MYP 評量研習 MYP Grades & Assessment Workshop

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明道中學 國際部

Mingdao High School International Department

MYP 評量研習
MYP Grades & Assessment Workshop

11.29.2022

Schedule

Time	Session
6:00 - 6:10	歡迎致詞
6:10 - 6:30	MYP 評量
6:30 - 6:45	學科評量介紹(文學與語言習得課程)
7:00 - 7:10	休息
7:10 - 7:25	學科評量介紹(數學與設計)
7:40 - 8:00	Q&A

今天的目標
Goal of today's workshop

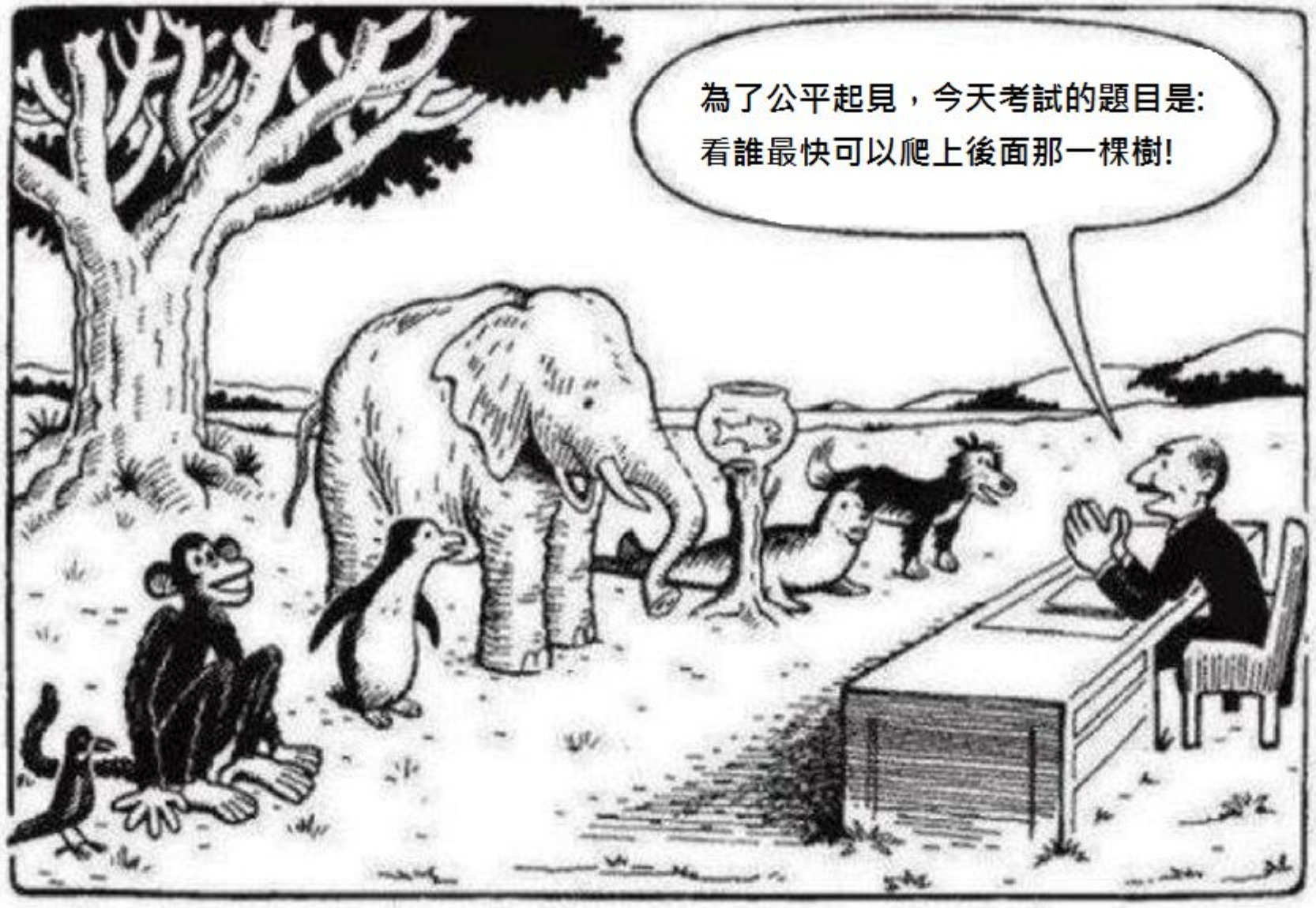
- **認識MYP評量理念與設計**
  MYP Assessment philosophy

- **認識成績計算與成績報告**
  Understand Grade calculation and Report card

- **在四個不同的學科當中認識MYP評量標準和動詞**
  Learn about the MYP criteria & MYP command terms by using 4 subject areas as an example

原理與哲學
MYP Philosophy

Mr. Michael Wen



我們的教育體制

http://techmorf.com/category/pics/

社會環境的變遷
農業時代 ➔ 概念時代

農業時代

18th century

工業時代

19th century

資訊時代

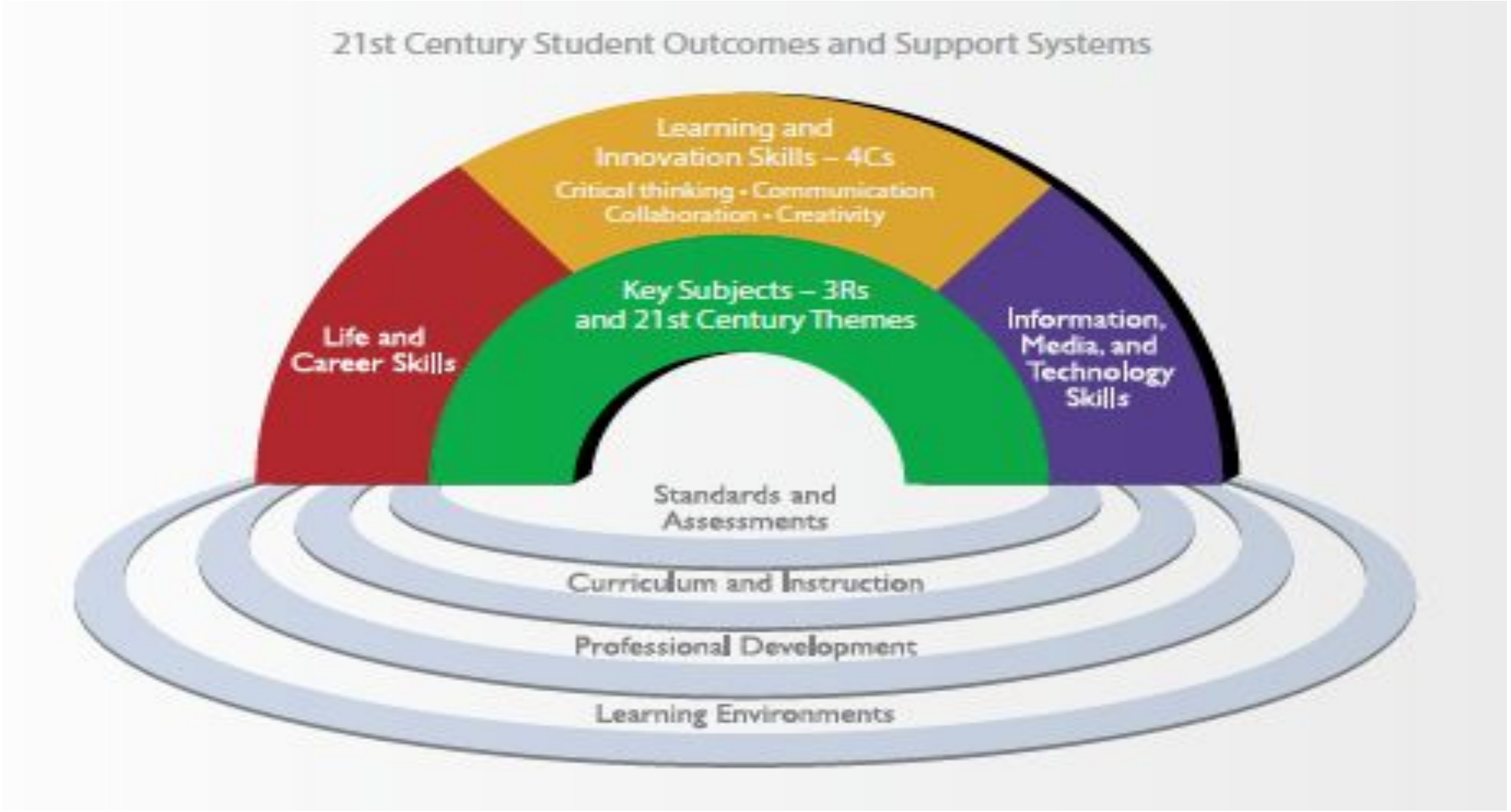
20th century

創造力時代

21st century

ASCD Allen Parish 2010; Rye and Herold

21世紀技能



www.p21.org

MYP Assessment Philosophy
MYP 評量原理

- **標準參照-學生於每學科目標所達到的程度，皆透過先決的準則來衡量。**
  Criterion-related—levels of student success in reaching the objectives of each subject group are measured by relating student work to predetermined criteria

- **連續不斷的歷程-這是必須且重要的學習歷程。藉由學科評量，老師能辨別學生學習需求並且達到更好的教學與學習過程。**
  Continuous—it is a necessary and important part of the learning process. By assessing students as they engage with subject content, teachers identify student learning needs in order to better inform the teaching and learning process.

