

# MYP Language and Literature

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A companion manual to support  
*Principles to Practice* and the *Subject Guide*

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# Conceptual Understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of language and literature.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics. Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum

## KEY CONCEPTS

Key concepts promote interdisciplinary understanding. They represent big ideas that are both within and across disciplines and subjects.

The MYP has chosen 16 key concepts to be explored across all subjects, but 4 have been identified as the framework for language and literature. As your focus for the year, these concepts will inform units of work and help to organize teaching and learning. Unit of study will focus on one to two key concepts and each concept should be addressed at least once in the duration of the course.

Aesthetics	Change	<b>Communication</b>	Communities
<b>Connections</b>	<b>Creativity</b>	Culture	Development
Form	Global Interactions	Identity	Logic
<b>Perspective</b>	Relationships	Systems	Time, Place, & Space

## Communication

**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver, Communication involves the activity of conveying information or meaning. Effective Communication requires a common “language” (which may be written spoken or non-verbal).

Through exploring texts, we exchange, express, analyse and transform information, facts, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

## **Connections**

**Connections** are links, bonds and relationships among people, objects, organisms or ideas.

Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.

## **Creativity**

**Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.

## **Perspective**

**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

## RELATED CONCEPTS

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Audience imperatives	An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.
Character	The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or “dramatic”) methods inviting readers to infer qualities from characters’ actions, speech or appearance. When exploring the concept of character, students might explore transformation, influence, conflict, protagonist, antagonist, persona, foil, stock.
Context	The social, historical, cultural and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
Genres	A type or category of literature or film marked by certain shared features or conventions. Conventions are the characteristics of a literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. A study of genres includes essential understandings about conventions of genre: form, style, storyline, characterization, tone, mood, atmosphere, register, visual images and layout, narrative/storytelling, prose (foreshadowing, flashbacks, stream of consciousness in novels and short stories), poetry (metre, rhyme), drama, mythology and other fiction (for example, graphic novels, satires, oral traditions, screenplays, film and episodic television) and non-fiction (for example, autobiography, biography, travelogues, essays, letters, literary non-fiction, speeches). Examples of conventions in drama may include dialogues, speeches, monologues, soliloquies, asides, stage directions, voice, movement, gesture, use of space, costume, props, lighting, set and sound.

Inter-Textuality	The connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship. An overt reference to another text (as in a direct quote from another text) is also an example of intertextuality.
Point of View	The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.
Purpose	In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.
Self-Expression	The expression of one's feelings, thoughts or ideas, especially in writing, art, music, dance, design and film. This umbrella concept includes an exploration of essential understandings about identity, voice (personal), inspiration, imagination, sensitivity, critical stance and process.
Setting	The time and the place in which the action of a book, film, play, and so on happens. Setting may also include mood and atmosphere.
Structure	The way in which a poem or play or other piece of writing has been put together, and the relationships of different parts of a text to each other and to the text as a complex whole. This can include exploring metre pattern, stanza arrangement and the way the ideas are developed. Structure requires essential understandings about plot, narrative, discourse, form, transformation, thesis/argument, syntax, foreshadowing and flashbacks.
Style	The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.
Theme	The central idea or ideas the creator explores through a text.

## Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language and literature can develop meaningful explorations. Many inquiries into language and literature concepts naturally focus on personal and cultural expression. However, courses in this subject group should, over time, offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.

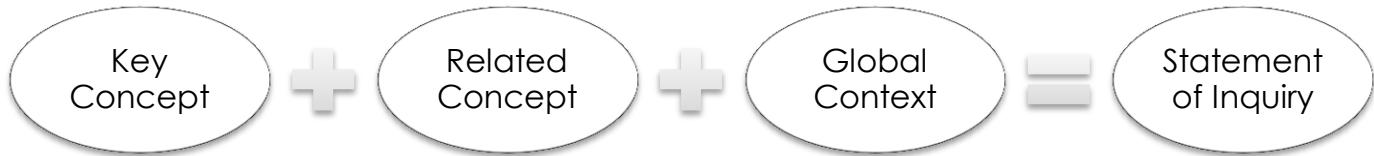
MYP Global Contexts		
<b>identities and relationships</b> <i>Who am I? Who are we?</i>	<p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• competition and cooperation; teams, affiliation and leadership</li> <li>• identity formation, self-esteem, status, roles and role models</li> <li>• personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</li> <li>• physical, psychological and social development, transitions, health and well-being, lifestyle choices</li> <li>• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind</li> </ul>
<b>orientation in time and space</b> <i>What is the meaning of 'where' and 'when'?</i>	<p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange</li> <li>• epochs, eras, turning points and 'big history'</li> <li>• scale, duration, frequency and variability</li> <li>• peoples, boundaries, exchange and interaction</li> <li>• natural and human landscapes and resources</li> <li>• evolution, constraints and adaptation</li> </ul>
<b>personal and cultural expression</b> <i>What is the nature and purpose of creative expression?</i>	<p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• artistry, craft, creation, beauty</li> <li>• products, systems and institutions</li> <li>• social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>• critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>• metacognition and abstract thinking</li> <li>• entrepreneurship, practice and competency</li> </ul>

