



NES International School Dombivli
-IB World School

MYP

HANDBOOK

Academic Year 2022-23

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

NESISD Mission Statement

NES International School Dombivli provides a holistic educational programme for students to become knowledgeable and caring young leaders, who help to create a better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their students a strong urge for international mindedness to become lifelong learners.

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.

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

What is the IB Middle Years Programme (MYP)?

The MYP is a coherent and comprehensive curriculum framework designed for students aged 11 to 16. It provides academic challenges and develops the life skills of students. It encourages students to make practical connections between their studies and the real world. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. This framework fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge; skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

IB Middle Years Programme at NESISD

The International Baccalaureate Middle Years Program (IB MYP) is an academically challenging three year course, designed to facilitate holistic learning and to promote international understanding. NESISD is a candidate IB school from June 2019. The IB MYP programme is followed from Grades 6 to 8. Grades 9 and 10, follow the Cambridge International IGCSE curriculum.

MYP Curriculum Model

The MYP model is student-centric which recognizes each student's learning styles, strengths and limitations. MYP values and offers opportunities for students to become active and caring members of local, national and global communities; it focuses attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

- The first ring around the learner profile describes the features of the programme that help students develop disciplinary and interdisciplinary understanding.
- The second ring describes some important outcomes of the programme.
- The third ring describes the MYP's broad and balanced curriculum.



The MYP promotes learning through inquiry and conceptual investigation. In inquiry-based learning, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant. The concept-driven curriculum frameworks of the MYP help learners to co-construct meaning as they become increasingly competent critical and creative thinkers, able to transfer knowledge and take responsibility for their own learning. This encourages students to pursue excellence in all their endeavours while promoting international mindedness. They are also encouraged to become active and respectful members of their communities through responsible service. Its methodologies provide opportunities to fulfill each student's potential.

The MYP requires students to experience and explore each of the eight subject groups through the following contexts:

- **Approaches to learning** - the development of learning skills.
- **Approaches to teaching** - authentic learning through inquiry, collaborative and reflective learning.
- **Concepts** - the basis of the written curriculum.
- **Global Contexts** - learning through different contexts.

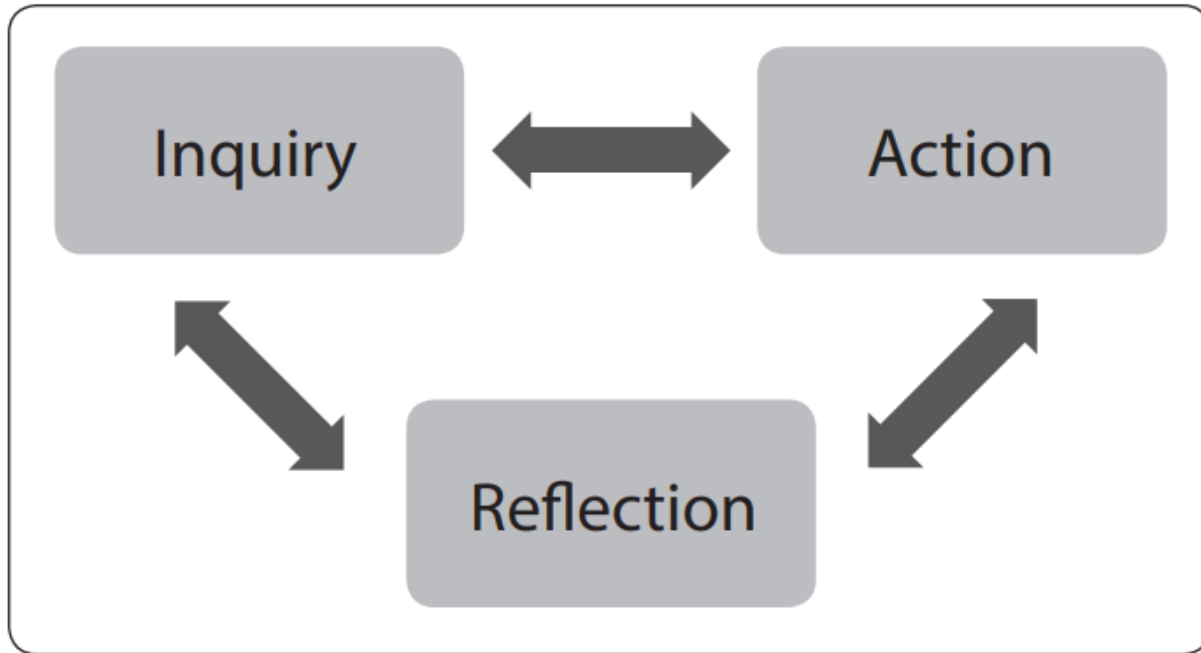
Middle school students are at a stage in their development where they are becoming more aware of the world around them and trying to identify their role within it. The MYP is specifically designed to meet their needs as it enables teachers to design programs of study that will guide and inspire their students' growth and development. It builds upon the knowledge, skills and attitudes developed in the Primary Years Programme (PYP) and prepares students to meet the academic challenges of the Diploma Programme (DP) and beyond.