Key Principles of MYP assessment
MYP評量的重要原理

- **透過給予反饋來支持與鼓勵學習。**
  Support and encourage learning by providing feedback on learning

- **告知、加強和改善教學歷程。**
  Inform, enhance and improve teaching process

- **促進學習正面態度。**
  Promote positive attitudes towards learning

- **促進思辨力與創意思考的發展。**
  Promote the development of critical and creative thinking

Key Issues in MYP Assessment
MYP評量的關鍵問題

- **理解總結性與形成性評估之間的差異。**
  Understanding the difference between summative assessment and formative processes.

- **專注於學生最佳的成果表現而非機械式地取得平均成績。**
  Paying attention to the best demonstration of student performance, rather than mechanically averaging grades.

- **於課程結束時綜觀評估而非針對單一要素。**
  Assessment at the end of the course based on the whole course, and not on individual components.

MYP評量方式
MYP Assessment

Mr. Michael Wen

形成性評量與總結性評量
Formative vs Summative Assessments

教學

教學的調整

判斷

評分

成績報告

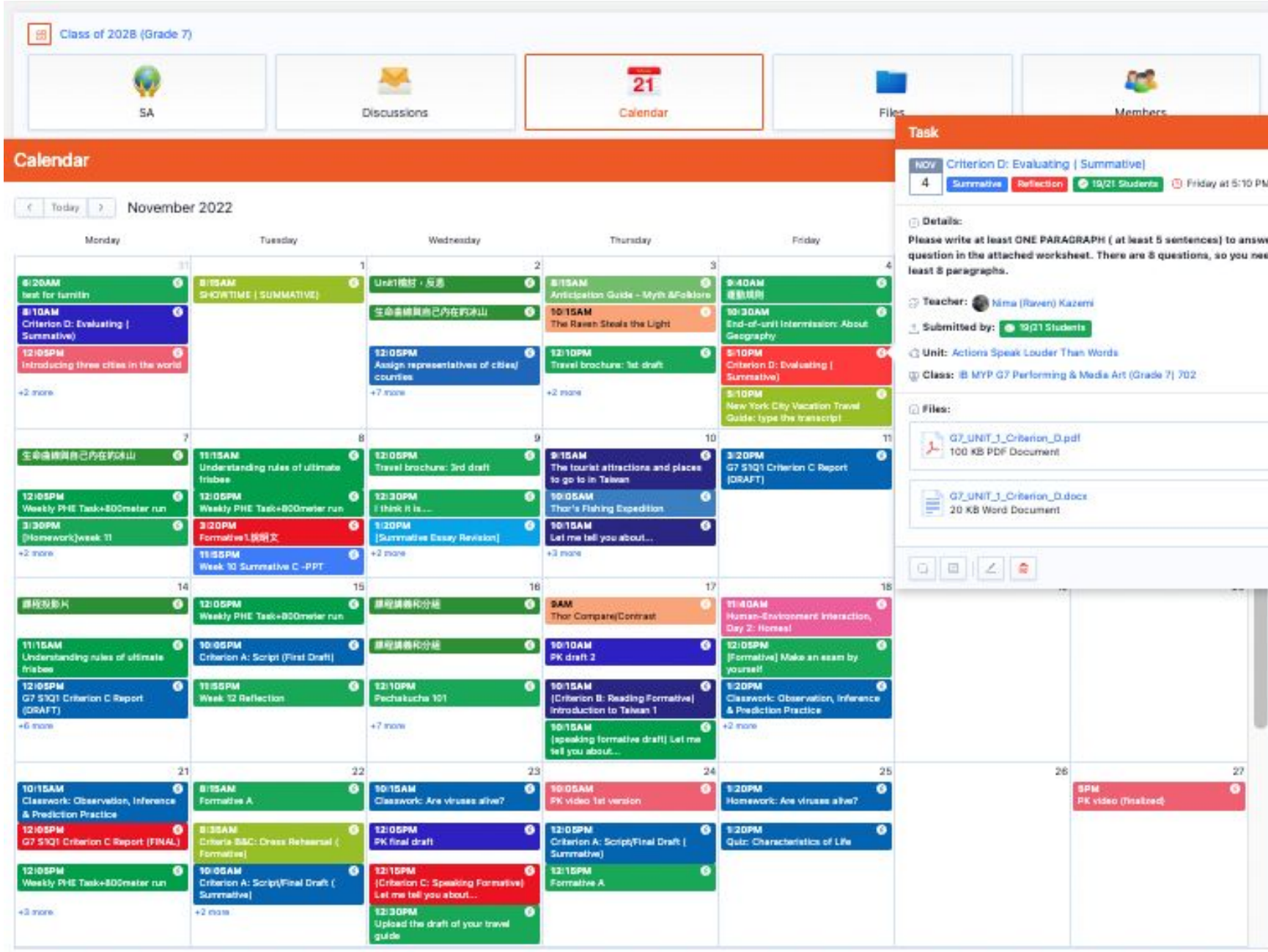
出菜前，廚師
先嘗湯的味道

上菜時，客人
品嚐湯的味道

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

MYP 作業總覽
MYP assessment overview



MYP 的作業類型
Types of MYP assessment:

類型可能包括：

* 撰寫，解決問題或產品的解決方案
* 論文
* 考試
* 問卷
* 調查
* 研究
* 表演和
* 演示文稿

MYP評量方式
MYP assessment
- how it works

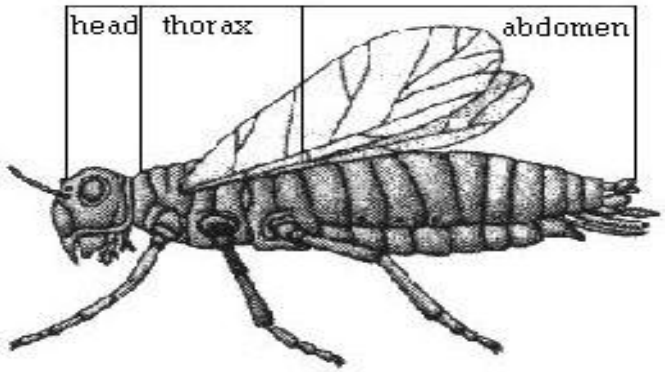
Mr. Michael Wen

MYP評量的必須
Requirements of MYP assessment:

評量標準將學生作業的表現，從最低的表現水平逐漸達到最高的表現水平，就像是水桶上面的容量刻痕，隨著水慢慢加入，水位線一層層地填滿。

Criteria are similar to water buckets placed on pyramidal steps which get filled gradually, from the lowest level of achievement to the highest, depending on how well the student's work meets the requirements.

Assessment



6

5

It uses colour, shows a correct proportion among the parts of the human body and conveys a clear idea.

4

3

It uses colour and shows an acceptable proportion among the parts of human body.

2

1

It is complete and shows some proportion among the parts of the human body.

0

It does not reach any of the above mentioned levels.

