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INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

Handbook



School Year 2009—2010

**XV GIMNAZIJA, Jordanovac 8
10000 Zagreb, Croatia
www.mioc.hr
tel. ++385 1 230 22 55**



Name: _____

Grade: _____

Homeroom Teacher: _____



SCHOOL FACILITIES



Besides classrooms and labs the school has a cinema hall, a library with 25,000 books (7,000 in English), a bookshop and a cafeteria. A gym and outdoor sports grounds - tennis, basketball, handball, volleyball, football courts and an athletics track are also available.

EXTRA CURRICULAR ACTIVITIES

All students are welcome to participate in various sports and non-sports activities after school hours on school premises.



VISITORS TO SCHOOL



Visitors to school are allowed only with the permission of school officials.



STUDENTS' DRESS CODE



It is expected of students to be appropriately dressed. When using the gym, students should have clean tennis shoes and the required outfit.

LOCKERS

Students should use their lockers to keep personal property (coats, umbrellas etc.) secured. Students should not force the locks of lockers. Also they are not allowed to attach stickers or write on lockers. Lockers should be kept clean and tidy.



MONEY AND VALUABLES



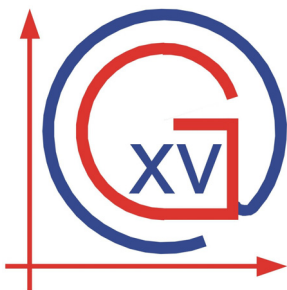
Students should not bring large sums of money or other valuables to school nor keep them inside the lockers.

The school does not take responsibility for any lost or stolen property.

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WELCOME TO XV GIMNAZIJA!



MONITORS

Each week, the homeroom teacher names two monitors. Their responsibilities are:

- ◆ To check the classroom before the beginning of the class, and report irregularities or damages
- ◆ Clean the board
- ◆ Report the missing students at the beginning of each class
- ◆ Check the classroom after the class

TEXTBOOKS



All textbooks, library books and magazines are available for students' use at no extra cost. The school expects these materials to be treated with great care. Students are responsible for the textbooks they are issued and are expected to return them in a condition similar to one when received.

If books are lost or damaged, the parents should cover the cost. Handing in a book is not enough; it must be the one you were assigned.

ATTENDANCE PROCEDURES

Attendance

Attendance roll will be taken at the beginning of each period.

Punctuality

Students must arrive punctually to the class. Should a student arrive late he/she will not be admitted in the classroom for that period.

Excused Absences

Students who are absent or late to school may be excused by a written excuse from parents. The excuse should be presented to the homeroom teacher within five days and must include

- the date or dates of absence,
- the reason for the absence,
- the parent's or guardian's signature,
- doctor's report.



If a student needs to leave during school hours, he/she should ask permission of homeroom teacher or MYP coordinator.

Extended absences should be announced to the homeroom teacher in advance.

Unexcused absences will result in one of the following disciplinary actions:

- ◆ 3 to 5 unexcused periods will result in a warning.
- ◆ 6 to 10 unexcused periods will result in a written reprimand.
- ◆ 11 to 14 unexcused periods will result in a final warning before expulsion.
- ◆ 15 or more unexcused periods will result in expulsion from school.

Subject Exams

If a student misses more than 20% of subject matter in the classroom, he/she will consequently have to take the exam in that particular subject at the end of the school year.

Catching up on Work Missed

After absence, it is student's responsibility to catch up on the work missed.



School Mission Statement

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world.

Our curriculum encourages students to become independent critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process we hope all our students will become lifelong learners with a capacity for compassion and empathy as well as strong international-mindedness.

INTERNATIONAL BACCALAUREATE ORGANISATION

XV Gimnazija is one of about 2,500 schools in more than 130 countries around the world, that are members of the International Baccalaureate Organisation (IBO), a non-profit educational foundation based in Switzerland.



The IBO offers three programmes:

- ◆ the **Diploma Programme** (DIP), an internationally recognised pre-university course of studies for upper secondary school students between the ages of 16 and 19 years
- ◆ the **Middle Years Programme** (MYP), designed as a five-year programme for students aged 11-16
- ◆ the **Primary Years Programme** (PYP) for children aged 3-12

Each of the three IBO programmes is intended to promote the education of the whole person, emphasising the importance of a broad and balanced education. The programmes aim to promote international understanding, responsible citizenship and the importance of knowing how to learn, of student-centred inquiry and communication.

