

Transition document (December 2013)

Changes in requirements for authorization and evaluation from 1 September 2014

From September 2014, the International Baccalaureate (IB) will start to implement the new requirements for the Middle Years Programme (MYP). These requirements are contained in *MYP: From principles into practice* (June 2014) and the MYP subject and project guides that will be published in 2014 (some of which were pre-published in 2013). The IB will publish a complete overview of the requirements to be met at authorization and evaluation, based on the revised *Programme standards and practices* (2014), in the *Guide to school authorization: MYP* (2014) and the *Guide to programme evaluation and self-study questionnaire: MYP* (2014).

The changes to the MYP seek to enhance underlying strengths, enable more schools to offer the programme within national and state systems, and align the MYP more closely with the other IB programmes to provide a coherent educational pathway for students. Because the revision builds upon the current strengths of the programme, many requirements will remain unchanged. New requirements in many cases replace current requirements rather than adding to them. Where there are new requirements, the IB expects schools to phase them in gradually. Particular attention has been given to limiting the documentation required in terms of written curriculum.

Schools must develop a transition plan specific to their school situation that meets at least the minimum timeline set out below. Certainly, schools may complete the transition earlier, but all schools must complete the transition by the following deadlines.

- From 1 September 2014 to 1 September 2015, schools are expected to show progress in implementing the new requirements, but no new requirements must be in place during this period. As moderation in June 2015 will be based on the new assessment criteria, schools applying for moderation at that time will need to already have the new criteria in place.
- From 1 September 2015, some of the new requirements are expected to be in place or some concrete evidence of progress is required, as indicated in the table below.

To allow schools sufficient time to implement all the new requirements, the final dates for completely fulfilling all requirements have been set as 1 January 2017 at programme evaluation and 1 September 2016 at authorization. (**Note:** The authorization date applies to schools aiming to become authorized after 1 September 2016. Schools that are authorized before that time will move to the evaluation cycle and will follow the timeline for evaluation. For example, a school that becomes authorized in October 2015 will need to meet all the new requirements from 1 January 2017, according to the evaluation timeline.)

Area of change	Description of the transition	Candidate schools	IB World Schools
Curriculum			
Unit-planning process to include global contexts, key concepts and related concepts	<p>Changes in requirements</p> <p>The unit-planning process has undergone significant changes to increase the transparency of the process, to encourage a greater depth of conceptual understanding in teaching and learning and to provide further relevant contexts for teaching and learning.</p> <p>Links to the current unit-planning process</p> <p>The new unit plan has the current unit-planning process as its roots.</p> <ul style="list-style-type: none"> • “Significant concepts” relate to the new key and related concepts. • “Areas of interaction” relate to the new global contexts. • “Unit question” relates to the new statement of inquiry. <p>Documentation</p> <ul style="list-style-type: none"> • Pre-published chapter relating to unit planning from <i>MYP: From principles into practice</i> in December 2013 • Pre-published MYP subject guides in December 2013 • Published teacher support materials (TSM) for inquiry in March 2014 • Published TSMs for all subject groups in June 2014 	<ul style="list-style-type: none"> • Unit plans are documented according to the 2014 unit-planning process for a majority of units in all subjects and all years of the programme implemented at the time of authorization. (C2.1d) • The above unit plans lead to learning experiences that use global contexts as context for inquiry. (C3.1a) <p>Note: The demonstration of understanding of global contexts within unit plans and the use of statements of inquiry in student learning experiences should be in progress.</p>	<ul style="list-style-type: none"> • Unit plans are documented according to the 2014 unit-planning process for a majority of units in all subjects and all years of the programme. (C2.1d) • The above unit plans demonstrate an understanding of global contexts. (C2.6) • The above unit plans lead to learning experiences that use global contexts as context for inquiry. (C3.1a) • The above unit plans lead to statements of inquiry that are used to engage students in inquiry. (C3.2)

