher's and the moderator's totals in the sample received. In most cases, two judgments per criterion are recorded on each *Form F3.1*, thus providing two totals from the teacher for each student. For example, in language A, the levels for criteria A, B and C are added to give a total out of 30. Following moderation, there will also be two totals given by the moderator on each form. Across a sample of eight students, sixteen pairs of totals are compared, in descending order. If there is no or almost no difference between the teacher's and the moderator's totals, no moderation factors will be applied. Please see example 1.

If the teacher's totals are consistently higher by two, for example, a factor of minus 2 will be applied to all students' totals in that subject. It is assumed that the teacher's application of the assessment criteria in the sample is representative of his/her application of the criteria throughout the year and in relation to all students. Please see example 2.

It is often the case that more than one moderation factor is applied to the range of student totals. This occurs when the teacher is found to be progressively more overgenerous from the lower end to the upper end, for

example. (Deviations from the general pattern are disregarded.) In such a case, different moderation factors are applied to groups of totals. Please see example 3.

F3.4.1 Four folders

Schools that have had minimal adjustments to their results over a two-year period have been instructed to send only four folders of student work instead of eight in the relevant subjects (one comparatively good, two average and one comparatively weak). "Minimal adjustments" means differences between teachers' and moderators' totals of within +/-3. This does not mean that there will be no change to final grades, as some students' totals will still cross grade boundaries even though the differences, and therefore the moderation factors applied, are small. Schools are advised via the moderation reports whether they can send four folders the following year. If they have not been instructed to send four folders, they should send eight as usual. The situation is monitored annually and applies only to the subjects indicated. If schools wish to send eight folders even though they have been asked to send only four, they should contact myp@ibo.org by 31 December, preceding the June session, or 30 June, preceding the December session.

For further information please contact myp@ibo.org.

F3.5 Award of IB grades

Following any adjustment of results, final IB grades for each subject are determined by applying the grade boundaries to the moderated criterion levels totals.

F3.6 Electronic moderation samples

Schools are encouraged to consider uploading moderation samples onto a website, thus avoiding the need to send any physical materials through the post. More information on this option can be obtained from myp@ibo.org.

If schools wish to do so, they are also encouraged to send all of the documents listed above on CD-ROM instead of on paper. It is important that all background information and student work on the CD-ROM be clearly organized and easy to navigate, as is required in a paper sample. In the long term, the IB will work towards the submission of online samples without the need to send any materials through the post to moderators. Moving towards submitting moderation samples on CD-ROM should help to facilitate this long-term objective.

F3.7 2011 moderation

The IB will moderate internal assessment in the following subjects:

| | |
|--------------------|---|
| language A: | language A |
| language B: | language B foundation, language B standard, language B advanced |
| humanities: | geography, history, economics, business studies, humanities |

| | |
|----------------------------|--|
| sciences: | biology, chemistry, physics, sciences |
| mathematics: | standard mathematics, extended mathematics |
| arts: | dance, drama, film, music, visual arts |
| physical education: | physical education |
| technology: | computer technology, design technology, technology |
| personal project: | personal project |

It is important to note that moderation takes place for each of these subjects, which may differ in name and organization from school-specific subjects.

In the sciences, humanities and technology subject groups, schools can choose to register students in sciences, humanities or technology rather than discrete subjects within these groups. In such cases, tasks submitted for moderation must be either the result of collaborative planning between teachers, or have been assessed by the teachers of all discrete subjects as part of a regular standardization process. There will be one moderation report and one grade on the students' records of achievement.

Samples sent for moderation in sciences, humanities or technology must:

- include evidence of collaborative planning and/or standardization between teachers within the subject group
- show evidence of student achievement against concepts and skills and the objectives of the subject group as stated in the relevant guide.

Schools can also register for humanities when the course that they offer is not covered by the current registration options, for example, in the case of government or politics.

Please see section G2 regarding the **deadlines** for the registration process. For further information regarding registration in non-sampled languages A and B see sections G8.1 and G8.2.

F3.8 Moderation procedures

F3.8.1 Selection of moderation samples

Moderation samples will need to be submitted for **all subjects** in which students have been registered by the school.

The **sample for each subject** must comprise folders of work for **eight** students unless instructions from IB Cardiff indicate otherwise. The choice of students may vary from subject to subject.

Teachers are requested to include folders from:

- **four** students whose work represents a spread around the average level of ability within the school for the subject
- **two** students whose work is comparatively good
- **two** students whose work is comparatively weak.

If the group of MYP students registered for a subject within the school consists of eight or fewer students, then folders of work from all these students must be sent for moderation, regardless of their level of ability.

Schools are reminded that it is their responsibility to submit authentic student work (see section F1.4).

As the moderation samples consist of school and student work, please see sections F1.9 and F1.10 for information on student and school copyright.

F3.8.2 Content of each sample

Moderation samples **lacking** in any of the following requirements may be **inadequate for moderation**. Videos, audio cassettes, CDs, CD-ROMs or any other media submitted for moderation need to be accompanied by a full written description of the contents and any assessment notes.

For practical reasons, group work, although very important as a part of teaching and learning, must not be submitted as part of a moderation sample.

Exception: The arts (performing arts) and physical education subject groups often use tasks throughout the final year that cannot be done individually. If these group tasks are sent for moderation, individual students' contributions must be clearly visible. Please see the moderation notes in the respective arts and physical education subject group guides. If further advice is needed, please contact myp@ibo.org.

Each folder of student work must:

- represent the work of only that student
- contain **at least** the minimum requirements specified in the appropriate guide (or the finished project in the case of the personal project)
- represent overall **two identified judgments** against each criterion, unless stated otherwise in the subject group guide; for some subjects, some criteria do not require any work to be sent for moderation. However, a judgment for those criteria still needs to be recorded on the coversheet (see subject group guides for further details)

- include the same tasks as other students wherever possible
- be submitted in English, French or Spanish (with the exception of languages A and B). Translated samples are not acceptable for moderation. Moderation in a particular subject will normally take place in only one language.

F3.8.3 Background documentation

In addition to the pieces of student work, teachers must submit other documents that are essential for the assessment of student performance, such as:

- any relevant test or examination papers
- descriptions of the conditions under which the work was completed (guidance/references provided, degree of redrafting permitted, time allocation, and so on)
- markschemes
- worksheets or instructions/guidance notes given to students
- task-specific clarifications that elaborate on the published criteria (details can be found in the general report for the appropriate subject)—see section F1.2 for more details
- unit planners that give moderators an idea of the context in which the task was set. The moderator will not comment on the unit planner itself, only on the background information on the tasks that it provides.

Teachers are required to include a copy of the previous year's moderation report for that subject. If it is the school's first year of sending samples for moderation, teachers are requested to include the monitoring of assessment report, if the school has made use of this service.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

This documentation should be included in a **separate background information folder** and should not be duplicated for each student.

Schools are asked to avoid the use of plastic folders that are not easy to recycle.

F3.8.4 Sample folders and coversheets

For each MYP subject registered for moderation, teachers are requested to use the following guidelines when organizing the assessment tasks selected for each of the eight students.

1. The work of each student must be in a separate folder and be accompanied by a completed coversheet Form F3.1 and, should a student want to retain exclusive copyright in a particular

piece of work submitted for moderation, by a completed and signed Student claim of exclusive copyright form.

2. The IB coversheet completed for each student must:

- be included with the folder
- identify the school, school code, subject and student
- describe the nature and title of the assessment tasks in the folder
- record two judgments (unless otherwise stated by the IB in the subject group guides) made against each criterion for the different tasks
- include any relevant information on the reverse of the coversheet that may be helpful to the moderators in understanding the student's performance for a particular task or in general (for example, the amount of support provided)
- record a judgment for criteria that are not moderated (for example, criterion F in the sciences).

3. Each task included within a folder must:

- be clearly labelled to enable moderators to identify easily how the task corresponds to the coversheet; this labelling should include the corresponding number on the coversheet, the name of the student, the name of the school and the nature and title of the task
- identify clearly where and how the assessment criteria are assessed within the task, and the levels awarded by the teacher. This must correspond to the criteria and levels marked on *Form F3.1*.

The teacher must sign the coversheet to **authenticate** the information provided. In the case of several teachers being involved in any particular subject, one teacher must sign the form for the subject concerned and the names of teachers involved in internal standardization must be included where appropriate.

A different coversheet, Form F3.2, must be used for the submission of sample personal projects. This form allows supervisors to include explanatory comments on the award of levels for each criterion to facilitate the process of moderation.

A master copy of the coversheets and completed examples are available in the forms section of this handbook.

It is the responsibility of the MYP coordinator to ensure that the latest versions are being sent to IB Cardiff. Please contact myp@ibo.org if you require the electronic Microsoft Word® version of a given form.

Note: Samples that are lacking in any of the above requirements may be inadequate for moderation. Where material for moderation is insufficient or submitted late, certificated results may be impossible to issue, or delayed until the appropriate information has been delivered to IB Cardiff. MYP grades will not be issued in subjects where moderation has not been possible. This will, in turn, prevent students from being awarded the MYP certificate. It must be emphasized that schools, not IB Cardiff, are responsible for the outcome of the certification process if moderation samples are incomplete or if they are inappropriate for the purposes of moderation.

F3.8.5 Checklists

Moderation checklists for subjects and the personal project are available on IBIS under the tab **Handbook**. Moderators can access the forms through the handbook by selecting **Forms for use in the MYP**. These checklists must be given to the teachers who are preparing the moderation sample. On completion of the sample, these checklists must be completed by the teacher, signed by the teacher and coordinator, and included in each sample to be sent.

Master copies of the moderation checklists are also available in the forms section of this handbook.

F3.8.6 Moderation samples and final assessment

The submission date for moderation samples is likely to come well before a school is ready to provide final results. It is expected that schools will continue to make student assessments after moderation samples have been submitted. However, to satisfy the IB requirements the folders of work submitted for moderation must include all elements specified in section F3.8.4.

Note: It is important to remember that moderation is aimed at checking and adjusting the teachers' assessment standards rather than assessing the final achievement level of the students. It may well happen that a student whose work has been submitted in the moderation sample of a subject reaches different achievement levels when final assessment is conducted by the teacher.

F3.8.7 Mailing of moderation samples

All sample materials, including those sent for anticipated candidates, must reach moderators at the latest by:

- 15 April 2011 (June 2011 session)
- 15 October 2011 (December 2011 session).

It is required that schools use a courier service to guarantee delivery on time as well as safe delivery of samples, as packages sent by courier service can be tracked. Where material for moderation is submitted late, student results may be delayed until after the appropriate information is supplied to moderators.

Please note that samples sent for moderation are not returned to the school.

Moderation samples must be sent directly to moderators at the addresses indicated in the school tab on IBIS. **Under no circumstances should schools make direct contact with moderators.** Telephone numbers are provided for courier service purposes only.

For further information please contact myp@ibo.org.

F3.8.8 Reports to schools

For each subject in which students have been registered, the school will receive a report from the moderation team regarding the:

- background information
- suitability of the assessment tasks
- academic level of the subject followed
- use and application of the assessment criteria
- interpretation of the achievement level descriptors
- organization of the moderation samples
- suggestions for future samples.

The moderation reports will be available in the subject tab on IBIS starting from 1 September/1 February.

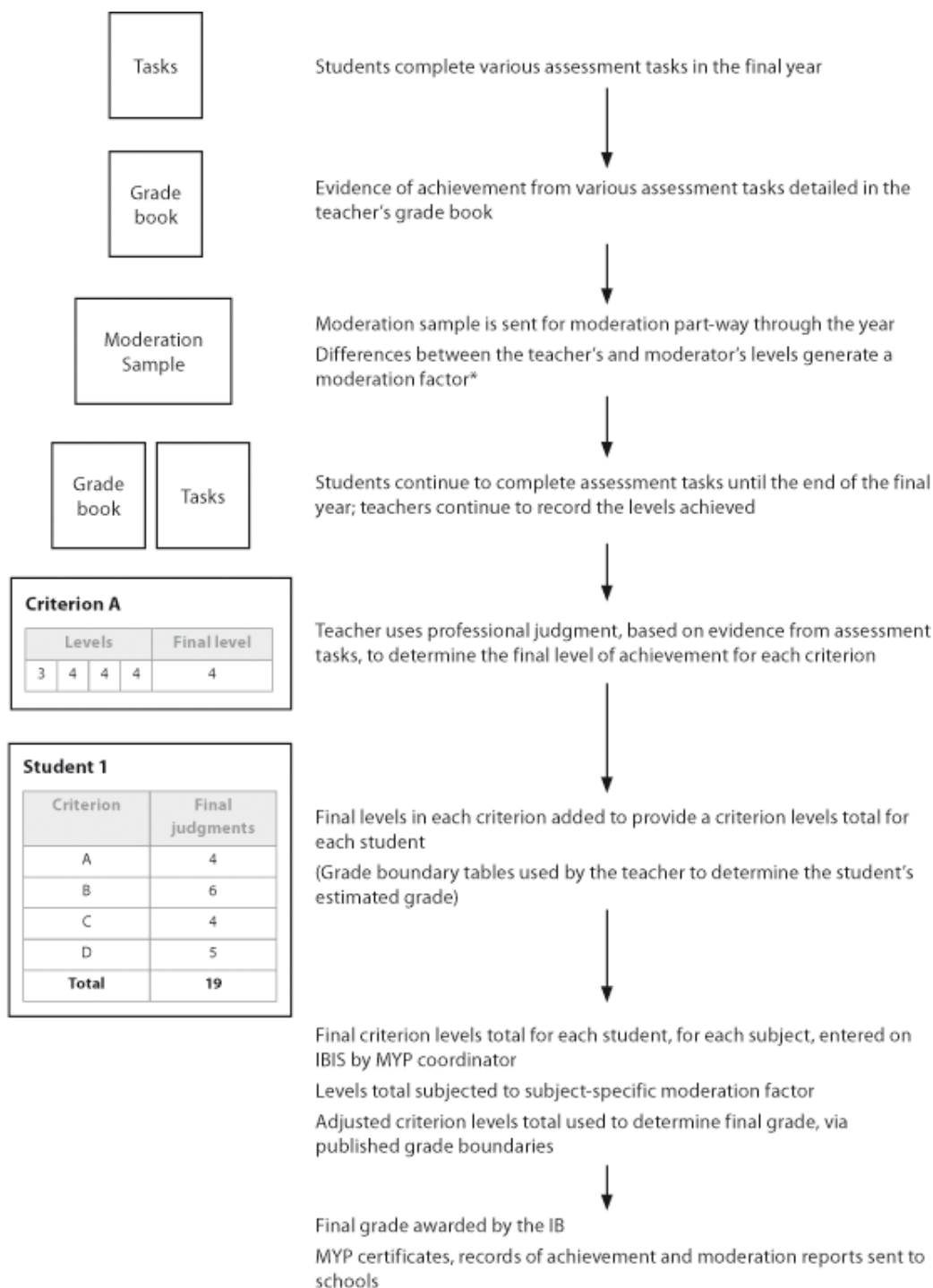
Schools should be aware that reports for language A and language B might be written in the subject language, rather than the school's working language.