MYP Global Contexts		
<b>scientific and technical innovation</b> <i>How do we understand the worlds in which we live?</i>	<p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>systems, models, methods; products, processes and solutions</li> <li>adaptation, ingenuity and progress</li> <li>opportunity, risk, consequences and responsibility</li> <li>modernization, industrialization and engineering</li> <li>digital life, virtual environments and the information age</li> <li>the biological revolution</li> <li>mathematical puzzles, principles and discoveries</li> </ul>
<b>globalization and sustainability</b> <i>How is everything connected?</i>	<p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>markets, commodities and commercialization</li> <li>human impact on the environment</li> <li>commonality, diversity and interconnection</li> <li>consumption, conservation, natural resources and public goods</li> <li>population and demography</li> <li>urban planning, strategy and infrastructure</li> </ul>
<b>fairness and development</b> <i>What are the consequences of our common humanity?</i>	<p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>democracy, politics, government and civil society</li> <li>inequality, difference and inclusion</li> <li>human capability and development ; social entrepreneurs</li> <li>rights, law, civic responsibility and the public sphere</li> <li>justice, peace and conflict management</li> <li>power and privilege</li> <li>authority , security and freedom</li> <li>imagining a hopeful future</li> </ul>

# Teaching and Learning Through Inquiry

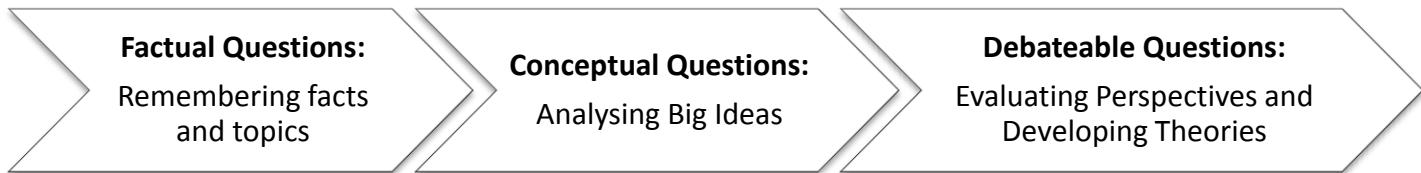
## Statements of Inquiry

A statement of inquiry sets conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning

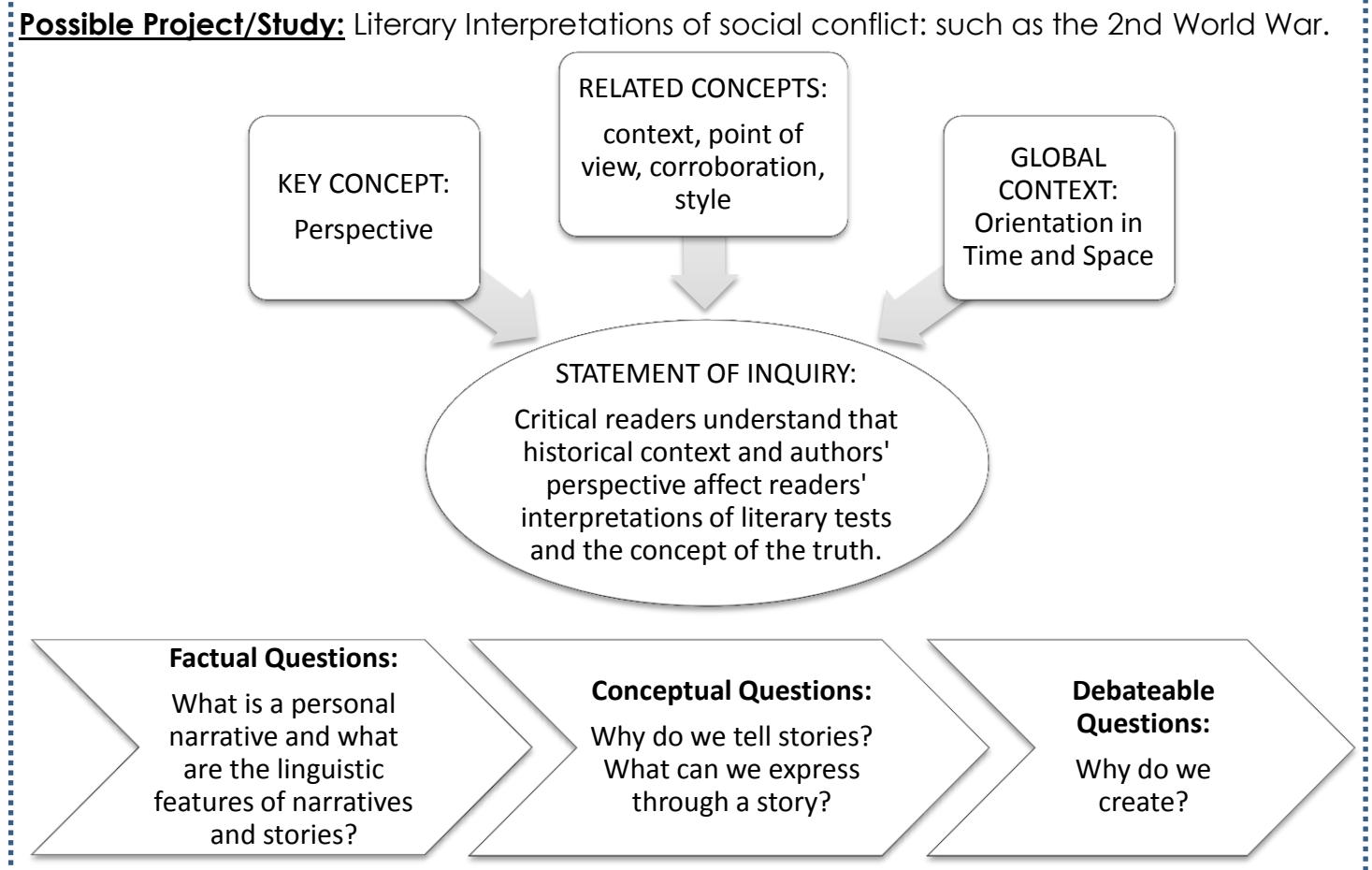


## Inquiry Questions

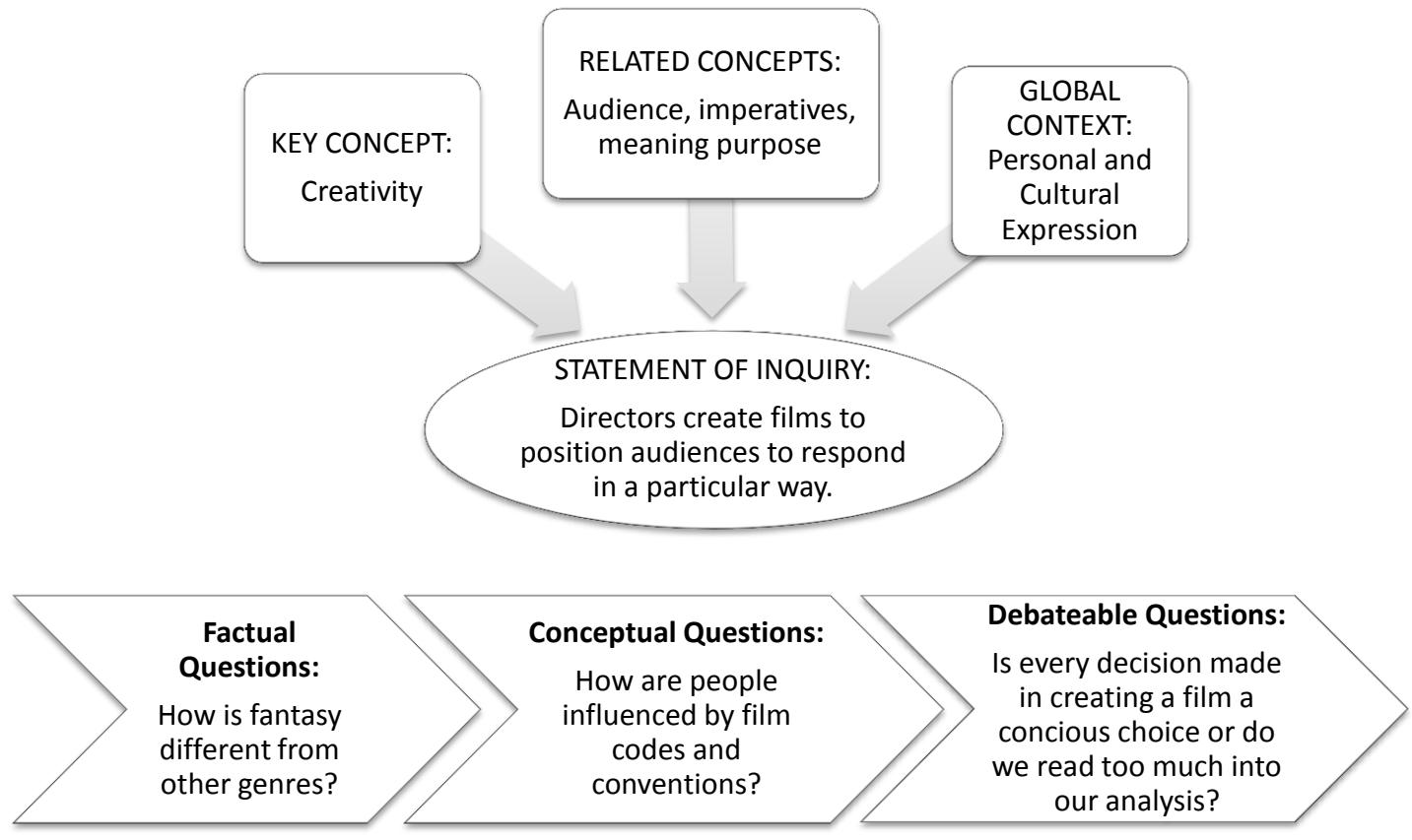
Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.



