

Evaluating MYP unit planners

Middle Years Programme

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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.



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.



Evaluating MYP unit planners

For use in conjunction with *MYP: From principles into practice* (2014).

The unit planning process is an essential requirement of the MYP. To develop an MYP unit plan, teachers work collaboratively to establish the purpose of the unit; define the process of teaching and learning through inquiry; and reflect on the planning, process and impact of the inquiry. The MYP unit planning process is an important expression of the inquiry cycle that frames teaching and learning in IB World Schools.

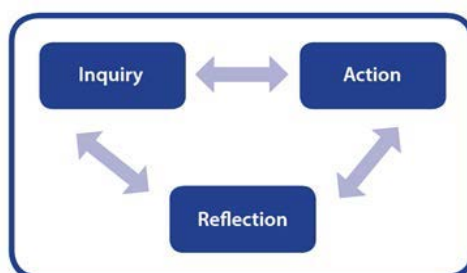


Figure 1

The inquiry cycle

Before evaluating the unit, make sure all required elements are complete.

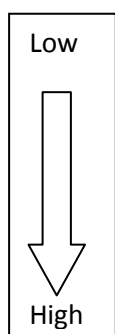
Does the unit include the following?	
	✓
Name of the teacher(s)	
MYP subject group and the specific discipline (If the unit is part of an integrated course, note which subjects or disciplines are integrated. For modular courses, indicate which discipline the module addresses.)	
Unit title (topic, a question, content requirement or a big idea)	
Approximate number of guided learning hours (total)	
Key concept	
Related concept(s)	
Global context and specific exploration	
Subject-group objectives and specific relevant strands	
Task-specific clarification (description of how teachers helped students understand the criteria and level descriptors)	
Content that specifies topics and/or local/national standards	
Learning experiences/teaching strategies, differentiation, formative assessment	
Resources	
Reflections developed before, during and after teaching	

How to use this document

This document is a tool that can be used for self-assessment, collaborative peer review and organizing feedback from the IB School Enhancement Service: “Building Quality Curriculum”.

Feedback in this process is structured according to the inquiry cycle (inquiry–action–reflection) that informs teaching and learning in all IB programmes. Characteristics of effective implementation are arranged according to a developmental scale that moves from **emergent** to **capable** to **exemplary**. Moving from lower to higher levels, this continuum generally parallels terminology that all MYP learners can use to describe increasing levels of competence.

In educational terms, feedback based on this document is designed to be formative—it should be given and received with the intention of prompting further personal and organizational growth.



Beginning/developing: emergent level of implementation that may require substantial revision in order to create an effectively planned and recorded unit of work. These units may benefit from extended collaboration that improves clarity, provides greater detail, and develops greater coherence.

Using: capable implementation that demonstrates confidence in planning and documenting inquiry using the MYP collaborative unit planning process.

Sharing: exemplary implementation that provides a model of good practice that can inform and inspire the unit planning process of other MYP teachers and schools.

In planning the curriculum, teachers often move between inquiry, action and reflection; these inquiry-based aspects of curriculum planning are iterative and interrelated rather than strictly linear. The relationship between these aspects of teaching and learning is dynamic, and any aspect might provide the point from which teachers begin their planning and self-evaluation. The following elements of unit planning are numbered for reference and convenience only.

Inquiry

The “Inquiry” section of the MYP unit planner identifies the purpose of the unit to ensure its alignment with MYP philosophy and requirements.

Statements of inquiry set conceptual understanding in a global context to frame classroom inquiry and direct purposeful learning. Statements of inquiry summarize “what we will be learning and why” in language that is meaningful to students.

(1) Statement of inquiry		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>The statement of inquiry:</p> <ul style="list-style-type: none"> offers limited potential for transferring understanding beyond the content of this unit does not clearly include an identified MYP key concept, related concepts and global context may mechanically connect programme elements, with limited description of the unit’s purpose and significance uses language that might overwhelm students, limit their ability to engage with the inquiry, or articulate for themselves its purpose and value. 	<p>The statement of inquiry:</p> <ul style="list-style-type: none"> clearly explains a significant conceptual understanding of appropriate complexity identifies a specific global context and exploration communicates in student-friendly language that invites inquiry and engagement has potential for the development of transferrable understanding. 	<p>The statement of inquiry:</p> <ul style="list-style-type: none"> establishes the unit’s relevancy and long-term value by articulating a clear, meaningful purpose for the inquiry establishes the unit’s purpose within a specific, relevant and engaging exploration of a global context effectively connects key (broad) and related (deep disciplinary) concepts in ways that students can understand and remember represents creativity and complexity in its synthesis of MYP concepts and the chosen global context develops specific disciplinary knowledge that supports transferable understanding.