Teaching and Learning in the MYP

The MYP

- Addresses holistically students' intellectual, social, emotional and physical well-being through the approaches to learning
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups.
- Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others.
- Empower students to participate in service within the community.
- Helps to prepare students for further education, the workplace.

Teaching and learning in the MYP is framed by inquiry (asking), action (doing) and reflection (thinking) to stimulate learning and action. This constructivist approach leads towards open classrooms where different views and perspectives are valued. It reflects the ways people work together to construct meaning and make sense of the world and empowers students for a lifetime of learning, both independently and in collaboration with others.



Inquiry: Within a carefully designed curriculum, prior knowledge and experience to establish the basis for new learning which is developed further by the student's own curiosity.

Action: This involves learning by doing, (engaging in ethical and principled practices), enhancing learning about one's self and others.

Reflection: Students are encouraged to consider the nature of human thought. They are asked to analyze their own thinking to awaken creativity and imagination by recognizing alternative pathways and outcomes. Students become critically aware of the way they use evidence, methods and conclusions. It allows them to recognize bias and inaccuracy in their own and others' work and develop competencies for research, critical and creative thinking, managing information and self-assessment.

Multilingualism and intercultural understanding: The IB recognizes that learning to communicate in more than one language is fundamental to the development of intercultural understanding. All IB programmes mandate that students learn another language.

Global engagement: Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. It develops from subject teachers using global context in creating units and from their interactions with other people. Because the MYP provides for sustained inquiry into a wide range of local, national and global issues and ideas, service as action evolves naturally.

MYP- A concept-driven curriculum

Concepts are the 'big ideas' and they are mental constructs that are timeless, universal and abstract. They have an essential place in the structure of knowledge. Concepts promote higher levels of thinking. They represent a vehicle for student inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored. They are used to formulate the understanding that students should retain in the future.

IB learners strive to be:

 <p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	 <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>
 <p>THINKERS We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	 <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
 <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	 <p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
 <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	 <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
 <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	 <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

Research on a concept-based curriculum has shown that:

- This creates connections to prior experience and finds relevance synergistically
- Works with factual level of knowledge to develop the intellect
- Creates deeper understanding at the factual and conceptual levels
- Recognizes the transferability of knowledge
- Becomes the springboard for inspiration and action

Our students engage with a defined set of key and related concepts, which over time allow them to grow in the sophistication of their understanding.

The MYP framework uses **TWO** kinds of concepts in each unit of each subject studied:

Key concepts provide interdisciplinary breadth. They are broad, organizing, powerful ideas and provide transferable connections across time and culture. Each subject has specified key concepts, which provide the framework for their units of work.

There are 16 Key concepts. Each subject is recommended 3 to 4. Some are shared to enable interdisciplinary planning. One key concept will guide each unit while the related concepts help students develop more complex and sophisticated conceptual understanding. Together they create the conceptual understanding statement that drives the learning.

KEY CONCEPTS

Language & Literature	Language Acquisition	Individuals & Societies	Science	Math	Design	Arts: Music, Visual Art	Physical & Health Education
Connections	Connections	Global Interactions	Relationships	Relationships	Communities	Aesthetics	Relationships

Perspective	Culture	Change	Change	Form	Development	Change	Change
Creativity	Creativity	Systems	Systems	Logic	Systems	Identity	Development
Communication	Communication	Time Place & Space			Communication	Communication	Communication

Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines, and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to 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.