Area of change	Description of the transition	Candidate schools	IB World Schools
Curriculum-planning documents	<p>Changes in requirements</p> <p>The required documentation of curriculum planning will consist of:</p> <ul style="list-style-type: none"> unit plans as described above subject group overviews that provide evidence of vertical planning, including unit title, key and related concepts, global contexts, statement of inquiry, objectives and approaches to learning (ATL) skills and content ATL planning that shows a progression of ATL skills to be taught and formatively assessed at different stages of the programme. <p>A further framework has been provided in terms of MYP ATL clusters.</p> <p>Links to the current curriculum-planning documents</p> <ul style="list-style-type: none"> Unit plans relate to the current unit planning as described above. “Subject-specific vertical planners” are replaced with a clearer format and cover the whole subject group through the subject group overview. The vertical planning of student learning expectations of ATL was part of the planning for areas of interaction. The separate attention for ATL gives it the prominent place it deserves as it provides the solid foundation for learning. <p>Documentation</p> <ul style="list-style-type: none"> <i>Development report</i> (August 2013) for the MYP ATL skill clusters, key and related concepts and indication of subject objectives Pre-published chapter relating to unit planning from <i>MYP: From principles into practice</i> in December 2013 Pre-published MYP subject guides in December 2013 Pre-published <i>MYP: From principles into practice</i> in March 2014 for the format for the subject group overviews Published TSM for ATL in March 2014 Published TSMs for all subject groups in June 2014 	<p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> The school demonstrates that subject group overviews are being developed according to the required format. (C2.1c) The school demonstrates that the planning of ATL skills is being developed according to the new guidelines. (C2.1b) Unit plans and/or subject group overviews demonstrate the use of key and related concepts, and indicate how the school intends to develop their conceptual understanding and include all prescribed concepts. (C2.4a) 	<p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> The school allocates meeting time to reflect upon the vertical and horizontal planning of ATL skills. (C1.3) The school adapts its documented planning of ATL skills to the new guidelines. (C2.1b) The school demonstrates that subject group overviews are being developed according to the required format. (C2.1c) Unit plans and/or subject group overviews demonstrate the use of key and related concepts, and indicate how the school intends to develop their conceptual understanding and include all prescribed concepts. (C2.4a)

Area of change	Description of the transition	Candidate schools	IB World Schools
Service as action	<p><i>The documentation is listed in the order the publications will become available. Final publications will replace pre-publication versions.</i></p> <p>Changes in requirements</p> <p>The MYP learning outcomes for service will support schools in planning opportunities for students' involvement in service and in determining qualitative expectations for students' participation in service as action.</p> <p>Links to current community and service</p> <p>Student involvement in service or action has always been a shared value in the MYP community. The new guide builds on these values by placing a greater emphasis on service as action and the authenticity of student service. The MYP learning outcomes for service further encourage meaningful engagement with service and form a clear bridge between Primary Years Programme action and Diploma Programme creativity, action, service or IB Career-related Certificate (IBCC) community and service.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Pre-published <i>MYP: From principles into practice</i> in March 2014 • Published TSM for service in March 2014 	<p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <p>This area does not need to be in place at the time of authorization but should be in progress.</p>	<p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> • At least one or two unit plans (from the 2008 or the 2014 unit-planning process) demonstrate opportunities, through inquiry, to participate in service as action. (C2.5) • From reflection upon current expectations for service involvement, actions are planned to provide students with opportunities for service involvement in each year that are aligned with the MYP learning outcomes for service. (C2.5a)

Area of change	Description of the transition	Candidate schools	IB World Schools
Interdisciplinary learning	<p><i>The documentation is listed in the order the publications will become available. Final publications will replace pre-publication versions.</i></p> <p>Changes in requirements</p> <p>To further emphasize the importance of interdisciplinary learning, a new requirement is introduced for at least one collaboratively planned interdisciplinary unit per year of the MYP. The new optional eAssessment will also underscore this importance with the interdisciplinary examination.</p> <p>Links to current interdisciplinary teaching and learning</p> <p>Interdisciplinary teaching and learning has always been an integral part of the MYP. Best practices in interdisciplinary teaching and learning have been further articulated in the MYP, allowing for the new requirement to confirm the value of interdisciplinary learning.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Pre-published <i>Guide for interdisciplinary learning</i> in March 2014 • Published TSM for interdisciplinary learning in July 2014 	<p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <p>This area does not need to be in place at the time of authorization but should be in progress.</p>	<p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> • At least one collaboratively planned interdisciplinary unit includes more than one subject group, according to the new guidelines. (C2.1e)

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Mandated objectives and assessment criteria	<p>Changes in requirements</p> <p>The subject group objectives and assessment criteria have been aligned across all subject groups to have four objectives/criteria for each subject group.</p> <p>New requirements are that subject group objectives and related assessment criteria are mandated for years 1, 3 and 5 of the MYP instead of only for year 5.</p> <p>Links to current subject objectives and assessment criteria</p> <p>The alignment of the assessment criteria across subject groups will support schools by simplifying MYP assessment and its implementation.</p> <p>The new mandated objectives and criteria in years 1, 3 and 5 will simplify practice for schools as each school will no longer need to develop its own interim objectives and modified criteria but can make use of best practice consolidated in the mandated ones.</p> <p>Documentation</p> <ul style="list-style-type: none"> • <i>Development report</i> (August 2013) for the titles of the objectives for each subject group • Pre-published MYP subject guides in December 2013 • Published TSMs for all subject groups in June 2014 	<p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> • The published MYP objectives are used for each subject group and the personal project in each year of the programme. (C2.1a) • The 2014 assessment criteria are used for assessment in all subject groups and the personal project. (C4.1a) 	<p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> • The published MYP objectives are used for each subject group and the personal project in each year of the programme. (C2.1a) • Learning experiences address the published objectives for each year of the programme. (C3.1b) • The 2014 assessment criteria are used for assessment in all subject groups and the personal project. (C4.1a)