Coordinators must ensure that teachers receive a copy of the report.

These school-specific reports must be read in conjunction with the general reports (available on the OCC and on IBIS).

If you have any queries about the reports, please contact myp@ibo.org.

F3.9 Summary of the moderation process



*little or no difference between levels result in a moderation factor of "0", that is, no change

F4 Monitoring of assessment

F4.1 Introduction

Monitoring of assessment is a service available to IB World Schools offering the MYP that allows schools to send samples of assessed student work in order to receive feedback from an experienced MYP moderator in the form of a report. This service is subject to a fee (see section H2.1).

Schools can send samples from **years 1 to 5** of the MYP.

Schools applying for curriculum flexibility will be subject to compulsory monitoring of assessment in that particular subject group(s). Schools will be reminded of this through the curriculum flexibility application process. Compulsory monitoring of assessment will apply two years after the curriculum flexibility application is approved. This should be registered as monitoring of assessment for the purposes of programme evaluation. It will not apply to schools that are already registering for moderation in the subject(s). Please see section D1.5 for further information on curriculum flexibility.

Please note that translated samples can be sent for monitoring of assessment (except for languages A and B). Please specify in the background information if student work has been translated.

F4.2 Principles and aims

Monitoring of assessment is intended to provide support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices, and uses the expertise of trained moderators and experienced MYP subject specialists. Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances. Monitoring of assessment is **not linked to validation of students' grades**, and, therefore, differs from the process of external moderation (see section F3 for details about MYP moderation of internal assessment).

In the case of the programme evaluation visit, monitoring of assessment not only provides guidance for the school but is also a means of ensuring that the school is succeeding in meeting the final objectives in the subject groups.

F4.2.1 Similarities and differences between moderation and monitoring of assessment

The following tables outline the similarities and differences between monitoring of assessment and moderation.

| Similarities | |
|---|---|
| <p>Both monitoring of assessment and moderation:</p> <ul style="list-style-type: none"> • use the services of trained moderators and MYP subject specialists selected by the IB • are offered only in the working languages of the IB—English, French and Spanish (except language A and language B); moderation/monitoring of assessment in a particular subject will take place in only one language • are conducted on a per subject basis • consider samples of student work representing achievement in the MYP subjects and the personal project • are based on the application of MYP objectives and published assessment criteria in order to ensure high standards • involve schools mailing to moderators sets of selected student work assessed according to the MYP assessment criteria • involve IB Cardiff sending a report to the school providing constructive feedback to teachers • consider only the application of IB-published assessment criteria, as stated in the subject group's assessment details. | |
| Differences | |
| Monitoring of assessment: | Moderation: |
| <ul style="list-style-type: none"> • aims to provide advice and guidance regarding general assessment principles within a subject | <ul style="list-style-type: none"> • is linked to validation of schools' results in a specific subject |

F: Assessment

| | |
|--|---|
| <ul style="list-style-type: none"> • is optional for all IB World Schools offering the MYP, but is required as part of the programme evaluation process, and also the curriculum flexibility approval process, for schools that do not submit to moderation | <ul style="list-style-type: none"> • is required only for schools requesting IB-validated results |
| <ul style="list-style-type: none"> • requires the school to pay a fixed fee per subject | <ul style="list-style-type: none"> • requires the school to pay variable fees depending on the number of registered subjects and students |
| <ul style="list-style-type: none"> • allows schools to send translated samples (except for languages A and B) | <ul style="list-style-type: none"> • does not allow schools to send translated samples |
| <ul style="list-style-type: none"> • leads to the production by the IB of a school-specific report providing feedback and guidance on assessment within the subject(s) | <ul style="list-style-type: none"> • leads to the production by the IB of MYP documentation (records of achievement and certificates), as well as a school-specific report providing feedback and guidance |
| <ul style="list-style-type: none"> • is based on samples of student work completed in years 1 to 5 of the MYP | <ul style="list-style-type: none"> • is based on samples of work representing final achievement in the subject |
| <ul style="list-style-type: none"> • involves no change to the school's grades | <ul style="list-style-type: none"> • may lead to changes to the school's final grades on MYP records of achievement |
| <ul style="list-style-type: none"> • takes place at any time between 1 September and 15 March, with two months' advance notice (for samples submitted as a requirement for a programme evaluation visit, registration must occur 10 months before the scheduled visit in order to submit the samples to moderators 8 months before the visit) | <ul style="list-style-type: none"> • takes place according to a fixed schedule (see section G2) |

| | |
|---|---|
| <ul style="list-style-type: none"> • may involve, only for years 1 to 4, modified criteria with school-specific descriptors of achievement levels within the MYP criteria for the subject. | <ul style="list-style-type: none"> • considers only the application of IB-published assessment criteria, as stated in the subject's assessment details. (Where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria—see the general reports for further information.) |
|---|---|

F4.3 Registering for monitoring of assessment

Schools that request monitoring of assessment for one or more subject(s) or the personal project **must** follow the process described below.

- Schools must register the subject(s) concerned via IBIS at least **two months in advance** of sending the samples in the case of samples submitted to receive guidance on a particular subject and as a pre-check before sending in samples for moderation. Under the **Subject** tab, select **Registration for monitoring of assessment**. Mark the boxes next to the required subjects, fill in the information at the bottom of the form, and then select **Submit**. An email will be sent to confirm receipt of the request for monitoring of assessment. Coordinators will be redirected to IBIS when the process of transferring is completed.
- For samples submitted as a requirement for a programme evaluation visit, registration must occur **10 months before the scheduled visit** in order to submit the samples to moderators 8 months before the visit, as stated in the Guide to programme evaluation (2005). Schools must also register on IBIS **at least two months in advance** of submitting samples.
- Following receipt of the request, IB Cardiff will contact an experienced moderator for each subject for which monitoring is requested in the language(s) specified on the form and will make the necessary arrangements for monitoring of assessment.

Schools must submit samples following the guidelines in this section from **1 September to 15 March** of any given year (samples are not accepted for this service during April, May, June, July or August).

F4.3.1 Mailing of monitoring of assessment samples

Monitoring of assessment samples must be sent directly to moderators at the addresses provided by IB Cardiff. **Under no circumstances should schools make direct contact with moderators.** Telephone numbers are provided for courier service purposes only. The school must mail the samples and accompanying materials by the date they indicate on IBIS at the time of registration.

It is required that **schools use a courier service** to guarantee delivery on time as well as **safe** delivery of samples, as packages sent by courier service can be tracked.

Please note that samples sent for monitoring of assessment are not returned to the school.

For further information please contact myp@ibo.org.

F4.4 Content of schools' samples

The following information **must** be given to **all** teachers preparing the samples for monitoring of assessment.

Please note that translated samples can be sent for monitoring of assessment (except for languages A and B). Please specify in the background information if student work has been translated.

It is the responsibility of the MYP coordinator to ensure that the latest versions of the coversheet Form F4.2 and Form F4.4 are submitted with the samples. Please contact myp@ibo.org if you require the electronic Microsoft Word® version of a given form.

As the monitoring of assessment samples consist of school and student work, please see sections F1.9 and F1.10 for information on student and school copyright.

Schools are reminded that should a student want to retain exclusive copyright in a particular piece of work submitted for monitoring of assessment, the student work must be accompanied by a completed and signed Student claim of exclusive copyright form.

The content of the samples will vary depending on the reasons why the school is sending the sample for monitoring of assessment. Therefore, this section is split into three.

1. Samples that are being submitted for the purposes of the **evaluation visit** (including curriculum flexibility)
2. Samples that are being submitted **prior to moderation**
3. Samples that are being submitted for **general advice/guidance**

F4.4.1 For the purpose of the evaluation visit

Schools that have not requested IB-validated grades for their students in the final year of the programme, thereby not submitting to the process of moderation, must apply for monitoring of assessment in **at least one subject for each subject group and the personal project** within the **two years prior to the evaluation visit**, and must register at least 10 months prior to the visit. Where more than one subject is taught within a group, the school should rotate the subjects sent for monitoring of assessment, so that, for example, French B is sent for one visit and German B for the next. Failure to provide any sample at all for a particular subject group may lead to cancellation of the visit.

The appropriate IB office will provide the school with information and timelines for this requirement. Schools are reminded particularly of the timescales involved (see section F4.3). IB moderators need sufficient time, prior to the programme evaluation visit, to complete the monitoring of assessment procedure and to

generate reports on the samples that will then be of use to the schools themselves and to the team visiting the school. Following the evaluation visit, a school may be required to send in further samples in some subjects as part of the recommended action in the evaluation report. These samples should follow the same guidelines as given for submitting samples prior to the evaluation visit.

Schools delivering a five-year MYP must send samples only from year 5.

Schools submitting samples as part of their evaluation visit are expected to use the published MYP assessment criteria and achievement level descriptors to assess students' progress against the MYP objectives.

Schools with an authorized two-, three- or four-year programme that does not end with the final year of the MYP (see section D1.4.1) will send samples from the last year of the programme at their school. These schools should also follow the guidelines given in this section. The MYP assessment criteria may have been adapted by the school for these age groups, and detailed information on the assessment criteria used must be included in the sample.

Subject samples for the evaluation visit

The sample for each subject **must** include the components listed below.

1. An outline of the subject coursework for the year, including background information on the organization of the course (time allocation, possible integration with other subjects, involvement in interdisciplinary projects). Unit planners should be included; however, moderators will not comment on them.
2. Assessed student work from the last year of the programme in place at the school addressing the subject's assessment criteria and objectives. Teachers must:
 - choose different kinds of assessment tasks that reflect clearly the application of the criteria: in most subjects, it is expected that no more than three or four tasks will be submitted. Teachers are advised to use the minimum requirements for a moderation sample for guidance as those give an even spread over the criteria (see section F3.2)
 - provide **two identified judgments** against each criterion, unless stated otherwise in the subject group guide. For some subjects, some criteria do not require any work to be sent for moderation or monitoring of assessment. However, a judgment for those criteria still needs to be recorded on the coversheet (see subject group guides for further details)
 - favour more-complex tasks reflecting several criteria; it is better to include a limited number of more-complex tasks than a series of very limited assignments or tests
 - favour tasks reflecting the areas of interaction
 - include work from four students that show a range of abilities for each task; the same students do not have to be used for each task.

3. For each task included in the sample, teachers must submit the following documents:
 - instructions, worksheets and guidance notes given to the students
 - a blank copy of the task/test and the teacher's corrected version
 - information on the application of the criteria to each piece of work.
4. Each task must be accompanied by the coversheet Form F4.4.
5. If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

Personal project samples for the evaluation visit

Note: Schools with an authorized programme that does not end with the final year of the MYP (see section D1.4.1) will not include any personal project samples in their monitoring of assessment samples.

For schools delivering a programme that includes MYP year 5, the samples for the personal project **must** include the components listed below.

1. Personal projects from **four** students, showing a range of abilities. The projects must be assessed using the MYP criteria and must be accompanied by supervisor comments explaining the criterion levels awarded.
2. Information about the organization of the personal project within the school. This should include the role of the MYP coordinator, the personal project supervisors, time allocation, timetabling, information given to parents and students, and details of internal standardization.
3. Coversheet Form F4.5. Each project must be accompanied by a coversheet.

F4.4.2 Prior to moderation

If a school plans to register students for moderation in the future, the school can use this service to receive feedback on its assessment in some or all subjects and/or the personal project before sending in samples for moderation.

Only schools delivering the final year of the MYP can send samples for monitoring of assessment as a pre-check for moderation. Samples of student work from the final year should be assessed using published final criteria.

Schools planning to submit samples for moderation in the future are strongly encouraged to use monitoring of assessment in the previous year. This will allow the school to put in place any adjustments recommended by the moderators, therefore allowing the school to submit appropriate samples when actual moderation takes place.

Subject samples prior to moderation

The samples must follow the requirements for a moderation sample (with the exception of sending work from four students rather than eight) and must include the components listed below.

1. Folders of work from **four** students (two students whose work is around the average level of ability within the school, one student whose work is comparatively good, one student whose work is comparatively weak).
2. Each folder of work must:
 - represent the work of only that student, assessed against each criterion
 - contain at least the prescribed minimum specified in the appropriate guide (see section F3.2 for details)
 - represent overall two identified judgments against each criterion (unless otherwise specified in the subject group guides)
 - include the same tasks as other students wherever possible
 - be submitted in English, French or Spanish (with the exception of languages A and B). Monitoring of assessment in a particular subject will take place in only one language.
3. Other documents that are essential for the assessment of student performance are:
 - worksheets or instructions/guidance notes given to students
 - a blank copy of tasks/tests/examination papers used and the teacher's corrected versions
 - a description of the conditions under which the work was completed (in class/at home, length of preparation prior to task, time allowed to complete task, and so on)
 - all relevant markschemes
 - task-specific clarifications that elaborate on the published criteria (details can be found in the general report for the appropriate subject)—see section F1.2 for more details
 - unit planners that give moderators an idea of the context in which the task was set. The moderator will not comment on the unit planner itself, only on the background information on the tasks that it provides.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on. This documentation should be included in a **separate folder** and does not need to be duplicated for each student.

4. The work of each student must be in a separate folder and include a completed coversheet Form F4.2. The coversheet completed for each student must:
 - identify the school name, school code, subject and student
 - describe the nature and title of the assessment tasks in the folder
 - record two judgments (unless otherwise stated by the IB in the subject group guides) against each criterion
 - include any relevant information on the reverse of the coversheet that may be helpful to the moderators in understanding the student's performance for a particular task or in general (for example, the amount of support provided)
 - record a judgment for criteria that are not moderated (for example, criterion F in the sciences).
5. Each task included within a folder must:
 - be clearly labelled to enable the moderator to identify easily how the task corresponds to the coversheet; this labelling should include the corresponding number on the coversheet, the name of the student, the name of the school and the nature of the task
 - identify clearly where and how the assessment criteria are assessed within the task, and the achievement levels awarded by the teacher. This must correspond to the criteria and levels marked on coversheet *Form F4.2*.

Personal project samples prior to moderation

The samples for the personal project **must** include the components listed below.

1. Information about the organization of the personal project within the school. This should include the role of the MYP coordinator, the personal project supervisors, time allocation, timetabling, information given to parents and students, and details of internal standardization.
2. Personal projects from **four** students, showing a range of abilities. The projects must be assessed using the MYP criteria and must be accompanied by supervisor comments explaining the criterion levels awarded.

3. Each project must be accompanied by the coversheet Form F4.3.

F4.4.3 Samples for general advice/guidance

This service is not linked with the requirements for the school's programme evaluation or plans for moderation. A school may simply require advice on the assessment of a particular subject.

