

# MYP Student Handbook



Name: \_\_\_\_\_

## School contact information

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2815 Gjøvik  
Norway

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**Telephone** +47 2407 6141

## Useful websites

**Managebac**  
<https://gis.managebac.com/student>

**IB Middle Years Programme**  
<http://www.ibo.org/programmes/middle-years-programme/>

## GIS mission

*To provide authentic international education to foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.*

## Welcome message

Congratulations for joining one of Innlandet's most exciting middle schools!

Gjøvikregionen International School opened its doors in August 2015, and started the MYP as a combined 6/7 class a year later. In June 2019 the school was authorised for the IB Middle Years Programme (IB MYP).

Participating in this curriculum promises to extend, enrich and challenge you in ways that you will not have dreamed of, as you 'become an active, passionate, lifelong learner'. On your graduation, you should be prepared for senior IB programmes all over the world, including the IB Diploma Programme offered at Gjøvik High School.

The purpose of this booklet is to help you understand school operations, and to give you some background about the IB MYP.

*James Eide-Harwood*  
Secondary Principal

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## 1. Navigating your school day

### Where are facilities located?

GIS is a tiny school, so you will soon find your way round. Because the school is adding classes every year, teaching rooms continue to change, particularly for specialist subjects.

<b>Main school building</b>	
<u>Upstairs</u> MYP Homerooms (for Grades 7 -10) PYP Grade 6 Homeroom Science Laboratory (MYP) Languages room Toilet (1) Lockers for one class ‘Break out’ work area – opposite staff room / next to Nurse  <u>Staffroom</u> – PYP / MYP teachers School Nurse (PT) Counsellor (PT)	<u>Downstairs</u> Kitchen – used for Lunch Toilets (9) Lockers for 3 classes  <u>Shared office</u> Secondary & Primary Principals MYP & PYP Coordinators
<b>New building</b>	
<u>Specialist rooms</u> Library also used for Assemblies Visual arts (MYP) Music Primary Norwegian	
<b>Campus Arena</b>	
Used for PHE	

### My personal timetable

Paste your copy here

## School timetable, recess, lunch arrangements

GIS does not have a canteen, so every day you will need to bring your lunch, and a snack for recess. You may want a drink bottle of water to have in class (but not in the laboratory or library).

There are no bells at GIS. There is a fixed timetable and subjects will be offered as single, double or triple lessons.

Mondays start with 'Homeroom time' or an assembly.

On one weekday, school finishes at 12:00 pm. In 2020-2021, this will be on Thursday. Clubs are offered for twelve weeks during each semester.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>School starts</b>	<b>08:30</b> The entrance door unlocks at 8:10. Students are allowed in classrooms at 8:15. Please change into indoor clothing at your locker and go to your homeroom.  School bags should be stored in your lockers. Some students have small book bags or a folder for keeping their exercise books organized.				
	2 × 45-minute lessons				
<b>Morning Break</b>	<b>10:00 – 10:30</b> 'Snack time' begins at approximately 9:55 in your second class. You will leave at 10:05, to change into your outdoor wear if you want to enjoy fresh air outside.  Alternatively, up to 20 MYP students can sign up for the library every day for supervised study. Classrooms will be locked, and you should not be elsewhere in the building.				
	2 × 45-minute lessons				
<b>Lunch Break</b>	<b>12:00 – 12.50</b> <b>Lunch 1</b> (12:00 – 12:25) is outside, in the fresh air. Please change into your outdoor clothes.  <b>Lunch 2</b> (12:25- 12:50) is held in classrooms. Please bring a packed lunch. This is also a social time for quiet talking or playing games quietly.				
	3 × 45-minute lessons				
<b>School ends</b>	15:05	15:05	12:00	15:05	15:05
<b>Clubs</b>	No clubs	15:10 – 16:00	Additional Norwegian support for new students	15:10 – 16:00	Privately provided clubs

## Role of your homeroom teacher

Your homeroom is the classroom in which you will complete lessons in most of your non-elective, non-specialist subjects. Please look after it, keep it tidy and clean.