Appendix 1:
MYP Related Concepts

<p>Identities and Relationships Who am I? Who we are? This inquiry explores:</p> <ul style="list-style-type: none"> • Identity • Beliefs and values • Personal health • Physical health • Mental health • Social health • Spiritual health • Human relationships, including families, friends, communities and cultures • What it means to be human 	<p>Orientation into Space and Time What is the meaning of 'when' and 'where'? This inquiry explores</p> <ul style="list-style-type: none"> • Personal histories • Homes and journeys • Turning points in humankind • Explorations and migrations of humankind • Discoveries • The relationship between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives
<p>Personal and Cultural Expression What is the nature and purpose of creative expression? This inquiry explores:</p> <ul style="list-style-type: none"> • 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 (beauty) 	<p>Scientific and Technical Innovation How do we understand the worlds in which we live? This inquiry explores:</p> <ul style="list-style-type: none"> • 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>Globalization and Sustainability How is everything connected?</p> <ul style="list-style-type: none"> • 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>Fairness and Development What are the consequences of our common humanity?</p> <ul style="list-style-type: none"> • 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

Statement of Inquiry (SOI)

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Each unit in each subject uses a statement of inquiry to define the focus of study.

Approaches to learning (ATL)

Through ATL skills in IB programmes, students develop and hone their skills that have relevance across the curriculum and that help them “*learn how to learn*”. They provide a solid foundation for learning independently and in collaboration with others. These skills help students prepare for, and demonstrate learning through, meaningful assessments. In addition, they provide a common language that both students and teachers can use to reflect and articulate during the process of learning.

The focus of ATL skills in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills encompass both general and discipline-specific skills. Over time, students develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (*independent and autonomous*) learning helps students:

- reflect purposefully on their learning (*metacognition*)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

Service and Action in the MYP

Service, as a subset or particular kind of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

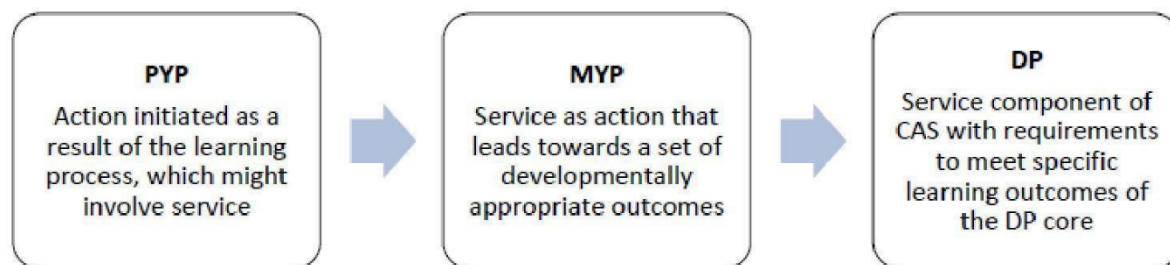
With appropriate guidance and support, MYP learners should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities.

- As learners become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve learners in:
 - feeling empathy towards others.
 - making small-scale changes to their behavior.
 - undertaking larger and more significant projects.
 - acting on their own.
 - acting collaboratively.
 - taking physical action.
 - suggesting modifications to an existing system to the benefit of all involved.
 - lobbying people in more influential positions to act.

The learning outcomes for service are aims for MYP learners that they can achieve through involvement in service throughout the programme

Service and action in IB programmes

The service as action continuum could be summarized by the following diagram.



Interdisciplinary Unit (IDU)

In MYP every grade level student studies ONE interdisciplinary unit (IDU) per year. An IDU is a unit of study that combines the perspectives of two or more subject areas, for example Science and Mathematics to form a new hybrid subject with a common goal. Students demonstrate interdisciplinary understanding by bringing together the concepts, methods or forms of communication from two or more disciplines. To understand the world around them young learners often make connections between different areas of knowledge. The emerging changes in the world demands education to empower the students to integrate the disciplines (subjects) in a creative way to understand the complex issues and ideas.

Group 1: Language and Literature

Introduction

Language is what makes us human. It is recourse against the meaningless noise and silence of nature and history.- Octavio Paz

Literature is the art of discovering something extraordinary about ordinary people and saying with words something extraordinary.-Boris Pasternak

At NESISD, many students are familiar with English. Hence, it is the chosen medium of instruction.