Assessment

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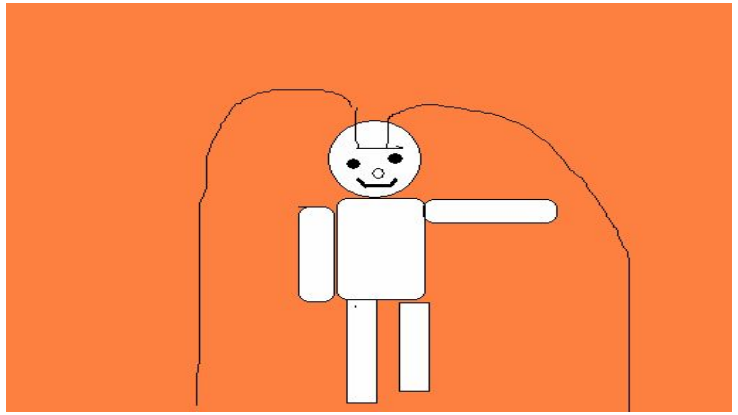
Assessment



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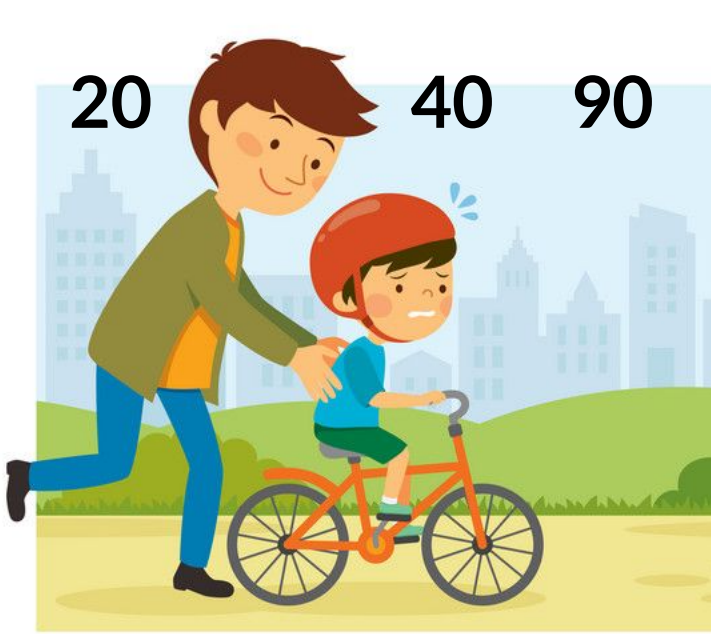
It uses colour an
of human body.

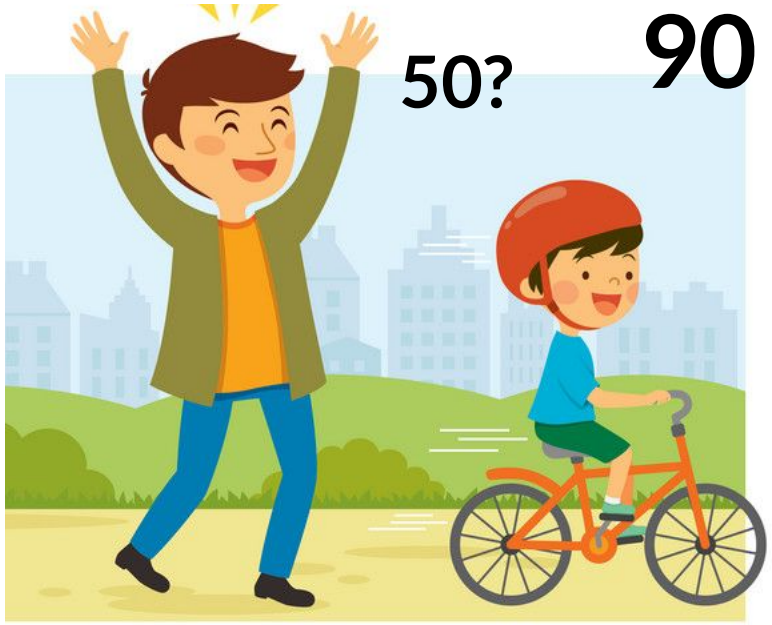
It uses colour and shows an acceptab
body.

It does not reach any of the above mentioned levels.

the

最適合表現評分方式 Best-Fit Grading

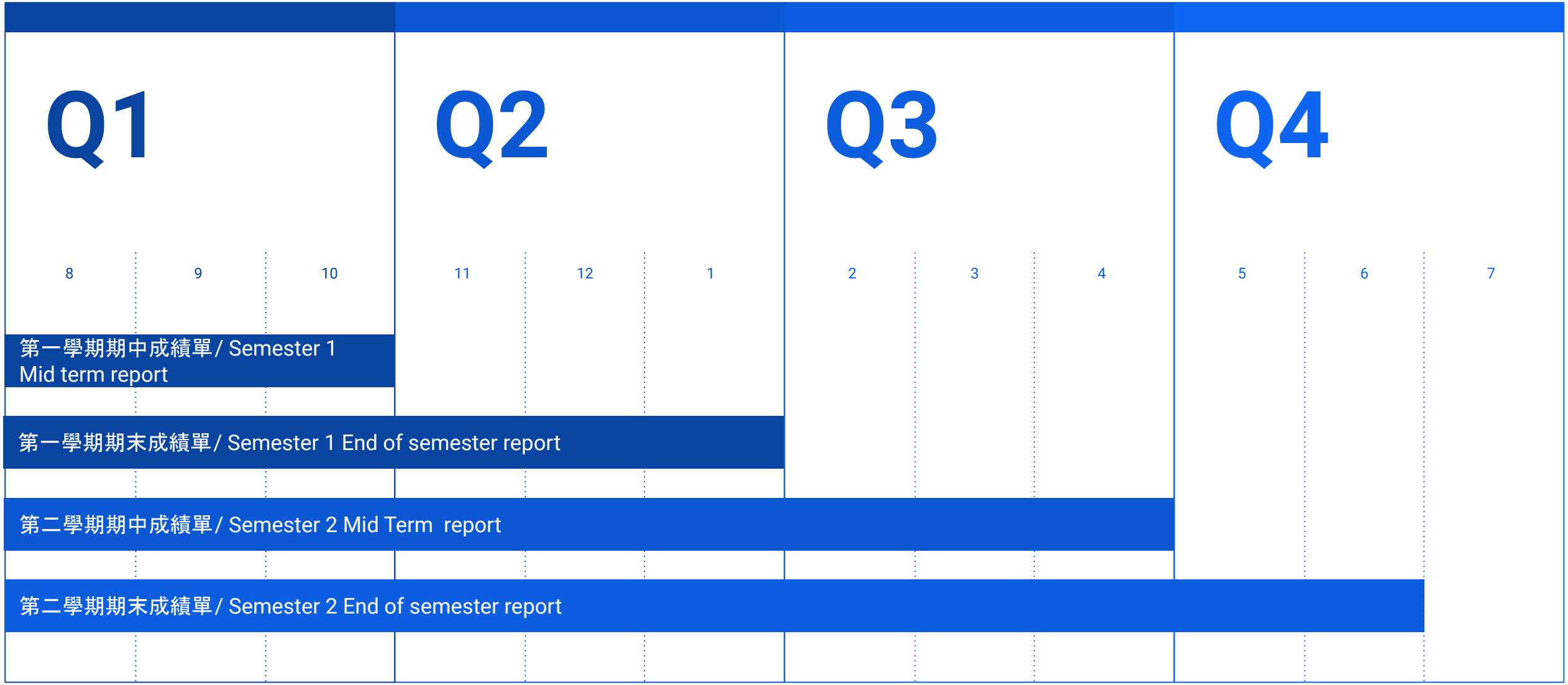




並非機械式平均學生整個學期成績，而是在每個標準的表現上找到學生最符合MYP表現水平敘述的最適合結果。The final outcome will be determined by “Bestfit” method, this method does not take the average of a student’s past achievements, rather, the final grade is determined by the student’s best achievement level.