Your homeroom has cubicles with a tray where you can store your work, and shelves where you can keep your portfolio of completed assessed work. You will be amazed to see how your work develops every year!

Your homeroom teacher is responsible for keeping the daily roll and is the first point of contact if you are away, including if you are absent for part of the day (e.g., when attending medical appointments). Please have your parents or guardians send an email to your teacher ([name.surname@gjovikis.no](mailto:name.surname@gjovikis.no)). This is because it is always important to know who is present in the building, particularly during emergency procedures (fire alarms).

Your homeroom teacher is also responsible for the Wellbeing Programme of your grade. This includes managing the annual wellbeing survey before the 'student conversation'. This is just one strategy that helps the school monitor student climate. Please share any concerns you may have, so we can help you.

### Bullying prevention

Like every school in Norway, GIS actively promotes inclusion. You should feel comfortable about approaching any teacher at any time you have concerns. It does not have to be your homeroom teacher. You can also email concerns to: [URSafe@gjovikis.no](mailto:URSafe@gjovikis.no) in your own time from any computer, including from home. Note, however, that it may take up to a week for someone to read this email, so do not use it for emergencies.

Practice inclusion yourself. If you want to celebrate your birthday at school or have your homeroom teacher email invitations on your behalf to a party elsewhere, please make sure to include everyone in your class. This is because exclusion can be perceived as a subtle form of bullying. If you want only boys or girls to attend your party, then please take care to invite these students away from your classroom.

### Phones

Smart phones should only be seen in class at your teachers' discretion (for example, if used as stopwatches during science experiments). At other times of the day, they should be stored in a cupboard in your home room.

## What to do if you are sick, late, need help ....

### Registration

Students are registered between 8:15 – 8:30 in their homeroom.

If you are not present at morning registration, you will be marked *absent*, which will be amended to *late* if the you arrive later.

Parents /guardians will be contacted 30 minutes after school start if we have not heard information about your absence directly.

### Accidents and illness at school

When minor accidents occur at school, school staff will deal with them promptly and properly. All accidents must automatically be reported to your teachers and parents/ guardians. Special note will be taken in case of a head injury, even if no immediate external injury can be spotted.

Serious accidents within schools are usually very rare. If you need to be taken to hospital, your parents/ guardians will be contacted immediately.

If a you feel unwell at school, please report to the front office and your parents will be contacted to take you home.

## Who can you speak to in confidence?

We want to create a culture in the school where all teachers can be approached by students to discuss matters in confidence. It is important to note that teachers and school administrators do not have a confidentiality agreement in these cases and are required to notify all relevant parties of any matter brought to their attention.

The counsellor and the school nurse also provide students with an opportunity to discuss personal matters in confidence.

The counsellor and the nurse both have roles in student wellbeing, and update each other weekly on matters of concern.

## Role of the school counsellor, nurse

### Counsellor

Ms Alice Nyawere is the school counsellor. She has a mixture of classroom roles across the PYP and MYP, supporting student wellbeing and academics. She is also available for individual students to consult by appointment. In some cases, matters discussed with the student will also be shared with the classroom teacher.

Ms Nyawere office is upstairs in the PYP/MYP staff room.

You can request an appointment with the school counsellor by email ([alice.nyawere@gjovikis.no](mailto:alice.nyawere@gjovikis.no)), through the suggestion box (which is located in the space outside the Staffroom and is checked weekly each week on Monday & Thursday) or in person.

### School Nurse

Ingrid Julie Stadler is the school nurse. She is employed by the Gjøvik School Health Services Department and serves GIS three times a week (Wednesday - Friday). Her roles include managing the Norwegian vaccination scheme for schools, and talking to students about development matters when they reach grade 8. She has responsibility for health-related issues, hygiene and social wellbeing. Sometimes parents ask her to talk to their child as a part of the Norwegian system. She is not allowed to share confidential information but will inform the school of decisions made by her leader.