Central to the educational philosophy of our IB school department is the desire to promote international understanding and to affirm and respect the cultural identity of every individual while preparing its students for the challenges of life in a modern, multicultural society.

In our school we offer the last two years of the Middle Years Programme (grade 9 and 10, i.e. MYP 4 and MYP 5), and the Diploma Programme.

In Case of Misconduct

For unsatisfactory behaviour or unsatisfactory classroom attitude, the school has a system of penalties:

1. A warning will be given for minor disciplinary violation.
2. A written reprimand will be given to the student and sent to the parent for disrupting the class, assaulting another student, faculty, or school personnel.
3. Any major violation will result in a final warning before expulsion.
4. Persistent violation will result in expulsion from school.

In addition, the following misbehaviours will result in expulsion from school:

- ◆ 15 or more unexcused periods.
- ◆ intentional damage of the school or another person's property.
- ◆ forgery, theft, vandalism, drug, and alcohol consumption.

Student Appreciation



During and at the end of the school year, awards will be given to students for

- ◆ excellent and outstanding academic performance.
- ◆ creative participation in curricular and extra-curricular activities.
- ◆ participation in outside school competitions.
- ◆ exercising polite, well-mannered behaviour which serves as a role model to other students.

Awards may be given by the homeroom teacher, class teacher, or other staff members.

CODE OF CONDUCT

Students are expected to conduct themselves in a courteous manner at all times. Matters of discourtesy will be handled by homeroom teacher and/or MYP Coordinator.

THE SCHOOL IS UNDER VIDEO SURVEILLANCE

Students are expected:

- ◆ to demonstrate respect for all fellow students and school personnel
- ◆ to be respectful of school property
- ◆ not to sit on window sills
- ◆ to pick up litter at all times, whether you dropped it or not
- ◆ never to use school equipment without permission
- ◆ not to take anything that does not belong to them
- ◆ not to smoke anywhere on school premises
- ◆ not to eat nor drink during classes
- ◆ not to chew gum during classes
- ◆ to turn off cellular phones and other gadgets during classes

Alcohol, drugs and tobacco are strictly forbidden



MIDDLE YEARS PROGRAMME

Students in grades 9 and 10 are part of the IBO Middle Years Programme. The programme provides learning in a broad base of traditional school subjects where each discipline is studied thoroughly. The links between the subjects are accentuated, so that students will learn to see knowledge as an integrated whole.



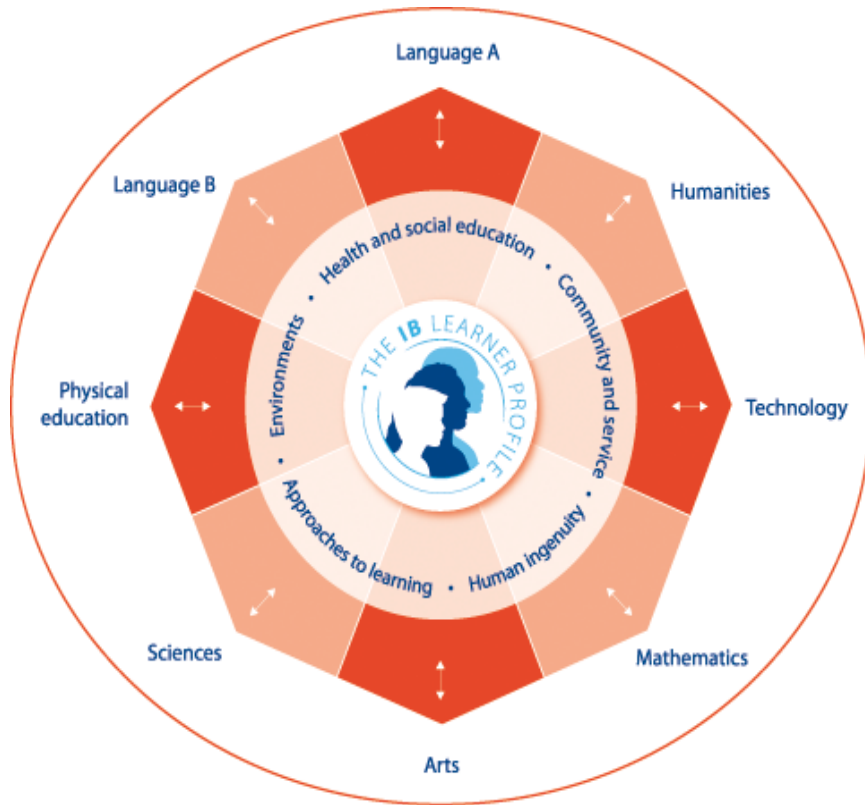
The concept of Intercultural Awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It not only fosters tolerance and respect, but also leads to understanding.

