



Eastwood Schools  
Est. in 1973  
[eastwoodis.com](http://eastwoodis.com)

# MYP Parent Guide

2023-2024



## IB MISSION

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## EIS MISSION

Eastwood Schools commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

## EIS VISION

Eastwood International School strives to be a leading educational community in the Middle East for students of all nationalities and religions.

The success of our vision depends on the commitment of all members of the school community to take an active part in its effort to provide an instructional system that conforms to the high standards of international education.

Eastwood International School is committed to a program of continuous improvement and development.

# IB LEARNER PROFILE

## THE PROFILE

### **INQUIRER**

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.

### **COMMUNICATOR**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **RISK-TAKER**

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.

# The IB-MYP program

# ABOUT THE IB-MYP

## PROGRAM

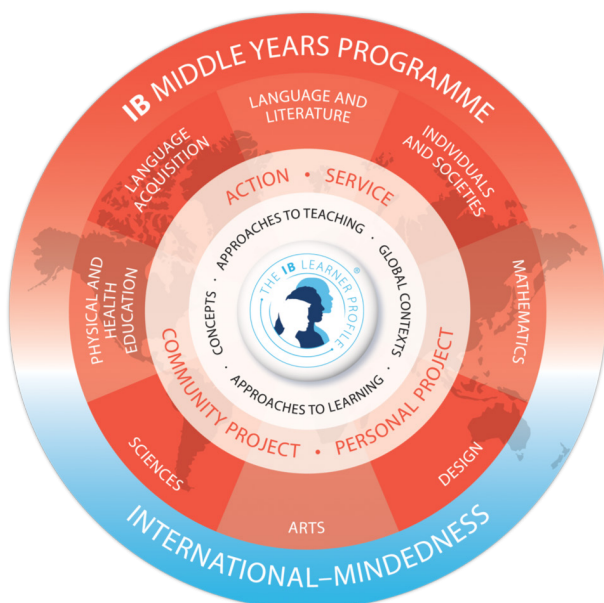
### WHAT IS THE IB MIDDLE YEARS PROGRAMME (MYP)?

The Middle Years Program (MYP) is a framework designed by the International Baccalaureate Organization to challenge young students between the ages of 11-16 and prepare them for the academic challenges of the Diploma Program (DP), university, and future careers through an integrated and holistic approach to studies. In essence, the core philosophy of the MYP is one of interconnectivity: how the different subjects connect to each other and how they relate to the real-life applications thereof.

There is an added emphasis on global awareness, international-mindedness, and social responsibility in the MYP, as well as on personal projects and community service, to ensure a well-rounded, socially responsible student body to carry forward our future.

### THE IB MIDDLE YEARS PROGRAMME:

- Addresses holistically students' intellectual, social, emotional and physical well-being
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups
- Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- Empowers students to participate in service within the community
- Helps to prepare students for further education, the workplace and a lifetime of learning.



**The IB-MYP:  
a unique approach,  
relevant for a  
global society**

## THE MYP'S UNIQUE

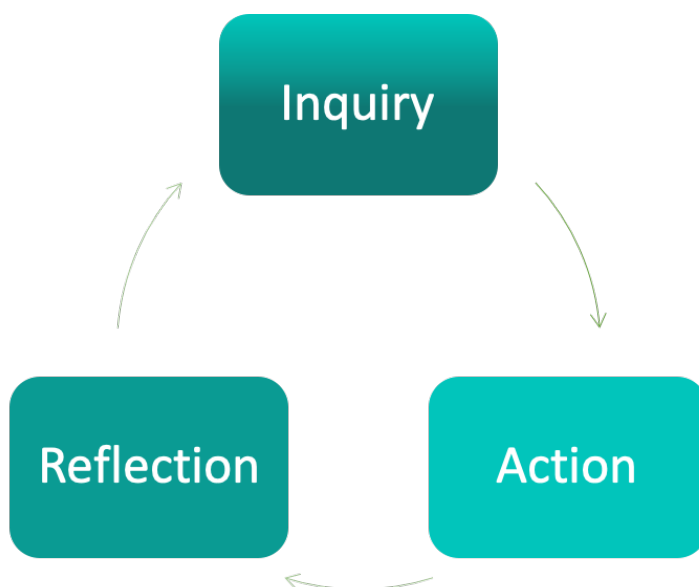
## APPROACH

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

### MYP TEACHERS ORGANIZE THE CURRICULUM WITH APPROPRIATE ATTENTION TO:

#### INQUIRY-BASED LEARNING:

Inquiry-based learning is student centered and encourages active learning. It revolves around answering inquiry questions about complex global challenges by using Inquiry (asking), Action (doing) and reflection (thinking). Inquiry based learning is also built on working together to construct meaning and make sense of the world and open classrooms where different views and perspectives are valued. It also aims to influence students to become independent lifelong learners who believe in collaborating with others.