Area of change	Description of the transition	Candidate schools	IB World Schools
Structural			
MYP projects	<p>Changes in requirements</p> <ul style="list-style-type: none"> The community project has been developed as a requirement for all students in the last year of programmes that end in MYP year 3 or 4. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community. Personal project moderation will be a requirement for all students in MYP year 5 starting from June 2016. <p>Links to current personal project</p> <p>As a culminating activity for the completed programme, each student in MYP year 5 will receive an official record of his or her participation in the MYP and an IB-validated grade for his or her personal project.</p> <p>The new community project responds to the request from schools to have a mandatory culminating activity for students when the programme ends in MYP year 3 or 4 at the school. Schools that have a five-year programme may also implement the community project at the end of year 3 or 4 if they wish.</p> <p>Documentation</p> <ul style="list-style-type: none"> Pre-published <i>MYP projects guide</i> in December 2013 Published TSM for MYP projects in July 2014 	<ul style="list-style-type: none"> If the programme at the school ends in MYP year 3 or 4, the school implements the community project from September 2015 or January 2016. (B2.12) <p>Note: This date is only for schools that are implementing the last year of the programme at their school at the time of authorization.</p>	<ul style="list-style-type: none"> School is ready for moderation of the personal project (candidate registration and preparation of sample) starting June 2016. (C4.9 and B1.6a) If the programme at the school ends in MYP year 3 or 4, the school implements the community project from September 2015 or January 2016. (B2.12)

Area of change	Description of the transition	Candidate schools	IB World Schools
Counselling	<p>Changes in requirements</p> <p>The requirement to have systems in place to guide and counsel students through the MYP has generally been implicitly understood but is now explicitly stated.</p> <p>Links to current requirements for counselling</p> <p>With the possibilities of more choice for students in MYP years 4 and 5 (through the subject group flexibility) and the emphasis on MYP as preparation for the DP and IBCC, the need for a system to guide and counsel students through the MYP has come more to the foreground.</p> <p>Documentation</p> <ul style="list-style-type: none"> Pre-published <i>MYP: From principles into practice</i> in March 2014 	<p>Candidate schools</p> <p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <p>This area does not need to be in place at the time of authorization but should be in progress.</p>	<p>IB World Schools</p> <p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> Plans are in place for the implementation of systems to guide and counsel students through the MYP and towards further studies. (B2.9)

Area of change	Description of the transition	Candidate schools	IB World Schools
Subject group implementation and scheduling	<p>Changes in requirements</p> <p>Requirements have changed in this area but have largely become more flexible, particularly with the new subject group flexibility in MYP years 4 and 5. Due to this change as well as some changes in structure within the subject groups themselves, a few further changes regarding implementation and scheduling of subject groups were made.</p> <ul style="list-style-type: none"> Requirements regarding introductory MYP language acquisition courses offered as a “language carousel” have been clarified. MYP physical education has become MYP physical and health education with a new requirement that students engage in physical education activities for at least 50 per cent (50%) of the total teaching time allocated to this subject. With the new subject group flexibility in MYP years 4 and 5, some requirements have changed slightly in scope. <ul style="list-style-type: none"> Arts course structures must include a both a visual art and performing art discipline in MYP years 1 to 3. The option of combining the teaching and learning of a subject group into one or more other regularly timetabled or scheduled subject groups is limited to MYP years 1 to 3. <p>Documentation</p> <ul style="list-style-type: none"> <i>Coordinator’s handbook</i> 2013–2014 contains: <ul style="list-style-type: none"> the subject group flexibility rule (D2.5) the rule on “language carousels” (D4.7.2) the rule on subject groups not offered independently (from 1 September 2015, this option will be limited to MYP years 1 to 3). (D2.6.2) Pre-published MYP subject guides in December 2013 Pre-published <i>MYP: From principles into practice</i> in March 2014 Published in the annual <i>Handbook of procedures for the MYP</i> 	<p><i>New requirements to be in place at authorization from 1 September 2015 to 1 September 2016 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> Schools are expected to meet the requirements with regard to implementation and scheduling of subject groups as set out in <i>MYP: From principles into practice</i> and the <i>Handbook of procedures</i>. (B2.10, 10a, 10b and 10c) <p>Note: For schools where significant additional investments would be required before September 2015 to meet these requirements, the IB office will review the situation on a case-by-case basis for the interim period.</p>	<p><i>New requirements to be in place at evaluation from 1 September 2015 to 1 January 2017 (numbers refer to the Programme standards and practices 2014)</i></p> <ul style="list-style-type: none"> Schools are expected to meet the requirements with regard to implementation and scheduling of subject groups as set out in <i>MYP: From principles into practice</i> and the <i>Handbook of procedures</i>. (B2.10, 10a, 10b and 10c) <p>Note: For schools where significant additional investments would be required before September 2015 to meet these requirements, the IB office will review the situation on a case-by-case basis for the interim period.</p>