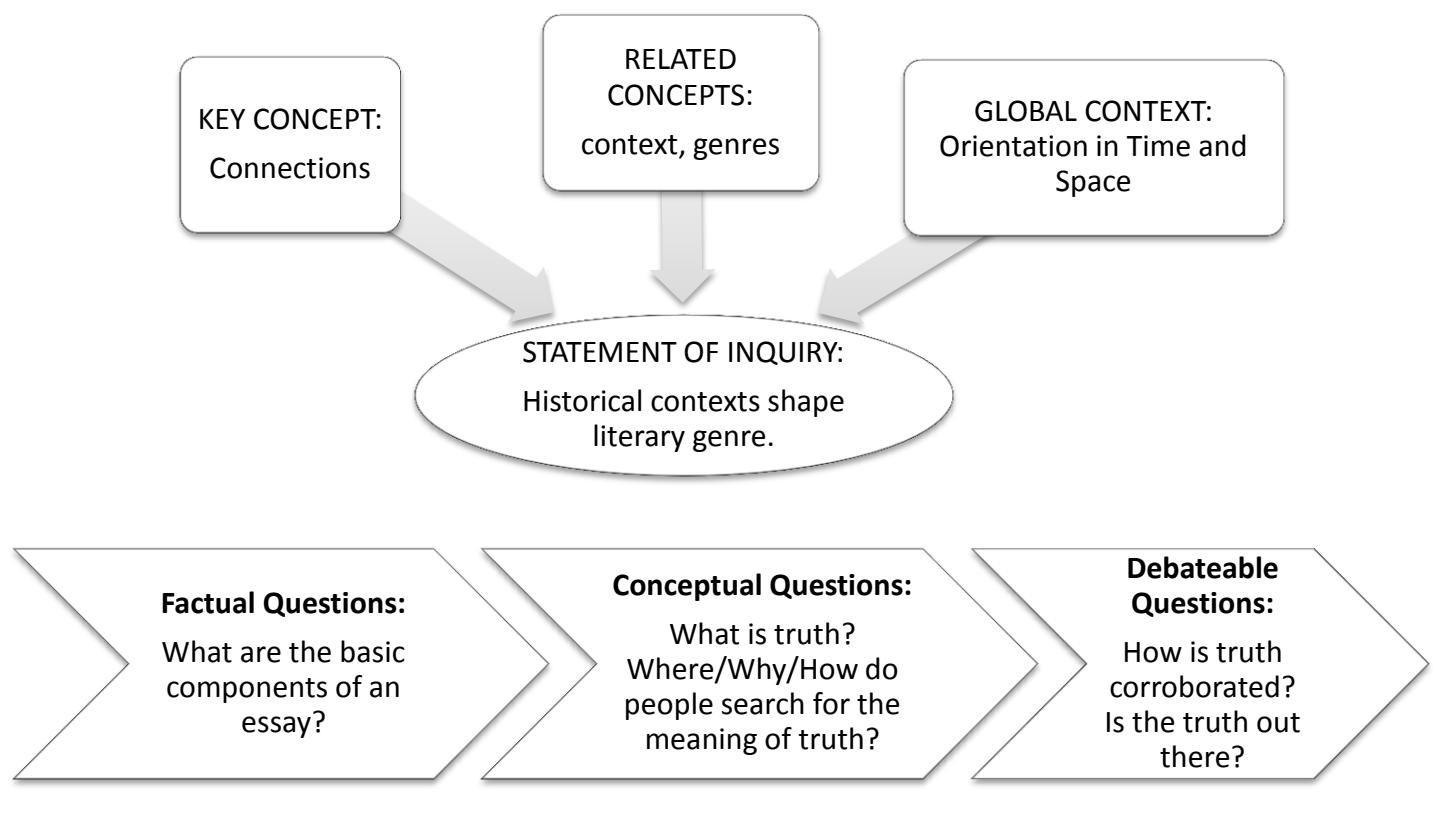
**Possible Project/Study:** Literary Interpretations of social conflict: such as the 2nd World War.