MYP成績單
MYP Report card

國際部成績單
MDID Report Cards



Summary of Achievement

MS Subject	MOE
Language Arts	
G7 English Writing Natasha LIU	**88**

MYP Subject	Achievement Levels				Final Grades
MYP Sciences	A	B	C	D	
G7 Integrated Science Ben Price	N/A	6	6	N/A	N/A
MYP Physical and Health Education	A	B	C	D	
G7 Physical Health Education Gwenne Hannah Hayagan Oxtero	4	N/A	6	N/A	N/A
MYP Mathematics	A	B	C	D	
G7 Math: Pre Algebra Ying-Li CHEN	6	3	5	N/A	N/A
MYP Language and Literature	A	B	C	D	
G7 Chinese Language & Literature Letitia GUO	5	4	3	5	4
MYP Language and Literature	A	B	C	D	
G7 English Language and Literature Shane Michael McClendon	N/A	5	6	5	N/A
MYP Individuals and Societies	A	B	C	D	
G7 Individuals & Societies: World Geography and Culture Brian Francis Lenahan	4	N/A	4	5	N/A
MYP Design	A	B	C	D	
G7 Design Sabrina HSIEH	4	4	6	N/A	N/A
MYP Arts	A	B	C	D	
G7 Performing & Media Art Nima (Raven) KAZEMI	6	6	6	5	5

中學課程科目 MS Subjects

- English Writing
- Minnan
- Club
- Counselling

中學課程科目評分 MS Subjects Grading

- 100%
- P or F

Summary of Achievement

MS Subject	MOE
Language Arts	
G7 English Writing Natasha LIU	88

MYP Subject	Achievement Levels				Final Grades
	A	B	C	D	
MYP Sciences					
G7 Integrated Science Ben Price	N/A	6	6	N/A	N/A
MYP Physical and Health Education	A	B	C	D	
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MYP Mathematics	A	B	C	D	
G7 Math: Pre Algebra Ying-Li CHEN	6	3	5	N/A	N/A
MYP Language and Literature	A	B	C	D	
G7 Chinese Language & Literature Letitia GUO	5	4	3	5	4
MYP Language and Literature	A	B	C	D	
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MYP Arts	A	B	C	D	
G7 Performing & Media Art Nima (Raven) KAZEMI	6	6	6	5	5

MYP科目 MYP Subjects

- Integrated Science
- Physical Health Education
- Math: Pre Algebra
- Chinese Language & Literature
- English Acquisition / Language & Literature
- Individuals & Societies
- Design
- Performing & Media Art

MYP科目評分 MYP Subjects Grading

- 評量標準 A,B,C,D
- 評量標準 0 - 8 分
- N/A代表該科目的評量標準尚未評量。該科目總分也會顯示N/A。

Subject Group Objectives and Assessment Criteria
各學群教學目標與評量標準

學群	Subject Group	A	B	C	D
語言與文學	Language & Literature	分析 Analyzing	組織 Organizing	產出文字 Producing Text	運用語言 Using Language
語言習得	Language Acquisition	聽力 Listening	閱讀 Reading	口說 Speaking	寫作 Writing
數學	Mathematics	知識與理解 Knowledge and Understanding	觀察規律 Investigating Patterns	使用數學語言 Communicating	將數學應用到真實生活情境 Applying mathematics in real-life contexts
自然	Science	知識與理解 Knowledge and Understanding	探索與設計 Inquiring and Designing	過程與評估 Processing and evaluating	反思科學的影響 Reflecting on the impacts of science
社會與人文	Individuals & Societies	認識與理解 Knowing and Understanding	調查 Investigating	溝通 Communicating	批判性思考 Thinking critically
藝術	Arts	開展調研 Investigating	發展 Developing	創作/表演 Creating/ Performing	評價 Evaluating
設計	Design	探究與分析 Inquiry and Analyzing	發展創意 Developing Ideas	創造解決方法 Creating the solution	評價 Evaluating
體育	Physical Health Education	認識與理解 Knowing and Understanding	制定表現計劃 Planning for performance	應用與表現 Applying and Performing	反思和改進表現 Reflecting and improving performance

Task Details

可從Managebac看到個作業資訊

OCT 11 — Project (Summative)

Summative | Project | 20/20 Students | Monday at 10:00 PM

Description

1. 檔名 ex：701-01-Marat-Numbers report Final
2. 轉成PDF檔上傳於managebac

Show More ›

2021-2022 Unit 1: Numbers Through the Ages | Starts W1 Sep | 5 weeks

Assessment

Criteria

Criterion C: Communicating

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to interpret.
3 - 4	The student is able to: i. use some appropriate mathematical language ii. use appropriate forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always clear iv. adequately organize information using a logical structure.
5 - 6	The student is able to: i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure.
7 - 8	The student is able to: i. consistently use appropriate mathematical language ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organized using a logical structure.

MYP Mathematics	A	B	C	D	
G10 Math A: Algebra 2	7	N/A	N/A	N/A	N/A

Jose Paulo Valdeleon Santiago

Comments:For Unit 1, we covered quadratic functions of different forms and it's applications. The grade in criterion A is based on a written summative of this unit that includes computations of familiar and unfamiliar problems. Daniel was also able to submit a research on applicat of quadratic function in Economics and he is doing a good job so far. He started the semester strong and on the right track of achieving his personal goals.

MYP Language and Literature	A	B	C	D	
G10 Chinese Language & Literature	6	6	4	5	5

Yo-Ann (Alice) CHANG

MYP Language and Literature	A	B	C	D	
G10 English Language and Literature	4	6	N/A	5	

Joseph CASILLAS

MYP Individuals and Societies	A	B	C	D	
G10 Individuals & Societies: Big Hi and the Modern World					

Jonathan LACKEY

Comments:No B grade until later in the semester.

6 + 6 + 4 + 5 = 21

Grade Descriptors 總成績各水平數值說明

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. 創造出高水準及經常創新的作品，對於概念及內容的了解能舉一反三且全面及細微的傳達，持續地展現出具備深度與廣度 的思辨性以及創新性的想法，能夠獨立而專精的將學術知識與技能運用在多元課室情況與實際生活狀況當中。
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 realworld situations, often with independence. 創造出高水準及偶有創新的作品，對於概念及內容的了解能舉一反三，有能力展現出具備一定程度的思辨性以及創新性的 想法，可以在熟悉與不熟悉的課室情況與實際生活狀況裏運用所會的學術知識與技能。
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. 創造出基本優良的作品，對於概念及內容的了解能妥當的傳達，有能力展現出基本程度以上的思辨性以及創新性的想法，在熟悉的課室情境與實際生活狀況下能夠運用學術知識和技能，而在從旁協助的狀況下可以運用於某些不熟悉的現實生活情況。
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. 創造出良好的作品，即使有少數誤解和較小的差距，仍能基本地傳達大部分概念及對內容的了解，常表現出基本程度的思辨性以及創新性的想法，具備些許靈活度而能夠將知識及技能運用在熟悉的課室情況中，但是在不熟悉的情形下需要較多 的協助。
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. 創造出尚可接受的程度的作品，能基本地傳達某些概念及對內容的了解，然而有時會有嚴重的誤解和理解上的差距，開始有能力顯示一些基本的思辨性和創新性思考，時常無法靈活地運用知識與技能，即使在熟悉的學習環境下也需要輔助。
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. 創造出品質有限的作品，表達諸多誤解，在概念及內容的理解力不足，缺乏有力與明顯的證據顯示具備有思辨性和創新性的想法，整體上靈活地運用知識及技能的能力不足，也很少運用所學。
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. 創造出品質極為有限的作品，傳達諸多重大誤解或者缺乏對大部分概念及內容的理解，極少顯示出具備有思辨性及創新性的想法，對於運用知識及技能極度不靈活。
N/A	**N/A**	Ongoing Assessment. 四個評量標準尚未全部評量。
P	**Pass**	Courses completed, credits given. 此科目研修完畢，授予對應學分。

Schedule

Time	Session
6:00 - 6:10	歡迎致詞
6:10 - 6:30	MYP 評量
6:30 - 6:45	學科評量介紹(文學與語言習得課程)
7:00 - 7:10	休息
7:10 - 7:25	學科評量介紹(數學與設計)
7:40 - 8:00	Q&A

MYP 科目評分解說

MYP Subject grading explanation

MYP 語言與文學 (中英文)
MYP Language and Literature (Chinese & English)

Ms. Blythe Lin

Hi!

I’m Ms. Blythe Lin

I teach...

- ✓ DP Chinese Literature
- ✓ DP Chinese Language & Literature

I’m the head of Chinese Language and Literature

課程(學習)目標：語言與文學 Year 1

- A 分析
- B 組織
- C 創作文本
- D 運用語言

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課程(學習)目標：語言與文學 Year 1

標準A:分析

第1學年結束時學生應能夠:

i. 識別和評論文本/材料的各個重要方面;

ii. 識別和評論創作者的選擇;

iii. 運用實例、解釋和術語來論證各種看法和想法;

iv. 識別文本/材料內部和之間特徵的相似和不同之處。

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標準A:分析(第一個條目)

i識別和評論文本的重要方面

文本是由不同的特點構成的，分析文本涉及到能夠識別其重要特點並對它們做出評論。

- 給故事中的事件排序，來展示敘述弧線。
- 識別人物是怎樣出場的，以及他們在敘事中做了什麼。
- 識別文本之間的相似之處——喜樂的結局、英雄人物、小人和高潮。
- 識別廣告中的一些說服技巧。
- 圖示情節。
- 圖示人物。
- 比較和對照文本。
- 創寫一些段落以插入文本。
- 說服性文章（給編輯的信）:識別說服性文章的語言和文學特點，並評論文本的目的