Area of change	Description of the transition	Candidate schools	IB World Schools
Policies			
Academic honesty	<p>Changes in requirements</p> <p>In the light of the connection to DP and IBCC as well as the new MYP eAssessment, some further requirements have been set regarding the content of the school academic honesty policy. It must contain:</p> <ul style="list-style-type: none"> • appropriate reference to the IB learner profile, particularly to striving to be principled • the IB definitions of academic misconduct and its different categories • advice on and/or examples of what constitutes academic misconduct, intellectual property and authentic authorship • examples of conventions for citing and acknowledging original authorship • guidance on the distinction between legitimate collaboration and unacceptable collusion. <p>Links to current academic honesty policy</p> <p>An academic honesty policy has always been a requirement for schools, but the particular elements were not specified for the MYP. Most likely, schools will already have incorporated many of the new elements as a matter of good practice.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Pre-published <i>MYP: From principles into practice</i> in March 2014 • Published <i>Handbook of procedures for the MYP</i> in August 2014 	<ul style="list-style-type: none"> • The school's academic honesty policy aligns with new guidelines. (B1.5d) 	<ul style="list-style-type: none"> • The school's academic honesty policy aligns with new guidelines. (B1.5d)

Professional development requirements

Development report (August 2013) explains the phasing of professional development requirements. New editions of the *Guide to school authorization: MYP* and the *Guide to programme evaluation and self-study questionnaire* will be published in January 2014.

From monitoring of assessment to monitoring of unit plans

Through December 2015, schools that do not request IB-validated grades through moderation are required to complete monitoring of assessment prior to programme evaluation.

Schools may use monitoring reports from samples of student work submitted before 31 December 2015 for evaluation visits that occur within two years of submission. Samples submitted after September 2015 must be based on new assessment criteria as outlined in the *MYP Guide to eAssessment* (interim version).

Schools implementing the subject group flexibility option in MYP years 4 and 5 must submit for monitoring of assessment samples from all subject groups offered in year 5. Any subject group not offered in year 5 must be monitored in the highest grade/year/level in which it is offered.

The last monitoring of assessment will take place in December 2015 and will be replaced by monitoring of unit plans. From January 2016, monitoring of unit plans will be a requirement at the time of the programme evaluation and will also be offered as an optional service available between evaluations, as is the case now for monitoring of assessment. This change is intended to provide support for teachers at an earlier stage of the teaching and learning process.

Monitoring of unit plans is intended to:

- support teaching and learning by providing meaningful feedback to schools on curriculum planning
- ensure that the standards and practices of the MYP are being maintained.

Schools registering their students for the MYP certificate from June 2016 will be exempted from the required monitoring at programme evaluation. Additional details will be available in the *Guide to programme evaluation and self-study questionnaire* to be published in January 2014.

Changes in supporting documents

For the application for authorization

Accompanying the application

The MYP application for authorization requires schools to submit supporting documents. Changes in the requirements for these supporting documents are shown in the table below.

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
	<i>Schools start to plan for and start implementation of the new requirements.</i>	<i>Schools provide evidence that some new requirements are in place and others are in progress according to the transition document.</i>	<i>All new requirements are in place.</i>
Philosophy			
1	<p>School brochure and literature</p> <p>School brochure and promotional literature produced by the school concerning the implementation of the MYP</p> <p>For partnerships only: Each partner school submits its own literature.</p>	No change in document to be provided	No change in document to be provided
Organization			
2	<p>Organizational chart</p> <p>School organization chart showing the MYP pedagogical leadership team (including the MYP Coordinator) and reporting lines</p> <p>For partnerships only: Each partner school submits its own chart, as well as an overview of the leadership of the programme across partner schools.</p>	No change in document to be provided	No change in document to be provided