The framework will provide the basis for other important planning and decisions:

- The specific tasks that will be undertaken in each class in order to teach the skills or concepts and to fulfill the assessment objectives.
- The selection and creation of appropriate teaching materials – resource books, literature texts, worksheets, assessment tasks
- The determination of the scope and depth of treatment of each skill or concept in the various classes

In achieving the MYP English Language & Literature objectives, students are trained and to display facility in all the macro-skills of the subject and not just reading and writing. The skills of speaking and listening underpin students' attempts to gain understanding of the meaning of texts as they discuss and share ideas. Speaking and listening also play a significant preparatory role in students' written response to texts. All written work must ideally be the culmination of extensive classroom discussion and oral activities. The development of digital technology necessitates the encouragement of visual communication skills in students. Visual communication encompasses all aspects of viewing and presenting. Students are trained to interpret or construct visuals and multimedia presentations in order to gain insight into the ways in which images and language interact to convey ideas, values and beliefs.

Characteristics

- acquiring a global view
- reading to analyze and interpret
- writing for various purposes
- varied linguistic and literary devices and techniques
- persuasive techniques & rhetorical devices
- effective paragraphing
- overall structure and coherence
- use of critical apparatus
- varied and imaginative range of appropriate vocabulary
- acceptable grammar and spelling
- effective sentence structure
- speaking and listening
- viewing and presenting

Aims	<p>The aims of MYP language and literature are to encourage and enable students to:</p> <ul style="list-style-type: none"> • use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and • social interaction • develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts • develop critical, creative and personal approaches to studying and analysing literary and non-literary texts • engage with text from different historical periods and a variety of cultures • explore and analyse aspects of personal, host and other cultures through literary and non-literary texts • explore language through a variety of media and modes • develop a lifelong interest in reading
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Objectives	<p>The objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.</p> <p><u>Objective A: Analysing</u></p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship 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 <p><u>Objective B: Organizing</u></p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> 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. <p><u>Objective C: Producing text</u></p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> 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. <p><u>Objective D: Using language</u></p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> 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
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v. use appropriate non-verbal communication techniques.

Assessment Criteria

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using Language	Maximum 8

Group 2: Language Acquisition

Introduction

The primary aim of MYP Language Acquisition is to encourage students to gain competence in a modern language other than their mother tongue. Learning additional languages greatly contributes to student holistic development. Second language proficiency gives students access to a broader range of input, experiences and perspectives and is believed to raise achievement in other subject areas, as well as giving students the enjoyment and confidence of being able to communicate in a language other than their own. MYP Language Acquisition study aims to encourage students to respect and understand other languages and cultures as well as providing a skills base to facilitate further language learning.

Language Acquisition Courses:

NESISD offers 2 Second Languages in grades 6-8: French and Hindi. In order to facilitate the aims of proficiency in a second language students are encouraged to follow their second language choice for the three years of the MYP (Grades 6-8) and will only be permitted to change under exceptional circumstances.

Language levels

There are four phases of achievement in MYP Language Acquisition ***Hindi:***

1. Phases 3 (Grades 8) - students may have had prior exposure to the language, be able to access the language in the host community, or other special circumstances. This level provides students more challenge than the standard level.
2. Phase 2 (Grade 7) students study the Language Acquisition during the five years of the MYP and typically will have had little or no formal previous instruction and will not be proficient in the language before starting the course.
3. Phase 1 & 2 (Grades 6) - students study the language for approximately two years and will have a basic level of competence in the language by the end of the MYP. This option is available for those students who have not studied the same Language Acquisition for the entire five years of the MYP, due to school transfer or other special circumstances.

There are three phases of achievement in MYP Language Acquisition ***French:***

1. Phase 2 (Grade 8) - students study the Language Acquisition during the five years of the MYP and typically will have had little or no formal previous instruction and will not be proficient in the language before starting the course.
2. Phase 1 (Grades 6 and 7) - students study the language for approximately two years and will have a basic level of competence in the language by the end of the MYP. This option is available for those students who

have not studied the same Language Acquisition for the entire five years of the MYP, due to school transfer or other special circumstances.