Ms. Stadler is located in the counsellor's office, opposite the library.

She can be reached by email ([Ingrid-Julie.Stadtler@gjovik.kommune.no](mailto:Ingrid-Julie.Stadtler@gjovik.kommune.no)) if you have any questions or concerns.

## Lockers

Every MYP student has a locker, located either downstairs or (for one class) upstairs next to the Grade 8 classroom. Your locker is a personal space for you only. Please do not interfere with lockers that belong to others.

Please use your locker to store all your large items, including your

- school bag
- outdoor shoes. The class that has lockers upstairs keeps their outdoor shoes on racks where the other lockers are.
- wet weather gear.

Items left outside the locker are sometimes accidentally kicked aside and may be lost.

At the end of each term, before each break, you will be asked to empty your lockers for cleaning. Items left inside will be disposed of.

## Clothing, classroom expectations, footwear

### Dress Code

Your school is your workplace, and therefore you are required to dress appropriately for an active day.

Inappropriate clothing would include, but not be limited to:

- Clothing with lewd language or images.
- Overly revealing clothing.
- Caps, hats and hoods indoors
- Loose or hanging jewellery (discouraged for safety reasons)

### Be prepared for the outdoors, every day.

In Norway, students should be outside enjoying the fresh air in all conditions, unless the temperatures are extreme. In the rare event of extreme weather, you will be staying indoors. This will be at the discretion of the Head of School or a deputized staff member.

### Classroom expectations

All members of the school community have a right to work in a safe and positive school environment. This means, being treated politely and with respect, and having your personal belongings respected.

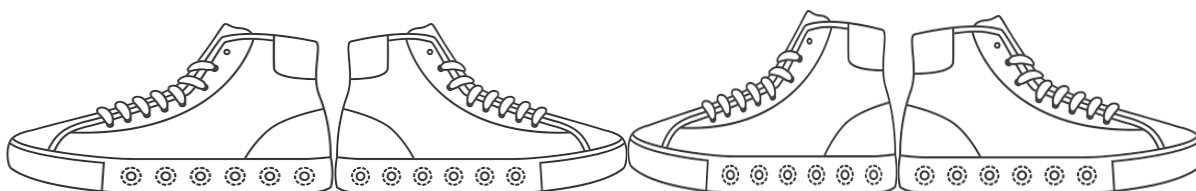
Respect includes acknowledging the work of others, including when you work collaboratively, and practising academic honesty in your written tasks. Your teachers will advise you on the expected level of detail, depending on your grade. Further information can be found in the [GIS Academic Integrity Policy](#) available on the school website.

- The school is not responsible for students' belongings being stolen, lost or destroyed
- Mobile phones or other electronic equipment can be used in classes only with teacher consent
- No student can leave the school grounds on their own initiative during school hours
- Because some students and staff have allergies, you cannot bring animals or peanuts to school
- At the end of each day, please tidy your desk. Pick up and put away any items (pens etc) that may have fallen on the floor.

### Footwear

When indoors, you should wear closed shoes at all times. This protects you if you need to go outside at short notice, for example, if there is a fire.

Closed indoor shoes are a requirement for classes held in the laboratory (science) and the gym (PHE). If you have non-marking shoes for the gym, you can use the same shoes.



## 2. School facilities and student leadership opportunities

### Library

The library is located in the building opposite the school kitchen. The school librarian is Mrs Gwynne Rasen. Library hours are 8:00 – 16:00 every day. MYP students can borrow up to 10 books for up to two weeks each.

A library is a place for research and for quiet reading. It is not a place for social activities, including chatting or playing electronic games. Food and drink are not allowed.

The consequence of misusing the library is to be banned from using the library during your own time for two weeks.

