



# 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.

As IB learners we strive to be:

## 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.

## 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.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## 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.

## 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.

## 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.

## 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.

## 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.

## BALANCED

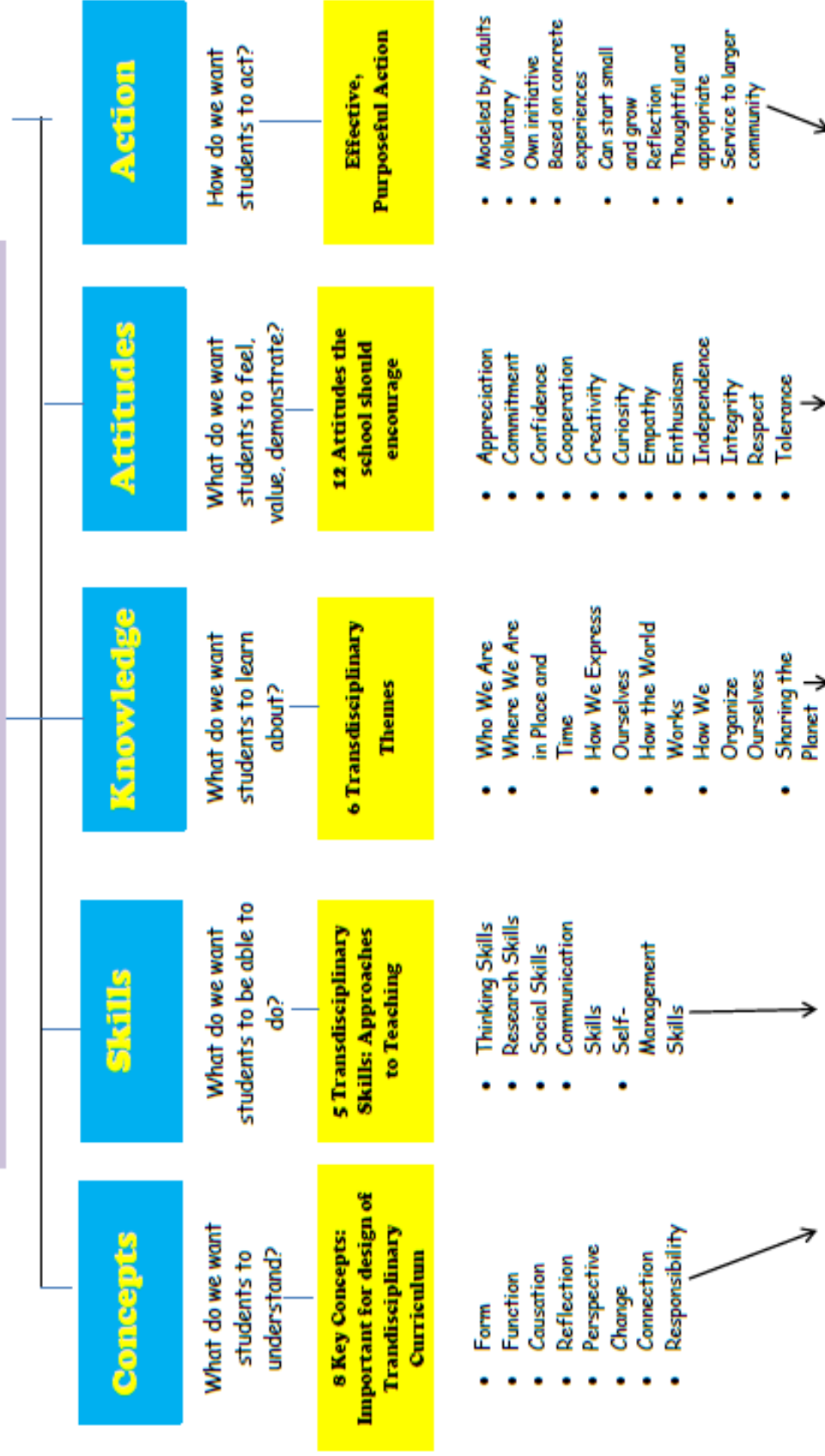
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## 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.

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.