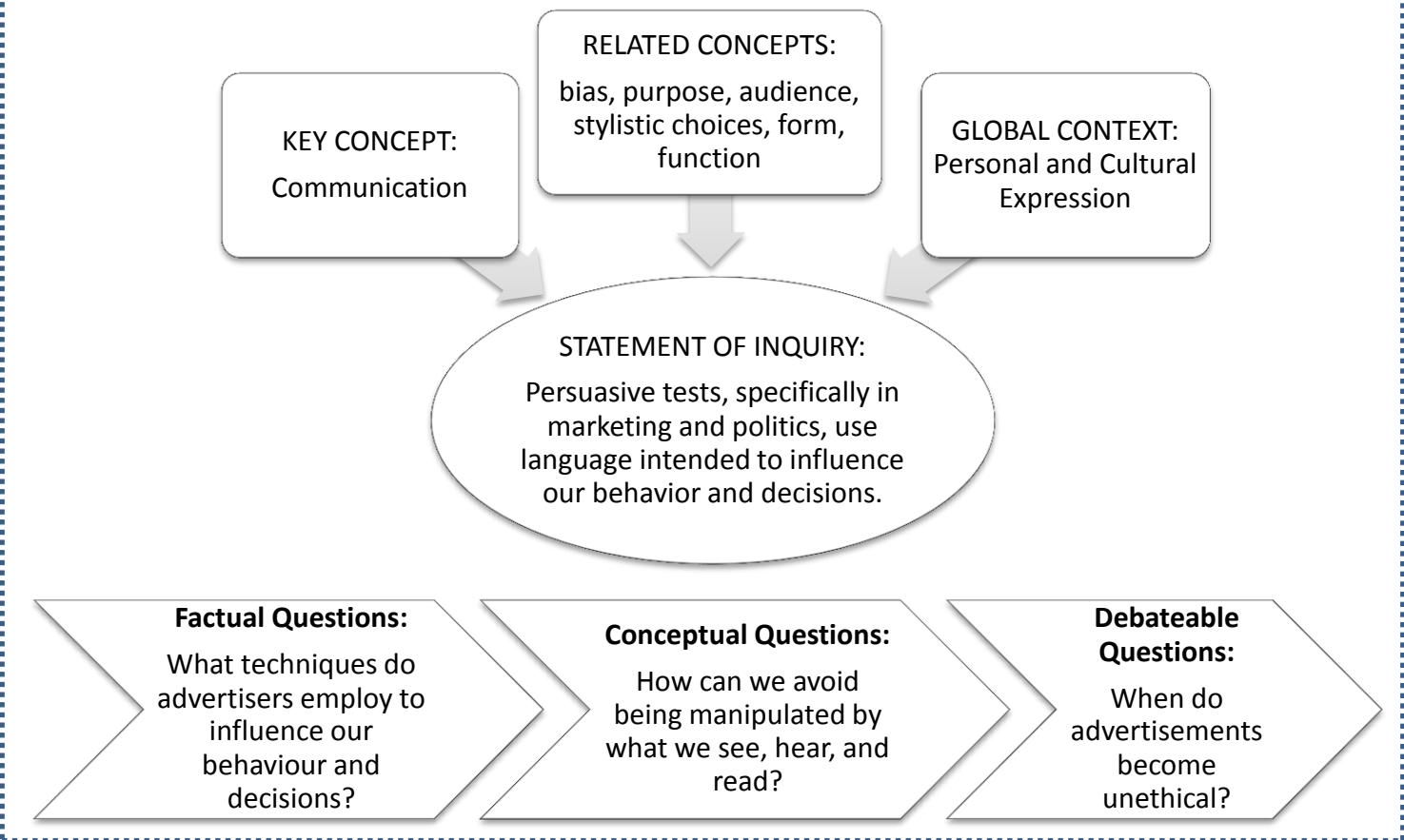
**Possible Project/Study:** Feature film or documentary study.



**Possible Project/Study:** Historical fiction; short story unit, comparative study (for example: Persepolis to One Hundred Years of Solitude)



## Possible Project/Study: Advertising Unit



# Language and Literature Learning Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

In order to meet these objectives, teachers will need to concentrate on each of the macroskills of language: listening, speaking, reading, writing, viewing and presenting. These language modes are very much interactive and interrelated, though in some instances teachers may wish to deal with them in discrete learning experiences and separate texts. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP language and literature has a corresponding strand in the assessment criteria for this subject group. The assessment criteria have been provided with the corresponding objectives.

Subject groups **must** address all strands of **all** four objectives **at least twice** in each year of the MYP.

In order to keep track of the standards used in each unit and the number of times it has been used, teachers/PLTs may want to develop a system or check list. Below is an example.

OBJECTIVE	STRAND	UNIT WHERE IT IS ASSESSED		
Analysing	1			
	2			
	3			
	4			

## Objective A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text. Students should be able to use the text to support their personal responses and ideas. Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

In order to reach the aims of studying language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

Achvmt Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"><li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li><li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li><li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts</li></ol>
3-4	The student: <ol style="list-style-type: none"><li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li><li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li><li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li></ol>
5-6	The student: <ol style="list-style-type: none"><li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li><li>ii. <b>competently</b> analyses the effects of the creator's choices on an audience</li><li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li><li>iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li></ol>
7-8	The student: <ol style="list-style-type: none"><li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li><li>ii. <b>perceptively</b> analyses the effects of the creator's choices on an audience</li><li>iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li><li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li></ol>

## Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Achvmt Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"><li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li><li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li><li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li></ol>
3-4	The student: <ol style="list-style-type: none"><li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li><li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>
5-6	The student: <ol style="list-style-type: none"><li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li><li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>
7-8	The student: <ol style="list-style-type: none"><li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li><li>ii. effectively organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li><li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li></ol>

## Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

Achvmt Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination or sensitivity and <b>minimal</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience iii. selects <b>few</b> relevant details and examples to develop ideas.
3-4	The student: i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience iii. selects <b>some</b> relevant details and examples to develop ideas.
5-6	The student: i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>sufficient</b> relevant details and examples to develop ideas.
7-8	The student: i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of insight, imagination or sensitivity and <b>perceptive</b> exploration of and critical reflection on new perspectives and ideas ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>

## Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achvmnt Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3-4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques</li> </ol>
5-6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression competently</li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques</li> </ol>
7-8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ol>

# Assessment in the MYP

Assessment practices in the MYP aim to

- support student learning by providing consistent feedback on the learning process
- provide opportunities for students to demonstrate transfer of skills across disciplines
- develop critical and creative thinking skills
- assign the most accurate achievement level for student performance, rather than averaging achievement levels over a given period of time
- assess student understanding at the end of a course

Choosing from a range of **assessment strategies**, teachers can devise **assessment tasks** that give students opportunities to show clearly what they can achieve in relation to the Statement of Inquiry, the MYP objectives, and state standards of the unit. Teachers will ensure that they document and record student performance using various **assessment tools**.