Inquiry questions are drawn from, and inspired by, the statement of inquiry. Factual, conceptual and debatable questions give shape and scope to the inquiry and promote critical and creative thinking.

(2) Inquiry questions		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Inquiry questions:</p> <ul style="list-style-type: none"> • show less understanding of the distinction between factual, conceptual and debatable questions • may be disconnected from each other and the purpose of the unit • represent a single approach to the unit's subject matter/topic • develop too many or too few questions, that may be too simple or too complex for the intended learners. 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> • include examples of factual, conceptual and debatable questions • are clearly relevant to the purpose of the unit • are developed to address the needs of diverse learners • are appropriately rigorous. 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> • demonstrate clear understanding of the relationship between facts, concepts and debates • provide variety, generate interest, establish relevance and represent appropriate complexity • include teacher- and student-generated questions that lead to deeper understanding • identify structured or scaffolded learning pathways • develop sophisticated critical and creative thinking • help to prepare students to undertake summative assessment.

Summative assessment task(s) provide evidence for assessing student achievement using required MYP subject-group criteria.

(3) Summative assessment		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • has a limited connection with the statement of inquiry • may represent an assignment that is not challenging enough or too complex for most learners • does not clearly address MYP subject-group objectives. 	<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • relates to the statement of inquiry • offers students a meaningful opportunity to demonstrate what they understand (know and can do) • addresses MYP subject-group objectives • can be differentiated to meet individual student needs. 	<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • thoughtfully connects with the statement of inquiry • allows open-ended and multiple ways for students to communicate their understanding • thoroughly explains what students will do to demonstrate understanding • uses relevant MYP subject-group criteria to judge student achievement • represents an appropriate degree of challenge • balances manageability with authenticity • takes into account students with inclusive assessment arrangements.

MYP units aim to develop a range of **approaches to learning** skills for thinking, self-management, social interaction, communication and research.

(4) Approaches to learning (ATL)		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • identify skills from one or more MYP skill clusters • are chosen in relationship to the unit's objectives and assessment tasks • connect with a larger plan for developing students' ATL skills • develop too many or too few ATL skills that may be too simple or too complex for the intended learners. 	<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • develop general and subject-specific competencies • are taught explicitly and practised in the course of the unit • help students to reach higher achievement levels for the unit's summative assessment task(s) • provide a focus for student self-evaluation and reflection on personal growth and development • are vertically articulated. 	<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • support and develop MYP subject-group objectives • offer students opportunities to develop responsibility for their own learning through independent practice • integrate meaningfully with learning engagements and assessment tasks • support a clearly identified progression of learning across the MYP years • articulate ATL skills in the unit with other subject groups, year levels or school-wide plans (documented in the school's ATL chart).

Action

The “Action” section of the MYP unit planner identifies the taught curriculum. Teachers use this section to focus on how students will learn.

Content describes the disciplinary knowledge and skills to be taught and learned throughout the unit.

(5) Content		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>The unit’s subject matter/content:</p> <ul style="list-style-type: none"> • may not be clearly aligned with the unit’s key and related concepts • does not clearly connect with MYP subject-group aims and objectives • suggests inappropriate expectations (too low or too high). 	<p>The unit’s subject matter/content:</p> <ul style="list-style-type: none"> • lists subject-group knowledge that illustrates or is informed by the unit’s chosen key and related concepts • aligns with the MYP subject-group aims and objectives chosen for the unit • represents an appropriate level of challenge. 	<p>The unit’s subject matter/content:</p> <ul style="list-style-type: none"> • includes disciplinary knowledge and skills to be taught and learned that are solidly connected with the chosen key and related concepts • begins with students’ prior understanding and builds necessary background knowledge • connects MYP objectives with any local requirements, standards or subject-group content • represents reasonable developmental and practical demands • if relevant, establishes links with MYP topics for eAssessment.

Learning experiences and teaching strategies allow students with a range of needs to meet subject-group aims and objectives.