The content of the samples sent for general advice/guidance is at the discretion of the school. Schools may wish to send in a complete sample, similar to that for the evaluation visit or prior to moderation. In most subjects, it is expected that no more than three or four tasks will be submitted. Work from a maximum of four students should be included for each task. Alternatively, schools may wish to send in a single task with the work from a maximum of four students for feedback, which is also acceptable.

Samples from years 1 to 5 of the programme may be submitted for guidance regardless of the length of programme the school has been authorized to deliver.

Schools can submit samples from different year levels for different subject groups but must register and submit separate samples for each year level and each subject group. For example, the school must submit separate samples of student work for year 1 or year 2 or year 3 or year 4 and/or year 5. If a subject teacher wishes to submit a sample with student work from year 4 **and** year 5, this is allowed **as long as** the work from both years 4 and 5 has been assessed using the published final assessment criteria. If the student work from year 4 has been assessed using age-appropriate assessment criteria, then the student work for year 4 needs to be submitted separately from the work from year 5.

Schools must understand that the reports received will vary in length and detail depending on the nature of the sample sent.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

F4.4.4 Coversheets

Coversheets have been designed to accompany the samples. These coversheets must be used to record criterion levels awarded for a task and give any comments that may be applicable to the task or student for whom the coversheet applies. Four different coversheets (*Forms F4.2, F4.3, F4.4 and F4.5*) can be found in the forms section of this handbook. A PDF version of these forms can also be found on IBIS (go to **Handbook>Forms for use in the MYP**).

It is the responsibility of the MYP coordinator to ensure that the latest versions of the coversheets are being sent to IB Cardiff. Please contact myp@ibo.org if you require the electronic Microsoft Word® version of a given form.

Please use coversheet *Form F4.2* and *Form F4.3* for submission of monitoring of assessment samples **prior to moderation**. This will facilitate treatment by moderators in conditions matching those of a true moderation sample, where feedback on the criterion levels awarded is essential.

Please use coversheet *Form F4.4* and *Form F4.5* for submission of samples for monitoring of assessment within **programme evaluation**.

Schools sending samples for **general advice/guidance** from years 1 to 5 of the programme should also use the coversheets designed for the programme evaluation visit.

F4.4.5 Choice of tasks

The table of prescribed minimum tasks for moderation (in section F3.2) gives suggestions for tasks to be included in the monitoring of assessment samples.

For evaluation visit/general advice

Following the minimum prescribed tasks where possible is recommended. These groups of tasks are designed to give an even spread over the assessment criteria for each subject within each subject group and so should be carefully considered.

In the case of samples submitted from years 1, 2, 3 and 4 of the programme, tasks should be appropriate for this age group. In particular, word limits may vary for students in earlier years of the MYP.

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks indicated in the table in section F3.2 **must** be included in the sample and teachers must consult the section on moderation in the appropriate MYP guide.

F4.4.6 Checklists

Monitoring of assessment checklists for subjects and the personal project are available on IBIS (go to **Handbook>Forms for use in the MYP**). These checklists must be given to the teachers who are preparing the monitoring of assessment sample. On completion of the sample, these checklists must be completed by the teacher, signed by the teacher and coordinator, and included in each sample to be sent to the moderators.

Master copies of the monitoring of assessment checklists are also available in the forms section of this handbook.

F4.4.7 Electronic monitoring of assessment samples

Schools are encouraged to consider uploading monitoring of assessment samples onto a website, thus avoiding the need to send any physical materials through the post. More information on this option can be obtained from myp@ibo.org.

If schools wish to do so, they are also encouraged to send all of the documents listed above on CD-ROM instead of on paper. It is important that all background information and student work on the CD-ROM be clearly organized and easy to navigate, as is required in a paper sample. In the long term, the IB will work towards the submission of online samples without the need to send any materials through the post to moderators. Moving towards submitting monitoring of assessment samples on CD-ROM should help to facilitate this long-term objective.

F4.5 Reports and payment

IB Cardiff will forward the moderator's report to the school for each subject (and/or the personal project) where monitoring has been requested. IB Cardiff's aim is to email the reports to schools within two months of the moderators' receipt of the samples. Reports may take longer to return to schools when samples are submitted near or on the final deadline of 15 March.

Schools should be aware that reports for language A and language B may be written in the subject language, rather than the school's working language.

Schools will be billed a per-subject fee for this service (see section H2.1 for further details). Schools will be billed shortly after registering for monitoring of assessment.

F4.6 The monitoring of assessment report

Upon receipt of a sample, moderators will examine the information and student work/personal projects provided by the school and will write a report providing guidance to the school on the questions listed below. The content of the report will vary depending on the nature of the sample (personal project or subject) and the expressed aim of the service (preparation for moderation, programme evaluation or general advice/guidance). The following questions are addressed in the monitoring of assessment reports.

- Does the sample reflect the required content for the nature of the sample (that is, for the evaluation visit, prior to moderation or for general advice and guidance)?
- How appropriate are the tasks chosen by the school to assess students against the nature of the objectives and criteria for the subject?
- Are all criteria addressed completely?
- Do the tasks allow students to reach the highest achievement levels within the criteria according to the objectives of the course?
- Does the level of complexity of the tasks relate to the objectives and required concepts and skills of the subject?
- Are the supporting materials appropriate and clearly presented?
- Are the teachers' assessments consistent, as evidenced in the pieces of work submitted?
- In which areas does the students' work show a particularly strong performance, or a marked weakness?
- Does the school's scheme for summative assessment respect the objectives of the MYP subject or personal project?

The answers to these questions will determine the advice the moderator can give to the school.

F: Assessment

To benefit most from the monitoring of assessment reports, schools are advised to share the reports with all teachers of the concerned subject group.

These reports are shared with the appropriate regional office, which, in turn, sends them to visiting members in the case of programme evaluation.

It might be useful for schools to read the monitoring of assessment report in conjunction with the general reports (available on the OCC and on IBIS).

G1 Introduction

This section applies **only** to schools opting for IB-validated grades.

Schools can register their MYP students with the IB to enable the students to have their achievements within the MYP validated and to receive records of achievement and certificates from the IB. The **first** registration of students by a school can take place **three years after authorization** (including the school year when the school was authorized), unless stated otherwise in the letter of authorization. As described in section F of this handbook, IB certification requires the submission of sample work by the school to validate the school's assessment of student performance through a process of external moderation. Schools are charged for this service as indicated in the current MYP fees schedule in section H.

Registration of MYP subjects and students must be completed via IBIS, which allows coordinators to do the following.

- Register subjects for moderation. This must have been completed before **15 October 2009** for the **June 2011 session** and before **15 April 2010** for the **December 2011 session**.
- Register and amend student registrations (personal and subject details), delete registrations and make new student registrations at any time until **15 October 2010 (June 2011 session)/15 April 2011 (December 2011 session)**.
- Register subjects for moderation. This must be completed before **15 October 2010** for the **June 2012 session** and before **15 April 2011** for the **December 2012 session**.
- Amend student registrations (personal and subject details), delete registrations and make new student registrations at any time until **15 October 2011 (June 2012 session)/15 April 2012 (December 2012 session)**.
- Amend students' personal details at any time without incurring any additional fees. Please note that personal details refer to the student's first name, last name, gender, date of birth, first language, second language, first nationality and second nationality.

Through IBIS, coordinators can also print reports to check and correct registrations, complete criterion levels totals entry, access students' results, access the MYP *Coordinator's notes* and MYP *Coordinator's handbook*, as well as other documents such as MYP programme evaluation materials, and contact IB Cardiff. See section A4 for further information on this service.

Forms to be completed and mailed as hard copies are available in the forms section of this handbook. They can also be found on IBIS. This 2010–2011 issue of the MYP *Coordinator's handbook* does not include electronic versions of forms to be completed online. The IB requests that coordinators refer to IBIS to complete forms online where appropriate.

Should IBIS access be a problem for your school, please contact myp@ibo.org for advice.

G2 Timetable for registration

The following tables outline the steps to be followed by schools registering students via IBIS. The dates given in the right-hand columns are the deadlines to which schools must adhere. **Failure to adhere to these deadlines will result in the school concerned being charged late registration fees.**

Please note that the content of this section also applies to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section G5.1.2).

G2.1 Registration deadlines for June/December 2011 moderation sessions

| Action for schools | Deadlines | |
|--|---|---|
| | June session 2011 | December session 2011 |
| 1. Register subjects for moderation on IBIS (go to Subject>School subjects offered). | Should have been completed before 15 October 2009 | Should have been completed before 15 April 2010 |
| 2. Register students on IBIS (go to Candidate): <ul style="list-style-type: none"> • register students (personal and subject details) • register for early results (see section G11.1) • print registration reports • make amendments to registrations • print amended registration reports. <p>Note: Deadlines close 24:00 GMT.</p> | 1 September 2009 to 15 October 2010 | 1 March 2010 to 15 April 2011 |

G: Registration

| | | |
|---|---|---|
| <p>3. Fees apply to amendments after these deadlines for:</p> <ul style="list-style-type: none"> new student registrations and subject amendments. <p>Note: Fees do not apply for amendments to student personal details on IBIS.</p> | 15 October 2010 | 15 April 2011 |
| <p>4. Complete criterion levels totals entry on IBIS.</p> | 1 May to 30 June 2011 (early results) | 1 November to 31 December 2011 (early results) |
| | 1 June to 31 July 2011 | |
| <p>5. Access student results on IBIS.</p> | 1 August 2011 (early results) | 1 February 2012 |
| | 1 September 2011 | |
| <p>6. IB Cardiff sends MYP certificates and records of achievement to schools.</p> | By the second week of August 2011 (early results) | By the second week of February 2012 (early results) |
| | By the second week of September 2011 | |

G2.2 Registration deadlines for June/December 2012 moderation sessions

| Action for schools | Deadlines | |
|---|------------------------|-----------------------|
| | June session 2012 | December session 2012 |
| <p>1. Register subjects for moderation on IBIS (go to Subject>School subjects offered).</p> | Before 15 October 2010 | Before 15 April 2011 |

| | | |
|--|---------------------------------------|--------------------------------|
| <p>2. Register students on IBIS (go to Candidate):</p> <ul style="list-style-type: none"> • register students (personal and subject details) • register for early results (see section G11.1) • print registration reports • make amendments to registrations • print amended registration reports. <p>Note: Deadlines close 24:00 GMT.</p> | 1 September 2010 to 15 October 2011 | 1 March 2011 to 15 April 2012 |
| <p>3. Fees apply to amendments after these deadlines for:</p> <ul style="list-style-type: none"> • new student registrations and subject amendments. <p>Note: Fees do not apply for amendments to student personal details on IBIS.</p> | 15 October 2011 | 15 April 2012 |
| <p>4. Complete criterion levels totals entry on IBIS.</p> | 1 May to 30 June 2012 (early results) | 1 November to 31 December 2012 |
| | 1 June to 31 July 2012 | |
| <p>5. Access student results on IBIS.</p> | 1 August 2012 (early results) | 1 February 2013 |
| | 1 September 2012 | |

| | | |
|---|---|-------------------------------------|
| 6. IB Cardiff sends MYP certificates and records of achievement to schools. | By the second week of August 2012 (early results) | By the second week of February 2013 |
| | By the second week of September 2012 | |

G3 Moderation registration

Schools wishing to register for moderation must use IBIS to indicate in which subjects they will be registering students (go to **Subject**). MYP coordinators must also indicate the languages A and B requiring IB moderation and the language(s) in which the sample work in the remaining subjects will be written: English, French and/or Spanish. This initial moderation registration gives the IB sufficient time to arrange moderation of those subjects in the relevant languages.

This must have been done on IBIS by **15 April 2009 (December 2010 session)** and by **15 October 2009 (June 2011 session)/15 April 2010 (December 2011 session)**.

This must be done on IBIS by **15 October 2010 (June 2012 session)/15 April 2011 (December 2012 session)** (see section G2 for further information).

Schools registering students for individual science subjects (that is, biology, physics and chemistry) do **not** need to register students for the subject group science. This also applies to humanities and technology.

G3.1 Pre-registration requirements

Before registering students for a moderation session, schools must meet pre-registration requirements for certain subjects and circumstances.

G3.1.1 Mother-tongue language option

Schools wishing to register students for the mother-tongue language option must ensure that the two forms entitled *Mother-tongue language option for MYP certification: Mandatory details from schools* and *Mother-tongue language option for MYP certification: Mandatory details from teachers* are completed and submitted to the MYP department for approval by **15 October 2010 (June 2011 session)/15 April 2011 (December 2011 session)**. These forms can be accessed via IBIS by going to **Candidate** or **Subject**. Select **Registration forms** on the left-hand side of the screen and then **Available forms**.

The *Mother-tongue language option for MYP certification: Mandatory details from schools* form must be filled in and submitted electronically by the MYP coordinator. The *Mother-tongue language option for MYP certification: Mandatory details from teachers* form must be completed by the mother-tongue teacher, and will, therefore, need to be printed from IBIS, completed by the teacher and then sent to the MYP department at IB Cardiff by post (see address in section B). Mother-tongue teachers are reminded that they must include the evidence requested in the form (a sample unit of work and one piece of student work).

Approval can only take place if the **two forms** are submitted before the deadlines mentioned above. Once approved, an email will be sent informing the MYP coordinator that the requested language has been approved.

G3.1.2 Special request subjects

Schools wishing to register a student for a language A or language B subject that does not appear in the list in sections G8.1 and G8.2 must ensure that the *MYP non-sampled language A & B questionnaire* is completed and submitted electronically to the MYP department for approval by **15 October 2010 (June 2011 session)/15 April 2011 (December 2011 session)**. This form can be accessed via IBIS by going to **Candidate** or **Subject**. Select **Registration forms** on the left-hand side of the screen and then **Available forms**. A new window will open where coordinators will be asked to answer a questionnaire regarding the non-sampled language(s) in question and to provide (by means of an attachment) a course outline, a unit of work and a piece of student work. Coordinators can view the completed form by selecting **Completed forms**. Once approved, an email will then be sent informing the MYP coordinator that the approved subject appears in **Subject>IB special request subjects**. The MYP coordinator will need to go to **Subject>Edit** to transfer the subject appearing under **IB special request subjects** to **School subjects**, in order for it to appear under the subject list offered by the school at the time of student registration.

Reminder: Any moderation factor applied to sampled languages A and B will also be applied to the non-sampled languages.

G3.1.3 Exemption status for non-sampled language and mother-tongue language

If a school has submitted a complete set of the documentation required to a high standard, for three years consecutively, it may be considered for an exemption of this requirement for the following one year. It will still be necessary to contact IB Cardiff to request a non-sampled language A or B to be added to the school's list for registration in IBIS. This can be done by emailing myp@ibo.org before the subject registration deadline. The request must include the moderation session, the specific language A or B and the other language taught at the school with which the non-sampled language/mother-tongue language will be aligned.

G4 Languages of registration

Where a school teaches a subject in more than one working language (English, French or Spanish), moderation in this subject will normally take place in **only** one language. Registration for moderation may be done in any of the working languages; the school must then send a sample of students' work in that language.