ASSESSMENT STRATEGIES	ASSESSMENT TASKS	ASSESSMENT TOOLS
<b>Observation</b> Whole class or individual; as a non-participant or while engaged	<b>Composition</b> Musical, physical, or artistic	<b>Anecdotal Records</b> Brief written notes regarding whole class or individual performance
<b>Selected Response</b> Asking specific or general questions to elicit responses from students	<b>Creations of Solutions</b> In response to given problems	<b>Continuums</b> Visual representation of students development that helps identify next stages of learning
<b>Open Ended Tasks</b> Provide students with a stimulus and ask students to provide an original response – presentations, diagrams	<b>Essays</b>	<b>Rubrics</b> Measure students' performance at a variety of levels
<b>Performance</b> Allow students to show that they can do something with the knowledge that they have gained	<b>Examinations</b>	<b>Examples</b> Using student work as concrete examples of performance at various achievement levels
<b>Process Journals</b> Encourages reflection and metacognition in students; allows for communication between student and teacher	<b>Questionnaires</b>	<b>Checklists</b> Check off when students demonstrate a particular response to a task
<b>Portfolio Assessment</b> Collection of work that shows student mastery of content	<b>Investigations</b>	
	<b>Research</b>	
	<b>Presentations</b> Verbal (oral or written) or graphic; uses various media	

## Developing Task Specific Rubrics

WHY?

1. Brings transparency to the assessment process for students, teachers, parents
2. Provides clear measurable evidence of learning
3. Can be used year after year
4. Can be modified as the units are revised
5. Contribute to the teacher reflections of units

HOW?

1. Study the assessment criteria; these are very vague and generalized
2. Study your assessment task
3. Redraft the level descriptors to match your specific assessment task for the unit

THINGS TO CONSIDER

1. When sharing the rubrics with students, make sure they are written in student-friendly language. Rubrics must be written so that students understand them.
2. Students should be able to accomplish the highest level of achievement. Be careful not to design assessment tasks that are impossible for students.
3. The rubrics should be standardized across the course. Teachers and students should see consistency across every section of the course.

## RUBRIC EXAMPLES

Netball – Assessment Criteria		Knowledge	Criterion A – Maximum 8
Level of Achievement	Descriptor	What does it look like? (Task Specific Criteria)	
0	The student does not reach a standard described by any of the descriptors below	The student does not complete any of the required tasks	
1-2	The use of terminology is <b>inconsistent, inappropriate or incorrect</b> . Demonstrates a <b>limited</b> knowledge of principles, concepts, strategies, techniques and rules related to netball. <b>Sometimes</b> uses this knowledge to analyse and solve problems in familiar situations.	The student: <ul style="list-style-type: none"><li>• Is able to state a few of the important aspects of netball</li><li>• Can discuss positioning</li><li>• Can discuss some skills needed in netball</li></ul>	
3-4	Uses <b>basic</b> terminology is <b>sometimes inaccurate or inappropriate</b> . Demonstrates a <b>basic</b> knowledge of principles, concepts, strategies, techniques and rules related to netball. <b>Uses</b> this knowledge to analyse and solve problems in familiar situations.	The student: <ul style="list-style-type: none"><li>• Is able to state a few of the important aspects of netball</li><li>• Can discuss positioning and spacing briefly</li><li>• Sometimes is able to make decisions on the application of skills when given example situations.</li></ul>	
5-6	Uses a <b>range</b> of terminology is <b>accurately and appropriately</b> in <b>some</b> situations. Demonstrates a <b>good</b> knowledge of principles, concepts, strategies, techniques and rules related to netball. <b>Uses</b> this knowledge to analyse and solve problems in familiar and <b>some unfamiliar</b> situations.	The student: <ul style="list-style-type: none"><li>• Is able to state a few of the important aspects of netball</li><li>• Can discuss positioning and spacing with examples</li><li>• Is able to make decisions on the application of skills when given example situations.</li></ul>	
7-8	Uses a <b>wide range</b> of netball terminology <b>accurately and appropriately</b> in <b>most</b> situations. Demonstrates a <b>thorough</b> knowledge of principles, concepts, strategies, techniques and rules related to netball. <b>Uses</b> this knowledge <b>wisely and effectively</b> to analyse and solve problems in familiar and <b>unfamiliar</b> situations.	The student: <ul style="list-style-type: none"><li>• Is able in detail many of the important aspects of netball</li><li>• Can discuss positioning and spacing with clarity and insight</li><li>• Is able to make clear decisions on the application of skills when given example situations.</li></ul>	

## **Achievement Levels and Assigning Grades**

Each criterion is divided into various achievement levels. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

## **Measuring Student Growth throughout the Course**

MYP assessment focuses on student understanding at the end of the course but also requires teachers to determine the most accurate demonstration of student understanding. This means recording and tracking student performance on each criterion as it is assessed for the duration of the course. Remember, subject areas must address all strands of all four assessment criteria at least twice each year. This allows students and teachers to measure growth over time.