Time	Condition
8:15 – 8:30	This is homeroom time. You can visit the library if there is a supervising adult.
10:05 – 10:30	The library is available at recess for up to 20 students who need to sign up on the day. You may not sign up for your friends.  Please be considerate that many MYP students will need to use the library to finish their assignments.  If you do not need to be in the library, please give others the opportunity to use the space.
15:05 – 16:00 Tues - Friday	The library is available after school under the same conditions as in the mornings.

#### Accessing books on-line

<https://apps.libresoft.co.uk/4724076141-0pqa38m1460bgvrhjw4j-gis/>

Type in your Barcode: (The librarian will give you this)

Enter your personal password:

### Clubs

School clubs are offered for 12 consecutive weeks each semester. These clubs may be offered by individual teachers, or by outside providers (e.g., Brainobrain or YoungCoderz). Details of the clubs available will be advertised in the first or second newsletter of each semester.

The school aims to place you in the club of your first choice. You can be enrolled in a second club if there are still places available, on a first come first served basis. If you have mistakenly been registered in a club catering for a different age group, you will be placed in your second-choice club.

If you fail to attend an after-school club for two weeks without a reason, **you may lose your place.**



## Student Council

Student Council representatives perform a leadership role which involves being the voice for others.

The Student Council (SC) consists of two representatives from each classroom, voted for by election. Student representatives serve for one year, before others may be offered the opportunity.

The SC meets weekly at lunchtime on Fridays, in the library. Typically, the SC negotiates social events and may suggest other changes in the school on behalf of others. Examples of SC initiatives included organizing a school formal in November 2018 and opening the library for study at recess in 2019. The SC has also been involved in Sports day and support of various charities.

## Activity Leader Programme

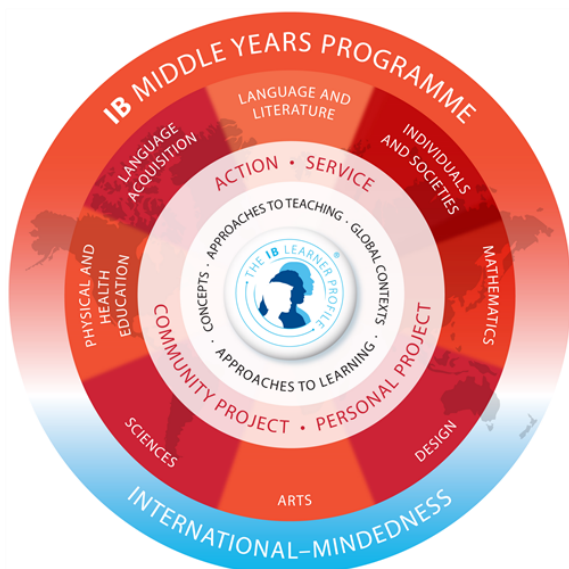
This is another leadership role available to students. It involves students committing to organizing activities for others during recess. The purpose of the programme is for everyone to learn a range of skills, and for students to have interesting games to play during break times, and to feel included.

- At the beginning of their semester: Activity Leaders attend a training day. Activity Leaders from other schools will also be present.
- During the semester, Activity Leaders plan their activities together on one day, and then manage the equipment and games during for the remaining four days.
- At the end of the semester, to celebrate and thank everyone for their effort, Activity Leaders participate in second excursion. Again, Activity Leaders from other schools will also be present.

You can nominate yourself for this worthwhile programme. Selection criteria include demonstrated kindness to others, and whether you have already recently held this role. We would also like to see a balance of both girls and boys, and representatives from every class involved.

### 3. Academics

#### IB MYP curriculum structure



The IB MYP is a complex curriculum, that you will fully understand only with experience. This is an outline you help get you started.

**The concentric circles of the framework model represent the important parts of the IB MYP.**

The central image shows how you, the student, is developing as a whole person, through the **Learner Profile**. Read more about this on page 11.