Aims	<p>An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.</p> <p>The aims of the teaching and learning of MYP language acquisition are to:</p> <ul style="list-style-type: none">● gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage● develop a respect for, and understanding of, diverse linguistic and cultural heritages● develop the student's communication skills necessary for further language learning, and for study,● work and leisure in a range of authentic contexts and for a variety of audiences and purposes● enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication● enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning● enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy● enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components● offer insight into the cultural characteristics of the communities where the language is spoken● encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities● foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning
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Objectives	<p>MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:</p> <ul style="list-style-type: none">• learning language• learning through language• learning about language (Halliday 1985). <p>This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives.</p>
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Objective A: Listening

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts
- iii. analyse connections in a wide variety of simple authentic texts

Objective B: Reading

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts.
- iii. analyse connections in a wide variety of simple authentic texts

Objective C: Speaking

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

Objective D: Writing

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Assessment Criteria

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Group 3: Individual and Societies

Introduction

Individuals and societies incorporate disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. In this subject group, students collect, describe and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

What is the **significance** of individuals and societies in the MYP?

The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

Characteristics

MYP Individuals and Societies are broken down into four areas: knowledge, concepts, and skills and organization & presentation.

1. Knowledge is fundamental to studying humanities and forms the base from which to explore concepts and develop skills.

2. Concepts are powerful ideas that have relevance within and across the disciplines. They include time, place and space, change, systems and global awareness.

- **Time** is not simply the measurement of years or time periods or eras, but a continuum of significant events of the past. Students can understand this through the study of people, issues, events, systems, cultures, societies and environments over designated periods.
- **Place and space** refers to students' awareness of how place / space is categorized and the significance of place / space in humanities' disciplines.
- **Change** necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people's perceptions. The concept of "change" addresses both the processes and results of change—natural and artificial, intentional and unintentional.
- **Systems** refer to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.
- **Global awareness** engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one's own culture in order to understand other's cultures.

3. Skills are the development of skills in humanities and are critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. These skills are technical, analytical, decision-making and investigative.

4. Organization and presentation: students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

Aims	<p>The aims of MYP individuals and societies are to encourage and enable students to:</p> <ul style="list-style-type: none"> • appreciate human and environmental commonalities and diversity • understand the interactions and interdependence of individuals, societies and the environment • understand how both environmental and human systems operate and evolve • identify and develop concern for the well-being of human communities and the natural environment • Act as responsible citizens of local and global communities • develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live
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Objectives	<p><u>Objective A: Knowing and understanding</u></p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p><u>Objective B: Investigating</u></p> <ul style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the research process and results. <p><u>Objective C: Communicating</u></p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. <p><u>Objective D: Thinking critically</u></p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
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Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking Critically	Maximum 8

Group 4: Sciences

Introduction

The vision of MYP sciences is to contribute to the development of students as inquirers, scientifically literate, caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves, others and their social and natural environments. Science and its methods of investigation offer a way of learning that contributes to the development of an analytical and critical way of thinking. Inquiry is at the heart of MYP Sciences and aims to support students' understanding of sciences by providing them with opportunities to independently investigate relevant issues through both research and experimentation.

Characteristics

The scientific way of knowing encompasses two types of understanding: conceptual understanding and procedural understanding.

1. Conceptual understanding: Development of scientific knowledge and an in depth understanding of the main scientific ideas and concepts of science
2. Procedural understanding: Skills and processes that students need to develop to understand how science and scientists work and to evaluate scientific evidence conceptual and procedural understanding cannot be developed independently. Student understanding of the skills and processes used in science enables them to construct their understanding of scientific concepts and this insight provides the driving force for the development of further scientific inquiries. MYP Science aims to help students develop personal opinions on wider world issues and have a sense of their responsibilities as individuals towards others and towards the natural and man-made environment.

Aims

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices

Objectives

The objectives of MYP sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The course objectives are closely aligned to the four science assessment criteria:
Objective A: Knowing and understanding

In order to reach the aims of sciences, students should be able to

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

Objective B: Inquiring and designing

In order to reach the aims of sciences, students should be able to

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

Objective C: Processing and evaluating

In order to reach the aims of sciences, students should be able to

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Objective D: Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

Group 5: Mathematics

Introduction

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

MYP Mathematics provides a framework of concepts and skills organized into the following four branches of mathematics:

- Numerical and abstract reasoning
- Thinking with models
- Spatial reasoning
- Reasoning with data

Levels of Mathematics

The concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: Standard Mathematics and Extended mathematics.

Standard Mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics

Extended Mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, mathematics higher level(HL) as part of the IB Diploma Programme. Extended mathematics provides greater breadth and depth to the standard mathematics framework.