The MYP stresses the central importance of communication, verbal and non-verbal, because a good command of expression in all of its forms is fundamental to learning.

Five ideas known as the **Areas of Interaction** are embedded within and across all academic subjects and give the MYP its distinctive core. The five areas are:

- ◆ Approaches to learning
- ◆ Community and service
- ◆ Health and social education
- ◆ Environments
- ◆ Human ingenuity

MYP CURRICULUM PROFILE



DAILY SCHEDULE



School begins at 8 a.m.

Students should come to school at least 10 minutes before the beginning of the classes.

Classes last 45 minutes. During the 'big break', from 10.25 till 10.50 the students may exit the school building and stay nearby. During the 5-minute brakes, students are not allowed to leave the school. The classes regularly end at 2.05 p.m. or sometimes at 2.55 p.m.

During the 'big break', from 10.25 to 10.50 the students can buy morning snack at the school cafeteria.

After class, students can attend extracurricular activities or:

- ◆ use the library from 8.00 a.m. till 5.00 p.m.
- ◆ use the computer lab according to the schedule posted on the door.
- ◆ use the gym for the scheduled extra-curricular activities.
- ◆ use the school cafeteria from 8.00 a.m. to 3.00 p.m.

If a gap appears in a student's schedule, he/she should use the school facilities. No student should roam the halls during class periods.

SCHOOL CALENDAR

School Year 2009 – 2010

First Term: September 7, 2009 to December 23, 2009

Winter holidays: December 24, 2009 to January 10, 2010

Second Term: January 11, 2010 to June 18, 2010

Spring Holidays: April 1, 2010 to April 11, 2010

Special Events



Every school year there are a number of collapsed days or lessons to allow students to participate in different activities such as field study trips, class excursions, community and service events, project presentations and cultural events or festivals.



MYP CURRICULUM

At our school language of instruction is English, therefore we offer English A as well as English B. Croatian citizens are obliged by national educational regulations to study Croatian as the second Language A. We also offer a course of Croatian for foreign students. Apart from languages our school offers the following subjects in MYP 4 and MYP 5.

Subjects	Grade 9/ MYP4	Grade10/ MYP5
English A and B	5	5
Croatian A	4	4
French B	3	3
German B	3	3
Croatian for foreigners	3	3
History	3	2
Geography	2	3
Mathematics	4	4
Physics	3	3
Chemistry	2	2
Biology	2	2
Computer/Design Technology	2,5	2
Visual Arts / Drama	2	2
Physical Education	2	2

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance.

In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

ADMINISTRATIVE AND TEACHING STAFF



English A, B	Darija Kos, B.A., Zorana Franić, B.A.
Croatian A, B	Senka Škrnjug B.A., Marija Bilić B.A.
German B	Tončika Mamić, B.A., Mirella Kujundžić Lujan, B.A., Nina Kršul, B.A.
French B	Jasna Rebrović, B.A., Loreana Selišek Butina, B.A.
Mathematics	Aneta Copić, B.Sc., Josip Harcet, B.Sc., Eva Špalj, B. Sc.
History	Vesna Jurić, B.A.
Geography	Lidija Krušlin, B.Sc.
Biology	Emil Gaal, B.Sc., Biljana Agotić- Smital, B.Sc.
Chemistry	Zrinka Topličan, B.Sc., Revik Nuss, B. Sc.
Physics	Jasna Jakupec, B.Sc., Zrinka Mavračić, B.Sc.
Visual Arts	Sanja Černko Delerue, B.A., Kristina Rismondo, B.A.
Drama	Darija Kos, B.A.
Computer Technology	Ernest Wendling, M.Sc., Jelena Kos, B.Sc.
Physical Education	Damir Brajković, B.A., Utrinka Mihelić, B.A.
Librarian	Tamara Kanjera, M.A.
Coordinator:	Darija Kos, B.A.