A process of **standardization of internal assessment** must be carried out to ensure equivalent standards within the school for that subject.

If a school wishes to send samples in a particular subject in more than one language, a separate subject fee will be charged for each sample and two moderation reports produced. It is still expected that standardization of internal assessment will have been carried out between teachers, as the same

moderation factors will be applied to all students registered in that subject, regardless of the language. For further information, please contact myp@ibo.org.

Schools must specify at the time of subject registration on IBIS in which language(s) the sample(s) will be submitted.

G5 Student registration

All schools requiring IB-validated grades and official documentation for their students are required to register each student with the IB using IBIS online registration. Students must be registered under the appropriate category: “MYP” or “Anticipated”. The deadlines will be the same for student registration regardless of the category selected (see section G2).

Careful checking of entries by schools will avoid delays in the processing of grades, and in the production of MYP records of achievement and certificates where relevant. This will also avoid unnecessary payment of fees for amendments requested after the final registration deadline (see section H2.1).

G5.1 Registering students

It is the responsibility of the school to ensure that the student registrations have been completed by **15 October 2010/15 April 2011** for **June/December 2011 sessions**. Student registrations for **June/December 2012 sessions** will need to be completed by **15 October 2011** and **15 April 2012** respectively (see section G2).

Deadlines close **24:00 GMT**.

G5.1.1 Personal candidate code and session number

Once students are registered on IBIS, they are assigned both a unique six-character personal candidate code (for example, rty 879) and a session number (for example, 5001-001).

The personal code is designed to allow a student’s academic record to be tracked throughout the course of their IB life. For example, if after completing the MYP, a student wants to continue with the DP, they will be able to register for the DP using the same personal code.

The session number, on the other hand, applies to one session only. If a student wants to continue from the MYP to the DP, they will be assigned a new session number.

G5.1.2 Registering students for the curriculum flexibility option

G5.1.2.1 Anticipated category

Only those schools that have submitted documentation to the appropriate IB office and had their request for curriculum flexibility (see section D1.5) approved are eligible to register students for the “Anticipated” category.

A school that wishes to receive the moderation report at the end of the penultimate year for **no more than two** subjects completed in that year must register students under the category “Anticipated”. The MYP

coordinator must then register all of their remaining subjects for the following year, under the category "MYP". To register a student as an anticipated candidate, go to **Candidate>Add**. After having entered the student personal details, select **Save and register candidate for current session**. A new window will open; select **Anticipated** from the scroll-down menu next to **Category**. Select the subjects and then select **Continue**.

G5.1.2.2 Registering students who have a previous anticipated category status

This is **only** applicable for schools that have registered students for one or two subjects in the anticipated category in the June/December sessions of a given year and now wish to register the same student's remaining subjects in the June/December sessions of the following year.

The coordinator will need the unique personal code for the student, which can be accessed by selecting the June/December session the student was registered in as an anticipated candidate. The coordinator should then change the session to display the June/December sessions in which they wish to register the same student's remaining subjects.

Using the search facility within the **Candidate** tab, the coordinator should then search for the anticipated student using the unique personal code (tick the box next to "All Sessions") and select the student's name once it is displayed. The student's personal details and previous year registration information will appear. The coordinator will need to register the student for the current session by going to **Register**, selecting **MYP** from the drop-down menu next to **Category** and adding the remaining subjects. Once this has been done, the subjects registered as anticipated in the June/December sessions in the previous year and the subjects registered as MYP in the June/December sessions of the following year will both be displayed on the individual student's details screen.

Note: Students will receive their certificates and record of achievement once they have completed all their subjects at the end of their final year.

G5.1.2.3 Registering students to retake the MYP certificate

Students who wish to repeat the final year of the programme in order to achieve a higher points total can be registered on IBIS under the retake category. It is expected that such students will attend school full time, although they will not have to be registered again in all subjects. They will be assessed throughout the year in the usual way, and new criterion levels totals will be entered by the school at the appropriate time. For each subject, the higher grade obtained from the two sessions will count towards the new total. The fee applicable for this category of registration is the standard per capita fee.

The coordinator will need the unique personal code for the student, which can be accessed by selecting the June/December session the student was registered in as an MYP candidate. The coordinator should then change the session to display the June/December session in which they wish to register the same student's retake subjects.

Using the search facility within the **Candidate** tab, the coordinator should then search for the MYP student using the unique personal code (tick the box next to "All Sessions") and select the student's name once it is

displayed. The student's personal details and previous year's registration information will appear. The coordinator will need to register the student for the current session by going to **Register**, selecting **Retake** from the drop-down menu next to **Category** and adding the subjects to be retaken. Once this has been done, the subjects registered as MYP in the June/December sessions in the previous year and the subjects registered as retake in the June/December sessions of the following year will both be displayed on the individual student's details screen. Error codes will be displayed if the student was not previously registered under the MYP category or was registered in a session less than one year prior to the retake registration.

G5.2 Confirmation of registration

IBIS student registrations are confirmed online after each student is registered (see section G5.3). Coordinators must ensure that a green "Registration accepted" status is shown for each student. If there is a red status code next to a student's name, this indicates that action is necessary by the coordinator before IB Cardiff will confirm a student's registration. Using the mouse to hover over the status code on IBIS will provide a description of that code (see section G6 for an explanation of the status codes). These codes highlight any missing information or irregularities for each student registration and must be carefully checked and changed if necessary. MYP coordinators are expected to amend all registrations to ensure that no status codes remain after the final registration deadline. In the case of a student who is not entering for the full certification, status codes indicating missing subjects cannot be removed.

G5.3 Checking entries

Schools are advised to take advantage of the registration report facility offered by IBIS to ensure that all registration details are correct. Registration reports can be generated in either candidate or subject order (go to **Candidate>Registration reports** and select either **Candidate report** or **Subject report**).

Reminder: For the **June/December 2011 sessions**, coordinators will be able to register new students, delete student registrations and make amendments to the subject registrations on IBIS until **15 October 2010 (June 2011 session)** or **15 April 2011 (December 2011 session)**.

G5.4 Late registrations and changes

Schools are requested to follow the timetables indicated in section G2 and the detailed instructions in section G5 for the registration of students for the MYP record of achievement and certificate.

New registrations of MYP students and amendments to existing student registrations after **15 October 2010** or **15 April 2011** for the **June/December 2011 sessions** will be subject to special amendment or late registration fees (see section H2.1 for details). Any new registrations must be completed through IBIS. An automatic email will be sent to IB Cardiff and the changes will appear on the screen once they have been entered manually by IB Cardiff staff.

Should a student withdraw after **15 October 2010/15 April 2011**, there will be no administration fee, but the school will have to pay the per capita fee for that student.

G5.5 Irregularities

It is the responsibility of the school to inform the MYP department at IB Cardiff of either of the situations below, which may affect individual students' eligibility for the MYP certificate. (Please see section F2.4.)

- The requirements for community and service have not been met to the satisfaction of the school.
- The student has not participated in the MYP for the final two years.

Coordinators must confirm on each student's registration form completed via IBIS that the requirements linked to participation in the programme and community and service have been fulfilled.

G6 Explanation of registration status codes

The following MYP registration status codes may appear on IBIS following individual student registrations. They indicate missing information, irregularities or aspects of registrations that would make a student ineligible for the MYP certificate. MYP coordinators are expected to amend all registrations to ensure that no status codes remain after the final registration deadline. In the case of a student who is not entering for the MYP certificate, status codes indicating missing subjects cannot be removed.

| | |
|-----|--|
| M3 | Same subject taken for language A and language B |
| M4 | Fewer than eight subjects |
| M5 | Working language not indicated |
| M6 | No personal project |
| M7 | No language A or no language course approved by the IB |
| M8 | No language B or second language A |
| M9 | No humanities subject |
| M10 | No science subject |
| M11 | No mathematics |
| M12 | No arts subject |

- M13 No physical education
- M14 No technology subject
- M15 Not participated in the programme for two years
- M16 Not fulfilled the requirements of community and service
- M17 More than two subjects taken in anticipated session
- M18 Personal project taken in anticipated session
- M19 Candidate registered in [subject] in the previous session
- M20 Retake category not permitted this session—no previous MYP category
- M21 Candidate registered out of the school's main session

G7 Registration in several subjects per subject group

Students may be registered in any or all of the MYP subjects and may be awarded an IB-validated grade for each subject entered. **All** these grades will appear on the student's MYP record of achievement.

The award of the MYP certificate depends on the fulfillment of all criteria listed in section F2.4. In cases where a student is registered in more than one subject per group, the highest grade for the subject group will count towards the award of the certificate.

G8 Registration in languages A and B

The requirement for the award of an MYP certificate includes that students achieve results in **a minimum of one language A and one language B**. However, students may also be registered for **two languages A and no language B**. In this case both language A grades will count towards the award of the MYP certificate. For more information on language options for the MYP certificate, see sections D3.5 and D3.6.

Furthermore, the language of instruction of the school is not automatically the language A for all students; it may be considered a language B for those students for whom it is truly a second language. Students can be registered for a language B and a language course approved by the IB (see sections D3.5 and D3.6 for further information).

Note: In cases where a student registers for a language not taught in the school, the school is ultimately responsible for the quality of the language training provided and for the application of the assessment criteria.

G8.1 Registration in languages A

For schools opting for IB certification, the IB will organize the moderation of the following languages A.

- Chinese (Mandarin)
- Dutch
- English
- French
- German
- Polish
- Korean
- Russian
- Spanish

Please see section G3.1.2 if a language A subject does not appear in the above list.

G8.2 Registration in languages B

For schools opting for IB certification, the IB will organize the moderation of the following languages B.

- Chinese (Mandarin)
- Dutch
- English
- French
- German
- Japanese
- Spanish

Please see section G3.1.2 if a language B subject does not appear in the above list.

G9 IB list of languages

This list consists of the most frequent mother tongues of IB students. When registering students on IBIS, if you cannot find a language on the list, use OTHER.

| | | |
|------------|-------------|------------------------------|
| AFRIKAANS | AKAN | ALBANIAN |
| AMHARIC | ARABIC | ARMENIAN |
| ASHANTI | ASSAMESE | BARI |
| BASQUE | BELORUSSIAN | BEMBA |
| BENGALI | BERBER | BISLAMA |
| BOSNIAN | BULGARIAN | BURMESE |
| CAMBODIAN | CATALAN | CEBUANO |
| CHICHEWA | CHILUBA | CHINESE (Cantonese/Mandarin) |
| CHITUMBUKA | CROATIAN | CZECH |
| DANISH | DHIVEHI | DIDA |
| DIOLA | DUTCH | DZONGKHA |
| EDO | EFIK | ENGA |
| ENGLISH | ESTONIAN | EWE |
| FAROESE | FIJIAN | FINNISH |
| FLEMISH | FRENCH | FULANI |
| GA | GEORGIAN | GERMAN |

G: Registration

| | | |
|----------------|---------------|--------------------|
| GREEK (modern) | GREENLANDIC | GUJARATI |
| HAUSA | HEBREW | HERERO |
| HINDI | HMONG | HUNGARIAN |
| ICELANDIC | IGBO | ILOCANO |
| INDONESIAN | INUKTITUT | IRISH |
| ITALIAN | JAPANESE | JOLA |
| KACHIN | KANARESE | KAZAK |
| KHEMER | KIKUYU | KINYARWANDA |
| KIRIBATI | KIRUNDI | KOREAN |
| KRIO | KURDISH | LAOTIAN |
| LATVIAN | LINGALA | LITHUANIAN |
| LOZI | LUGANDA | LUNDA |
| LUO | LUXEMBOURGISH | MACEDONIAN |
| MALAY | MALAYALAM | MALTESE |
| MAORI | MARATHI | MAURITIAN (Creole) |
| MENDE | MONGOLIAN | MOTU |
| NAMA | NDEBELE | NDONGA |
| NDUINDUI | NEPALI | NEWARI |
| NORWEGIAN | NYANJA | NYANKOLE |

G: Registration

| | | |
|------------|------------|-----------------------|
| OROMO | OTHER | PALAUAN |
| PASHTO | PERSIAN | PILIPINO |
| POLISH | PORTUGUESE | PUNJABI |
| ROMANIAN | ROMANSCH | RUSSIAN |
| SAMOAN | SERBIAN | SESOTHO North & South |
| SETSWANA | SHONA | SILLOZI |
| SINDHI | SINHALESE | SISWATI/SWAZI |
| SLAVEY | SLOVAK | SLOVENE |
| SOMALI | SPANISH | SUSU |
| SWAHILI | SWEDISH | TAGALOG |
| TAMIL | TELUGA | TELUGU |
| THAI | TIBETAN | TIGRINYA |
| TONGA | TURKISH | UKRAINIAN |
| URDU | UZBEK | VENDA |
| VIETNAMESE | WELSH | WOLLOF |
| XHOSA | YALI | YORUBA |
| ZULU | | |

G10 IB criterion levels totals entry

IB Cardiff will provide a criterion levels totals entry facility on IBIS for each subject and the personal project after the final confirmation of registration data. Coordinators can enter criterion levels totals online from **1 June** until **31 July 2011 (June 2011 session)** or **1 November 2011** until **31 December 2011 (December 2011 session)**. No results can be processed after these dates. Schools are asked to contact IB Cardiff at myp@ibo.org in the case of exceptional circumstances that would make these deadlines impossible to meet.

For schools registered to receive early results for the June session (see section G11), criterion levels totals must be entered between 1 May and 30 June.

Schools must use the criterion levels totals entry facility on IBIS to communicate the final criterion levels totals.

G11 Issue of results

IB Cardiff's aim is to provide schools with a complete set of final results no later than **1 September 2011 (June 2011 session)** or **1 February 2012 (December 2011 session)**. Failure to complete online criterion levels totals entry by **31 July 2011 (June 2011 session)** or **31 December 2011 (December 2011 session)** will result in a delay in the availability of results.

G11.1 Early results

Schools wishing to have access to their students' results for the June session one month early (1 August) can register for this service on IBIS for the 2011 session. The service will be limited to 60 schools. The deadline will be the student registration deadline of 15 October/15 April. Moderation reports and certificates will also be sent approximately one month early. In order to register for this service, schools will need to select the **Early results option** in **Additional details** in the school tab. A higher subject fee will apply for schools requesting early results. It will be incumbent upon schools to ensure that all moderation requirements have been met in a timely manner, and that criterion levels totals have been entered one month early (see sections G2 and G10). Schools failing to comply with these requirements will forfeit the right to receive early results, and the extra fee paid will not be refunded.

Note: Final IB grades may differ from the estimated grades awarded by the school (should the school have calculated them) as a result of differences in the application of the assessment criteria, resulting in the application of a **moderation factor to the criterion levels total**.

If you have any queries related to results, please contact myp@ibo.org.