# THE MYP'S UNIQUE

## APPROACH

### TEACHING AND LEARNING IN CONTEXT:

Students learn best when their learning experiences are connected to their lives and the real world. Global contexts tunnel the learning toward real world settings, events and circumstances and that in turn encourages international mindedness and global engagement within the programme.

## MYP STUDENTS EXPLORE THE FOLLOWING GLOBAL CONTEXTS:

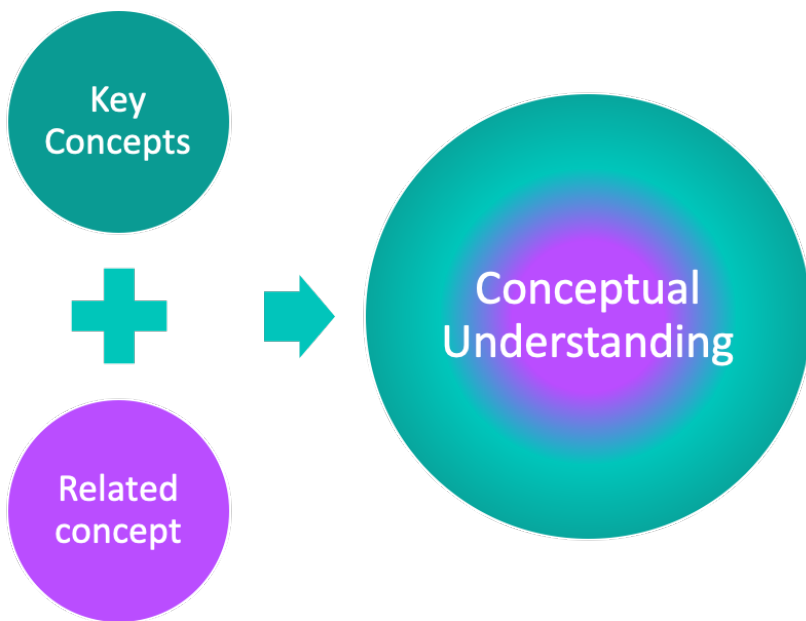
- Scientific and technical innovation
- Fairness and development
- Personal and cultural expression
- Identities and relationships
- Globalization and sustainability
- Orientation in Space and time

# THE MYP'S UNIQUE

## APPROACH

### CONCEPTUAL UNDERSTANDING:

Concepts are big ideas that have relevance within specific disciplines and across subject areas. Focusing on concepts while using related facts and skills as tools to gain deeper understanding of disciplinary content help MYP students to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. It also raises the bar for curriculum and instruction by shifting the focus from memorization to the conceptual level of understanding.



### THERE ARE KEY CONCEPTS AND RELATED CONCEPTS THAT ARE RELATED TO EACH SUBJECT IN THE MYP:

- Key concepts are broad (breadth), organizing, powerful ideas. They are transferable across different subject for example: systems which help students recognize the many permutations of each concept from body systems, to economic systems, to environmental systems.
- The related concepts build depth of understanding by enriching the language of each subject area and the discipline-specific concepts and their important relationships from year to year.

# THE MYP'S UNIQUE

## APPROACH

### WHEN FOLLOWING CONCEPTUAL BASED TEACHING, THE STUDENTS WILL DEVELOP THE FOLLOWING ASPECTS:

- Synergistic thinking is the interaction between the factual and conceptual levels of mental processing.
- Transfer of knowledge and skills which help the students use the conceptual level of thinking to relate new knowledge to prior knowledge, to see patterns and connections between different examples of the same concept or conceptual understanding, and to pattern and sort the expanding information base which is a critical skill for the 21st century.
- Social construction of meaning which builds on collaborative group work enhances thinking and problem-solving. Different minds working together to scaffold each other and generate new ideas and solutions.