PROMOTION TO THE NEXT ACADEMIC YEAR

To be promoted to the next academic year, the MYP student should achieve grade 3 or above in all subjects. The same applies to Personal project in grade 10.



If a student has achieved '1' or '2' in one or two subjects, he/she is allowed to re-sit exams in those subject(s). The exams are held twice a year, usually the first week of July and the last week of August.

If a student has achieved a failing grade ('1' or '2') from three or more subjects, or has failed to pass the re-sit exam, he/she will not be promoted to the next academic year and therefore will have to repeat the same academic year.

IB LEARNER PROFILE

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

AREAS OF INTERACTION

Approaches to learning

represents general and subject-specific learning skills that the student will develop and apply during the programme and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.



Community and service

considers how a student engages with his or her immediate family, classmates and friends, as well as in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context.

Health and social education

dives into the range of human issues that exists in human societies, such as social structures, relationships and health. The area can be used by students to find out how these issues affect societies, communities and individuals, including the students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare.



ASSESSMENT POLICY

	ASSESSMENT CRITERIA FOR ARTS- VISUAL ARTS AND DRAMA	Level of achievement
A	Knowledge and understanding	/8
B	Application	/10
C	Reflection and evaluation	/ 8
D	Personal engagement	/8
Total:		/ 34

	ASSESSMENT CRITERIA FOR P.E.	Level of achievement
A	Knowledge and understanding	/8
B	Movement composition	/8
C	Performance / Application	/8
D	Social skills and personal engagement	/8
Total:		/32

ASSESSMENT POLICY

	ASSESSMENT CRITERIA FOR SCIENCE- BIOLOGY, CHEMISTRY AND PHYSICS	Level of achievement
A	One world	/6
B	Communication in science	/6
C	Knowledge and understanding of science	/6
D	Scientific inquiry	/6
E	Data processing	/6
F	Attitudes in science	/6
	Total:	/36

	ASSESSMENT CRITERIA FOR DESIGN AND COMPUTER TECHNOLOGY	Level of achievement
A	Investigate	/6
B	Design	/6
C	Plan	/6
D	Create	/6
E	Evaluate	/6
F	Attitudes in technology	/6
	Total:	/36

AREAS OF INTERACTION

Environments



considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationship of different environments. This area can lead students to consider both their immediate classroom environments and global environments.

Human ingenuity

deals with the way in which human minds have influenced the world, for example, the way we behave, think, interact with each other, create, cause and find solutions to problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.



In the final year of the programme, students are engaged in the personal project. The personal project will reflect how effectively the areas of interaction have been integrated within the school. Through the project, students should be able to demonstrate ATL skills learned through the programme while focusing research and project development around at least one other area of interaction.

LANGUAGE POLICY

Policy statement

Middle Years Programme (MYP 4 and 5) at our school offers English as the language of instruction, and so does Diploma Programme at our school.

It offers two languages A- English and Croatian. All Croatian students have to take Croatian as language A, as this is the requirement of the Ministry of Education, so most of them have two languages A.

All of our students have to choose a language B - German or French - at foundation, standard or advanced level.

In addition to that, students can also learn Latin as an optional subject.

English language policy

English, being the language of instruction in MYP as well as DIP, is also offered as one of the two Languages A. Since we have a variety of students arriving from different parts of the world as well as Croatian students, who all have different English language backgrounds, the Language policy steering committee has decided to form an English B group this school year. This will help students reach the objectives of language B even if they follow the Middle Years Programme for only two years. The decision will be made after the entrance exams, which all our prospective students have to sit. These are actually more of placement exams necessary for the teachers in their planning of the curriculum for the coming school year.