G12 Issue of IB documentation

After the moderation process is completed, schools that have requested IB-validated grades and certificates will receive:

- **MYP records of achievement** for each student registered with the IB
- **MYP certificates** for each student registered with the IB who meets the requirements for certification
- **moderation reports** for subjects that have been moderated. These school-specific reports must be read in conjunction with the general reports (available on the OCC and on IBIS).

However, if schools do not provide all the required information in time there may be significant delays before these documents can be sent. In cases where the necessary information cannot be provided by schools, IB-validated grades and/or certificates cannot be issued.

Students registered as “Anticipated” who do not complete the full MYP will be **issued a record of achievement prior to the following June (or December) session**. Please note that in this case, the school will still be charged the “MYP moderation fee—student fee” (see section H2.1). Those who do go on to complete the MYP the following year will receive their record of achievement and certificate at the end of their year 5.

G13 Duplicate records of achievement or certificates

Any requests for replacement documentation of students’ achievements must be addressed to the MYP office at IB Cardiff (email: myp@ibo.org). These requests will be subject to special fees (see section H2.1) unless the first documents sent by IB Cardiff were incomplete, inexact or damaged.

G14 Special cases

G14.1 Transfer students

Students who transfer **from one MYP school to another** should be able to maintain progress throughout the programme.

The student is only eligible for the award of the MYP certificate if the **final two years** of the programme are completed and the other conditions are met. Therefore, students who transfer **from a non-MYP school to an MYP school** halfway through year 4 or during year 5 of the programme are only eligible for the MYP achievement folder and for the award of subject results on the MYP record of achievement, or for any internal school certification process.

A student who transfers from **an MYP school to a non-MYP school** before completing the programme is eligible for school-based records only.

G14.2 Special educational needs

Students with diagnosed special educational needs are not prevented from following the MYP or from being eligible for the MYP record of achievement and certificate, according to the principles listed in section D1.12. In some **extreme cases** a diagnosed special educational need makes assessment of some course objectives impossible, thus affecting the student's eligibility for the MYP certificate. The following applies to those cases only.

Note: IB Cardiff must be informed as soon as possible, and ideally prior to **the end of year 1** for the student(s) concerned, of any case where a diagnosed special educational need makes assessment of some of the course objectives impossible. This early receipt of information is requested in order that advice may be offered to enable students to benefit as fully as possible from the MYP.

Please complete the form entitled *Incomplete assessment due to special assessment needs* and return it to the MYP assessment manager, IB Cardiff. This form is also available on IBIS.

Reminder: The form entitled *Incomplete assessment due to special assessment needs* should only be sent to IB Cardiff if the student's special need(s) might prevent him or her from being assessed in one (or more) particular subject(s).

Examples of such cases include:

- a student unable to take part in some activities and be assessed according to the objectives of physical education because of a severe physical disability
- a severely hearing-disabled or speech-impaired student unable to take part in aural or oral assessment in language B.

In cases such as these, the school is expected to make every effort to differentiate learning and organize arrangements according to the special needs of the student. Where appropriate, it is encouraged that the school consults IB Cardiff as soon as possible for advice with regard to support and assessment. The MYP coordinator must fill in and send the form entitled *Incomplete assessment due to special assessment needs* ideally by the end of year 1, attaching supporting documentation as requested on the form.

The IB special educational needs manager will examine individual cases and advise schools, and will consider any requests for special arrangements according to the principles stated below.

1. A school cannot make special arrangements that affect the nature of the final assessment of a student with special educational needs without prior approval from the IB (where assessment of some of the course objectives is impossible due to the nature of the disability).
2. Requests for special arrangements must be made by the MYP coordinator. A special needs teacher may complete the form, but it must be signed by the coordinator.
3. The IB will treat all information about a student as confidential. Unless consent is received from the school, information will only be shared, when necessary, with appropriate IB personnel.

4. Students with diagnosed special educational needs are still expected to participate in courses in all subject groups to be eligible for the MYP certificate. In all such cases, the school is asked to provide documented evidence of the differentiated programme put in place for the student(s), describing the work achieved by the student(s) involved according to the aims and objectives of the course(s).
5. When submitting any request, recent medical or psychological documentation (in the form of clear photocopies) is required. This must include a statement about the impact on learning of the particular disability. Documentation will not be returned.
6. A final MYP grade may not be awarded where all the objectives of a course have not been assessed for a student with special needs (for example, in physical education). Where the request by the school has been supported with the necessary documentation, and evidence of the work achieved, the IB may still issue the MYP certificate for the student(s) concerned, provided all other conditions for the award of the certificate are met. This consideration will be granted on a case-by-case basis.
7. No assumption should be made by the school or the student(s) concerned that the IB will necessarily agree to the school's requests. It is incumbent on the IB to ensure that, whenever possible, arrangements are similar between schools for students with similar needs.
8. Where a student suffers from a temporary difficulty affecting final assessment, the school must contact myp@ibo.org for advice on an appropriate course of action.

G15 Legalization of records of achievement and certificates

Should students need to have their MYP record of achievement and certificate legalized, this service is available from IB headquarters in Geneva. The MYP coordinator must complete *Form G18 Request for legalization of results*, which is available on IBIS. Details of special fees payable for this service are available separately upon request from IB Geneva.

H1 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School has a nominated payment currency (usually USD, CAD, GBP or CHF). This is assigned when the school applies to become an IB World School. All fees are invoiced in and must be paid in the nominated currency. This reduces the financial risk and currency exchange costs for both schools and the IB.

Unless the billing office has authorized a change in the assigned currency, an administrative charge will be levied on payments that do not conform to the assigned currency. The IB reserves the right to apply penalties and interest for late payments.

H2 Services for schools

The IB is a not-for-profit organization. The IB covers its main operational costs by charging fees to schools for providing services to support the implementation of the three programmes. This section of the handbook describes those services provided for schools authorized to offer the MYP, and the fees that are charged under the following three main categories:

- annual school fee—paid by each IB World School for each programme it is authorized to teach
- moderation fee—paid for each school subject and each student being moderated in the MYP
- by-request service fees—paid when a school requests additional services from the IB.

There are two additional areas where schools can choose to purchase services from the IB:

- professional development—for training teachers and administration
- IB store—for copies of IB publications or merchandise.

This handbook does not cover these two services in any detail. Information about professional development and the IB store can be obtained from the IB public website.

H2.1 The annual school discount fee

IB World Schools pay an annual school fee for each programme they are authorized to teach, but if schools offer two or more programmes they pay a reduced fee to reflect their greater commitment. The discount is calculated as follows.

- Schools offering two programmes receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering all three programmes receive a 10% discount, which is calculated on the combined two lowest fees.

Partner schools

Where schools have formed partnerships to offer the MYP, all schools involved in the partnership, other than the main partner school, will pay 10% of the annual fee. The main partner school will pay the full annual fee. Each partner school will be registered as an IB school in its own right and will receive the same communications and support as the main partner school.

The discount is shared between the respective programmes. One exception is in the case of a newly authorized school where the applicable discount is applied to the programme being authorized. For subsequent years, the discount is shared.

Schools receive the following core services for each programme they are authorized to teach.

- Full access to a world-class curriculum that is comprehensively researched, and regularly reviewed and updated according to a published plan
- Secure access to the online curriculum centre (OCC) for every teacher
- Programme evaluation in schools
- Communication and marketing support
- Governance, representation and networking
- Assistance with university and government recognition
- Support and advice

Payment of the annual fee

The annual fee is payable by 1 September each year for June session schools to cover the period from September to August. For December session schools, the annual fee is payable by 1 March each year to cover the period from March to February.

For newly authorized schools, the fee is calculated on a pro rata basis from the first of the month following authorization up to the point of full annual billing dependent on the school's main session (June or December).

For schools in the United States and Canada the billing office is the IB Americas office in Bethesda, Maryland. Payment for the annual fee can be made either by cheque or bank transfer.

For schools in other IB regions, the billing office is the finance department at IB Cardiff, United Kingdom. Payment for the annual fee can be made either by cheque or bank transfer.

H: MYP fees

| Scale of fees (1 September 2010 to 31 August 2011) | Currency | | | |
|---|----------|--------|-------|--------|
| | USD | CHF | GBP | CAD |
| Annual school fee | 8,400 | 10,920 | 4,800 | 10,080 |
| MYP moderation fee—school subject fee | 658 | 855 | 376 | 790 |
| MYP moderation fee—school subject fee (early results) | 679 | 883 | 388 | 815 |
| MYP moderation fee—student fee | 64 | 83 | 36 | 77 |
| Monitoring of assessment (per subject fee) | 201 | 261 | 114 | 242 |
| Replacement documentation (per certificate/record of achievement) | 84 | 109 | 47 | 100 |
| The symbol * below indicates that the fee is the total fee charged per item and is not in addition to the fees above. | | | | |
| Late registration fee (per student)* | 77 | 100 | 44 | 93 |
| Late registration fee (per subject)* | 813 | 1,057 | 465 | 975 |
| Late amendment fee (per student for each amendment) | 14 | 18 | 9 | 16 |

Notes

1. The appropriate IB office will provide details of fees associated with candidate school status.
2. Moderation fees are charged in the final year only for each student registered in one or more subjects (June session: mid April; December session: mid October).
3. Where a school has registered students in the “Anticipated” category, the school will be invoiced for the main MYP session and not the anticipated session. In cases where an anticipated student does not complete the full MYP, the school will still be charged the “MYP moderation fee—student fee”.

I1 Frequently asked questions related to the programme

Should all students in a school follow the MYP?

The MYP is intended to be an inclusive programme that can cater for all students. However, there may be legitimate reasons why a school cannot offer the programme to all students. These will be considered by the IB when analyzing the submission of *MYP Application for candidacy*. The general principle remains that schools are strongly encouraged to include all students within the relevant age range in the programme.

Is the MYP compatible with other programmes, like IGCSE (International General Certificate of Secondary Education) or national, externally examined curriculums?

For a school that teaches an externally examined curriculum, the processes involved in the feasibility study, programme authorization and evaluation aim to ensure that the combination of the two respects the integrity of the MYP. This has an impact on the choice of subjects available to students; the time allocation provided for them; the organization of teaching and learning; the school's structure; the adaptation of concepts, skills and knowledge to the corresponding subject group in the MYP; and, most importantly, the teaching approaches used in order to help students reach the aims and objectives of the MYP.

What is the status of the MYP certificate as a school-leaving certificate?

The MYP was not developed in order to lead to a "school-leaving certificate", but to provide the student with good preparation for further studies (IB Diploma Programme or other) and to develop lifelong learning skills and dispositions. The MYP certificate represents global achievement within an MYP curriculum framework and takes into account academic as well as non-academic aspects (and, very importantly, the evidence of an understanding of the core dimensions of the programme through the personal project and community and service activities). Experienced MYP schools tell us that students graduating with the MYP certificate are well prepared for independent study and the rigour of the DP.

Will the MYP ever be administered like the DP, with a written curriculum and external assessment?

The MYP is different from the DP in a number of ways: it caters to an age group where curriculum is controlled in varying degrees by national systems; it is offered to a great variety of schools as a framework within which schools can adapt their curriculum; and it is taught in many languages.

However, and very importantly, the MYP curriculum framework requires teachers to revisit their own curriculum and practices, and to work as teams of educators to develop their own progression of learning, enriched with the fundamental principles of the programme. Therefore, the MYP **has** a written curriculum, but one that must be written by the teachers themselves in accordance with the basic principles of the programme.

The MYP assessment criteria are aligned with the objectives of each subject group. Here again, teachers are required to work as teams to adapt their practices to some basic principles, keeping the student at the centre of focus.

What is meant by “the pre-IB”?

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the DP to prepare students as early as age 14. The IB was never involved in creating or approving these courses, but it did acknowledge that it might be important for students to receive some special preparation for taking part in the DP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11–16. Pre-IB courses usually deal with content, with less emphasis on the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

Does a school’s own pre-IB course “fit” in the IB programme continuum?

The IB programme continuum is student-centred in its approach. The international-mindedness and also the rigours of the MYP assessment component do prepare students to succeed in the DP and beyond. It is important to note that those schools who opt to offer their own pre-IB programme instead of the last two years of the MYP as preparation for the DP may not claim that they are offering an IB continuum. Schools cannot offer only years 1, 2 and 3 of the MYP together with the DP, if MYP years 4 and 5 exist in the school. In this case, the school must offer the full five-year MYP with no gap prior to the DP.

Do all students in an MYP school need to complete the personal project?

Yes, all students in year 5 of the MYP must complete the personal project. As stated in section D1.10, the personal project has a central place in the MYP and, as such, must be part of every MYP student’s experience. The personal project must be seen as the culminating activity through which students present, in a truly personal way, their understanding of themes, concepts and issues related to the areas of interaction. The students’ experience of approaches to learning should prepare them gradually for working independently and leading a project over an extended period of time.

Students have an opportunity to choose a project that allows them to explore a topic of interest to them, and to present it in a way that reflects their learning style. Schools should offer students flexibility and support to facilitate personal expression. Examples of such support include allowing students to use their mother tongue wherever possible and using technology.

The *Personal project guide* provides details on the aims and objectives, organization and supervision of the personal project. The document *MYP: From principles into practice* (2008) is also a reference for the personal project.

Can students complete their personal project in a language other than the school's language of instruction?

Where schools can ensure the supervision and the internally standardized assessment of the personal project, it is possible to offer second-language students the possibility of completing their personal project in their mother tongue. Where this is not possible, schools and students are encouraged to take advantage of available forms of language support, including technology, to complete the written part of the project. The project itself may take many forms, which allows students much flexibility to express personal reflection and creativity. Please consult the *Personal project guide*, for further information. Please note that personal project samples for moderation must be in one of the working languages of the IB.

For schools seeking (re)accreditation by CIS (the Council of International Schools), is it possible to combine MYP programme evaluation and CIS accreditation visits?

The IB and CIS have agreed to collaborate on a joint process of MYP evaluation and CIS accreditation. IB World Schools offering the MYP seeking accreditation or reaccreditation by CIS may apply to both organizations for a synchronized process, provided they meet a number of criteria. Of course, schools have the right to opt for separate evaluation procedures and visits. However, the synchronized process may present a number of advantages. Schools are requested to contact their appropriate IB office for guidance on the conditions and the procedures for this synchronized process.

Must teachers use the MYP criteria when the school does not request moderation and validation of grades?

Yes, the MYP subject group criteria correspond closely to the subject group's objectives, and must be used by **all MYP schools** in **all years** of the programme. This principle implies that teachers, students and parents are aware of the main dimensions of learning (the criterion headings) and the objectives to which they correspond. However, the criteria are meant to be adapted by teachers as applicable.

In year 5, all MYP schools must use the published assessment criteria and achievement level descriptors when assessing student work. Where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria.

How do we arrive at a final grade when work has not been handed in, or is late?