## APPROACHES TO LEARNING (ATL)

Approaches to learning provide students with the necessary skills to learn how to learn and become lifelong learners.

### • THINKING SKILLS

- I. Critical Thinking skills
- II. Creativity and innovation
- III. Transfer

### • COMMUNICATIONS SKILLS

#### • SOCIAL SKILLS

- IV. Collaboration skills

### • SELF-MANAGEMENT SKILLS

- V. Organization skills
- VI. Affective skills
- VII. Reflection

### • RESEARCH SKILLS

- VIII. Information Literacy
- IX. Media Literacy

# THE MYP'S UNIQUE

## APPROACH

### SERVICE AS ACTION (COMMUNITY SERVICE)

Action and service have always been shared values of the IB community.

Opportunities for service as action should be presented in the curriculum within the unit planner to provide students with the chance to take action.

### TYPES OF SERVICE:

#### DIRECT SERVICE

The students are in direct contact with the beneficiary

#### INDIRECT SERVICE

The students carry out action that benefits the community meanwhile without having any interaction with the beneficiary.

#### ADVOCACY

Raising awareness through a campaign, play, a video etc...

#### RESEARCH

Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice.

#### LANGUAGE AND IDENTITY

MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

# The IB-MYP Curriculum

# THE IB-MYP CURRICULUM

## THE CURRICULUM

### The MYP consists of eight core subject groups:

- language acquisition
- language and literature
- individuals and societies (I&S)
- sciences
- mathematics
- arts
- physical & health education
- digital design

### THE REQUIREMENT IS A MINIMUM OF 50 HOURS OF INSTRUCTION PER SUBJECT GROUP IN EACH ACADEMIC YEAR.

**In year 1 to 3 (grades 6 to 8)** we offer integrated Sciences. Meanwhile, in years 4 and 5 (grades 9 and 10), students take three sciences (Biology, Chemistry and Physics).

**In year 1 to 3 (grades 6 to 8)** we offer integrated Individuals and Societies. Meanwhile, in years 4 and 5 (grades 9 and 10), we offer Economics.

**In addition, students in years 4 and 5**, can also choose between visual arts and Digital Design.

**Once the choice is made in year 4 (grade 9)** the student cannot change his mind in year 5.

# THE IB-MYP CURRICULUM

## MYP SUBJECT GROUPS

### Group 1: Language & Literature (English or Arabic)

The language and literature course is designed to involve students in applying reading, writing, listening, speaking, and critical thinking skills in an independent way through tasks that help students relate to the meanings behind the literature and authentic texts. Students will develop an appreciation for literature and language through the study of literary elements, analysis of characters, style, form and evaluation of the classic and contemporary selections.

#### A. ANALYSING

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

#### B. ORGANIZING

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

#### C. PRODUCING TEXT

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

#### D. USING LANGUAGE

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

## Group 2: Language Acquisition (French or Arabic)

The language acquisition course provides the learner with the autonomy in the expression and comprehension of the language. The language acquisition course is designed to encourage students gain competence in an additional language with the long-term goal of multilingualism and give students an awareness and understanding of the perspectives of people from other cultures.

### A. LISTENING

- i. demonstrate understanding of explicit and implicit spoken information in multimodal texts
- ii. demonstrate understanding of conventions
- iii. demonstrate understanding of relationships between the various components of the multimodal text

### B. READING

- i. demonstrate understanding of explicit and implicit written information in multimodal texts
- ii. demonstrate understanding of conventions
- iii. demonstrate understanding of relationships between the various components of the multimodal text

### C. SPEAKING

- i. use spoken language to communicate and interact with others
- ii. demonstrate accuracy and fluency in speaking
- iii. communicate clearly and effectively

### D. WRITING

- i. use written language to communicate with others
- ii. demonstrate accurate use of language conventions
- iii. organize information in writing
- iv. communicate information with a sense of audience and purpose.



# THE IB-MYP CURRICULUM

## Group 3: Individuals and Societies

The MYP individuals and societies subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs.

### A. KNOWING AND UNDERSTANDING

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

### B. INVESTIGATING

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

### C. COMMUNICATING

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

### D. THINKING CRITICALLY

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

# THE IB-MYP CURRICULUM

## Group 4: Sciences

In the MYP Science course, students will explore scientific language, learn through inquiry, and develop critical thinking skills that build an awareness of the benefits and limitations of science through real-life contexts and practical activities.