**‘International Mindedness’**, on the outermost ring, is about where your education will take you.

What lies in between?

#### A balanced curriculum

All MYP students must study subjects from eight different ‘disciplines’, as shown in the second circle. Let’s look at what these subjects are, at GIS!

<b>Language &amp; Literature</b>	Norwegian English (from 2019 in Grades 7, 8, 9 & 10)  <a href="#">This can be your first language (mother tongue) or a language you speak well.</a>
<b>Language Acquisition</b>	German English (from 2019 in Grades 7, 8, 9 & 10) an alternative to Language & Literature, English  <a href="#">This is a language you are learning.</a>
<b>Mathematics</b>	Mathematics.  <a href="#">At GIS, mathematics teaching in Grades 9 &amp; 10 is differentiated in the classroom at Standard and Extended level.</a>
<b>Arts*</b>	Music (Grade 7) Visual Arts (Grade 8)  <a href="#">*Either subject can be selected, or Technology, for two years of study in Grades 9 &amp; 10</a>
<b>Technology*</b>	Design Technology (Grades 7 & 8).  <a href="#">*This subject, or an Arts, can be selected for two-years of study in Grades 9 &amp; 10</a>
<b>Individuals &amp; Societies</b>	Integrated Humanities includes Economics, Geography and History
<b>Sciences</b>	Integrated Sciences includes Biology, Chemistry and Physics in Grades 7, 8, 9 & 10
<b>Physical &amp; Health Education</b>	Physical and Health Education

## IB Learner Profile (LP)

The Learner Profile is described on walls in many of your classrooms. This set of 10 attributes is highly valued in all IB schools, and you can expect to develop them at GIS.

### 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, well as the values and traditions of others. We seek and evaluate 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 weakness in order to support our learning and personal development.

## Approaches to Learning (ATL)

ATL are a set of skills that can be learned and taught, improved with practice and developed further, year after year. These skills will help you develop self-knowledge about how you learn, and help you succeed when goals might seem challenging.

There are five ATL categories that expand into 10 skill clusters. Wow! that is a lot of information! Expect to become familiar with them all, gradually, as your teachers explain what they mean.

### ATL skill categories

- **Communication**
- **Social**
- **Self-management**
- **Research**
- **Thinking**

### MYP ATL skill clusters

- I. **Communication**
- II. **Collaboration**
- III. **Organization**
- IV. **Affective**
- V. **Reflection**
- VI. **Information literacy**
- VII. **Media literacy**
- VIII. **Critical thinking**
- IX. **Creative thinking**
- X. **Transfer**

## Approaches to teaching, Global Contexts and Concepts

Teachers at GIS will use many different strategies to help you learn. In several subjects, teachers are likely guide you through a *cycle of inquiry* - a process in which you are expected to record plans, carry out a project and then evaluate its success. With practice, you will gradually improve and master this sometimes challenging, process.

Teachers at MYP schools need to create their own written curriculum, which means they have a lot of freedom in making the work interesting and relevant for you, and use several types of resources. The IB does however provide structure for their units.



**Global Contexts** are about providing real-life world settings, events or circumstances.

There are six Global Contexts and they extend from the six transdisciplinary themes used in the PYP.

All MYP subjects will use each of the Global Contexts somewhere in their written curriculum.

**Concepts** are big ideas that drive our understanding. Concepts themselves do not change over time, only how we develop our understanding of examples and details.

Every MYP unit will be centred around one of **16 Key Concepts**. As you can see below, six of the Key Concepts are shared by more than one subject. This will help you make connections between the information you learn in different subjects.