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
3	Job description, coordinator Job description of the MYP Coordinator, including all additional responsibilities besides the coordination of the MYP and the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities	No change in document to be provided	No change in document to be provided
4	Language policy	No change in document to be provided	No change in document to be provided
5	Assessment policy	No change in document to be provided	No change in document to be provided
6	Academic honesty policy	No change in document to be provided New guidelines for what must be included in policy	No change in document to be provided New guidelines for what must be included in policy
7	Inclusion/special educational needs policy	No change in document to be provided	No change in document to be provided
8	Schedules Full MYP class schedules, one per MYP year, with clear identification of subjects and duration of class periods For partnerships only: Each school submits its own class schedule related to the MYP years that will be implemented in the school.	No change in document to be provided	No change in document to be provided
9	MYP partnership structure (as applicable) For partnerships only: Schools should describe the structures and meetings that have been created/implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.	No change in document to be provided	No change in document to be provided

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
Curriculum			
10	<p>Subject-specific vertical planners/subject group overviews</p> <p>Subject-specific vertical planner for each subject (approximately two pages per subject) that:</p> <ul style="list-style-type: none"> describes the process by which the school has aligned the subject content with the MYP objectives identifies the content to be taught in each year of the programme to meet the MYP objectives <p>Note: Where possible, the new format for subject group overviews is used or elements of this format are introduced into the subject-specific vertical planners.</p>	<p>Subject group overviews/subject-specific vertical planners</p> <p>Either the subject group overview or subject-specific vertical planner for each subject, depending upon the school's planning of the transition (in accordance with the school action plan)</p> <p>A description of the process by which the school is developing the subject group overviews to demonstrate how the school is phasing in the new format to identify the units to be taught in each year of the MYP</p>	<p>Subject group overviews</p> <p>For each subject group, a subject group overview identifying the units to be taught in each year of the MYP implemented at the time of authorization, indicating unit title, key and related concepts, global contexts, statement of inquiry, MYP subject group objectives, ATL skills and content (topics, knowledge, skills)</p>
11	<p>Learning expectations for ATL/ATL planning chart</p> <p>A description of the process by which the school is developing the student learning expectations for ATL to show progression through the MYP years, including the planning that has been developed up to this point</p> <p>Note: Where possible, the planning includes links to the 2014 ATL skills framework.</p>	<p>ATL planning chart/learning expectations for ATL</p> <p>A description of the process by which the school is planning ATL, as well as ATL planning documents that have been completed at this stage</p> <p>Note: The description should demonstrate how the school is phasing in the 2014 ATL skills framework to plan skills that will be taught, reinforced and formatively assessed in each year of the programme.</p>	<p>ATL planning chart</p> <p>A description of the process by which the school is planning ATL, as well as ATL planning documents that have been completed at this stage, using the ATL skills framework to plan skills that will be taught, reinforced and formatively assessed in each year of the programme</p>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
12	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: Where possible, the samples should show the use of (or transitioning to) the 2014 unit-planning process.</p>	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: These sample unit plans must be developed according to the unit-planning process as described in <i>MYP: From principles into practice</i> (2014).</p>	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: These sample unit plans must be developed according to the unit-planning process as described in <i>MYP: From principles into practice</i> (2014).</p>
13	<p>Interdisciplinary unit plan</p> <p>One interdisciplinary unit plan</p> <p>Note: Where possible, the unit plan shows alignment with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>	<p>Interdisciplinary unit plan</p> <p>One interdisciplinary unit plan</p> <p>Note: The unit plan must align with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>	<p>Interdisciplinary unit plan</p> <p>Two interdisciplinary unit plans including at least two subject groups</p> <p>Note: The unit plans must align with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>
14	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: Where possible, the report card formats show a transitioning to the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: The report card formats must use the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: The report card formats must use the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
15	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project or the personal project is or will be organized and managed in the school, including:</p> <ul style="list-style-type: none"> the structures in place to ensure coordination of the project a description of how students and supervisors are or will be briefed the process for standardization of assessment the timeline for completion of the project a list of the current or previous year's personal projects, indicating the type of projects involved <p>Note: This description only needs to be submitted for schools where the MYP ends or will end with MYP year 3, 4 or 5. For schools with a programme that ends or will end in MYP year 5:</p> <ul style="list-style-type: none"> if the school is implementing MYP year 5 at the time of the verification visit, the school must be implementing the personal project if the school does not yet implement MYP year 5, plans should be in place for the implementation of the personal project. <p>For schools with a programme that ends or will end in MYP year 3 or 4:</p> <ul style="list-style-type: none"> the school should be planning for the implementation of the community project from 1 September 2015/1 January 2016 or when the last year of the programme at the school becomes implemented. 	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project or the personal project is organized and managed in the school, including:</p> <ul style="list-style-type: none"> the structures in place to ensure coordination of the project a description of how students and supervisors are briefed the process for standardization of assessment the timeline for completion of the project a list of the current or previous year's projects, indicating the type of projects involved (where applicable) <p>Note: This description only needs to be submitted for schools where the MYP ends or will end with MYP year 3, 4 or 5.</p> <ul style="list-style-type: none"> If the school is implementing the last year of the programme at the school at the time of the verification visit, the school must be implementing the community or personal project. If the school does not yet implement the last year of the programme at the school, plans should be in place for the implementation of the personal project 	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project or the personal project is organized and managed in the school, including:</p> <ul style="list-style-type: none"> the structures in place to ensure coordination of the project a description of how students and supervisors are briefed the process for standardization of assessment the timeline for completion of the project a list of the current or previous year's projects, indicating the type of projects involved (where applicable) <p>Note: This description only needs to be submitted for schools where the MYP ends or will end with MYP year 3, 4 or 5.</p> <ul style="list-style-type: none"> If the school is implementing the last year of the programme at the school at the time of the verification visit, the school must be implementing the community or personal project. If the school does not yet implement the last year of the programme at the school, plans should be in place for the implementation of the personal project