課程(學習)目標：語言與文學 Year 1

標準B:組織

第1學年結束時學生應能夠:

i. 採用適合情境和意圖的組織結構;

ii. 以符合邏輯的方式組織看法和想法;

iii. 運用注明和格式化工具創作適合情境和意圖的演示風格。

標準B：組織(第一個條目)

i應用適合背景和意圖的組織結構

文本的組織結構會根據體裁、目的和受眾而變化。

- 比較：1) 簡單玩具的說明，2) 從野營營地寫給媽媽和爸爸的信，3) 連環漫畫——看看每一頁是怎樣建構起來以達到目的的，然後比較和對照所有三個文本。
- 搞清楚一個提供的段落中的組織結構，然後針對一個給定的題目，模仿這種結構寫出自己的段落。
- 撰寫不同風格的詩歌。
- 根據不同目的和不同受眾寫信。
- 寫一篇個人記事或日記。
- 以當地社區的某個問題為背景，閱讀寫給編輯的各種信函，識別它們是如何組織編排的，以及它們的目的和受眾。

課程(學習)目標：語言與文學 Year 1

標準C:創作文本

第1學年結束時學生應能夠:

i. 創作文本/材料以展示思想和想像，同時針對個人在創作過程中產生的新觀點和想法展開探索；

ii. 針對語言、文學和視覺手法，做出風格方面的選擇，展示出認識到了它們對受眾的影響；

iii. 選擇相關的細節和例子來支持想法。

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標準C:創作文本(第一個條目)

i創作文本，以展示思想和想像，同時還要針對個人在創作過程中產生的新觀點和想法展開探索。

通過個人投入創作過程，文本的創作者能夠以的新的方式探索和考量思想觀點。

- 寫幾篇日記，描繪人物的觀點。
- 研究歷史事件，並用敘述的方法呈現它。
- 根據學習過的一個文本，寫一篇報紙文章。
- 收集關於當地社區問題的思想觀點，並利用它們寫一封原創的給編輯的信。
- 研究伊莉莎白一世的時代，創造一位符合這一歷史時期的人物，並寫一段短篇小說。
- 選擇一部小說中的一個小人物，以他的觀點寫一個新的場景

課程(學習)目標：語言與文學 Year 1

標準D:運用語言

第1學年結束時學生應能夠:

i. 運用恰當而富有變化的詞彙、句子結構和表達形式;

ii. 運用適當的語體(語域)和風格寫作和說話;

iii. 使用正確的語法、句法和標點符號;

iv. 準確地書寫和發音;

v. 運用適當的非語言交流技巧。

標準D：運用語言(第一個條目)

i使用恰當而富有變化的詞彙、句子結構和表達形式

有效的交流依靠恰當而富有變化的詞彙、句子結構和表達形式。

- 建立詞語牆。
- 確實學習字典和同義詞詞典的使用方法。
- 使用語法書。
- 確實地學習語法。
- 完成說明性文本活動。

評估標準：語言與文學Year 1

A	分析	最高成績水平8
B	組織	最高成績水平8
C	創作文本	最高成績水平8
D	運用語言	最高成績水平8

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Ø總體水平表現:
差(1-2)
尚可(3-4)
良好(5-6)
優秀(7-8)

Ø成績水平反映學生能夠做到什麼。

Ø較高的成績水平對學生表現提出越來越複雜的要求。

Ø每個學年，每個條目至少被評估兩次。

A 分析

第5学年结束时学生应能够：

i. 分析文本/材料的内容、背景、语言、结构、技巧和风格，以及各种文本/材料之间的关系；
ii. 分析创作者的选择对受众产生的影响；
iii. 运用实例、解释和术语来论证各种看法和想法；
iv. 通过在各种体裁和文本/材料之间及内部建立各种特征之间的连系，评价它们的相似和不同之处。

成绩水平	水平细则
0	学生未达到以下任何细则所描述的标准。
1-2	学生： i. 对文本/材料的内容、背景、语言、结构、技巧和风格以及各种文本/材料之间的关系**稍有**分析； ii. 对创作者的选择对受众产生的影响**稍有**分析； iii. **很少**运用实例、解释来论证各种看法和想法；**极少或没有**运用术语； iv. **极少**通过连系各种体裁和文本/材料之间及内部的特征，评价它们的相似和不同之处。
3-4	学生： i. **尚充分地**分析了文本/材料的内容、背景、语言、结构、技巧和风格以及各种文本/材料之间的关系； ii. **尚令人满意地**分析了创作者的选择对受众产生的影响； iii. 运用**一些**实例和解释来论证各种看法和想法，但不够一致；运用了**一些**术语； iv. 尚令人满意地通过连系体裁和文本/材料之间和内部的特征，评价了它们的**某些**相似和不同之处。
5-6	学生： i. **熟练地**分析了文本/材料的内容、背景、语言、结构、技巧和风格以及各种文本/材料之间的关系； ii. **熟练地**分析了创作者的选择对受众产生的影响； iii. 运用实例和解释**充分**论证了各种看法和想法；运用了准确的术语； iv. **通过充分连系各种体裁和文本/材料之间和内部的特征**，评价了它们的相似和不同之处。
7-8	学生： i. **敏锐地**分析了文本/材料的内容、背景、语言、结构、技巧和风格以及各种文本/材料之间的关系； ii. 敏锐地分析了创作者的选择对受众产生的影响； iii. 运用了一系列例子和**透彻的解释得以论证了**各种看法和想法；运用了**准确的**术语； iv. 通过广泛连系各种体裁和文本/材料之间及内部的特征，**敏锐地进行了比较和对照**。

標準A-ii識別和評論創作者的選擇

成績水準	水準細則	這一次的評估細則
0	學生沒有達到以下任何細則所描述的標準。	學生沒有達到以下任何細則所描述的標準。
1-2	對創作者的選擇稍有識別和評論;	1. 可以稍微識別和解釋作者胡適選擇對受眾產生的影響，分析這個虛構人物的作用。 2. 可以稍微分析文章結構。
3-4	對創作者的選擇做了尚充分的識別和評論;	1. 可尚充分地識別和解釋作者胡適選擇對受眾產生的影響，分析這個虛構人物的作用。 2. 可以尚充分地分析文章結構。
5-6	對創作者的選擇做了充分的識別和評論	1. 可以充分地識別和解釋作者胡適選擇對受眾產生的影響，分析這個虛構人物的作用。 2. 可以充分地分析文章結構。
7-8	敏銳地識別和評論了創作者的選擇	1. 可以透徹地識別和解釋作者胡適選擇對受眾產生的影響，分析這個虛構人物的作用。 2. 可以透徹地分析文章結構。

Year 1

标准A:分析

成績水準 3-4
水準細則
學生:
i. 對文本/材料的內容、背景、語言、結構、技巧和風格有尚充分的識別和解釋，對各種文本/材料之間的關係做了一些解釋;
ii. 對創作者的選擇對受眾產生的影響有尚充分的識別和解釋;
iii. 運用一些實例和解釋來論證各種看法和想法，但不夠一致;運用了一些術語;
iv. 詮釋了體裁和文本/材料內部以及之間特徵的某些相似和不同之處。

作業在該項評分標準達到3級，是因為這位學生:

– 能夠識別作業文本中的主要內容，領會到作業內容和主題的關係、人物形象的特點;
– 意識到一些文學的表現手法可能起到的作用，作業使用這樣的手法意圖何在;
– 能夠舉出一些具體的事例，說明寫作意圖;
– 意識到原作《小王子》和自創作業的關係，有意識地解釋兩者之間的關聯。

如果學生做到如下幾點，就可以達到更高的水準:

– 明確說明內容和主題的關係，以及文學手法如何有助於表達主題和情感;
– 對寫作意圖和文學手法的作用做出更加精細的描述和評價;
– 不要只是羅列文中的具體內容，而是使用文學分析評論的術語做出的概括;使用文學分析評論的語體;
– 語句可以更加清晰、條理，表達可以更加準確。

指令術語 Command Terms

ü 分析、比較和對照、評價、討論、組織、概述、詮釋……

ü 使用結果：

1)當老師要求學生“描述”而不是“討論”時，“推斷”而不是“解釋”時，學生理解和知道該做什麼。

2)理解一個學科，也就是一種特殊的認知方式。

ü 使用好處：

1)這是一項學習方法技能，可以將其應用到學習的各種新情形之中，還可以應用於更高深的課程。

2)老師能夠檢查學生對那些用於指導他們完成作業的術語的理解，討論對學生的期望或要求是什麼，以及成功地完成作業需要遵循哪些步驟。

ü 使用時機：教師發出指示時，向學生提問時，提出思考題或討論題時，引導學生做出反應時會使用這些指令術語。

MYP 英文語言習得
MYP English Language Acquisition

Ms. Natasha Liu

Hi!