# 5 Essential Elements of PYP



## Develops International-Mindedness

Internationally-minded individuals demonstrate the attributes of the learner profile: Caring ◊ Balanced ◊ Risk-takers ◊ Inquirers ◊ Thinkers ◊ Knowledgeable ◊ Communicators ◊ Open-minded ◊ Principled ◊ Reflective

**International Baccalaureate Program Mission**

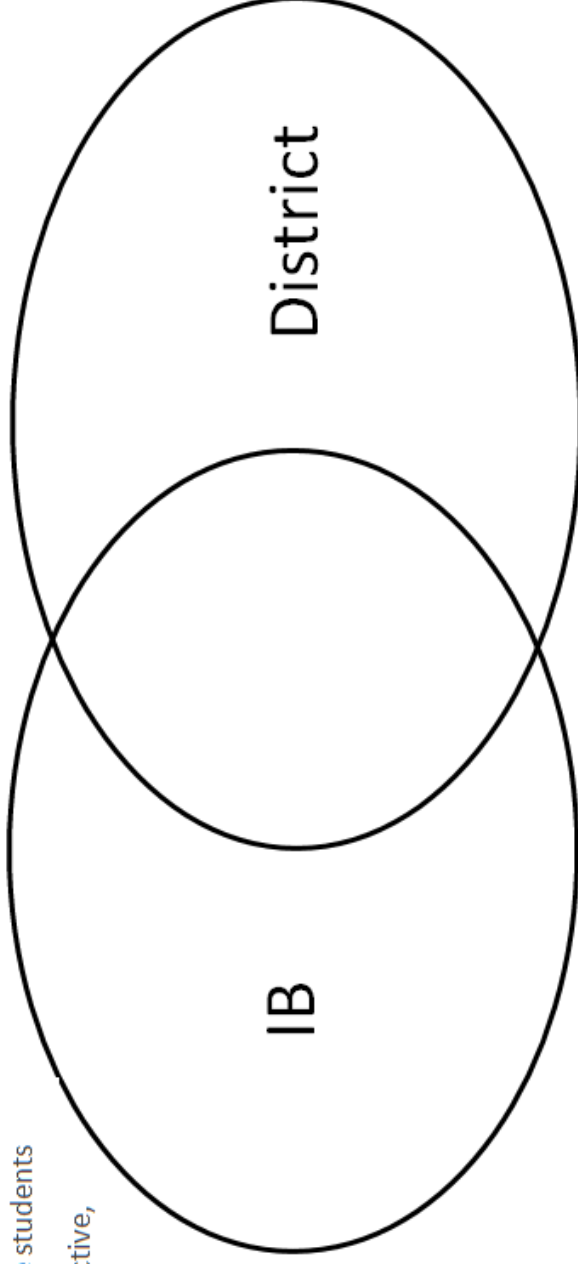
**School District Mission Statement:**

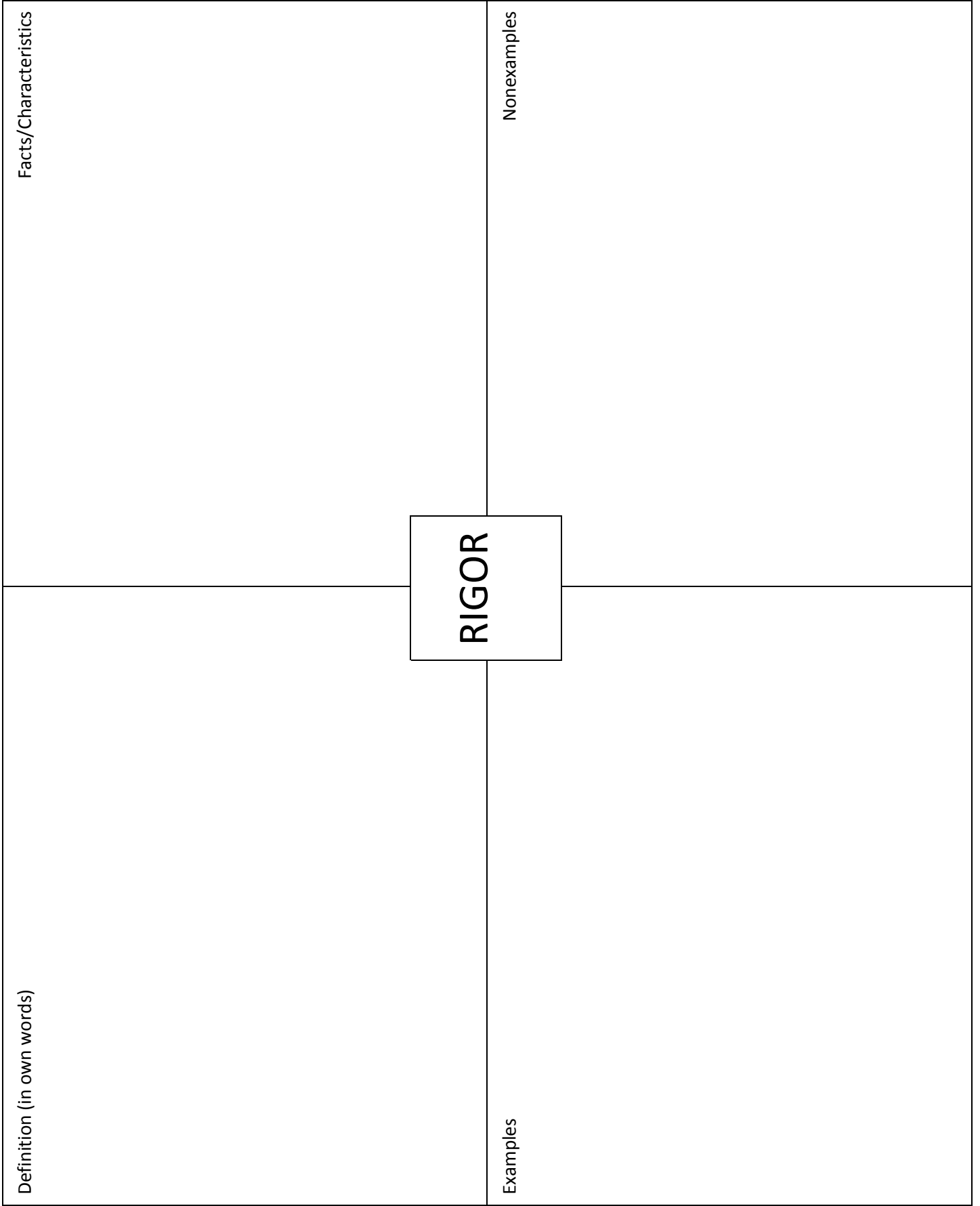
**Statement:**

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





# IB NEWS MYP Update

March, 2015

## Assessment Criteria

Assessment gets an upgrade through the adoption of the MYP. In addition to our traditional grades of percentages and letters (e.g., 90% A), the MYP provides a format for giving valuable feedback on a broad swath of skills in each discipline. In the MYP, all eight subject areas have four “assessment criteria” that represent and reflect the biggest aims and objectives of the course of study. Unlike many traditional grades which may be very specific and discrete, the MYP assessment criteria are intended to show a student’s growth in holistic, broad, conceptual areas such as “inquiring & desining,” “analyzing,” and “thinking creatively.” By using both task-specific and holistic grading of assessment, teachers can provide and reflect on multifaceted feedback, leading to both knowledge and skills acquisition in all of our students. Each subject area’s assessment criteria are below.

### Language Acquisition

- A: Comprehending Spoke & Visual Text
- B: Comprehending Written & Visual Text
- C: Communicating in Response to Spoken, Written, & Visual Text
- D: Using Language in Spoken & Written Form



### Math

- A: Knowing & Understanding
- B: Investigating Patterns
- C: Communicating
- D: Applying Mathematics in Real-life Contexts

### Arts

- A: Knowing & Understanding
- B: Developing Skills
- C: Thinking Creatively
- D: Responding

### Sciences

- A: Knowing & Understanding
- B: Inquiring & Designing
- C: Processing & Evaluating
- D: Reflecting on the Impacts of Science

### Physical & Health Education

- A: Knowing & Understanding
- B: Planning for Performance
- C: Applying & Performing
- D: Reflecting & Improving Performance