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
16	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools implementing MYP year 5 at the time of authorization, procedures for standardization of assessment of the personal project are in place.</p>	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools with a programme ending in MYP year 3, 4 or 5 that are implementing the last year of the programme at the time of authorization, procedures for standardization of assessment of the community project or the personal project must be in place.</p>	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools with a programme ending in MYP year 3, 4 or 5 that are implementing the last year of the programme at the time of authorization, procedures for standardization of assessment of the community project or the personal project must be in place.</p>
School action plan (Chart 3 to be submitted with the application)			
	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning for all new requirements to be met by 1 January 2017. 	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning for the school to meet all new requirements by 1 January 2017. 	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning according to the Programme standards and practices 2014.

At the school at the time of the verification visit

Candidate schools are required to have supporting documents available at the school during the verification visit. Changes in the requirements for these supporting documents are shown in the table below.

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
	<i>Schools start to plan for and start implementation of the new requirements.</i>	<i>Schools provide evidence that some new requirements are in place and others are in progress according to the transition document.</i>	<i>All new requirements are in place.</i>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 September 2016	Supporting documents 1 September 2016 onwards
1	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: Where possible, examples should show the use of the criteria from the MYP subject guides published in 2014.</p> <p>For the arts, the samples should be accompanied by the developmental workbook/process journal.</p>	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: The samples must show the use of the criteria from the MYP subject guides published in 2014.</p> <p>For the arts, the samples should be accompanied by the process journal/developmental workbook.</p>	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: For the arts, the samples should be accompanied by the process journal.</p>
2	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient) and one interdisciplinary unit</p> <p>Note: Where possible, the samples should show the use of (or transitioning to) the 2014 unit-planning process.</p>	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient) and one interdisciplinary unit from another year level</p> <p>Note: The samples must show the use of the 2014 unit-planning process.</p>	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient) and one interdisciplinary unit from another year level</p> <p>Note: The samples must show the use of the 2014 unit-planning process.</p>
3	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Where possible, alignment with the 2014 MYP learning outcomes for service is shown.</p>	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Where possible, alignment with the 2014 MYP learning outcomes for service is shown.</p>	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Alignment with the 2014 MYP learning outcomes for service is shown.</p>
4	<p>Personal projects</p> <p>Samples of personal projects, if applicable (four samples are sufficient)</p>	<p>Personal projects/community projects</p> <p>Samples of personal projects or community projects, if applicable (four samples are sufficient)</p>	<p>Personal projects/community projects</p> <p>Samples of personal projects or community projects, if applicable (four samples are sufficient)</p>

For the evaluation self-study questionnaire

Accompanying the self-study

The MYP programme evaluation self-study questionnaire requires schools to submit supporting documents. Changes in the requirements for these supporting documents are shown in the table below.

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
	<i>Schools start to plan for and start implementation of the new requirements.</i>	<i>Schools provide evidence that some new requirements are in place and others are in progress according to the transition document.</i>	<i>All new requirements are in place.</i>
	Description of the self-study process A description of the self-study process implemented in the school, including: <ul style="list-style-type: none"> • timeline • means used to gather feedback from the different stakeholders • meeting schedule for the self study • the school-developed descriptors for assessing the practices 	No change in document to be provided	No change in document to be provided
Philosophy			
1	School brochure and literature School brochure and promotional literature produced by the school concerning the implementation of the MYP For partnerships only: Each partner school submits its own literature.	No change in document to be provided	No change in document to be provided