I’m Ms. Natasha Liu

I teach...

- ✓ MYP English Language Acquisition
- ✓ English Writing
- ✓ MYP Chinese Language Acquisition

I’m the head of English Language Acquisition

Subject Objectives

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

The language acquisition subject-group objectives represent some of the essential processes of language and have been organized under four communicative processes. They are as follows.

A Listening

B Reading

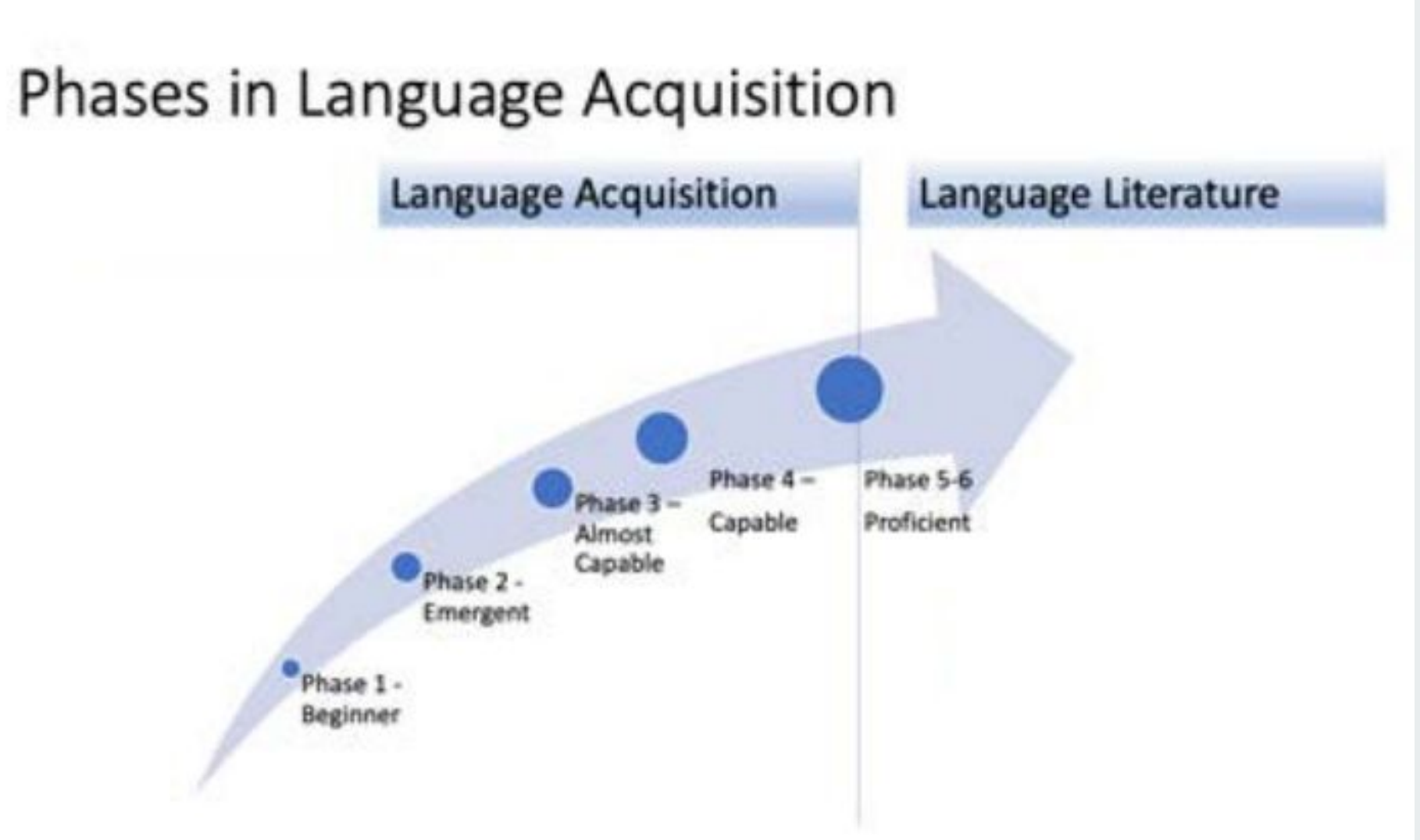
C Speaking

D Writing

Taken from IB MYP LA Guide

The Progression of Learning

Phase 1-2	Emergent Communicator
Phase 3-4	Capable Communicator
Phase 5-6	Proficient Communicator



Taken from IB MYP LA Guide

Taken from IB MYP LA Guide

The Progression of Learning

As students develop their language understanding, increasing cognitive and skills demands are also set.

Aspects of the objectives	Emergent level	Capable level	Proficient level
Situations **(context)**	A range of interpersonal and cultural contexts relating to oneself and others, and one's immediate environment	A range of interpersonal and cultural contexts, including a range of unfamiliar situations	A wide range of interpersonal and cultural contexts, including topics of personal, academic and global significance

Alignment through Phases

Taken from IB MYP LA Guide

Unit Name	Level	Key Concept	Related Concepts	Global Context
Unit 1 Autobiography	Emergent	Culture	Meaning	Personal and cultural expression
	Capable		Audience, Message	
	Proficient		Audience, Structure	
Unit 2 Traveling	Emergent	Communication	Message	Orientation in space and time
	Capable		Audience, Purpose	
	Proficient		Message, Function	

Objective D: Writing

- use written language to communicate with others
  - Appropriate language (vocabulary and grammar) will be influenced by the following questions.
    - What is the role of the student/writer?
    - Who is the audience?
    - What is the purpose of the written text?
    - What is the message?
- demonstrate accurate use of language conventions
  - Consider the following questions.
    - How accurately is the language used?
    - To what extent is the language comprehensible?
- organize information in writing
  - Consider the following questions.
    - Does the student use an appropriate format?
    - To what extent are cohesive devices used in the organization of the text?
- communicate information with a sense of audience and purpose.
  - Consider the following questions.
    - How are the relevant information and ideas communicated?
    - How well does the student communicate so that the text makes sense to the reader?

Taken from IB MYP LA Guide

Criterion D: Writing

At the end of the proficient level, students should be able to:

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 complex cohesive devices

iv communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Taken from IB MYP LA Guide

LA Command Terms

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts, relationships and interpret information to reach conclusions.)
***Communicate**	To give messages or information to others through speech, writing, body movements or signals. When assessing criterion C, this refers to giving messages or information to others through speech. *"To be able to communicate" is an overarching aim in language acquisition.
Organize	Put ideas and information into a proper or systematic order; give structure to a text.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice

Taken from IB MYP LA Guide

Criterion D: Writing

Prompt

Write a narrative of 300-400 words that is fictional and where an idea, truth, message or theme that you think is valuable is communicated to the reader.

Time allowed:

This task will be completed in class under supervision.

You have 50 minutes to complete the task.

Word processing will be used but Spell check and Grammar check will be turned off.

Language acquisition examples of assessment tasks (MyIB login required)

Criterion D: Writing

Taken from IB MYP LA Guide

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.

Taken from IB MYP LA Guide

Criterion D: Writing

5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Student Samples

- Student A
- Student B

Language acquisition examples of assessment tasks (MyIB login required)

Sample A Feedback

	+	-
4	• **Basic range** of vocabulary and grammatical structures	• Organization causes some confusion • Some inappropriate word choices (“top most majorities”, “character specie”) • Comma splices • Unnecessary connectors • Lacking variety in sentence structures

Sample B Feedback

	+	-
6	• **Good range** of vocabulary • Good range of grammar structures • Consistent and correct tense • Strong sense of audience and purpose • Range of complex cohesive devices	• Grammar • Tense errors, especially in the last paragraph • Last paragraph seems rushed

Sample A Feedback

	The student:
3–4	i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes **some** information and ideas, and uses a limited range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.

This work achieved level 4 because the student was able to communicate a story effectively but the use of vocabulary is not always appropriate, eg “character specie”. Language fits with the type of narrative with occasional lapses.

The work would have achieved a higher level if the student had not made certain grammar errors or used unnecessary connectors, for example, "as.....and" in paragraph 2. Use of richer vocabulary would have enhanced the achievement level.

Language acquisition examples of assessment tasks (MyIB login required)

Sample B Feedback

	The student:
5–6	i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility. ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.

This work achieved level 6 because the student uses a good range of vocabulary and some complex grammatical and rhetorical devices. There are some errors in grammar but the text is comprehensible and well communicated. The language used is suitable.