<p>Aims</p>	<p>The aims of MYP mathematics are to encourage and enable students to:</p> <ul style="list-style-type: none"> ● enjoy mathematics, develop curiosity and begin to appreciate its elegance and power ● develop an understanding of the principles and nature of mathematics ● communicate clearly and confidently in a variety of contexts ● develop logical, critical and creative thinking ● develop confidence, perseverance, and independence in mathematical thinking and problem-solving ● develop powers of generalization and abstraction ● apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments ● appreciate how developments in technology and mathematics have influenced each other ● appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics ● appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives ● appreciate the contribution of mathematics to other areas of knowledge ● develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics ● develop the ability to reflect critically upon their own work and the work of others
<p>Objectives</p>	<p>The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.</p> <p>In MYP mathematics, the following four main objectives support the IB learner profile, promoting the development of students who are knowledgeable, communicators and reflective learners.</p> <p><u>Objective A: Knowing and understanding</u></p> <p>In order to reach the aims of Mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts. <p><u>Objective B: Investigating patterns</u></p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify and justify relationships and/or general rules. <p><u>Objective C: Communicating</u></p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. organize information using a logical structure.

Objective D: Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. explain whether a solution makes sense in the context of the authentic real-life situation.

Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Group 6: Arts

Introduction

The arts are a powerful medium for the exploration of the human condition, our society and the world. The arts are a form of human expression through activity and contribute to RBKIA curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile effective communication. Through the arts, students working both in groups and individually, have opportunities to research, identify and discuss issues, to provide insights, opinions, solutions and resolutions and to reflect on, appreciate and evaluate artwork.

MYP Arts aims and objectives are designed to help students become developing artists, able to assess skill levels and target areas that need development.

Characteristics

NESISD MYP Arts is organized into two subjects:

1. **Visual arts:** Encompasses techniques such as drawing, painting, printmaking, sculpture and photography. Students use a combination of techniques and work in a variety of media to develop a knowledge and understanding of a range of observational, creative and interpretative works. Students reflect on and evaluate their own works as part of the learning process.
2. **Music (Performing Art):** Students are introduced to different styles of music and aesthetic values of music in other cultures as well as their own, and are helped to develop perceptions between ideas and music as art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

Aims	<p>The aims of MYP arts are to encourage and enable students to:</p> <ul style="list-style-type: none"> • enjoy lifelong engagement with the arts • explore the arts across time, cultures and contexts • understand the relationship between art and its contexts • develop the skills necessary to create and to perform art • express ideas creatively • reflect on their own development as young artists. 																													
Objectives	<p>The objectives of MYP Arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.</p> <p>Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.</p> <table border="1" data-bbox="332 695 1560 1770"> <thead> <tr> <th data-bbox="332 695 743 905">Year 1/Novice In order to reach the aims of arts, students should be able to do the following</th> <th data-bbox="743 695 1151 905">Year 2/Novice In order to reach the aims of arts, students should be able to do the following</th> <th data-bbox="1151 695 1560 905">Year 3/Intermediate In order to reach the aims of arts, students should be able to do the following</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="332 905 1560 974" style="text-align: center;">Objective A: Investigating</td> </tr> <tr> <td data-bbox="332 974 743 1297"> i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Describe an artwork or performance from the chosen movement(s) or genre(s). </td> <td data-bbox="743 974 1151 1297"> i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Describe an artwork or performance from the chosen movement(s) or genre(s). </td> <td data-bbox="1151 974 1560 1297"> i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Analyse an artwork or performance from the chosen movement(s) or genre(s). </td> </tr> <tr> <td colspan="3" data-bbox="332 1297 1560 1367" style="text-align: center;">Objective B: Developing</td> </tr> <tr> <td colspan="3" data-bbox="332 1367 1560 1503"> Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. </td> </tr> <tr> <td colspan="3" data-bbox="332 1503 1560 1572" style="text-align: center;">C: Creating/Performing</td> </tr> <tr> <td colspan="3" data-bbox="332 1572 1560 1642">Objective Create or perform an artwork.</td> </tr> <tr> <td colspan="3" data-bbox="332 1642 1560 1711" style="text-align: center;">Objective D: Evaluating</td> </tr> <tr> <td colspan="3" data-bbox="332 1711 1560 1770">Appraise their own artwork or performance. Reflect on their development as an artist.</td> </tr> </tbody> </table>			Year 1/Novice In order to reach the aims of arts, students should be able to do the following	Year 2/Novice In order to reach the aims of arts, students should be able to do the following	Year 3/Intermediate In order to reach the aims of arts, students should be able to do the following	Objective A: Investigating			i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Describe an artwork or performance from the chosen movement(s) or genre(s).	i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Describe an artwork or performance from the chosen movement(s) or genre(s).	i. Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry. ii. Analyse an artwork or performance from the chosen movement(s) or genre(s).	Objective B: Developing			Practically explore ideas to inform development of a final artwork or performance. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.			C: Creating/Performing			Objective Create or perform an artwork.			Objective D: Evaluating			Appraise their own artwork or performance. Reflect on their development as an artist.		
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Assessment Criteria

Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8
Criterion D	Evaluating	Maximum 8

Group 7: Design

Introduction

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, how we adapt our environment, how we communicate with others and how we are able to solve problems, how we work and live.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently.

Characteristics

MYP design courses help specifically to prepare students for the study of computer science, design technology and information technology in a global society (ITGS) in the Diploma Programme (DP).

Design courses can be offered:

- as a distinct digital and/or product design course.
- as a series of distinct digital and/or product design courses.
- as a single course which comes digital and product design.

Digital design courses use the design cycle to solve problem through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Distinct digital design courses include web design, interactive media design, programming and control and so on.

Product design course use the design cycle to solve problems through the use of tools, materials and system. The study of product design equips students to manipulate a variety of materials to create tangible products/solutions to solve a problem and meet a perceived need. Distinct product design courses include food product design, fashion design, engineering design and so on.

A **combined digital and product design** course uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop products/solutions to solve a problem and meet a perceived need. Combined courses include robotics, graphic product design, interface design and so on.

Aims

The aims of MYP design are to encourage and enable students to-

- enjoy the design process, develop an appreciation of its elegance and power

	<ul style="list-style-type: none"> • develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle • use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems • develop an appreciation of the impact of design innovations for life, global society and environments • appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts • develop respect for others' viewpoints and appreciate alternative solutions to problems • act with integrity and honesty, and take responsibility for their own actions developing effective working practices.
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<p>Objectives</p>	<p>The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning Expectation</p> <p><u>Objective A: Inquiring and analysing</u> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> i. explain and justify the need for a solution to a problem for a specified client/target audience ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem iii. analyse a range of existing products that inspire a solution to the problem iv. develop a detailed design brief which summarizes the analysis of relevant research. <p><u>Objective B: Developing ideas</u> Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> i. develop a design specification which clearly states the success criteria for the design of a solution ii. develop a range of feasible design ideas which can be correctly interpreted by others iii. present the final chosen design and justify its selection iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. <p><u>Objective C: Creating the solution</u> Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution
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- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution

Objective D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience

Assessment Criteria

Based on the IBMYP Design Assessment Criteria, students’ growth will be continually assessed utilizing a variety of methods. These methods include observations, online quiz, written and practical assessment, group and individual projects, tests, self and peer assessments.

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Group 8: Physical and Health Education

Introduction

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Physical and Health Education is an integral part of NESISD well-rounded curriculum. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. NESISD PHE department is working towards the following objectives in each of its classes.

Students should:

- Exhibit a positive attitude toward physical activity, exertion and playing
- Understand how their bodies work and react to exercise
- Understand fitness as being an integral part of one’s overall mental, social, spiritual and physical wellbeing
- Develop a satisfactory level of fitness
- Be exposed to a wide variety of skills, games, lifetime activities and problem-solving activities
- Be exposed to games and activities of different cultures and subject areas
- Have a knowledge and understanding of the rules and strategies of a variety of games and sports
- Develop critical thinking, creativity and the ability to practice and work independently
- Develop skills of social interaction, teamwork, leadership and sportsmanship
- Develop basic motor and neuromuscular coordination
- Develop a sense of responsibility for their actions, goals and learning