In *MYP: From principles into practice* (2008), the section entitled "Using professional judgment", describes clearly how to arrive at a final level based on professional judgment. A final level can only be judged on evidence, and if evidence is missing, then it cannot be judged. If student work is not handed in, a school should develop mechanisms within its assessment policy for dealing with such issues, for example: detentions, letters to parents/guardians, or comments in reports. If work is late it should not have an impact on the final level of achievement. A student should not be penalized in terms of academic performance based on tardiness. The approaches to learning (ATL) programme of the school should help to develop self-management skills and other systems used to deal with late or incomplete work.

How can teachers determine an overall grade if they have not completed summative assessment for all criteria?

Subject grades must be based on the levels achieved in all of the criteria for that particular subject. Where teachers are unable to provide sufficient summative tasks for each criterion, formative assessment can be used to arrive at an overall grade. The purpose of summative assessment is to support learning and also to contribute to the determination of an achievement level; this often happens at the end of a learning period such as the end of an MYP unit of work, a semester or a school year. As students are assessed continually in the MYP, teachers will need to ensure that they will be able to determine an achievement level for all criteria, supported by evidence from assessments undertaken during a learning period. These assessments are often referred to as formative assessment.

Does a school have to request monitoring of assessment before submitting samples for moderation?

Schools are not required to request monitoring of assessment before submitting samples for moderation. However, it is often very useful for teachers to be provided with feedback on their assessment practices and their application of the criterion levels before moderation takes place: where moderation samples are incomplete or criteria applied inappropriately, moderation is impossible and students may be penalized. Requesting monitoring of assessment in one or several subjects the year before moderation provides reassuring feedback and gives teachers plenty of time to adjust to necessary changes.

Please consult section F4 of this handbook for further details on monitoring of assessment.

Can courses that include more than one subject from a subject group be moderated?

Where schools are teaching a course that includes more than one subject from a subject group (for example, sciences, humanities or technology), the IB will moderate samples showing the application of concepts and skills of the subject group. Please consult section F3.7 for further details.

What are the options for registration for final grades in MYP arts?

The options for registration for MYP arts are: visual arts, drama, film, music and dance, according to the course the student has followed.

Students following visual arts must be registered in visual arts and the moderation sample must consist of visual arts tasks only. The record of achievement will read “visual arts”.

Students following film must be registered in film and the moderation sample must consist of film tasks only. The record of achievement will read “film”.

Students following music must be registered in music and the moderation sample must consist of music tasks only. The record of achievement will read “music”.

Students following drama must be registered in drama and the moderation sample must consist of drama tasks only. The record of achievement will read “drama”.

Students following dance must be registered in dance and the moderation sample must consist of dance tasks only. The record of achievement will read “dance”.

Students may be registered in more than one MYP arts if they have followed the appropriate courses.

Where do my second-language learners fit in? Are they language A or language B?

Where you place your students will largely depend on the language profile you create for students entering your school. The most important factors in determining placement will be students’ proficiency in the language of instruction, whether the school is willing to allow the student to take the language of instruction as language B, access to a mother-tongue programme, and opportunities for study of other languages. Please note that a student does not have to take the school’s language of instruction as language A if this language is their second language.

For further information about languages of instruction please refer to the document *Learning in a language other than mother tongue in IB programmes (2008)* as well as to *Second-language Acquisition and Mother-tongue Development: A guide for schools (2004)*.

Reminder: Students must select one of the following options if they are applying for MYP certification.

1. One language A and one language B
2. Two languages A
3. Two languages A and one language B
4. One language B and a language programme approved by the IB as a suitable replacement for a language A course. (Please refer to section D3.5 for further details on the mother-tongue language option and section D3 for information on languages in general.)

Should the school include the learner profile in the reports?

IB World Schools offering the PYP, MYP and DP are expected to focus on monitoring student development in the light of the profile in as many ways as possible. Including comments or descriptions in a report might be appropriate but is not required (numerical grades are not encouraged). Please refer to the *IB learner profile booklet (2008)* for further information regarding monitoring the learner profile.

Do schools have to include the learner profile in their written curriculum?

As stated in the *Programme standards and practices* (published in October 2010): “The written curriculum identifies the knowledge, concepts, skills, and attitudes to be developed over time” (C2.4).

Schools will need to reflect on the question found in the *IB learner profile booklet*: “To what extent do our philosophy, our school structures and systems, our curriculum and units of work enable students, and the adults who implement the programmes, to develop into the learner described in the profile?” It is not the intention that the IB learner profile should be a series of labels or boxes to be ticked, and many attributes will already be apparent in MYP schools’ philosophies and curriculum documents.

I2 Frequently asked questions related to IBIS

How do schools/MYP coordinators access IBIS?

Coordinators should use the URL <https://ibis.ibo.org>.

Please contact myp@ibo.org immediately if you see the following error message: "Error: Your IBIS account has not been activated. Please contact IB."

Which school code should coordinators use?

School coordinators will no longer use the school code to log on to IBIS but will use their person code, password and PIN.

How do schools access students' results on IBIS?

Schools are able to access students' results by:

- going to **Candidate>Results**. A new window will open where a **Results** option will appear next to the students' names

or

- going to **Subject>Results**. A new window will open where selecting a particular subject will reveal a list of students' results in descending order for that subject.

How do coordinators amend their details on IBIS?

Details can be amended by going to **School**.

To update address information, telephone number, email address, and so on, go to **Programme options>Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "MYP coordinator"). The contact details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Submit** to submit the data. If changes affect all roles, then repeat this operation for all, as this will not automatically be done.

To update the personal details (for example, change the surname or title) of the MYP coordinator, head of school, emergency contact, and so on, go to **Programme options>Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "MYP coordinator") and then select **Edit**. The personal details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Continue** to submit the data. Make further changes in the **Contact details** section if necessary, and then select **Submit**. Please **do not** select **Edit** to add a new contact person.

If the coordinator of the school has left before updating IBIS with the new coordinator details, it becomes the responsibility of the principal/head of school to submit a request to IB Cardiff, on paper bearing the school's

letterhead. This request should include the former coordinator's name and the new coordinator's name, email address, telephone number and date of birth.

To add a new contact person (for example, a new MYP coordinator), go to **Programme options>Contact information**. Using the drop-down menu, choose the relevant contact role. Select **Add** to add the person's personal details, complete each field, and select **Continue**. Make further changes in the **Contact details** section and then select **Submit**.

Note: When making changes to contact details, an email is automatically sent to notify IB Cardiff of the change. The changes will appear on the screen once IB Cardiff has accepted them. This process is normally complete within 48 hours.

How do coordinators recommend teachers for moderation/curriculum reviews and so on through IBIS?

This is done via IBIS by filling in the electronic *C5 Teacher recommendation form*.

More frequently asked questions and further information can be found directly on IBIS (<https://ibis.ibo.org>).


Forms for use in the MYP

The following table lists the forms that are available in this handbook. They are also available on IBIS in portable document format (PDF).

| Form |
|---|
| Moderation and monitoring of assessment |
| F3.1 Moderation coversheet: Subjects |
| F3.1 Moderation coversheet: Subjects (sample) |
| F3.2 Moderation coversheet: Personal project |
| F3.2 Moderation coversheet: Personal project (sample) |
| Moderation checklist: Subjects |
| Moderation checklist: Personal project |
| F4.2 Monitoring of assessment coversheet: Subjects—Preparation for moderation |
| F4.3 Monitoring of assessment coversheet: Personal project—Preparation for moderation |
| F4.4 Monitoring of assessment task coversheet: Subjects—Evaluation visit/general advice or guidance |
| F4.5 Monitoring of assessment task coversheet: Personal project—Evaluation visit/general advice or guidance |
| Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Subjects |
| Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Personal project |
| Monitoring of assessment checklist—Preparation for moderation: Subjects |

Forms

| |
|---|
| Monitoring of assessment checklist—Preparation for moderation: Personal project |
| Student claim of exclusive copyright |
| Incomplete assessment due to special assessment needs |

| | | |
|---|--|-----------|
|  | Middle Years Programme | Form F3.1 |
| | Moderation coversheet: Subjects | |

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: _____ School code: _____

Student's name/number: _____ Subject: _____

The student's work is (please mark box):

comparatively good average comparatively weak

| Nature and title of assessment task | | Criteria | | | | | |
|-------------------------------------|-----------|----------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 2. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 3. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 4. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 5. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 6. | Teacher | | | | | | |
| | Moderator | | | | | | |

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: _____

Signature of teacher: _____ Date: _____

Names of teachers involved in internal standardization for this subject:



Middle Years Programme

Form F3.1

Moderation coversheet: Subjects

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: Treetops International School School code: 008899

Student's name/number: Matthew Lewis Subject: Humanities

The student's work is (please mark box):

comparatively good average comparatively weak

| Nature and title of assessment task | | Criteria | | | | | |
|--|-----------|----------|----|----|---|---|---|
| | | A | B | C | D | E | F |
| 1. <i>Population pyramid and fluvial processes test</i> | Teacher | 10 | | 10 | | | |
| | Moderator | | | | | | |
| 2. <i>Creating revolution project (extended writing)</i> | Teacher | 10 | 9 | 9 | 7 | | |
| | Moderator | | | | | | |
| 3. <i>Flooding report (piece of classwork/homework)</i> | Teacher | | 10 | | 6 | | |
| | Moderator | | | | | | |
| | Teacher | | | | | | |
| | Moderator | | | | | | |

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Jane Smith

Signature of teacher: J. Smith Date: 1 April 2010

Names of teachers involved in internal standardization for this subject:

John Simpson



Middle Years Programme

Form F3.2

Moderation coversheet: Personal project

Please complete a copy of this form for **each** personal project submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the *Personal project guide*. All the criteria **must be applied once** and an achievement level must be recorded on the coversheet for criterion G, even though this criterion is not moderated.

School name: _____ School code: _____

Student's name/number: _____

Personal project title: _____

The student's work is (please mark box):

comparatively good

average

comparatively weak


Please use the column on the right to explain the choice of level for each criterion.

| Criteria | Level (supervisor) | Level (moderator) | Supervisor's comments |
|----------|--------------------|-------------------|-----------------------|
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| F | | | |
| G | | | |

Name of supervisor: _____

Signature of supervisor: _____ Date: _____

Names of supervisors involved in internal standardization for the personal project:

| | | |
|---|--|-----------|
|  | Middle Years Programme | Form F3.2 |
| | Moderation coversheet: Personal project | |

Please complete a copy of this form for **each** personal project submitted for moderation

Please ensure that the material being submitted for moderation conforms to the requirements set out in the *Personal project guide*. All the criteria **must be applied once** and an achievement level must be recorded on the coversheet for criterion G, even though this criterion is not moderated.

School name: *Treetops International School* School code: *008899*

Student's name/number: *Christopher Andrews*

Personal project title: *Reflecting today's world in a collection of poems*

The student's work is (please mark box):

comparatively good average comparatively weak

Please use the column on the right to explain the choice of level for each criterion.

| Criteria | Level (supervisor) | Level (moderator) | Supervisor's comments |
|----------|--------------------|-------------------|--|
| A | 3 | | <ul style="list-style-type: none"> • <i>Goal identified, clearly described and evidence of the goal is apparent throughout</i> • <i>Focus on environments, and community and service is described</i> • <i>Detailed description of intent to achieve goal</i> |
| B | 3 | | <ul style="list-style-type: none"> • <i>Good selection of appropriate resources and information</i> • <i>Good bibliography compiled</i> • <i>Detailed references made in the body of the text and appendices</i> |
| C | 4 | | <ul style="list-style-type: none"> • <i>Excellent choice and use of techniques</i> • <i>Specific justification made for the chosen techniques</i> • <i>Techniques were applied effectively to achieve stated goal</i> |
| D | 3 | | <ul style="list-style-type: none"> • <i>Consistent and significant reflection particularly related to the areas of interaction</i> • <i>Thoughts and ideas are generally supported with arguments and evidence</i> |
| E | 4 | | <ul style="list-style-type: none"> • <i>The project is logical and completely coherent with the required structure</i> • <i>Ideas are organized and sequenced in a consistently logical manner</i> • <i>Excellent, organized work that is neat and easy to follow</i> |
| F | 3 | | <ul style="list-style-type: none"> • <i>Consistent review of the project in the light of both the goal and the dimensions of the areas of interaction</i> • <i>Consistent reflection at various stages of the project, including a reflection on what he could have done differently</i> • <i>Good analysis of the quality of the product</i> |
| G | 4 | | <ul style="list-style-type: none"> • <i>Great work ethic and commitment shown on the part of the student to achieve a clearly identified goal</i> • <i>Organization was a real strength</i> |

Name of supervisor: *Michael Davies*

Signature of supervisor: *M. Davies* Date: *3 March 2010*

Names of supervisors involved in internal standardization for the personal project:

John Williams, Catherine Ford, Luc Pinard

Moderation checklist

Subjects

The teacher(s) involved in preparing the sample should complete this checklist and include it in the sample. One checklist must be completed for **each** subject.

School name: _____ School code: _____

Subject: _____

Please tick/check the appropriate box.

The sample includes:

1. four/eight folders of student work (delete as applicable) Yes No
2. at least the minimum number of prescribed tasks for each student Yes No
3. the same tasks for each student wherever possible Yes No
4. a coversheet F3.1 for each student Yes No
5. two judgments against each criterion for each student* Yes No
6. information on the application of the criteria to each piece of work Yes No
7. instructions, worksheets and guidance notes given to the students Yes No
8. blank copies of the tasks/test papers and teachers' corrected versions Yes No
9. unit planners that give moderators an idea of the context in which the tasks were set Yes No
- 10 a copy of last year's moderation report. Yes No

Sciences only:

Have any tasks also been included in another sample? Please give details Yes No

* except for language B and physical education

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____ Date: _____

Signature of MYP coordinator: _____ Date: _____

Moderation checklist

Personal project

The teacher(s) involved in preparing the personal project sample should complete this checklist and include it in the sample.

School name: _____ School code: _____

Please tick/check the appropriate box.

The sample includes:

- | | | |
|---|------------------------------|-----------------------------|
| 1. four/eight personal projects (delete as applicable) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. a coversheet F3.2 for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. one judgment against each criterion for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. information on the application of the criteria to each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. information about the organization of the personal projects | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. details of internal standardization | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. a copy of last year's moderation report. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____ Date: _____

Signature of MYP coordinator: _____ Date: _____



**Monitoring of assessment coversheet: Subjects
Preparation for moderation**

Please complete a copy of this form for **each** folder of work submitted for monitoring of assessment.

Please ensure that the material being submitted for monitoring of assessment conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject group guide.

School name: _____ School code: _____

Student's name/number: _____ Subject: _____

The student's work is (please mark box):

comparatively good

average

comparatively weak

| Nature and title of assessment task | | Criteria | | | | | |
|-------------------------------------|-----------|----------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 2. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 3. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 4. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 5. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 6. | Teacher | | | | | | |
| | Moderator | | | | | | |

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: _____

Signature of teacher: _____ Date: _____

Names of teachers involved in internal standardization for the subject:



**Monitoring of assessment coversheet: Personal project
Preparation for moderation**

Please complete a copy of this form for **each** personal project submitted for monitoring of assessment.