Most of the MYP students who follow English A choose English A2 in the Diploma Programme and usually do not have problems following the curriculum. The assumption is that English B group in MYP will then choose English B in the Diploma Programme.

ASSESSMENT POLICY

	ASSESSMENT CRITERIA FOR HUMANITIES- HISTORY AND GEOGRAPHY	Level of achievement
A	Knowledge	/10
B	Concepts	/10
C	Skills	/10
D	Organization and presentation	/8
Total:		/38

	ASSESSMENT CRITERIA FOR MATHEMATICS	Level of achievement
A	Knowledge and understanding	/8
B	Investigating patterns	/8
C	Communication	/6
D	Reflection and evaluation	/6
Total:		/28

ASSESSMENT POLICY

The following are the Assessment criterion tables for all subjects provided by the IBO that are used at the end of each term and as they appear as part of every students' subject report in our school.

	ASSESSMENT CRITERIA FOR LANGUAGE A - ENGLISH AND CROATIAN	Level of achievement
A	Content	/10
B	Organization	/10
C	Style and language use	/10
Total:		/30

	ASSESSMENT CRITERIA FOR LANGUAGE B- FRENCH AND GERMAN	Level of achievement
A	Speaking and listening-message and interaction	/8
B	Speaking -language	/8
C	Writing-message and organization	/8
D	Writing- language	/8
E	Reading comprehension	/16
Total:		/48

LANGUAGE POLICY

Croatian language policy

All Croatian students take Croatian as language A.

However, there is usually a small group of Croatian students who were either born or have spent most of their lives in an English speaking environment, and whose Croatian is not good enough to follow Croatian as language A. They follow the Course of Croatian for foreigners.

Since the host country's language is Croatian, our foreign nationals follow the Course of Croatian for foreigners. The Language policy steering committee believes that the foreign students should learn the language of the host country as it makes their lives outside the school community much more comfortable and everyday communication with Croatian citizens a lot easier, if they have at least a basic knowledge of Croatian. In addition to all the above mentioned, all of the MYP teachers are Croatian so our students can also benefit from them as far as Croatian is concerned.

EFL- support for students who have limited competence in the language of instruction

Since all of our students come from various English backgrounds some of them have difficulties in following the curriculum. Last school year we started with the implementation of the additional English class - EFL, for students who are not very proficient in the language of instruction i.e. whose entrance exam results in English were below 40%. The time allocated for this is two 45- minute periods a week. These students will reinforce their linguistic and writing skills.

LANGUAGE POLICY

Languages B

At our school we offer French and German as Languages B- foundation, standard and advanced levels. Students are organized in small groups (app. 10 students) which provides an excellent environment when it comes to learning a foreign language. The students are encouraged to raise their awareness of all the advantages of such an environment as well as to apply the skills and knowledge of the culture they come from.

Language B courses are organised in such a way as to develop all four skills (reading, listening, writing, speaking) and thus prepare students for the final assessment based on the assessment criteria provided by the IB. Various teaching strategies are applied and students are involved as much as possible in the process of self-assessment.

Due to the fact that students come from different educational systems, it may happen that a mixed ability group is formed, so that some extra time has to be devoted to practising grammar/vocabulary in order to create a more homogeneous group, and therefore, more efficient in its progress

Teaching is organised in three periods weekly (135 minutes) divided into one double lesson (90 minutes) + one single lesson per week – this enables the teacher to organise lessons efficiently. It is suitable for larger units, leaves enough time to discuss homework in the classroom, do enough grammar/vocabulary exercises, do pair or group work, make presentations of either personal or group projects, do listening or writing tasks etc.

All students have access to the Internet at school and during Language B lessons they work with the materials prepared by the teacher, but are also encouraged to use their own time for purposes of foreign language acquisition. They also use relevant literature at the disposal at the school library. Visits to local Goethe Institute and French Library are sometimes organised.

ASSESSMENT POLICY

GRADE	DESCRIPTOR
Grade 1 (Very poor)	Minimal achievement in terms of the objectives.
Grade 2 (Poor)	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 (Mediocre)	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 (Satisfactory)	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 (Good)	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 (Very good)	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 (Excellent)	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.

Grades 1 and 2 are considered failing grades in any of the subjects.