An example of one monitoring system is shown below. In this model, teachers can include students in the process by asking them to maintain the record of achievement and allow time for reflection on performance.

Criterion	Unit	Task	Grade

# Approaches to Learning Skills

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. All MYP teachers are responsible for integrating and explicitly teaching ATL skills.

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

## ATL Skills Important to Language and Literature

Category	Skill indicator
Thinking skills	Evaluate evidence and arguments.
Social skills	Listen actively to other perspectives and ideas.
Communication skills	Use a variety of media to communicate with a range of audiences.
Self-management skills	Keep an organized and logical system of information files and notes.
Research skills	Seek a range of perspectives from multiple and varied sources.

## ATL Skills Demonstrated in Language and Literature

Approaches to learning
Communication (communication): read critically and for comprehension.
Thinking (creative thinking): create original works and ideas.

Category	Cluster	Skills
Research	Information Literacy Skills	<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyse data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>• Understand and use technology systems</li> <li>• Use critical-literacy skills to analyse and interpret media communications</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Identify primary and secondary sources</li> </ul>
	Media Literacy Skills	<p><b>Interacting with media to use and create ideas and information</b></p> <ul style="list-style-type: none"> <li>• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Make informed choices about personal viewing experiences</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Seek a range of perspectives from multiple and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>

Category	Cluster	Skills
Communication	Communication Skills	<p><b>Exchanging thoughts, messages and information effectively through interaction</b></p> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Use a variety of media to communicate with a range of audiences</li> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> <li>• Participate in, and contribute to, digital social media networks</li> <li>• Collaborate with peers and experts using a variety of digital environments and media</li> <li>• Share ideas with multiple audiences using a variety of digital environments and media</li> </ul>
		<p><b>Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Write for different purposes</li> <li>• Understand and use mathematical notation</li> <li>• Paraphrase accurately and concisely</li> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class</li> <li>• Make effective summary notes for studying</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul>
Social	Collaboration Skills	<p><b>Working effectively with others</b></p> <ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> <li>• Practise empathy</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one's own actions</li> <li>• Manage and resolve conflict, and work collaboratively in teams</li> <li>• Build consensus</li> <li>• Make fair and equitable decisions</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Negotiate effectively</li> <li>• Encourage others to contribute</li> <li>• Exercise leadership and take on a variety of roles within groups</li> <li>• Give and receive meaningful feedback</li> <li>• Advocate for one's own rights and needs</li> </ul>

Category	Cluster	Skills
Self-Management	Organization Skills	<p><b>Managing time and tasks effectively</b></p> <ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Keep and use a weekly planner for assignments</li> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</li> <li>• Select and use technology effectively and productively</li> </ul>
	Affective Skills	<p><b>Managing state of mind</b></p> <ul style="list-style-type: none"> <li>• Mindfulness <ul style="list-style-type: none"> <li>– Practise focus and concentration</li> <li>– Practise strategies to develop mental focus</li> <li>– Practise strategies to overcome distractions</li> </ul> </li> <li>• Perseverance <ul style="list-style-type: none"> <li>– Demonstrate persistence and perseverance</li> <li>– Practise delaying gratification</li> </ul> </li> <li>• Emotional management <ul style="list-style-type: none"> <li>– Practise strategies to overcome impulsiveness and anger</li> <li>– Practise strategies to prevent and eliminate bullying</li> <li>– Practise strategies to reduce stress and anxiety</li> </ul> </li> <li>• Self-motivation <ul style="list-style-type: none"> <li>– Practise analysing and attributing causes for failure</li> <li>– Practise managing self-talk</li> <li>– Practise positive thinking</li> </ul> </li> <li>• Resilience <ul style="list-style-type: none"> <li>– Practise “bouncing back” after adversity, mistakes and failures</li> <li>– Practise dealing with disappointment and unmet expectations</li> <li>– Practise dealing with change</li> </ul> </li> </ul>
	Reflection Skills	<p><b>(Re)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Identify strengths and weaknesses of personal learning strategies</li> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?)</li> <li>• Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?)</li> <li>• Consider personal learning strategies (What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?)</li> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider ethical, cultural and environmental implications</li> <li>• Keep a journal to record reflections</li> </ul>

