MYP IN THE CONTINUUM
GUIDE FOR PARENTS
INTRODUCTION

This handbook is intended to describe concisely the nature of the MYP. Each section comes with a description of the content by the International Baccalaureate (IB).

There is further information at the end of each section to articulate the content and/or the practice of the MYP at Sekolah Ciputra.

This handbook is used in conjunction with:
1. Sekolah Ciputra Language Policy
2. Sekolah Ciputra Assessment Policy
3. Sekolah Ciputra Academic Honesty Policy
4. Personal Project: Student guide

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BIBLIOGRAPHY

VISION

Students of Sekolah Ciputra are proud of their national identity, embrace the spirit of entrepreneurship, celebrate cultural diversity and possess the skills, integrity and resilience to participate in a changing global society.

The school’s mission describes the things we must do in order for the vision to be achieved.

MISSION

At Sekolah Ciputra we teach our students to:
• Take pride in their national and cultural heritage
• Demonstrate integrity, respect and empathy toward others
• Think critically and apply their learning in creative, innovative and entrepreneurial ways
• Communicate their thoughts and ideas in Bahasa Indonesia, English and Mandarin
• Achieve academically at the highest standard of which they are capable
• Respond with confidence and reason to an everchanging world
• Fulfil their social and civic responsibilities, both nationally and globally.

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, 2014)

A comparison of the two statements provides firm evidence that Sekolah Ciputra wholeheartedly embraces the IB Mission.

As much as we believe that we are doing our best, we also believe that we are growing and striving to the utmost of our ability to continue reflecting, and reshaping and improving our practices in the field of education as we put into practice our vision and the IB mission.
IB LEARNER PROFILE

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The learner profile implies a commitment to help all members of the school community learn to respect themselves, others and the world around them. (IB, 2014)

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.

Sekolah Ciputra believes that all of the above characteristics can be nurtured through both academic and non-academic activities.

The range of activities that students are exposed to includes daily class activities to house activities, experiential learning activities such as field trips and camps, joining OSIS (student council), extracurricular activities, school assemblies, and our school production.

We believe that all activities that the students join will engage students in further developing the learner profile attributes.
### IB MYP Programme Model and Its Distinct Features

The MYP, which was introduced in 1994, has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. 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. (IB, 2014)

The first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- **Approaches to learning (ATL)**—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- **Approaches to teaching**—emphasizing MYP pedagogy, including collaborative learning through inquiry.
- **Concepts**—highlighting a concept-driven curriculum.
- **Global contexts**—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the Personal Project (for students in MYP year 5, which means grade 10 at Sekolah Ciputra).

The third ring describes the MYP’s broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the science subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts. (IB, 2014)

Sekolah Ciputra ensures that each subject group is delivered with at least 50 teaching hours in every MYP year as required by the IB.

There are 5 years in the MYP:

<table>
<thead>
<tr>
<th>MYP Year</th>
<th>Translated at Sekolah Ciputra</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Year 7</td>
</tr>
<tr>
<td>3</td>
<td>Year 8</td>
</tr>
<tr>
<td>4</td>
<td>Year 9</td>
</tr>
<tr>
<td>5</td>
<td>Year 10</td>
</tr>
</tbody>
</table>

Sekolah Ciputra begins the MYP at year 2 (grade 7) after the finishing of the Primary Years Programme (PYP) in grade 6. This is allowed by the IB under the rule written in the MYP Handbook of Procedures, 2014.
GLOBAL CONTEXTS

There are six global contexts for teaching in learning in all MYP subject areas:

• Identities and relationships
• Orientation in space and time
• Personal and cultural expression
• Scientific and technical innovation
• Globalization and sustainability
• Fairness and development

APPROACHES TO LEARNING (ATLS)

There are five ATL categories or skill categories:

• Communication
• Social
• Self-management
• Research
• Thinking

KEY CONCEPTS

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

Aesthetics

Connections

Change

Creativity

Communication

Culture

Identity

Time, place, space

Communities

Development

Logic

Systems

The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. (IB, 2014)

1. LANGUAGE AND LITERATURE

In addition to being academically rigorous, MYP language and literature equips students with linguistic, analytical, and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner. (Language and Literature Guide, 2014, p.4)

Related Concepts

Audience imperatives  Character  Context  Genre

Intertextuality  Point of view  Purpose  Self-expression

Setting  Structure  Style  Theme

2. LANGUAGE ACQUISITION

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. (Language Acquisition Guide, 2014, p.4)

Related Concepts

Phase 1-2

Accent  Audience  Context  Convention

Form  Function  Meaning  Message

Patterns  Purpose  Structure  Word choice

Phase 3-4

Audience  Context  Convention  Empathy

Function  Idiom  Meaning  Message

Point of view  Purpose  Structure  Word choice

Phase 5-6

Argument  Audience  Bias  Context

Empathy  Idiom  Inference  Point of view

Purpose  Stylistic choice  Theme  Voice
3. INDIVIDUALS AND SOCIETIES

MYP individuals and societies 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.