### Language & Literature

- A: Analyzing
- B: Organizing
- C: Producing Text
- D: Using Language

### Individuals & Societies

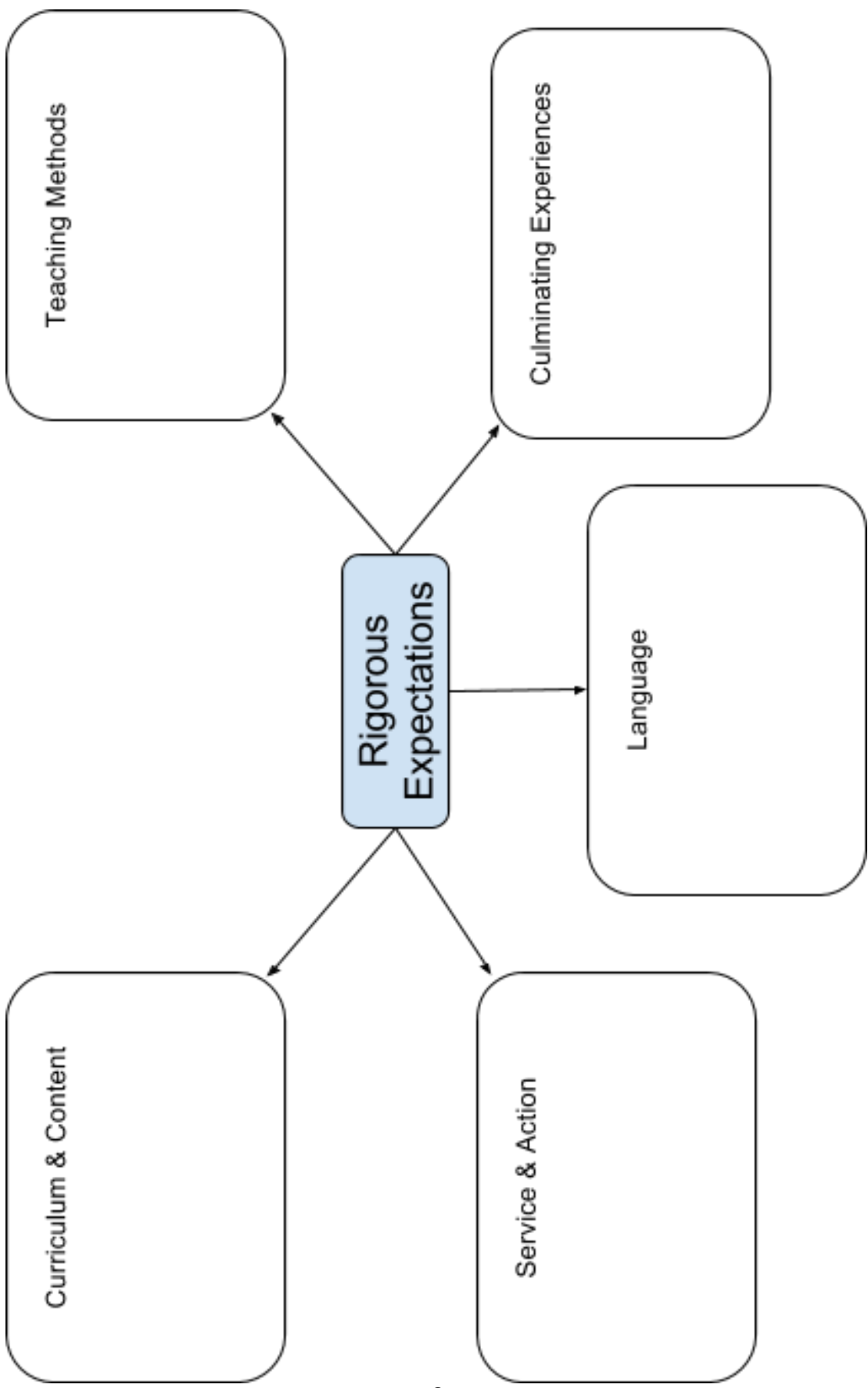
- A: Knowing & Understanding
- B: Investigating
- C: Communicating
- D: Thinking critically

### Design

- A: Inquiring & Analyzing
- B: Developing Ideas
- C: Creating the Solution
- D: Evaluating



Each of the criteria are continually developed grades 5-10, enhancing the abilities and skills of our students throughout the programme. By using our content standards as vehicles for the skills above, students construct knowledge in a contextual, applicable, meaningful way!



## Philosophical Alignment Survey

Mark a dot on the line that you feel best represents your district's alignment to the two statements.

Example:

Discussions are based on the leaders' perspectives and caution must be taken against being open.



Discussions are based on openness and respect and invite dialogue through differences of opinions and perspectives.

Grades are used to sort students into categories of knowledge or success



Grades are used to provide meaningful feedback on a student's current degree of mastery

Project-based learning built on inquiry is best for student learning.



Direct instruction is best for student learning

There should be no nightly homework for elementary students



Nightly homework reinforces learning for elementary students

Test-based assessments provide the best way of understanding what students know.



Assessments based on real-world problems provide the best way of understanding what students know.

There should be no nightly homework for secondary students



Nightly homework reinforces learning for secondary students

Students learn and practice both English and their mother-tongue in school.



English replaces the mother-tongue of English Language Learners

Service and action help to develop a well-rounded student



Service and action pull student's focus off of academic learning

Students must learn with global awareness and an international context



Internationalism weakens students' awareness and appreciation for America and its values

Student travel is vital to their development



Student travel is a luxury some families can afford.

Focusing on the core content areas is vital for student success.



Arts and Phys. Ed. are as important as the core content areas.

Teachers of the same courses should be doing the same lessons and assessments.



Teachers of the same courses should be allowed to use the lessons and assessments that want.

Teachers have extensive collaborative time to work together.



Teachers do not have collaborative time to work together.

The best teachers teach the highest performing students.



The best teachers teach the students with the highest degree of challenges.

Principals act as instructional leaders.



Principals act as managers.

Teachers pick and choose professional learning



Professional learning has a focus and is all connected with a higher vision.

Traditional grades are not important for our school community.



Traditional grades are the embodiment of students' success in our community.

Student curiosity is rewarded with school-based inquiries.



Student curiosity must take a back seat to academic content standards.