Aims	<p>The aims of MYP physical and health education are to encourage and enable students to:</p> <ul style="list-style-type: none"> • use inquiry to explore physical and health education concepts • participate effectively in a variety of contexts • understand the value of physical activity • achieve and maintain a healthy lifestyle • collaborate and communicate effectively • build positive relationships and demonstrate social responsibility • reflect on their learning experiences
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Objectives	<p>The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.</p> <p><u>Objective A: Knowing and understanding</u></p> <p>Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.</p> <p>In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> i. describe physical and health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding <p><u>Objective B: Planning for performance</u></p> <p>Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.</p> <p>In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> i. outline goals to enhance performance ii. design and explain a plan for improving physical performance and health. <p><u>Objective C: Applying and performing</u></p> <p>Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.</p> <p>In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> i. demonstrate and apply a range of skills and techniques ii. demonstrate and apply a range of strategies and movement concepts. iii. outline and apply information to perform effectively. <p><u>Objective D: Reflecting and improving performance</u></p> <p>Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.</p> <p>In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> i. describe and demonstrate strategies to enhance interpersonal skills ii. explain the effectiveness of a plan based on the outcome iii. explain and evaluate performance.
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Assessment Criteria

Based on the IB MYP Physical and health education assessment Criteria, students' growth will be continually assessed utilizing a variety of methods.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

MYP Evaluation/Assessment

Types of Assessment

MYP Assessment at NES International School Dombivli is structured and coherent, which is an amalgamation of formative and summative assessment. .

Formative Assessment:

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making the learning process supportive/meaningful.

The following principles are followed in formative assessment:

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as a model for success.
- Students are given constructive feedback.
- The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives. A variety of assessment forms/strategies will be adopted such as - tests, quizzes, presentations, group discussions, assignments, debates, note-taking skills, research papers, class activities, lab work, open book assignments, project work etc.
- The teacher keeps a record of the formative assessments and it is used as a basis to give feedback to students and parents as well as assist teachers in adjusting the teaching strategies.

Summative Assessment:

- The school will be conducting summative assessments under examination conditions at the end of the term in MYP.
- Summative assessment consists of two unit examinations and two semester examinations.
- Only the summative assessments at the end of each term are reported through the ManageBac.

- Summative assessments in MYP are framed keeping in mind the objectives of assessment in each subject group and are assessed on the basis of the task specific descriptors.
- The Community Project in the MYP are in true sense, the culmination of skills and attitudes learnt during the respective programmes.

Reporting on learning

Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents.

The following ways have been used by NESISD for reporting:

- Parent/teacher/student conferences
- Student-led conferences
- Term Reports: Generated twice a year (Term1: Generated in October and Term 2: Generated in March.)

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems and designing a formal lab report.

The assessment of MYP students at NESISD is on a continuous basis throughout the three years of the programme.

How are students assessed in the MYP?

- Students are assessed according to predetermined objectives related to assessment criteria in a given subject.
 - Students are given subject criteria.
 - Student work is assessed according to the criteria.
 - Students are assessed on their own level of achievement.
 - Students are assessed through a variety of tasks.
 - Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
 - Students are provided continuous feedback on their learning.

Criterion-Related Assessment

The MYP assessment model is also described as **criterion related** as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. During reporting periods (end of semester 1 and 2), students will receive criterion-related grades on a scale of 1-7. General grade descriptors provide written descriptions of each of the grades from 1-7. In order to determine term and final grades for the MYP, each subject teacher will apply the final criterion levels against IB MYP **grade boundaries**. Given below are the subject-specific criteria/objectives.

MYP Subject Criteria Assessment Summary

What are the objectives of my subjects?

Each subject has four objectives.

Subjects	Objective A	Objective B	Objective C	Objective D
Language & Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies (I&S)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education (PHE)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

MYP Standardization Procedure at NESISD

- Standardization should occur at least once a semester, per programme per subject.
- At least two teachers within the department/Group should be involved in the standardization process

Reporting MYP

1. The recording and reporting of assessments is done on ManageBac.
2. There are two term reports based on summative assessments issued to students every academic year for MYP.
3. Each report carries comments on a student's strengths and areas to improve upon.

Missed Assessments

1. Provisions may be made for students who have missed any assessment in order to provide feedback to students and parents on the student's progress. A new test should be formulated for the same in the same monthly assessment period.
2. If a student repeatedly misses any assessment, the coordinator along with the teacher will convene a meeting with the student's parents to discuss the causes and potential solutions. If required, the Head of School will also be a part of the meeting.

Academic Honesty in Assessment:

Students at NESISD are taught to be principled learners and are aware of the consequences of academic dishonesty. In alignment with IB regulations, NESISD reserves the right not to submit any work that has not been authenticated to the satisfaction of the teacher.

MYP Grade Descriptors

The following grade boundary guidelines table helps to determine final grades in each year of MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade Boundary	Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.