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
Organization			
2	<p>Organizational chart</p> <p>School organization chart showing the MYP pedagogical leadership team (including the MYP Coordinator) and reporting lines</p> <p>For partnerships only: Each partner school submits its own chart, as well as an overview of the leadership of the programme across partner schools.</p>	No change in document to be provided	No change in document to be provided
3	<p>Job description, coordinator</p> <p>Job description of the MYP Coordinator, including all additional responsibilities besides the coordination of the MYP and the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities</p>	No change in document to be provided	No change in document to be provided
4	Language policy	No change in document to be provided	No change in document to be provided
5	Assessment policy	No change in document to be provided	No change in document to be provided
6	Academic honesty policy	No change in document to be provided New guidelines for what must be included in policy	No change in document to be provided New guidelines for what must be included in policy
7	Inclusion/special educational needs policy	No change in document to be provided	No change in document to be provided
8	<p>Schedules</p> <p>Full MYP class schedules, one per MYP year, with clear identification of subjects and duration of class periods</p> <p>For partnerships only: Each school submits its own class schedule related to the MYP years that will be implemented in the school.</p>	No change in document to be provided	No change in document to be provided

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
9	<p>MYP partnership structure (as applicable)</p> <p>For partnerships only: Schools should describe the structures and meetings that have been created/implemented across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across the schools.</p>	No change in document to be provided	No change in document to be provided
Curriculum			
10	<p>Subject-specific vertical planners/subject group overviews</p> <p>Subject-specific vertical planner for each subject (approximately two pages per subject) that:</p> <ul style="list-style-type: none"> describes the process by which the school has aligned the subject content with the MYP objectives identifies the content to be taught in each year of the programme to meet the MYP objectives <p>Note: Where possible, the new format for subject group overviews is used or elements of this format are introduced into the subject-specific vertical planners.</p>	<p>Subject group overviews/subject-specific vertical planners</p> <p>Either the subject group overview or subject-specific vertical planner for each subject, depending upon the school's planning of the transition (in accordance with the school action plan)</p> <p>A description of the process by which the school is developing the subject group overviews to demonstrate how the school is phasing in the new format to identify the units to be taught in each year of the MYP</p>	<p>Subject group overviews</p> <p>For each subject group, a subject group overview identifying the units to be taught in each year of the MYP, indicating unit title, key and related concepts, global contexts, statement of inquiry, MYP subject group objectives, ATL skills and content (topics, knowledge, skills)</p>
11	<p>Learning expectations for ATL/ATL planning chart</p> <p>Student learning expectations for ATL to show progression through the MYP years</p> <p>Note: Where possible, the planning includes links to the 2014 ATL skills framework.</p>	<p>ATL planning chart /Learning expectations for ATL</p> <p>Planning of ATL skills that shows progression through the MYP years</p> <p>Note: The planning should demonstrate how the school is phasing in the 2014 ATL skills framework to plan skills that will be taught, reinforced and formatively assessed in each year of the programme.</p>	<p>ATL planning chart</p> <p>Planning of ATL skills that shows progression through the MYP years, using the ATL skills framework to plan skills that are taught, reinforced and formatively assessed in each year of the programme</p>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
12	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: Where possible, the samples should show the use of (or transitioning to) the 2014 unit-planning process.</p>	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: These sample unit plans must be developed according to the unit-planning process as described in <i>MYP: From principles into practice</i> (2014).</p>	<p>Unit plans from subjects</p> <p>One unit plan for each subject according to the MYP unit-planning process, preferably from different year levels</p> <p>Note: These sample unit plans must be developed according to the unit-planning process as described in <i>MYP: From principles into practice</i> (2014).</p> <p>Unit plans already submitted for monitoring may be considered as being part of this sample.</p>
13	<p>Interdisciplinary unit plan</p> <p>One interdisciplinary unit plan</p> <p>Note: Where possible, the unit plan shows alignment with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>	<p>Interdisciplinary unit plan</p> <p>One interdisciplinary unit plan</p> <p>Note: The unit plan must align with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>	<p>Interdisciplinary unit plans</p> <p>Two interdisciplinary unit plans including at least two subject groups</p> <p>Note: The unit plans must align with the guidance offered in the <i>Guide for interdisciplinary learning</i> (2014).</p>
14	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: Where possible, the report card formats show a transitioning to the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: The report card formats must use of the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>	<p>Report cards</p> <p>Report card formats used by the school</p> <p>Note: The report card formats must use of the assessment criteria from the MYP subject guides published in 2014.</p> <p>For partnerships only: Each partner school submits its own report card formats.</p>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
15	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project will be organized or the personal project is organized and managed in the school, including:</p> <ul style="list-style-type: none"> • the structures in place to ensure coordination of the project • a description of how students and supervisors are or will be briefed • the process for standardization of assessment • the timeline for completion of the project • a list of the current or previous year's personal projects, indicating the type of projects involved <p>Note: This description only needs to be submitted for schools with a programme ending in MYP year 3, 4 or 5.</p> <p>Schools ending their programme in MYP year 3 or 4 must plan to start the implementation of the community project from 1 September 2015/1 January 2016.</p>	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project or the personal project is organized and managed in the school, including:</p> <ul style="list-style-type: none"> • the structures in place to ensure coordination of the project • a description of how students and supervisors are briefed • the process for standardization of assessment • the timeline for completion of the project • a list of the current or previous year's projects, indicating the type of projects involved (where applicable) <p>Note: This description only needs to be submitted for schools with a programme ending in MYP year 3, 4 or 5.</p>	<p>Personal project or community project description (as applicable)</p> <p>A description of how the community project or personal project is organized and managed in the school, including:</p> <ul style="list-style-type: none"> • the structures in place to ensure coordination of the project • a description of how students and supervisors are briefed • the process for standardization of assessment • the timeline for completion of the project • a list of the current or previous year's projects, indicating the type of projects involved (where applicable) <p>Note: This description only needs to be submitted for schools with a programme ending in MYP year 3, 4 or 5.</p>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
16	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools implementing MYP year 5, procedures for standardization of assessment of the personal project are in place. For schools with a programme ending in MYP year 3 or 4, procedures have been planned for standardization of assessment with the implementation of the community project from 1 September 2015/1 January 2016.</p>	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools with a programme ending in MYP year 3, 4 or 5, procedures for standardization of assessment of the community project or the personal project must be in place.</p>	<p>Standardization of assessment</p> <p>Description of how standardization of assessment in subjects and the community project or the personal project is being developed or takes place in the school</p> <p>Note: For schools with a programme ending in MYP year 3, 4 or 5, procedures for standardization of assessment of the community project or the personal project must be in place.</p>
School action plan (Chart 6 to be submitted with the self-study)			
	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning for all new requirements to be met by 1 January 2017. 	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning for the school to meet all new requirements by 1 January 2017. 	<p>The school's action plan must include:</p> <ul style="list-style-type: none"> planning according to the <i>Programme standards and practices 2014</i>.