<b>Communication</b> Arts Design Language acquisition Language & literature Physical and health education	<b>Change</b> Arts Science Individuals & societies Physical and health education	<b>Relationships</b> Science Mathematics Physical and health education	<b>Systems</b> Science Individuals & societies Design
<b>Connections</b> Language acquisition Language & literature	<b>Creativity</b> Language acquisition Language & literature	<b>Culture</b> Language acquisition	<b>Perspective</b> Language & literature
<b>Identity</b> Arts	<b>Global Interactions</b> Individuals & societies	<b>Form</b> Mathematics	<b>Development</b> Design
<b>Aesthetics</b> Arts	<b>Time, Place, and Space</b> Individuals & societies	<b>Logic</b> Mathematics	<b>Communities</b> Design

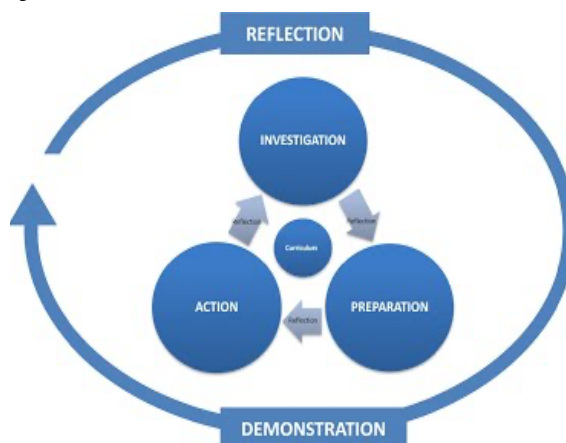
MYP units also have two or three smaller, separate, **Related Concepts**. These aim to help you form connections between information in different units from the same subject. With experience, you will also become more familiar with their names.

### Service as Action – See *Managebac User Guide for Students*

At GIS, all MYP students are expected to participate in `Service as Action` during each year of the program.

The purpose of Service as Action is to develop your interests outside the taught curriculum and to share the results within the school community.

`Action` is a sustained effort that may be completed as an individual or in a group. Being a member of the Student Council or an Activity Leader are examples.



The *Service Learning Model* follows five stages. We ask you to complete records of your activity or activities which provide essential evidence of your development as an IB student and will help you develop skills that prepare for the Personal Project you start in Grade 9.

### Personal Project

The Personal Project is the culminating inquiry cycle that you complete during the last year of the MYP. Its main feature is that it should reflect your personal interests, and that it demonstrates your ability to initiate action over a sustained period. The Personal Project Coordinator, and a mentor will guide you.

A Personal Project consists of three parts:

The (1) Journal, (2) Product and the (3) Reflective report, which will need to include extracts from the journal and photographic evidence of the product. The Reflective Report is assessed externally.

**Approximate Personal Project Timeline and Checklist through Grades 9 & 10**

Grade 9 (MYP 4)		Grade 10 (MYP 5)		
May	May /June	June	August/Sept/Oct	December-March
<b>INTRODUCTION</b>	<b>INVESTIGATING</b>	<b>PLANNING</b>	<b>TAKING ACTION</b>	<b>REFLECTING</b>
<input type="checkbox"/> View examples of MYP year 5 Personal Projects from other schools <input type="checkbox"/> Brainstorm and generate ideas	<input type="checkbox"/> Assign a supervisor <input type="checkbox"/> Identify prior learning <input type="checkbox"/> Outline of topic—decide on goal and <b>global context</b> <input type="checkbox"/> Decide on product/outcome <input type="checkbox"/> Initial research period—select relevant resources and gather information <input type="checkbox"/> Begin development of criteria to evaluate the product by	<input type="checkbox"/> Finalize criteria <input type="checkbox"/> Continue research—select, evaluate and acknowledge information <input type="checkbox"/> Work on product/outcome <input type="checkbox"/> Attend a “work in progress” session with supervisor <b>Meeting 1</b>	<input type="checkbox"/> Continue working on, and complete, product/outcome Take photographs as evidence  Regular journal entries, reflecting on ATLS session with supervisor <b>Meeting 2</b>	<input type="checkbox"/> Evaluate the quality of the product against the criteria and discuss with supervisor <b>Meeting 3</b>  <input type="checkbox"/> Reflect on learning <input type="checkbox"/> Complete report
← RESEARCH →				
← PROCESS JOURNAL (Need 10 entries at least) →				
← COMMUNICATE AND COLLABORATE WITH OTHERS →				