MYP individuals and societies incorporates disciplines traditionally studied under the general term the humanities (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

(Individuals and Societies Guide, 2014, p.4)

Related Concepts
- Causality
- Globalization
- Power
- Choice
- Culture
- Innovation and revolution
- Resources
- Equity
- Perspective
- Sustainability

4. SCIENCES

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

(Science Guide, 2014, p.4)

Related Concepts
- Balance
- Evidence
- Models
- Consequences
- Energy
- Environment
- Form
- Function
- Interaction
- Transformation

5. MATHEMATICS

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery.

(Mathematics Guide, 2014, p.4)

Related Concepts
- Change
- Measurement
- Representation
- Equivalence
- Model
- Simplification
- Generalization
- Pattern
- Space
- Justification
- Quantity
- System

6. ARTS

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

(Arts Guide, 2014, p.4)

Related Concepts
- Visual Arts
- Performing Arts
- Audience
- Boundaries
- Genre
- Innovation
- Play
- Composition
- Interpretation
- Presentation
- Expression
- Narrative
- Role
- Structure

7. PHYSICAL AND HEALTH EDUCATION

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. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. 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.
SUBJECT GROUPS

Physical and health education focuses on both learning about and learning through physical activity. (Physical and Health Education Guide, 2014, p.4)

Related Concepts
Adaptation Balance Choice Energy
Environment Function Interaction Movement
Perspectives Refinement Space Systems

8. DESIGN
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; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user. (Design Guide, 2014, p.4)

Related Concepts
Adaptation Collaboration Ergonomics Evaluation
Form Function Innovation Invention
Markets and trends Perspective Resources Sustainability

SUBJECT(S) OFFERED IN EACH OF THE SUBJECT GROUPS ARE AS FOLLOWS:

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Subjects offered at Sekolah Ciputra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>• Indonesian</td>
</tr>
<tr>
<td></td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td>Each student can take the up to two</td>
</tr>
<tr>
<td></td>
<td>language and literature subjects</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>• Indonesian</td>
</tr>
<tr>
<td></td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td>• Mandarin</td>
</tr>
<tr>
<td></td>
<td>Each student can take up to two</td>
</tr>
<tr>
<td></td>
<td>language acquisition subjects</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>• Humanities</td>
</tr>
<tr>
<td></td>
<td>• Civics</td>
</tr>
<tr>
<td>Sciences</td>
<td>• Science</td>
</tr>
<tr>
<td>Mathematic</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>Arts</td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
</tr>
<tr>
<td></td>
<td>• Visual art</td>
</tr>
<tr>
<td></td>
<td>• Dance</td>
</tr>
<tr>
<td>Physical and health education (PHE)</td>
<td>• PHE</td>
</tr>
<tr>
<td>Design</td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>This subject combines both product</td>
</tr>
<tr>
<td></td>
<td>and digital design.</td>
</tr>
<tr>
<td></td>
<td>The subjects are offered by blocking</td>
</tr>
<tr>
<td></td>
<td>in each year level. In Year 10 students choose between visual art and music.</td>
</tr>
</tbody>
</table>
TEACHING & LEARNING

Teaching and learning in the MYP involves understanding concepts in context. All learning is contextual. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The context, therefore, should have a relationship to the learner, the learner’s interests and identity, or the learner’s future. Learning that occurs out of context is often shallow and short term in character.

Concepts are abstract and applicable over many times and circumstances; contexts are specific, varied and highly situational. Concepts are powerful ideas that have universal application, but the meaning of concepts can change as people experience and interpret them in different contexts. Contexts offer the possibility of new perspectives, additional information, counter-examples and refinements of understanding. The existence of multiple contexts for teaching and learning underscores the fact that all concepts are open to interpretation. Concepts are not neutral but, rather, are subject to contest and conflict. Concepts are not prescriptive and inert but dynamic and interact with the world. When concepts are set in context, they are less likely to become prescriptive checklists of “facts by another name”. Contexts help to create productive discussion within and outside of the classroom.