At the school at the time of the evaluation visit

Schools are required to have supporting documents available during the evaluation visit. Changes in the requirements for these supporting documents are shown in the table below.

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
	<i>Schools start to plan for and start implementation of the new requirements.</i>	<i>Schools provide evidence that some new requirements are in place and others are in progress according to the transition document.</i>	<i>All new requirements are in place.</i>

	Supporting documents 1 April 2014–1 September 2015	Supporting documents 1 September 2015–1 January 2017	Supporting documents 1 January 2017 onwards
1	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: Where possible, examples should show the use of the criteria from the MYP subject guides published in 2014.</p> <p>For the arts, the samples should be accompanied by the developmental workbook/process journal.</p>	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: The samples must show the use of the criteria from the MYP subject guides published in 2014.</p> <p>For the arts, the samples should be accompanied by the process journal/developmental workbook.</p>	<p>Assessed student work</p> <p>Samples of assessed student work covering the MYP criteria for each subject, preferably from different year levels (four samples per subject are normally sufficient)</p> <p>Note: For the arts, the samples should be accompanied by the process journal.</p>
2	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient)</p> <p>Note: Where possible, the samples should show the use of (or transitioning to) the 2014 unit-planning process.</p>	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient)</p> <p>Note: The samples must show the use of the 2014 unit-planning process.</p>	<p>Further unit plans</p> <p>Further samples of unit plans for each subject from different year levels (three samples per subject are sufficient) and one interdisciplinary unit from each year level (complementing the two already included with the application)</p> <p>Note: The samples must show the use of the 2014 unit-planning process.</p>
3	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Where possible, alignment with the 2014 MYP learning outcomes for service is shown.</p>	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Where possible, alignment with the 2014 MYP learning outcomes for service is shown.</p>	<p>Student reflections on service</p> <p>Samples of student reflection on service involvement (four samples that include different years of the programme are sufficient)</p> <p>Note: Alignment with the 2014 MYP learning outcomes for service is shown.</p>
4	<p>Personal projects</p> <p>Samples of personal projects, if applicable (four samples are sufficient)</p>	<p>Personal projects/community projects</p> <p>Samples of personal projects or community projects, if applicable (four samples are sufficient)</p>	<p>Personal projects/community projects</p> <p>Samples of personal projects or community projects, if applicable (four samples are sufficient)</p>