**SHOWCASE OF PERSONAL PROJECTS TAKES PLACE AFTER COMPLETION OF REPORTS.**

## Understanding MYP assessment

In the MYP, all summative tasks (tasks that contribute to your final grade) are compared to descriptions (descriptors) on tables called 'rubrics'. There are four different rubrics for each subject group, and most of them assess quite complex skills and processes, not your ability to recall lots of information and facts. Skills take time to learn, and levels of 3-4 and 5 are about average.

Rubrics are divided into several rows called 'strands', and four columns called 'bands'. Each band is assigned a pair of levels; 1-2, 3-4, 5-6 and 7-8, which represent performances of increasing difficulty.



	Band 1 (Level 1-2)	Band 2 (Level 3-4)	Band 3 (Level 5-6)	Band 4 (Level 7-8)
Strand 1				
Strand 2				
Strand 3 .... (etc)				

To assess your performance, you or your teacher will compare different parts of your work to the descriptors in each strand. Your final 'level' will be a 'best fit' of how you performed in all the strands of the rubric.

To improve your skills, check that your work really does have information that matches each strand of the rubric. If something is missing, it has a big impact on your overall level. Then read the descriptors just ahead of where your work was assessed, and make this your goal, next time. In every subject, each of the four rubrics will be assessed at least twice each year, so you have at least one opportunity to use your teacher's feedback to improve your skills!

**Note: Without two assessments a year of each criterion, you cannot be awarded an MYP grade.**

## Command terms

Command terms are verbs (action words) that help you understand the level of detail needed to respond to questions. In many subjects, the command terms are used in the descriptors of your rubrics.

This table summarises the MYP command terms, and the level of the rubrics where they might be found, and what they mean.

1-2	3-4	5-6	7-8	Meaning
		<b>Analyse</b>		Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
<b>Apply - familiar</b>		<b>Apply- unfamiliar</b>		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.
<b>Calculate - familiar</b>		<b>Calculate - unfamiliar</b>		Obtain a numerical answer showing the relevant stages in the working.



1-2	3-4	5-6	7-8	Meaning
Classify - familiar		Classify- unfamiliar		Arrange or order by class or category.
Comment – depends on level of use or context				Give a judgment based on a given statement or result of a calculation.
		Construct		Display information in a diagrammatic or logical form.
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.
Determine - familiar		Determine - unfamiliar		Obtain the only possible answer.
			Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Draw				Make a diagram to show meaning.
	Estimate - familiar	Estimate - unfamiliar		Find an approximate value for an unknown quantity.
			Evaluate	Make an appraisal by weighing up the strengths and limitations, make judgements about ideas, works, solutions or methods
			Explain	Give a detailed account including reasons or causes. (See also “Justify”.)
Find - familiar		Find - unfamiliar		Obtain an answer showing relevant stages in the work.
		Formulate		Express precisely and systematically the relevant concept(s) or argument(s).
Identify				Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Interpret + Science			Use knowledge and understanding to recognize trends and draw conclusions from given information.
			Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)
Label				Add a title, labels or brief explanation(s) to a diagram or graph.
List				Give a sequence of brief answers with no explanation.
	Measure			Obtain a value for a quantity.
Organise - familiar		Organise - unfamiliar		Put ideas and information into a proper or systematic order.
	Outline			Give a brief account or summary.
Plot				Mark the position of points on a diagram.
	Present			Offer for display, observation, examination or consideration.
Select				Choose from a list or group.
Show - familiar		Show -unfamiliar		Give the steps in a calculation or derivation.
	Sketch			Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve - familiar		Solve - unfamiliar		Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State				Give a specific name, value or other brief answer without explanation or calculation.
Suggest - familiar		Suggest - unfamiliar		Propose a solution, hypothesis or other possible answer.
	Summarise			Abstract a general theme or major point(s).