The work would have achieved a higher level had there not been grammar errors, such as confusion of tenses in the last paragraph. Richer vocabulary would move the piece into the highest achievement band.

Language acquisition examples of assessment tasks (MyIB login required)

How can students improve their learning in ELA?

1. Follow the teacher's instructions faithfully.
2. Communicate with the teacher when needed.
3. Stay on track.
4. Don't miss out formatives.
5. Always practice academic honesty.

Work hard now. it'll pay off later. #quotes pic.twitter.com/kxr0wmxgeu. Twitter. from https://twitter.com/quoteiloveu/status/869385852757135360?lang=zh-Hant

Language acquisition examples of assessment tasks (MyIB login required)

Schedule

Time	Session
6:00 - 6:10	Opening & Welcome
6:10 - 6:30	MYP Assessment overview
6:30 - 6:45	Language and Literature
6:45 - 7:00	Language Acquisition
7:00 - 7:10	Break
7:10 - 7:25	Math
7:25 - 7:40	Design
7:40 - 7:55	Q&A
7:55 - 8:00	Closing

Schedule

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7:55 - 8:00	Closing

MYP 數學
MYP Math

Mr. Andy Chen

Hi!

I’m Andy (Ying-Li) Chen

I teach...

- ✔ MYP Math

I’m the head of Math

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

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.

Taken from IB MYP Mathematics Guide

Example

Lv 5 ~ 6

8. Find the following values.

A. $\sqrt{13} \div \frac{2^4}{3^2} \times (2^2 - 4) \div |2 - \pi| + 4^0$

B. $\left[2^3 - (-3)^2\right] \times (12 - 2^3 \times 3 + 4 \times 1\frac{3}{4})$

C. $\frac{-56}{25} \times \frac{-15}{8} \div \frac{14}{5}$

D. $\frac{\frac{2}{3} + \frac{2}{5}}{\frac{-1}{3} - \frac{-3}{5}}$

Criterion B: Investigating patterns

Maximum: 8

At the end of year 1, students should be able to:

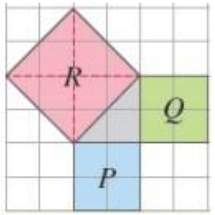
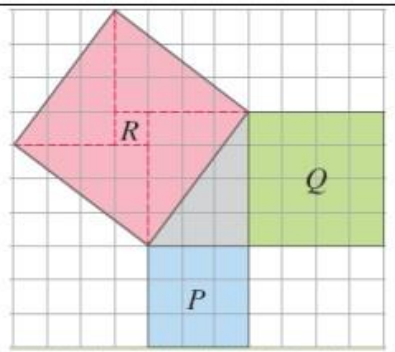
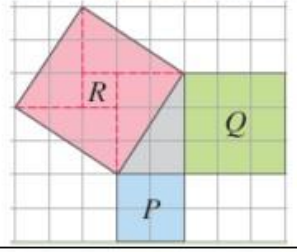
i. apply mathematical problem-solving techniques to recognize patterns

ii. describe patterns as relationships or general rules consistent with findings

iii. verify whether the pattern works for other examples.

Taken from IB MYP Mathematics Guide

Example

Examples	The length of the right triangle			The area of the square		
	a	b	c	P	Q	R
	2	2	$\sqrt{8}$	4	4	8
			5			
			$\sqrt{13}$			

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. use appropriate forms of mathematical representation to present information

iii. communicate coherent mathematical lines of reasoning

iv. organize information using a logical structure.

Taken from IB MYP Mathematics Guide

Example

Check Table for C:

Student is able to:	Description & Level			
Use correct math symbol to present calculation. (e.g. ── , × , ÷ , ...)	Consistently (7~8)	Usually (5~6)	Some (3~4)	Limited (1~2)
Explain how to solve the quadratic equations	Consistently (7~8)	Usually (5~6)	Some (3~4)	Limited (1~2)
Organize the information well	Consistently (7~8)	Usually (5~6)	Some (3~4)	Limited (1~2)

How well the student has done in the task? **[X 沒寫 ☹ 只寫出結果 😐 說明得正確 😊 說明得清楚]**

Question	1	2	3
Supposing 1 variable 假設未知數			
Writing down 1 quadratic equation 寫出一元二次方程式			
Solving quadratic equation by factorization, completing the square or formula 解出一元二次方程式			
Explaining the answer in the context 解釋答案在情境中的意義			

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 1, 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. describe whether a solution makes sense in the context of the authentic real-life situation.

Taken from IB MYP Mathematics Guide

Example

IV.　正式作品

Example

Check Table for D:

Student is able to:	Description & Level			
Identify the type of the shape (may divide the shape into many parts.)	Reasonable (3~4)		Not reasonable (1~2)	
Measure each element (including the position of points, length of sides, degree of angles …)	All (7~8)	Most (5~6)	Some (3~4)	Few (1~2)
Copy the logo	Reasonable & complete (7~8)	Reasonable (5~6)	OK (3~4)	Not reasonable (1~2)
Justify the copy	Reasonable (7~8)	OK (5~6)	Not reasonable (3~4)	

Command Terms for Math

Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
Estimate	Obtain an approximate value for an unknown quantity.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)

Criterion A: Knowing and understanding

5–6	The student is able to: i. select appropriate mathematics when solving **challenging problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
7–8	The student is able to: i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

MYP 設計
MYP Design

Ms. Sabrina Hsieh

Hi!

I’m Ms. Sabrina Hsieh

I teach...

- ✓ MYP Design

I’m the head of Design

Course Design 課程設計

Digital design 數位媒體設計	Product design 產品設計
Web design 網站設計	Fashion design 時尚設計
Digital communication design (video & animation) 數位媒體	Architectural design 建築設計
Digital interface design 數位介面設計	Computer-aided design 電腦輔助設計
	Graphic design 平面設計