Inquiry is a central idea in IB approaches to teaching. Inquiry, interpreted in the broadest sense, is the process initiated by students or the teacher that moves students from their current level of understanding to a new and deeper level of understanding.

With inquiry there is a greater focus on the student starting from a position of knowledge—they already bring knowledge and understanding with them—and there is a reduced emphasis on the teacher being the keeper and transmitter of knowledge. There is an acknowledgment that a collaborative process of creating knowledge takes place in a learning community, as recognized in constructivist pedagogy. (From principles into practice, 2014)

PERSONAL PROJECT

The Personal Project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The Personal Project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students’ individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a Personal Project independently.

Students are expected to spend approximately 25 hours on their personal project. This time includes:
- Meeting with supervisors
- Independent learning through research, planning, development and completion of the project
- Reporting of the project

The process begins nearing the end of Grade 9 and continues to February of the next school year. The process is divided into stages to help students to manage the load of the project and their daily assessment. The process in general is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>August</th>
<th>September - October</th>
<th>November - December</th>
<th>January - February</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>Creating proposal</td>
<td>Investigating and Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
<td>Exhibition</td>
</tr>
<tr>
<td>Focus activities</td>
<td>Research</td>
<td>Completing process journal</td>
<td>Report writing</td>
<td>Collaboration and cooperation with others</td>
<td></td>
</tr>
</tbody>
</table>

A more complete detail of the process can be found in the Personal Project tab for students on Managebac.

THE PHILOSOPHY OF ASSESSMENT

Assessment in the MYP is criterion-related. The approach represents a philosophy of assessment that is neither norm-referenced (where students must be compared to each other and to an expected distribution of achievement) nor criterion-referenced (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

The level is awarded by professional and informed judgment of the teacher. Teachers of the same subject in the same year level standardize the results to minimize discrepancy.
ASSESSMENT

Assessment in the MYP aims to:

• Support and encourage student learning by providing feedback on the learning process
• Inform, enhance and improve the teaching process
• Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
• Promote positive student attitudes towards learning
• Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
• Promote the development of critical- and creative-thinking skills
• Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
• Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

MYP: FPIP (2014) p. 78

At Sekolah Ciputra assessment is broadly defined as the process of collecting, interpreting and reporting data about both student performance and program effectiveness. Assessment is an integral part of the planning, teaching and learning process across the school and provides a foundation on which to base future planning practice.

TYPES OF ASSESSMENT

At Sekolah Ciputra a clear distinction is made between formative and summative assessment.

Formative assessment is a regular part of the teaching/learning process and includes assessments of prior knowledge, diagnostic assessment of individual students and groups of students, and other tasks to provide information for teachers and/or students.

Summative assessment usually occurs both at the end of planned unit of work and at other times during the school year such as in semester exam. It provides teachers, parents and students information about the degree to which students have met criteria or achieved outcomes.

Both in-class and out of-class assessments are used to check on students’ progress and achievement.

A wide range of assessment instruments and strategies are used and students and parents receive written and oral reports about students’ achievement and the observed ways in which they work.

Managebac provides opportunities for relevant school communities to be able to track all the assessments. Please consult the Managebac section on how to utilize the software optimally.

THE STANDARDS

To ensure effective student assessment the following is applied across grade 7-10:

1. Assessment, both formative and summative, is based on criteria for each of the IB -MYP subject areas.
2. Assessment criteria that are relevant to the unit’s curriculum framework are known and understood by students in advance.
3. Assessment criteria and methods are valid and appropriate to the teaching and learning process and are significant, engaging, relevant and challenging.
4. Assessment tasks promote students’ synthesis and application of knowledge (not merely recall of facts), students’ expression of different points of view, quality product or performance and reflection.
5. Students are provided with sufficient opportunities to demonstrate their knowledge and the range of skills, competencies attitudes and behaviours being assessed.
6. Assessment analysis is honest, fair, accurate, reliable and standardized.

THE ASSESSMENT CRITERIA USED TO ASSESS STUDENTS’ WORK IN EACH OF THE SUBJECT GROUPS ARE LISTED BELOW:

<table>
<thead>
<tr>
<th>Subject group</th>
<th>Criteria (maximum level of achievement is 8 for each criterion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing, Organizing, Producing Text, Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text, Comprehending written and visual text, Communicating in response to spoken and/or written and/or visual text, Using language in spoken and/or written form</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>Knowing and understanding, Planning for performance, Applying and performing, Reflecting and improving performance</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding, Inquiring and designing, Processing and evaluating, Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding, Developing skills, Thinking creatively, Responding</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing, Developing ideas, Creating the solution, Evaluating</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding, Investigating patterns, Communicating, Applying mathematics in real-life contexts</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding, Investigating, Communicating, Thinking critically</td>
</tr>
<tr>
<td>MYP Projects</td>
<td>Investigating, Planning, Taking action, Reflecting</td>
</tr>
</tbody>
</table>
Assessment criteria provide a set of standards that guide teachers to assess students’ work consistently and fairly.