Please ensure that the material being submitted conforms to the requirements set out in the *Personal project guide*. All the criteria **must be applied once** and an achievement level must be recorded on the coversheet for criterion G, even though this criterion is not moderated.

School name: _____ School code: _____

Student's name/number: _____

Personal project title: _____

The student's work is (please mark box):

comparatively good

average

comparatively weak


Please use the column on the right to explain the choice of level for each criterion.

| Criteria | Level (supervisor) | Level (moderator) | Supervisor's comments |
|----------|--------------------|-------------------|-----------------------|
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| F | | | |
| G | | | |

Name of supervisor: _____

Signature of supervisor: _____ Date: _____

Names of supervisors involved in internal standardization for the personal project:

| | | |
|---|---|-----------|
|  | Middle Years Programme | Form F4.4 |
| | Monitoring of assessment task coversheet: Subjects Evaluation visit/general advice or guidance | |

Please complete a copy of this form for **each** task included in the sample. Only one copy is needed to accompany the work of the four students.

This form should be used to document the application of the criteria and the award of achievement levels for each criterion. If task-specific clarifications are used then these must be provided. Please refer to section F1.2 of the MYP *Coordinator's handbook* for more information.

School name: _____ School code: _____

Subject: _____

The sample is from (please mark box): year 1 year 2 year 3 years 4/5

Name of teacher: _____ Date: _____

Title of task: _____

| Criteria used | Information on the application of the criterion (further information may be provided in a separate document) |
|---------------|--|
| | |
| | |

| Students' names | | Criteria | | | | | |
|-----------------|-----------|----------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 2. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 3. | Teacher | | | | | | |
| | Moderator | | | | | | |
| 4. | Teacher | | | | | | |
| | Moderator | | | | | | |

Please use the reverse of this form or separate sheets to provide information on the nature of the task, as well as any background information that may assist the moderator in determining how the criteria were applied.



**Monitoring of assessment coversheet: Personal project
Evaluation visit/general advice or guidance**

Please complete a copy of this form for **each** personal project submitted for monitoring of assessment.

This form should be used to document the application of the criteria and the award of achievement levels for each criterion.

School name: _____ School code: _____

Student's name/number: _____

Personal project title: _____

The student's work is (please mark box):

comparatively good average comparatively weak

Please use the column on the right to explain the choice of level for each criterion.

| Criteria | Level (supervisor) | Level (moderator) | Supervisor's comments |
|----------|--------------------|-------------------|-----------------------|
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| F | | | |
| G | | | |

Name of supervisor: _____

Signature of supervisor: _____ Date: _____

Names of supervisors involved in internal standardization for the personal project:

Monitoring of assessment checklist

Evaluation visit/General advice or guidance: Subjects

The teacher(s) involved in preparing the sample should complete this checklist and include it in the sample. One checklist must be completed for **each** subject.

School name: _____ School code: _____

Subject: _____

Please tick/check the appropriate box.

The sample includes:

- | | | |
|---|------------------------------|-----------------------------|
| 1. an outline of the coursework for the year | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. a variety of assessment tasks | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. sample work from four students for each task | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. a coversheet F4.4 for each task | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. two judgments submitted for each criterion* (evaluation visit only) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. information on the application of the criteria to each piece of work | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. instructions, worksheets and guidance notes given to the students | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8. blank copies of tasks/test papers and teachers' corrected versions. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

* except for language B and physical education

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____ Date: _____

Signature of MYP coordinator: _____ Date: _____

Monitoring of assessment checklist

Evaluation visit/General advice or guidance: Personal project

The teacher(s) involved in preparing the personal project sample should complete this checklist and include it in the sample.

School name: _____ School code: _____

Please tick/check the appropriate box.

The sample includes:

- | | | |
|---|------------------------------|-----------------------------|
| 1. four personal projects | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. a coversheet F4.5 for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. one judgment against each criterion for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. information on the application of the criteria to each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. information about the organization of the personal projects | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. details of internal standardization. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____ Date: _____

Signature of MYP coordinator: _____ Date: _____

Monitoring of assessment checklist

Preparation for moderation: Subjects

The teacher(s) involved in preparing the sample should complete this checklist and include it in the sample. One checklist must be completed for **each** subject.

School name: _____ School code: _____

Subject: _____

Please tick/check the appropriate box.

The sample includes:

- | | | |
|---|------------------------------|-----------------------------|
| 1. four folders of student work | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. at least the minimum number of prescribed tasks for each student | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. the same tasks for each student wherever possible | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. a coversheet F4.2 for each student | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. two judgments against each criterion for each student* | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. information on the application of the criteria to each piece of work | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. unit planners that give an idea of the context in which the tasks were set | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8. instructions, worksheets and guidance notes given to the students | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 9. blank copies of the tasks/test papers and teachers' corrected versions. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

* except for language B and physical education

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____

Date: _____

Signature of MYP coordinator: _____

Date: _____

Monitoring of assessment checklist

Preparation for moderation: Personal project

The teacher(s) involved in preparing the personal project sample should complete this checklist and include it in the sample.

School name: _____ School code: _____

Please tick/check the appropriate box.

The sample includes:

- | | | |
|---|------------------------------|-----------------------------|
| 1. four personal projects | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. a coversheet F4.3 for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. one judgment against each criterion for each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. information on the application of the criteria to each project | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. information about the organization of the personal projects | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. details of internal standardization. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

If you ticked/checked "No" for any of the above, please give details.

Signature of teacher(s): _____ Date: _____

Signature of MYP coordinator: _____ Date: _____



Student claim of exclusive copyright

Any student whose work is submitted to the IB by the school implicitly permits the IB to use the work in any medium necessary for its own legitimate activities or for related activities of which it approves. In particular, the IB uses a small number of student works every year for teacher training and other purposes but always protects the identity of both student and school by removing names, before the work is used. The student, as copyright holder, may always continue to use the work for their own purposes.

This form is the means by which a student who has produced an **exceptional** piece of work may retain exclusive copyright over it. Such a work might be an original computer program or a fine work of art that has commercial value or that contains very personal or confidential matter.

A copy of this form must be completed and signed by the student, and attached to the piece of work **when it is submitted**. The school must post or fax a copy to the MYP department at IB Cardiff, give one copy to the student and keep one copy for their own records. The IB will then use that piece of work **only** for the moderation or monitoring purpose for which it was submitted.

The student **must** sign this form for it to be valid.

School name: _____ School code: _____

Student's name/number: _____ Subject: _____

Purpose of submission (please mark box): Moderation

Monitoring of assessment

| Description of student's work: |
|--|
| |

I, _____ (student's name), do not want the IB to use my material described here for other than the purpose of submission specified above and hereby claim exclusive copyright.

Signature of student: _____ Date: _____

Name of teacher/coordinator: _____

Signature of teacher/coordinator: _____ Date: _____



Incomplete assessment due to special assessment needs

- Type or write legibly using black ink and retain a copy of this form.
- This form should be completed only for those students being registered for the MYP certificate and record of achievement whose special need(s) will prevent them from being assessed in one (or more) particular subject(s).
- A copy of the appropriate documentation **must** accompany this request.

Submit to: MYP department, MYP assessment administration manager, International Baccalaureate Organization, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL, United Kingdom.

This form must ideally reach IB Cardiff prior to the end of year 1.

School name: _____ School code: _____

Student's name: _____
(Family name) (Given names)

Date of birth (day/month/year): _____

Place of birth (town and country): _____

Nationality(ies): _____

Nature of the condition: _____

Condition began on: _____

Subjects affected: _____

For each subject concerned, provide details of which criteria/objectives cannot be assessed because of the student's condition.

General regulations: Middle Years Programme

For students and their legal guardians



I General

Article 1: Scope

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

An IB World School® is a school that has been authorized by the IB Organization to offer one or more of its programmes.

This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the MYP.

When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the MYP.

Article 2: Role and responsibilities of schools

- 2.1 The IB Organization has developed the MYP as an inclusive programme aimed at students in the 11–16 age group.
- 2.2 The MYP is designed to give schools and students the option of registering to receive grades validated by the IB Organization through a process of external moderation. If this option is chosen, the MYP leads to the award of MYP certificates and issuance of MYP records of achievement.
- 2.3 The IB Organization has established a curriculum framework and assessment requirements for each subject group in the MYP and the personal project, which cover the MYP in general and also define the requirements leading to the award of the MYP certificates and issuance of MYP records of achievement. The IB Organization is the sole organization entitled to award MYP certificates and to issue MYP records of achievement, where students have satisfied the assessment requirements in accordance with these *General Regulations: Middle Years Programme* (hereinafter “general regulations”). Administrative details relating to these general regulations are contained in the current *MYP coordinator’s handbook*, which is the procedures manual issued by the IB Organization for schools.
- 2.4 Because the IB Organization is not a teaching institution and does not provide teaching services to students, the MYP is implemented and taught by IB World Schools (hereinafter “school(s)”). The schools are private or state entities, all of which are entirely independent from the IB Organization and solely responsible for the implementation and quality of teaching of the MYP.
- 2.5 The schools are responsible for informing students and legal guardians regarding the general characteristics of the MYP and how the school implements it.
- 2.6 The IB Organization cannot guarantee that a school will remain capable and willing to implement the MYP. Consequently, the schools bear sole responsibility to students and legal guardians if, for any reason, a school’s authorization to implement the MYP is withdrawn by the IB Organization or a school decides to terminate its authorization.

Article 3: Recognition of the MYP certificate and MYP record of achievement

The IB Organization attempts to ensure recognition of the MYP certificates and MYP records of achievement but does not guarantee their acceptance by other institutions, whether or not they are authorized by the IB Organization, or by the relevant educational authorities. Consequently, students and legal guardians bear the sole responsibility for verifying the position in this regard of all institutions in which a student is interested in enrolling, and for consulting the relevant legislation.

Article 4: Use of student materials submitted to the IB Organization

- 4.1 Students completing assessment tasks produce materials in a variety of forms. These materials (hereinafter “the materials”) include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images of the students.

- 4.2 Students retain copyright in all materials submitted for assessment purposes, but by submitting those materials, and subject to article 4.5, students thereby grant the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for assessment, educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 4.3 Wherever the materials are held for moderation or monitoring of assessment purposes, for example, by the school, by an IB Organization moderator or at the International Baccalaureate Curriculum and Assessment Centre (hereinafter "IB Cardiff"), they are always held on behalf of the IB Organization.
- 4.4 Where the IB Organization uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and, in order to protect the identity of the student and of the school, will anonymize them before publication in print or in electronic form.
- 4.5 Under exceptional circumstances, a student may withdraw this licence for a specific piece of work, as provided in article 4.2. In such case the IB Organization must be notified in accordance with the procedure described in the current *MYP coordinator's handbook*. The student must submit a written notification to the school's MYP coordinator who has the duty to inform the IB Organization by the due date. In these cases, the IB Organization will use the material only for moderation or monitoring of assessment purposes.
- 4.6 All materials submitted to the IB Organization for moderation or monitoring of assessment purposes become the property of the IB Organization, which, once the moderation or the monitoring of assessment is complete, is entitled to retain the materials for record-keeping purposes or to destroy them according to its needs.

Article 5: Implementation of the programme

- 5.1 Students must use the school's MYP coordinator as the intermediary for any communication with the IB Organization.
- 5.2 The MYP is designed as a five-year programme where students are exposed to structured learning in eight subject groups each year. Where a five-year programme is not possible, schools may be authorized by the IB Organization to implement a shorter programme.
- 5.3 Objectives and final assessment criteria are prescribed for all MYP subjects and the personal project. However, prescription regarding curriculum content is kept to a minimum to preserve the flexibility of the programme.
- 5.4 To be eligible for the MYP certificate and MYP record of achievement students must satisfy the assessment requirements in all eight subject groups. An exception to this is that bilingual students may register for final assessment in two languages A instead of one language A and one language B.
- 5.5 As an exception, the IB Organization may approve a course of study that does not include all eight subject groups in MYP years 4 and/or 5, provided that certain conditions are met.
- 5.6 In addition to satisfying the assessment requirements of the eight subject groups, students must:
 - a. submit a personal project—a significant body of work produced over an extended period in the final year of the programme
 - b. have met the expectations of community and service to the satisfaction of the school.

Article 6: Languages

- 6.1 The MYP may be taught in any language or languages. However, to be eligible for the MYP certificate and MYP record of achievement, students must reach sufficient competency to ensure work sent for moderation is in one of the four languages of the MYP: English, French, Spanish or Chinese for all subject groups except languages A and B.
- 6.2 For grades to be validated, some languages A and B may need approval from the IB Organization.
- 6.3 The IB Organization may also approve language courses that are equivalent to MYP language A but not necessarily taught by the school. In this case, an explanatory statement is given in place of a language A grade on the MYP record of achievement.

II Assessment

Article 7: Assessment procedures

The work of MYP students is internally assessed by teachers. The IB Organization does not provide examinations. When students reach the final year of the programme, schools have the option of registering students to receive grades validated by the IB Organization, through a process of external moderation of schools' internal assessment.

Article 8: Eligibility for the MYP certificate

Only students who have participated in years 4 and 5 of the programme are eligible for the MYP certificate. Other students are eligible for the MYP record of achievement only.

Article 9: Registration process for grades validated by the IB Organization

Students who wish to have their grades validated by the IB Organization must be registered by the school and must take the requisite courses and complete assessments at the school. The school must complete such registrations and pay the related fees by the relevant deadlines. Only students whose grades have been validated by the IB Organization and have met specific assessment requirements are eligible to be awarded the MYP certificate and be issued with an MYP record of achievement.

Article 10: Notice of assessment requirements

It is the responsibility of schools to ensure that students comply with all the assessment requirements of the MYP. It is also the responsibility of schools to submit samples of students' work for moderation in line with IB Organization requirements and deadlines. Non-compliance with these requirements may mean that MYP certificates and MYP records of achievement cannot be awarded.

III Grades validated by the IB Organization

Article 11: Internal assessment

To be eligible for the MYP certificate and MYP record of achievement, students must complete (as a minimum) the assessment tasks prescribed by the IB Organization for each subject group. These tasks are set by teachers, normally in the final year of the programme, and assessed internally according to IB Organization subject-specific assessment criteria that address the objectives in the appropriate group. Teachers must also supervise and assess the personal project in the same way.

Article 12: Determination of grades

- 12.1 Teachers must assess each student's work against IB Organization-prescribed criteria for each subject in which the student is registered. The personal project is also assessed by teachers against the IB Organization-prescribed criteria. The levels achieved for each criterion are added together to give a criterion levels total for each student in each subject and the personal project.
- 12.2 The final grade is determined by the IB Organization, following a process of external moderation, as outlined in article 13.
- 12.3 Grades range from 1 (lowest) to 7 (highest). IB Organization grade descriptors are published, which indicate the standard achieved for each grade.