MDID Design

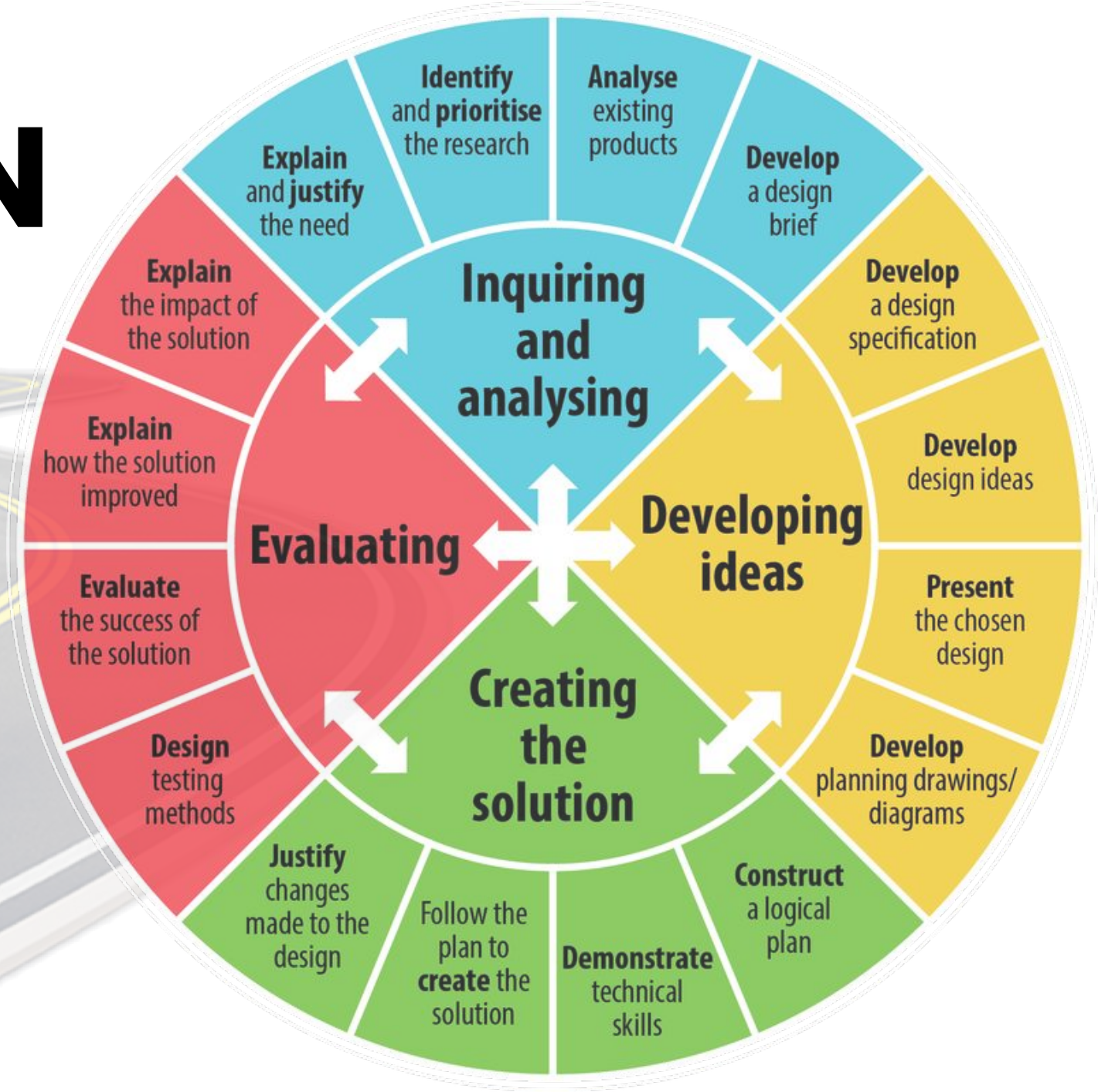
Grade 7 Unit Plan 七年級課程單元計劃

Grade 7	Classroom design 教室設計	T-shirt Design T 恤設計	Tour Design 旅遊計畫
	Infograpgic Design 資訊圖表設計	Stop Motion 停格動畫	

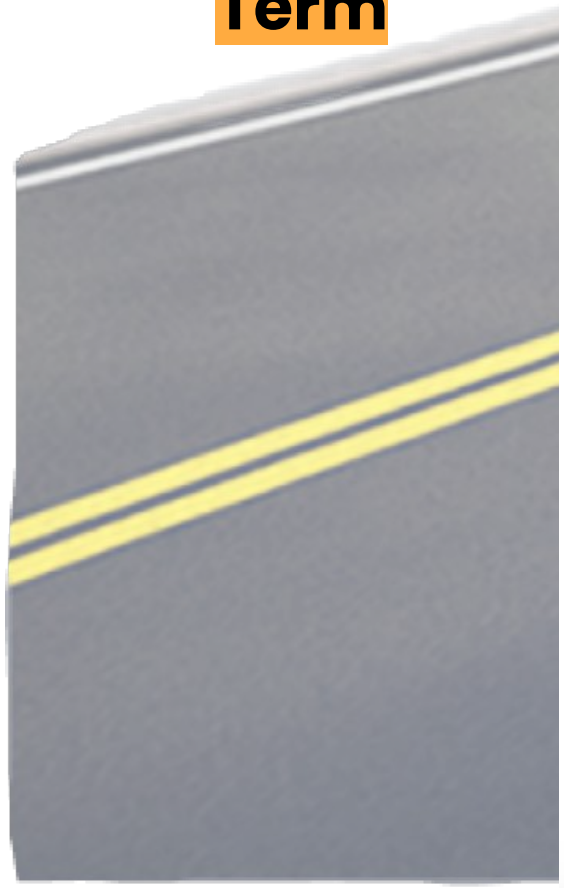
MYP DESIGN

Objectives

A: 探究與分析
B: 發展創意
C: 創造解決方案
D: 評價



Design Command Term



Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
Construct	Display information in a diagrammatic or logical form.
Create	To evolve from one's own thought or imagination, as a work or an invention.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Develop	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons or causes (See also "Justify").
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion (See also "Explain").
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
Prioritize	Give relative importance to, or put in an order of preference.
State	Give a specific name, value or other brief answer without explanation or calculation.
Summarize	Abstract a general theme or major point(s).

Student Sample 1
Criterion A
Gr. 7

3

Step 1: Inquiring and analysing

1. explain and justify the need for a solution to a problem
2. state and prioritize the main points of research needed to develop a solution to the problem

Identify the problems we have now? Is your classroom an IB MYP classroom

- Explain and Justify a need for a solution or a design (50 words)

1. What is the need of turning our classroom into an IB MYP classroom? (What should we change?)

We need to add things to the walls to make them look more educational, and also rearrange the classrooms so it'll look more tidy and neat. Also adding garbage cans so we don't have to walk all the way across the rooms to throw away small trashs.

2. Is there a problem that needs solving in our classroom? (Do you see any problems in our homeroom classroom?) (50 words)

Yes there is, the desks are not really good by the way it's arranged, and the floor has some scratches.

Student Sample 1

Level	Level Descriptor
0	Your work **does not** reach a standard described by any of the descriptors.
1-2	i. **states** the need for a solution to a problem ii. **states** the findings of research.
3-4	i. **outlines** the need for a solution to a problem ii. **states some** points of research needed to **develop** a solution, **with some guidance** iii. **states** the main features of an existing product that inspires a solution to the problem iv. **outlines some of** the main findings of research.

Student Sample 2
Grade 7

7

Identify the problems we have now? Is your classroom an IB MYP classroom

- Explain and Justify a need for a solution or a design (50 words)

1. What is the need of turning our classroom into an IB MYP classroom? (What should we change?)

A MYP classroom can let children and teachers easily move around, a MYP classroom should have posters and information on the walls. Students in the classroom should also make decisions, and should also use and manage materials in a flexible way, and students should collaborate together. It should also have IB and learner profile posters. A MYP classroom can let students' minds grow bigger by being more creative.

2. Is there a problem that needs solving in our classroom? (Do you see any problems in our homeroom classroom?) (50 words)

Our classroom does not have a learner profile and it certainly also has nothing about IB education on the backboard. I think we should make more use of the backboard. I also think that we should expand our classroom to a bigger and a more comfortable place to be. One of our classroom problems are that when we move around we would have to drag our chairs, but only our tables can move.

Student Sample 2

5-6	i. **explains** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines** the main features of an existing product that inspires a solution to the problem iv. **outlines** the main findings of relevant research.
7-8	i. **explains** and **justifies** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** iii. **describes** the main features of an existing product that inspires a solution to the problem iv. **presents** the main findings of relevant research.

Student Sample 3 -Grade 8 5

Products I made

Cushion

Student Sample 3 – Grade 8

Student
Sample 3 –Grade 8

3-4	i. **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **outlines** changes made to the chosen design **or** plan when making the solution.
5-6	i. **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **outlines** changes made to the chosen design **and** plan when making the solution.

Student

Sample 4 –Grade 8 **8**

Student
Sample 4 -Grade 8

Student
Sample 4 –Grade 8

5-6	i. **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **outlines** changes made to the chosen design **and** plan when making the solution.
7-8	i. **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** iv. **explains** changes made to the chosen design and plan when making the solution.

MYP裏如何協助我小孩子？

How can parents help?

Key Principles of MYP assessment
MYP評量的重要原理

* 登陸學習系統掌握學生學習進度 Access Managebac! for homework tasks.
* 孩子需要自己的時間學習 Give time to your child to allow them to get the necessary rest and have “time out”. Don’t overschedule your child or allow them to overschedule themselves. Time management is a learned skill
* 孩子有問題請主動跟老師討論，他們都會樂意幫助學生一起走過學習旅程 Ask your child to discuss their results with the teacher. Teachers are more than happy to state next steps and help your child on their journey.
* 透過會議和學科老師和您的孩子共同討論如何在學習上精進 Book meetings with individual teachers at 3 way conferences

學科學習問卷QR code

預計 8:30pm 簡訊寄出

問與答
Q&A

Mr. Michael Wen

幾分代表優秀呢？

A,B,C,D 每個標準
如果達到5-6 分就是優秀，不一定要球非學生達到7-8分不可。

以我們的 GPA計算，最後總分達到24分總分，轉換到對應分數 6，

GPA就是 4 分了

Overall	Total
7	28-32
6	24-27
5	19-23
4	15-18

Overall	Total
3	10-14
2	6-9
1	1-5

如何加強孩子的學習？

閱讀：鼓勵多查找文獻，在查找文獻的時候就會有很多閱讀。另外，針對自己喜歡的學習領域，可以跟Librarian去討論，請他建議一些孩子會有興趣的圖書。

英文能力：日常，他們是一直在使用。在七年級的暑假，可以餐加學校辦理的海外服務營隊和英文語言學習學校短期就讀，會給學生很好的刺激。

如何知道自己需要加強的地方：溫故而知新，透過跟老師共同討論自己的作業，老師都很樂意跟學生分享如何可以進步！

謝謝聆聽，晚安！

IB MIDDLE Y
LANGUAGE ACQUISITION
PHYSICAL AND HEALTH EDUCATION
SCIENCES
COMMUNITY PROJ
CONCEPTS
APPROACH
INTERNATIO