**AWARDING ACHIEVEMENT LEVEL AND GRADE**

a. Mark vs level achieved

The MYP does not use the term mark as this indicates percentage. As stated in the beginning of this section, assessment in the MYP is criterion-related. The level achieved by a student is awarded by professional and informed judgment of the teacher.

b. How is the criterion levels total converted to a grade?

For example:

A student in Science has received the following results in each of the criteria in Grade 10:

- A: 3
- B: 2
- C: 4
- D: 4

The criterion level total is 13 which falls in the boundary of grade 3.

This table provides a means of converting criterion levels total into a grade based on a scale of 1-7.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary Guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6-9</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>10-14</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>15-18</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>19-23</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>24-27</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>28-32</td>
<td>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.</td>
</tr>
</tbody>
</table>

**SUBMISSION OF SUMMATIVE WORK**

A final level can only be judged on evidence, and if evidence is missing, then it cannot be judged. If student work is not handed in, a school should develop mechanisms within its assessment policy for dealing with such issues. For example, detentions, letters to parents/guardians, or comments in reports. The approaches to learning (ATL) programme of the school should help to develop self management skills and other systems used to deal with late or incomplete work.

MYP: Handbook of procedure (2013), FAQ, p.114

Please refer to Sekolah Ciputra’s Assessment Procedure Manual for the full expectation.
LEVEL & GRADE

REPORTING

Individual student achievement and progress is reported to students and parents in variety of ways. Formative assessment generally involves direct written and/or oral communication between the teacher and student and is ongoing.

In the high school, families are provided with a formal, written report in each subject and a Home Group Teacher’s report at the end of each semester.

At the end of Term 1 there will be a student led conference for which students set their learning goals. At the end of term 3 there will be a student led conference including a reflection of the goals that were set.

Sekolah Ciputra believes that allowing students to achieve, even enhance, their potential is carried out in a positive atmosphere of support. In the absence of summative work, formative results can be used to award the final level achieved in a criterion.

However, as much as we believe achieving potential can be done through support where appropriate, there are times when students must face the consequences of their actions. In the case of students failing to submit work even after being referred to the Homework Support Club, for the purpose of reporting, all ‘N/A’ grades will be deemed zero (0) in semester two reports.

SCHOOL-BASED CERTIFICATE

It is not the official IB certificate. The certificate is issued internally by Sekolah Ciputra, not the IB, at the end of Grade 10 to indicate the completion of one stage of education. The certificate indicates the performance of students in the MYP at Sekolah Ciputra.

It is not a school leaving certificate, but rather serves as a certificate of completion or participation in the MYP.

The MYP was not developed to lead to a school-leaving certificate, but to provide the student with good preparation for further studies in the Diploma Programme.

1. Participated in the programme for a minimum of the final year of the MYP (MYP Year 5, which, at Sekolah Ciputra, means 10)
2. Gained a grade total of at least 36 from the eight subject groups and the Personal Project combined
3. Gained at least a grade 3 in at least one subject from each subject group
4. Gained at least a grade 3 for the Personal Project (criterion levels total: 10-14)
5. Completed the school’s requirement for community service.

AN EXTRACT FROM SEKOLAH CIPUTRA LANGUAGE POLICY

Sekolah Ciputra has more than 20 different mother tongue languages represented within the student body. Although the majority of students have Indonesian, Javanese or Surabayan as their mother tongue there are exceptions to this in every class of students taught at the school.

For all students, English is the lingua franca that provides mutual understanding for all and reduces the risk of excluding individuals from other language communities. For this reason English is the language of instruction at Sekolah Ciputra and all teachers are expected to use English when addressing a class.