IV Moderation

Article 13: Moderation of students' work

- 13.1 Moderators appointed by the IB Organization review and assess samples of students' work according to the same IB Organization subject-specific assessment criteria used by teachers.
- 13.2 Validated grades are determined by the IB Organization by applying the grade boundaries to the moderated criterion levels totals. Students' grades may or may not be adjusted depending on whether or not teachers' assessments in their school meet predetermined standards for each subject and the personal project.

V Award of the MYP certificate and MYP record of achievement

Article 14: Conditions for the award of the MYP certificate and MYP record of achievement

- 14.1 MYP certificates and MYP records of achievement will only be awarded to students whose grades have been validated by the IB Organization.
- 14.2 The IB Organization will award an MYP certificate to each registered student who has participated in years 4 and 5 of the programme, and who has achieved an overall standard in all aspects of the MYP. The student must:
 - a. have gained a grade total of at least 36 from the eight subject groups and personal project combined, out of a possible maximum of 63
 - b. have gained at least a grade 2 in at least one subject from each subject group
 - c. have gained at least a grade 3 for the personal project
 - d. have met the expectations of community and service to the satisfaction of the school.If more than one subject has been entered in a given subject group, only the single best grade will count towards the MYP certificate.
- 14.3 The IB Organization will issue an MYP record of achievement to each student indicating:
 - a. the grade obtained for each subject in which the student has been registered
 - b. the grade obtained for the personal project
 - c. that community and service requirements have been met, unless the school notifies the IB Organization to the contrary.

VI Special cases

A: Special needs

Article 15: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a student at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 16: Eligibility

Students with diagnosed special needs are not prevented from following the MYP or from being eligible for the MYP certificate and MYP record of achievement. However, where a student's special needs make assessment of some of the objectives impossible the student's eligibility for the MYP certificate may be affected.

Article 17: Applicable procedure

- 17.1 The IB Organization must be informed by no later than the end of the penultimate year (normally year 4) for the student(s) concerned, of any case where a diagnosed special need makes assessment of some of the course objectives impossible.
- 17.2 In these cases, schools are expected to make every effort to accommodate the needs of the student. The IB Organization will consider any requests for special arrangements according to principles stated in the current *MYP coordinator's handbook*.
- 17.3 When the special needs of a student are such that an objective for a subject cannot be assessed, a grade for that subject cannot be awarded. However, the IB Organization may, in certain circumstances and under certain conditions, where a request from the school has been supported by all the necessary information and documentation, as well as evidence of work achieved, award the MYP certificate and MYP record of achievement to a student with special needs who has not met all the objectives for a particular subject, provided all other conditions for the award of the MYP certificate have been met.

B: Adverse circumstances**Article 18: Definition of adverse circumstances**

Adverse circumstances are defined as those beyond the control of the student that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of students during the final two years of the programme. Adverse circumstances do not include shortcomings on the part of the school at which a student is registered.

Article 19: Applicable procedure

Any application for special consideration in cases of adverse circumstances must be submitted to IB Cardiff as soon as possible by the school's MYP coordinator on behalf of the student(s).

C: Malpractice**Article 20: Definition of malpractice**

- 20.1 The IB Organization defines malpractice as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessments. Malpractice includes the following.
- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the student's own.
 - b. Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- 20.2 The IB Organization recognizes that work submitted by students for moderation of internal assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. Where the school considers this is not a deliberate attempt by a student to gain an unfair advantage, the school should take action to ensure that the practice is not repeated. If plagiarism is found by a moderator, the piece of work is not moderated. The school is contacted by the IB Organization and asked to deal with the issue.

Article 21: Responsibilities of students

Students are required to act in a responsible and ethical manner throughout their participation in the MYP and assessments. In particular, students must avoid any form of malpractice.

Article 22: Applicable procedure

- 22.1 It is the responsibility of each school to ensure that all work used for final assessment is the individual work of the student. If a school has any doubts about the authenticity of students' work, results should be withheld by the school for those students until it resolves the matter.
- 22.2 It is the responsibility of each school to submit to the IB Organization only authentic work and results for each student.

VII Final provisions

Article 23: Governing law

Swiss law governs these general regulations and all other procedures relating to the assessment requirements.

Article 24: Arbitration

Any dispute arising from or in connection with these general regulations shall be finally settled by one arbitrator in accordance with the *Swiss Rules of International Arbitration* of the Swiss Chambers of Commerce. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Article 25: Entry into force and transitory rules

This version shall come into force on 1 September 2007 for June session schools or 1 January 2008 for December session schools. The IB Organization may amend these general regulations from time to time. Each amended version applies to all students enrolling in the MYP after the date of entry into force of the amended version.

Geneva, 1 August 2007

Rules for IB World Schools: Middle Years Programme



Article 1: Scope

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

An IB World School® is a school that has been authorized by the IB Organization to offer one or more of its programmes.

This document describes the rules that apply to those schools that have been authorized as IB World Schools to offer the MYP.

When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the MYP.

Article 2: Acceptance of IB Organization regulations and procedures

IB World Schools (hereinafter “school(s)”) agree to comply with the *General regulations: Middle Years Programme* and with the procedures as set out in the current *MYP coordinator’s handbook* that governs the administration of the MYP.

Article 3: Reference to the IB Organization’s function and its programmes

- 3.1 The IB Organization is independent from schools. Schools must make it clear to the relevant authorities and legal guardians that:
 - a. the sole responsibility for the implementation and quality of teaching of the MYP rests with the school
 - b. the sole responsibility for any shortcomings in the implementation or quality of teaching of the MYP is borne by the school
 - c. the award of the MYP certificate and MYP record of achievement is the sole prerogative of the IB Organization and not of the school.
- 3.2 A school is entitled to present itself as an IB World School and to use the “IB World School” logo only in connection with the IB programme(s) that it has been authorized to teach. This right lapses immediately if authorization is withdrawn.

Article 4: Responsibilities of the IB Organization

- 4.1 The IB Organization will allow IB World Schools to deliver the MYP and to use the related materials under the conditions provided in these *Rules for IB World Schools: Middle Years Programme*.
- 4.2 The IB Organization will establish and administer assessment procedures where applicable and will ensure their integrity.

Article 5: Responsibilities of schools

- 5.1 Schools are responsible for ensuring that they can implement the MYP in conformity with the school’s obligations under local and national laws.
- 5.2 Schools are responsible for the quality of teaching of the MYP, and they undertake to hold the IB Organization harmless with regard to any legal action taken by legal guardians as a result of any shortcomings.
- 5.3 Schools must ensure that the MYP is properly funded, is effectively delivered and is administered according to the regulations and procedures of the IB Organization. Each school must appoint an MYP coordinator to administer the programme and give him or her the opportunity to attend training workshops that have been approved by the IB Organization.
- 5.4 It is the school’s responsibility to determine whether it can enroll a student with special needs into the MYP. Schools must ensure that legal guardians and students themselves are aware of the special arrangements for assessment made by the IB Organization for students with special needs. A school must not make special arrangements for assessment without the IB Organization’s prior approval.

- 5.5 Schools must ensure that teachers of the MYP are knowledgeable about the curriculum framework, assessment guidelines and requirements, including the standards and practices for the implementation of the programme as set out in the *General regulations: Middle Years Programme*, the current *MYP coordinator's handbook* and all other MYP guides and supporting materials. To this end, it is the school's responsibility to obtain all relevant up-to-date MYP guides and supporting materials from the IB Organization and to provide opportunities for teachers of the MYP to attend training workshops that have been approved by the IB Organization.
- 5.6 Where schools opt for MYP certification through external moderation, they are responsible for ensuring that legal guardians and students are properly informed of all MYP assessment procedures and of conditions for the award of the MYP certificate and the MYP record of achievement. They are responsible for ensuring that students who opt for IB Organization-validated grades are registered in an accurate and timely manner. It is the function of schools to administer diligently those aspects of the organization of the assessment procedures for which they are responsible according to the current *MYP coordinator's handbook*.
- 5.7 When students enter the programme, schools have the duty to supply legal guardians with a copy of the *General regulations: Middle Years Programme*. Schools undertake to hold the IB Organization harmless with regard to any legal action taken by students or their legal guardians in which non-receipt of the *General regulations: Middle Years Programme* constitutes one of the grounds of such action.
- 5.8 Under article 4 of the *General regulations: Middle Years Programme*, students retain copyright in materials submitted for assessment purposes, but are deemed to grant the IB Organization a non-exclusive, charge-free, worldwide licence to reproduce the materials under certain conditions. However, they have the right to claim exclusive copyright in their work, which they may choose to do under exceptional circumstances. The school must facilitate this claim on request, in accordance with the procedure described in the current *MYP coordinator's handbook*.
- 5.9 If the IB Organization requests student materials for purposes other than assessment purposes, schools are responsible for obtaining prior written permission from the student, which, in effect, grants the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce the submitted materials in any medium for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 5.10 Schools must ensure that all fees are paid in accordance with the scales of fees and timetable for payments currently set by the IB Organization.
- 5.11 For use of the IB Organization's secure online services, notably IBNET, IBIS and the online curriculum centre (OCC), schools must control the allocation and use of usernames and passwords and ensure that teachers are aware of the terms and conditions.

Article 6: Review and evaluation procedures

- 6.1 Schools must be open to visits from representatives of the IB Organization for reviews of a school's implementation of the MYP. These visits can be made at any time with reasonable advance notice.
- 6.2 A general evaluation of a school's implementation of the MYP, which includes a visit, normally occurs four years after the initial authorization and then at five-year intervals. Schools are expected to conduct a self-study in preparation for this evaluation process.
- 6.3 Schools are expected to have a mechanism in place to respond to the recommendations and, where appropriate, matters to be addressed in the evaluation report.

Article 7: Property and copyright of the IB Organization

- 7.1 The content of the curriculum and its assessment for all of the IB Organization's academic programmes (PYP, MYP and Diploma Programme), as well as all materials produced by the IB Organization in any form relating thereto, remain the sole property of the IB Organization and are protected by copyright. Consequently, a school is not entitled to create any courses of its own, **over and above those units of work within the framework of the MYP**, that are derived from an IB curriculum and/or materials, no matter whether the courses are deemed by the school to be ancillary to or preparatory to an academic programme of the IB Organization.
- 7.2 Furthermore, the IB Organization is the owner of internationally registered trademarks, including its logos and the word devices in its official languages of "International Baccalaureate", "IB World School" and "IB" in various forms. Consequently, a school is not entitled to use the terms "International Baccalaureate" or "IB" (in any language) to identify its own courses and may only make reference to the "International Baccalaureate" or "IB" in relation to its own courses if the school clearly explains in its communications and marketing materials that such courses are not developed or endorsed by the IB Organization.

- 7.3 A school's authorization hereunder encompasses a non-exclusive right to teach the programme and to use the related materials supplied by the IB Organization within the limits and in the form defined in the *Rules and policy for use of the IB's intellectual property* (hereinafter "IB Organization's IP policy"), as updated from time to time. This right is limited to the delivery of the programme within that school alone.
- 7.4 Subject to the conditions of the IB Organization's IP policy, a school's authorization to teach the MYP also encompasses a non-exclusive right to:
- a. use the "IB World School" logo on its school's stationery, publications, website and non-commercial promotional material in connection with the IB programme it is authorized to offer
 - b. request from the IB Organization and use the IB Organization's graphic of the MYP model
 - c. make copies of official programme documentation in part, or whole, for use by their teachers; or post on the school's access-restricted website for their school community the electronic file of such documentation if published by the IB Organization on IBNET, IBIS or on the OCC for teaching or information purposes
 - d. make copies of official programme documentation, as above, for use within the school community, including materials prepared by the IB Organization specifically for student use or to inform legal guardians.
- 7.5 Schools must not otherwise reproduce any materials from the IB Organization or use its logos in any form (paper or electronic) without prior written consent from the IB Organization.
- 7.6 All the rights granted in articles 7.3 and 7.4 are granted only for the period of validity of the school's authorization and lapse automatically when the authorization ends.

Article 8: Copyright in materials submitted to the IB Organization

- 8.1 Students retain copyright in all materials submitted for assessment purposes, but by submitting those materials, and subject to article 8.2, students thereby grant the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for assessment, educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 8.2 Under exceptional circumstances and by means of a written notification, students may withdraw this licence to the IB Organization to use a specific piece of work as provided in article 8.1. The school must facilitate this notification on request, in accordance with the procedure described in the *MYP coordinator's handbook*. In these cases, the IB Organization will use the material only for assessment purposes.
- 8.3 From time to time, student material will include assessment tasks that have been created by teachers within the terms of their contract of employment and that are the copyright of the school. By submitting such material, the school is granting to the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for assessment, educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 8.4 Where materials submitted to the IB Organization contain third-party copyright material, information about the source should be included in the submission to enable the IB Organization, if necessary, to seek permission from the copyright holder to use the material.

Article 9: Withdrawal of authorization

- 9.1 A school's authorization to teach the MYP may be withdrawn if:
- a. a school has breached any of its duties under these rules
 - b. the IB Organization is not satisfied that the school is implementing the programme according to the *Programme standards and practices* document
 - c. the school has failed to observe the requirements for administering the programme and assessment procedures as described herein and in the relevant IB Organization documentation
 - d. the school fails to take reasonable steps to protect the IB Organization's intellectual property rights and to prevent any use that is contrary to the IB Organization's IP policy

- e. fees remain unpaid to the IB Organization despite reminders having been sent
 - f. a school refuses to accept any standard amendment to these *Rules for IB World Schools: Middle Years Programme*, that is, any amendment that is decided by the IB Organization and is applicable to all schools.
- 9.2 In all cases the school will receive written notice that it has six months to remedy the situation, failing which the authorization will be withdrawn.
- 9.3 Any decision to withdraw authorization to teach the MYP is taken by the director general of the IB Organization. The director general's decision is not subject to appeal and will take effect from the beginning of the school year following the decision, except that the teaching of the MYP may continue until students already registered for IB Organization moderation have had the opportunity to obtain IB Organization-validated grades.

Article 10: Termination by schools

A school may terminate its authorization to teach the MYP by giving six months' notice, to take effect from the beginning of the next school year, except that the teaching of the MYP shall continue until students already registered for IB Organization moderation have had the opportunity to obtain IB Organization-validated grades. Fees remain payable to the IB Organization until the teaching has ended.

Article 11: Entry into force and duration

This version of the *Rules for IB World Schools: Middle Years Programme* shall enter into force on 1 September 2007 for June session schools or 1 January 2008 for December session schools, and shall remain applicable to all schools until amended.

Article 12: Governing law

Swiss law governs these *Rules for IB World Schools: Middle Years Programme* and all other documents relating to authorization to teach the MYP.

Article 13: Arbitration of disputes

Any dispute arising from or in connection with these *Rules for IB World Schools: Middle Years Programme* or any other document relating to the authorization to teach the MYP shall be finally settled by one arbitrator in accordance with the *Swiss Rules of International Arbitration* of the Swiss Chambers of Commerce. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Geneva, 1 August 2007