ASSESSMENT POLICY

Parents also play a role as assessors, such as in observing and feeding back how their children are progressing against the learner profile attributes.

How do we report?

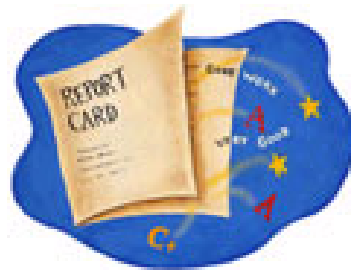
There is a written record of each students' progress, including both formative and summative assessment, at any given time throughout the year so that parents can actually see how their son/daughter is doing in a particular subject and discuss any necessary measures with subject teachers, homeroom teacher or MYP coordinator, if necessary.

At the end of the winter term, in December, the parents receive written reports on formative assessment for each subject.

At the end of the school year parents receive written final report as well as a subject report for each of the subjects filled in by subject teachers.

Parents are also welcome to come for parents-teacher consultations during the school year in order to monitor their son/daughter's progress.

Also there are 3 parents meetings throughout the school year when parents can also talk to either homeroom teacher or subject teachers.



ASSESSMENT POLICY

Overview & philosophy

Assessment is an integral part of any educational programme since it is a vital part of the learning process. It supports and encourages effective teaching and learning and it provides information about student's progress and achievement for students, parents and teachers alike.

Assessment principles at our school

- ◆ Assessment is key to planning, teaching, and learning.
- ◆ Assessment is **not** about recalling facts, but understanding skills and knowledge
- ◆ There is a balance between formative and summative assessment.
- ◆ Assessment is done not only by teachers but also by students themselves
- ◆ Self-reflection and self-evaluation helps students to improve their learning skills
- ◆ Students are informed what they are going to be assessed on before they start working on a given assignment
- ◆ Teachers provide students with feedback for future learning.
- ◆ Assessment is reported via subject report cards, parent-teacher conferences, and parents meetings
- ◆ All members of the school community have an understanding of our approach to assessment

ASSESSMENT POLICY

Why do we assess?

- ◆ To promote learning
- ◆ To provide information about students' progress and achievement – for students, parents, teachers, as well as local/national authorities
- ◆ To contribute to curriculum development

What do we assess?

Assessment pieces are both formative and summative, and enable all types of learners to have the opportunity to be successful. We aim to build oral, written and practical assessments into our programmes.

Any assessment task should be an authentic piece; it should be meaningful and relevant to the students in the context of their studies and wider experiences.

In order to get a balanced view of the progress of our students, we use a wide range of assessment methods in all subjects.

- ◆ Observations – Students are observed working individually, in small groups or as part of the whole class.
- ◆ Performance Assessments – students use skill, knowledge and understanding to accomplish a goal or solve an open-ended problem
- ◆ Process based assessments – students are assessed on the process they go through, rather than the finished product for example Personal project
- ◆ Tests – summative pieces which provide a snapshot of where the student is at a given time.
- ◆ Portfolios, Journals & Workbooks – a collection of student work that is designed to show growth, progress and reflection

ASSESSMENT POLICY

How do we assess?

When planning a unit of work in any subject we take into consideration the assessment objectives so that there is room both for formative and summative assessment. Thus students' progress while working on a particular unit as well as her/his achievement at the end of a unit will be assessed.

When setting any assessment piece it must be clear to the students how they will be assessed, against what criteria, and with what expectations for success.

This should be provided through the consistent use of assessment rubrics and instruction sheets. The assessment should be introduced as being part of the unit, not solely a knowledge recall activity at the end. All assessments, whether formal or informal, should contain a significant opportunity for the student to reflect on their achievements, and enable them to set personal goals.

In the MYP all assessments must be solely against the criteria set by the IB, and in the final year of the programme (grade 10), should contain the precise wording set out in the subject guides.

When do we assess?

Students are assessed when they work individually, when they work in a group either individually or co-operatively – in school or at home

Who is involved in the assessment?

Whilst the teacher may well be the most frequent assessor during the school year, there should be made opportunities for self-assessment and peer-assessment whenever appropriate. This will encourage all students to understand the assessment process and see it as transparent and meaningful.