Category	Cluster	Skills
Thinking	Critical Thinking Skills	<p><b>Analysing and evaluating issues and ideas</b></p> <ul style="list-style-type: none"> <li>• Practise observing carefully in order to recognize problems</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Recognize unstated assumptions and bias</li> <li>• Interpret data</li> <li>• Evaluate evidence and arguments</li> <li>• Recognize and evaluate propositions</li> <li>• Draw reasonable conclusions and generalizations</li> <li>• Test generalizations and conclusions</li> <li>• Revise understanding based on new information and evidence</li> <li>• Evaluate and manage risk</li> <li>• Formulate factual, topical, conceptual and debatable questions</li> <li>• Consider ideas from multiple perspectives</li> <li>• Develop contrary or opposing arguments</li> <li>• Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> <li>• Use models and simulations to explore complex systems and issues</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> </ul>
	Creative Thinking Skills	<p><b>Generating novel ideas and considering new perspectives</b></p> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>• Create novel solutions to authentic problems</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Design improvements to existing machines, media and technologies</li> <li>• Design new machines, media and technologies</li> <li>• Make guesses, ask “what if” questions and generate testable hypotheses</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> <li>• Practise visible thinking strategies and techniques</li> <li>• Generate metaphors and analogies</li> </ul>
	Transfer Skills	<p><b>Using skills and knowledge in multiple contexts</b></p> <ul style="list-style-type: none"> <li>• Use effective learning strategies in subject groups and disciplines</li> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> <li>• Make connections between subject groups and disciplines</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> <li>• Transfer current knowledge to learning of new technologies</li> <li>• Change the context of an inquiry to gain different perspectives</li> </ul>

<b>Unit Title</b>	
<b>Course/Grade Level</b>	
<b>Teachers</b>	
<b>Length of Unit</b>	

## **Stage 1 Integrate statement of inquiry, global context and inquiry questions**

<b>Key Concept</b>	<b>Related Concepts</b>
Choose 1 (maybe 2) from the list	Choose 2 (maybe 3) from the list.

<b>Global Context</b>	Choose 1 from the list provided.
<b>Explanation for Global Context</b>	Include any bullet points from the list that students will explore in this unit.

<b>Statement of Inquiry</b>	
A clear concise statement that includes the Key Concept and the Related Concept with regards to the Global Context.	

<b>Inquiry Questions</b>	
<b>Factual</b>	Develop a question that is rooted in the content, and is at the recall/remember level. Expect students to demonstrate understanding.
<b>Conceptual</b>	Develop a question that requires students to analyze the new knowledge in the context of the course.
<b>Debatable</b>	Develop a question that requires students to apply the new knowledge in a way that reaches beyond your course and connects the concept to other disciplines. This question should connect to your Statement of Inquiry.

## **Assessment**

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Each unit must include one summative assessment that will be graded on the IB subject specific criterion rubrics that are located in your subject guide.

If you are assigning a multiple choice test, it does not meet the assessment requirement unless it is graded with the IB rubrics.

If you assign multiple summative assessments, only include the assessment evaluated with the IB rubrics on the unit planner.

Briefly describe the assessment in this box.

Which specific MYP objectives will be addressed during this unit?

Copy and paste the MYP objectives from your subject guide.

Specific objectives should be chosen from the criterion. List the specific bullet points from those criterions that the unit will address. The bullets can come from multiple criterions. Avoid saying "Criterion A" or "Investigate" because you may not be teaching every strand of that objective.

Which MYP assessment criteria will be used?

Identify the specific criterion rubric that will be used. This should be the Criterion that has the most bullet points listed above. Here you can say "Criterion A" or "Investigate".

## **Stage 2 Backward planning: From the assessment to the learning activities through inquiry**

### **Content**

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

You can list NCSCOS or Common Core Standards.

These can be copied and pasted.

<b>Learning experiences</b>	<b>Teaching strategies</b>
<p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>

Big Ideas to cover in these boxes:

Differentiation strategies, literacy instruction, 21<sup>st</sup> century skill integration, technology integration.

Just answer the questions above.	Just answer the questions above.
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<b>Approaches to Learning</b>		
<b>Category</b>	<b>Cluster</b>	<b>Skill</b>
Identify the category, cluster and the specific skills you will teach. Can be bulleted list.		
<b>Explanation of Instruction</b>	Explain exactly how you will teach the skills you identified.	

<b>Learner Profile Traits Encouraged</b>	<b>Explanation of Inclusion</b>
Choose from the list.	Explain how this will be a part of the instruction.

<b>Opportunities for Volunteerism and Community Service</b>
Consider service opportunities, locally or globally, that connect with this topic. Could this unit develop into a service project for your students? How?

## **Resources**

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Be very specific when listing materials.

Imagine someone from another country reading your unit planner, how would they identify the resources that you have listed?

Include titles of books, textbooks, videos, etc.

## **Ongoing reflections and evaluation**

### **In keeping an ongoing record, consider the following questions.**

#### **Students and teachers**

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

#### **Possible connections**

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

#### **Assessment**

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

#### **Data collection**

How did we decide on the data to collect? Was it useful?

Include things to consider before the unit is taught.

What questions will students ask? What materials will I need? How can I incorporate other disciplines?

Include Post-teaching reflections. What went well? What can be improved?

As you reflect and revise unit planner, keep copies of the old unit planners as a way to measure growth and change.

**IDEA**-- Type each reflection in different color each year.

Then the file would only be saved once, but the reflections would be easy to identify each year..