IN THE CLASSROOM (EXCLUDING LANGUAGE LESSONS):

• Instruction is provided in English (see below for clarification on possible exceptions).
• Teachers may choose to repeat safety instructions in English and Indonesian, as safety is especially important during this lesson. Teachers should make every effort to check that students whose mother tongue is neither English nor Indonesian understand instructions.
• Class teachers may use their professional judgment to allow students to use the mother tongue in situations where:
  • Students have tried the task in English first but the difficulty of the content being dealt with and the difficulty of language needed prevents them from being successful (see Appendix B).
  • When the content being discussed is cognitively challenging and context-reduced (see Appendix B) and it is less important for the teacher to understand what is being communicated, e.g., during planning stages of work, but not during assessment tasks.

DURING BREAK TIMES:

• Teachers on duty or otherwise in the presence of students must follow the protocol for classroom language use.
• Students are free to use whichever language they like, however:
  • Duty teachers must be aware that if students are being excluded from participating in break-time activities because of the language being used, then students must be encouraged to use English to ensure everyone can participate.
  • Teachers at break may use any language they choose while in the teachers’ room or lunchroom. However, there is an expectation that teachers will choose a language that everyone present can understand to ensure all teachers are included and feel valued and respected.
LANGUAGE POLICY

DURING LANGUAGE LESSONS:
- The language used is the target language, e.g., Mandarin in Mandarin lessons, Indonesian in Indonesian lessons and English in English lessons.
- Scaffolding is used in the target language to ensure everyone understands. Scaffolding may include:
  - The teachers using English to a level that is easy to understand
  - Using concept checking questions to ensure everyone understands instructions and concepts being taught
  - Using pictures, images, gestures, and mime.
- Teachers may make judicious use of either the mother tongue or English where necessary. There are details of this in section 6.4 of the school’s language policy.

DURING COUNSELING MEETINGS OR PASTORAL CARE SITUATIONS:
- In such situations the understanding and support provided by clear communication is of most important. The teacher/counselor should choose whichever language will accomplish this.

DURING TEACHER MEETINGS
- English should be used.

TO NON-ENGLISH SPEAKING MEMBERS OF STAFF, E.G., CLEANERS, OFFICE STAFF, MAINTENANCE STAFF AND SCHOOL ATTENDANTS
- Teachers must accept that it is not be possible to use English with all members of staff.
- Some teachers/students may need to request assistance when communicating with such people.

ADDITION TO THE HIGH SCHOOL:
- There is an expectation that high school students will be meeting, at minimum, criteria for Phase 3 English Language acquisition. This is in line with the school admission policy to the high school. Therefore, students and teachers are expected to use English in classes to ensure that no students from differing language communities are excluded from the lesson.
- Teachers must strictly follow the guidelines for English use in class as described in the school rules. Failure to follow these guidelines must be addressed immediately with the students and recorded on the student management system at the earliest opportunity.

Please refer to complete guide of Sekolah Ciputra Language Policy.

HONESTY POLICY

AN EXTRACT FROM SEKOLAH CIPUTRA ACADEMIC HONESTY POLICY
Academic honesty is explicitly and/or implicitly incorporated into the following attributes of the IB Learner Profile: Principled, Inquirer, Thinker, and Communicator. As such, Sekolah Ciputra High School students aim to reflect the essence of academic honesty at all times by demonstrating the following attributes of the Learner Profile: “Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment” (Academic Honesty, p 2).

While it is widely acknowledged that academic honesty is shaped and influenced by a wide variety of factors (including external factors outside of the school’s control, such as peer pressure, parental and societal expectations), all teachers and administrators play an important role in the teaching of academic honesty by:
- Modeling best practice research and referencing skills in all teaching, learning, and assessment items.
- Acting in an ethically sound and principled manner at all times.
- Explicitly teaching good research skills and practices.

HOW TO ENSURE ACADEMIC HONESTY?
Students are reminded to be organised and give themselves plenty of time to:
- Read extensively and widely around the topic.
- Take down notes when reading (including all details related to the source material).
- Develop your own voice, opinions, and ideas with respect to the topic, rather than simply summarising or rewriting the ideas in their own words.
- Record your information sources (when taking notes), including the relevant page numbers, URLs, etc.
- Develop a structured argument or approach (depending on the subject and type of assessment) from the outset.

The use of “Turn-it-in” as an electronic tool for the completion of written work outside the classroom and checking work against many online sources:
- Whilst it is a useful tool, it is a similarity checking tool and cannot be relied to detect plagiarism without further investigation by the teacher with respect to referenced sources.
- Ask your supervisor/teacher if you can run your draft essay through Turnitin prior to submission.
- Make sure that you give credit for all source material used in the preparation of your essay/paper.

Please refer to complete guide of Sekolah Ciputra Academic Honesty Policy.
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