### Grades and MYP Certification requirements.

**MYP Grades** can only be determined after every rubric in a subject has been assessed at least twice. Because tasks in most subjects can only assess one or two rubrics each time, this takes about a year.

To determine your MYP grade\*, a teacher needs to judge the rubric levels that best represents the standard you have reached at the end of the reporting period. Your teacher will consider achievement patterns, such as have you shown continuous improvement, were you consistent, and were there any mitigating circumstances at any of the times you were assessed.

These final criterion levels are added together, and their total is matched to the range of each MYP grade. Details of the quality of work that this range represents, will be reported twice each year.

MYP Grade	1	2	3	4	5	6	7
Criterion levels total	1-5	6-9	10-14	15-18	19-23	24-27	28-32

\*From 2019, GIS has also reported 'Progress grades' at the end of Semester 1, to help students who may need to transfer to other schools in Norway, for example because their families move. These are not IB MYP grades.

### MYP Certificates.

Only the IBO can issue an MYP Certificates. From 2020, the end of Grade 10, GIS will award graduates one of the following school-based IB MYP documents:

A School-based MYP Course Participation Certificate	A School-based MYP Course Participation Record
<p>Conditions to be met:</p> <ol style="list-style-type: none"> <li>Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP year 5).</li> <li>A combined grade total of <u>at least 24</u> from each of the following six subject groups                             <ol style="list-style-type: none"> <li>language and literature</li> <li>language acquisition (or a second language and literature)</li> <li>individuals and societies</li> <li>mathematics</li> <li>sciences</li> <li>arts, physical and health education or design.</li> </ol> </li> <li>A grade <u>three or more</u> for the (externally moderated) Personal Project.</li> <li>Complete the school's requirements for community service.</li> </ol>	<p>All other conditions; one or more of the following:</p> <ol style="list-style-type: none"> <li>Participate in the programme for less than one year (MYP year 5).</li> <li>A combined grade total of <u>less than 24</u> from each of the following six subject groups                             <ol style="list-style-type: none"> <li>language and literature</li> <li>language acquisition (or a second language and literature)</li> <li>individuals and societies</li> <li>mathematics</li> <li>sciences</li> <li>arts, physical and health education or design.</li> </ol> </li> <li>A grade <u>one or two</u> for the (externally moderated) Personal Project.</li> <li>The school's requirements for community service not completed.</li> </ol>



## 4. Communication

### **Managebac and how to submit your work. See *Managebac User Guide for Students***

Managebac is a reputable on-line data management platform where you can find details of your units, resources, and work for your subjects. It is also a place where you can send messages to and receive messages from your teachers.

Your interaction with the school is controlled through drop boxes, so your assignments cannot be seen by others, nor the feedback you receive.

You need a user name and password to sign in. You will need to provide us with an email address for us to register you. It cannot be their parents' email or the school won't be able to register the parents as separately as users. The school will provide you with an email asking you chose your password. Then, log on using <https://gis.managebac.com/student>.

Remember to upload your work in the right section, i.e. in TASKS, not in MESSAGES.

### **School policies and where to find them**

Policies outline the expectations, procedures and practices used in organisations so that these are performed in a consistent manner. GIS has developed a comprehensive set of policies, which your teachers will introduce and discuss as appropriate.

Copies of GIS policies listed below can be found on the school website, <http://www.gjovikis.no/school-policies/> :

GIS Academic Integrity Policy

GIS Assessment Policy (16.06.2020)

GIS Behaviour Policy

GIS Inclusion Policy

GIS Language Policy

GIS Complaint Resolution Policy

GIS Trips Policy

GIS Homework Policy

GIS ICT Policy