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MYP MATH PRESENTATION

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Introductions

- If you had a magic wand what would you do with it?
- What would you like more in life?
- What would you like less in life?
- What does Balance mean to you?

Which number does not belong? Why?

4, 16, 36, 48, 64, 81

Aims and Objectives of MYP Mathematics

- What do we want students to be able to do after completing their study of mathematics?

Aims and Objectives of MYP Mathematics

- Please turn to pages 7 in your subject guide. As you can see, many of the ideas we generated as a group are found here.
- http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=myp/mgrp5/general/m_5_mathm_guu_1405_1_e.pdf
- IB does not place one aim above another. Each should be treated with equal importance in delivering the mathematics curriculum.

MYP Assessment Criteria and Objectives

- Assessment Criteria and Mathematics Objectives
- Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP

IB/MYP Mathematics Assessment

- Used to identify where a student is in terms of achieving the specific outcomes of an MYP unit of study.
- Student Samples of high, medium and low work are necessary to demonstrate how the assessment criteria were applied. Start creating an archive of student work.
- Each of the four criteria must be used in a unit of work at least twice over the course of a school year. This can be accomplished by pairing criterion that naturally fit one another into an assessment.

The Curious Sequence

- What is the next letter in the following series?

- O,T,T,F,F,S,S,E

Criterion A: Knowing and Understanding

- Assessment tools for this criterion are quizzes and tests; “traditional assessment tools we all use.
- To allow students to attain the maximum score of 8, you must include items on an assessment that require the student to extend his/her learning concepts in the unit.
- To meet this assessment requirements, assignments must include both familiar and unfamiliar tasks.

Criterion B: Investigating Patterns

- Mathematical investigations of some complexity that allow students:
- to choose their own mathematical techniques to reason from the specific to the general

- Assessment tasks could have a variety of solutions and should enhance independent mathematical thinking.

Criterion C: Communicating

- Assessment tasks are
- Investigations and real-life problems
- Reports that: require logical structure
- allow multiple forms of representation to present information
- Tests are not appropriate to assess this criterion since there is no logical structure to the whole piece of work that is submitted by the student.
- Criterion C is used when students present a report, for example, that requires a logical structure in order to be followed and that would allow for several forms of representation to be used to present information.

Criterion D: Applying Mathematics in Real-Life Contexts

- Opportunities to use mathematical concepts to solve real-life problems
- For example: modelling or curve-fitting tasks based in authentic contexts.
- Mathematics can be used to model many situations (for example, painting a room, analysing mobile telephone tariff plans, triangulation, diet plans).

Clarification on Assessment Criterion

- Generally, criteria A, B and D are assessed with different kinds of tasks. Criterion C is often used to assess constructed responses and reports in combination with criterion B or D.