(6) Learning process		
(a) Learning experiences and teaching strategies		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> do not clearly align with the unit's purpose and content offer limited variety and more teacher-centred classroom activities are not developed in sufficient detail. 	<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> align with the unit's purpose include some inquiry-based approaches to teaching are developmentally (age) appropriate provide variety that sustains student engagement. 	<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> are appropriate for the unit's content and aligned with its purpose build on prior learning are developmentally (age) appropriate, thought-provoking and engaging use inquiry-based strategies for teaching and learning are sufficiently detailed to understand what students will do, and in what order.

Formative assessment (assessment **for** learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes.

(b) Formative assessment		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Formative assessment:</p> <ul style="list-style-type: none"> provides few opportunities to monitor and support student learning is not clearly connected with the knowledge, understanding and skills required for success in summative assessment offers few opportunities to create evidence that teachers can use to adjust their teaching plans. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> provides opportunities for practice and explicit feedback for learning aligns with knowledge, understanding and skills required for success in summative assessment creates evidence that teachers can use to adjust teaching and learning in ways that promote student achievement. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> provides opportunities for practice and explicit feedback for learning provides multiple opportunities to monitor and support student learning comprehensively aligns with knowledge, understanding and skills required for success in summative assessment creates evidence that teachers can use to make adjustments to planned experiences and teaching strategies considers opportunities for peer assessment and self-assessment.

Differentiation involves modifying teaching strategies to meet the needs of diverse learners and building opportunities for each student to develop, pursue and achieve appropriate personal learning goals.

(c) Differentiation		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Differentiation:</p> <ul style="list-style-type: none"> documents limited strategies for accommodating learning diversity. 	<p>Differentiation:</p> <ul style="list-style-type: none"> considers content, process and product takes into account students' language profiles and learning support requirements. 	<p>Differentiation:</p> <ul style="list-style-type: none"> offers opportunities in which each student can develop, pursue and achieve appropriate learning goals considers content, process and product takes into account students' language profiles and learning support requirements, using student diversity as a resource for all students' learning.

Teachers inventory available **resources** and consider what additional people, learning environments and teaching materials are necessary to fulfill the unit's purpose.

(7) Resources		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Resources:</p> <ul style="list-style-type: none"> provide some of the information and learning environments necessary for achieving the unit's purpose. 	<p>Resources:</p> <ul style="list-style-type: none"> provide the information and learning environments necessary for achieving the unit's purpose represent culturally responsive and diverse points of view support differentiated learning. 	<p>Resources:</p> <ul style="list-style-type: none"> represent a wide range of creative springboards to learning integrate technology effectively create opportunities for hands-on learning utilize people, organizations and facilities from the community take into account students' experiences and literacies use multilingualism as a resource promote further student inquiry.

Reflection

The “Reflection” section of the MYP unit planner provides teachers with an invitation to record their reflection at three important periods in the unit’s development and implementation.

Reflection on the unit planner can provide a starting point for collaborative planning, an ongoing reminder for reflective practice throughout the teaching process, and a format in which to evaluate teaching strategies and learning outcomes.

(8) Before, during and after the unit		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> documents reflection that includes at least one phase of the teaching process partially considers connections to other programme components captures general observations about what went well and what might be improved. 	<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> documents reflection on the planning, process and impact of the inquiry notes possible links with other subject groups and opportunities for student-led action and service learning considers student engagement notes potential future development (opportunities for improvement) considers how the unit supports MYP philosophy. 	<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> demonstrates thorough and meaningful reflection throughout the teaching and learning process encompasses the written, taught and assessed curriculum makes interdisciplinary connections documents the unit’s reflection of the IB’s mission and values (including the IB learner profile) links the unit with appropriate opportunities for student-led action and service learning includes information about standardization of assessment and data analysis considers the unit in relation to horizontal and vertical articulation of the subject group.

Summary

		Beginning/ developing Emergent	Using Capable	Sharing Exemplary
Inquiry: Establishing the purpose of the unit				
1	Statement of inquiry			
2	Inquiry questions			
3	Summative assessment task			
4	Approaches to learning			
Action: Teaching and learning through inquiry				
5	Content			
6	Learning process			
	(a) Learning experiences and teaching strategies			
	(b) Formative assessment			
	(c) Differentiation			
7	Resources			
Reflection: Considering the planning, process and impact of the inquiry				
8	Before, during and after teaching			

Teaching context

Collaborative planning	How was the unit planned?
Students and teaching environment	What unique local circumstances and student characteristics informed the unit's development?
Subject-group/ course curriculum	How does the unit fit in the broader plan for teaching and learning for the year?