### A: KNOWING AND UNDERSTANDING

- i. explain scientific knowledge;
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- iii. analyze and evaluate information to make scientifically supported judgments.

### B. INQUIRING AND DESIGNING

- i. explain a problem or question to be tested by a scientific investigation;
- ii. formulate a testable hypothesis and explain it using scientific reasoning;
- iii. explain how to manipulate the variables, and explain how data will be collected;
- iv. design scientific investigations.

### C. PROCESSING AND EVALUATING

- i. present collected and transformed data;
- ii. interpret data and explain results using scientific reasoning; evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- iii. evaluate the validity of the method;
- iv. explain improvements or extensions to the method.

### E. REFLECTING ON THE IMPACTS OF SCIENCE

- i. explain the ways in which science is applied and used to address a specific problem or issue;
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- iii. apply communication modes effectively;
- iv. document the work of others and sources of information used.

# THE IB-MYP CURRICULUM

## Group 5: Mathematics

The course aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics. Within the prescribed framework, this MYP mathematics course would ensure that students apply mathematics to authentic real-life situations and perform investigations to discover patterns. **The students explore and develop knowledge from the following five branches of mathematics:** Numbers - Algebra - Geometry and trigonometry - Statistics and probability - Discrete mathematics

### IN MYP YEAR 4, THERE ARE TWO DIFFERENT LEVELS OF MATHEMATICS OFFERED TO STUDENTS:

- Standard mathematics aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics.

- Extended mathematics consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in mathematics: for example, mathematics higher level (HL) as part of the IB Diploma Programme. Extended mathematics provides greater breadth and depth to the standard mathematics framework.

### A. KNOWING AND UNDERSTANDING

- i. select appropriate mathematics when solving problems;
- ii. apply the selected mathematics successfully when solving problems;
- iii. solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

### B. INVESTIGATING PATTERNS

- i. select and apply mathematical problem-solving techniques to discover complex patterns;
- ii. describe patterns as general rules consistent with findings;
- iii. prove, or verify and justify, general rules.

### C. COMMUNICATING

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- ii. use appropriate forms of mathematical representation to present information;
- iii. move between different forms of mathematical representation;
- iv. communicate complete, coherent and concise mathematical lines of reasoning.
- v. organize information using a logical structure.

### D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS

- i. identify relevant elements of authentic real-life situations;
- ii. select appropriate mathematical strategies when solving authentic real-life situations;
- iii. apply the selected mathematical strategies successfully to reach a solution;
- iv. justify the degree of accuracy of a solution;
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

## Group 6: The Arts (Visual Arts, Performing Arts)

The Arts courses has been designed to provide students with a wide range of arts learning experiences. This includes the opportunity to develop practical skills, knowledge of art theories and concepts as well as to involve students in their own learning and development process. Students will be able to grow through a process of investigation, developing skills and creative thinking skills. They are provided with the opportunity to be independent, especially with their ideas and artistic expression while they participate in diverse collaborative activities simultaneously. **EIS offers students Visual Arts courses for years 1 to 3 and as a choice in years 4 and 5.**

### A. INVESTIGATING

- i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement(s) or genre(s).

### B. DEVELOPING

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

### C. CREATING/PERFORMING

- i. create or perform an artwork.

### D. EVALUATING

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

# THE IB-MYP CURRICULUM

## Group 7: Design

MYP technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment. Technology is one of the eight subject groups in the MYP with defined aims, objectives and assessment criteria. Design technology aims to develop a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context.

### A. INQUIRING AND ANALYZING

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyze a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research

### B. DEVELOPING IDEAS

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

### C. CREATING THE SOLUTION

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

### D. EVALUATING

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

# THE IB-MYP CURRICULUM

## Group 8: Physical and Health Education (PHE)

The MYP Physical and Health Education course is designed to help students appreciate being active and expose them to choosing a healthy life style.

### A. KNOWING AND UNDERSTANDING

- i. explain physical health education factual, procedural and conceptual knowledge;
- ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;
- iii. apply physical and health terminology effectively to communicate understanding

### B. PLANNING FOR PERFORMANCE

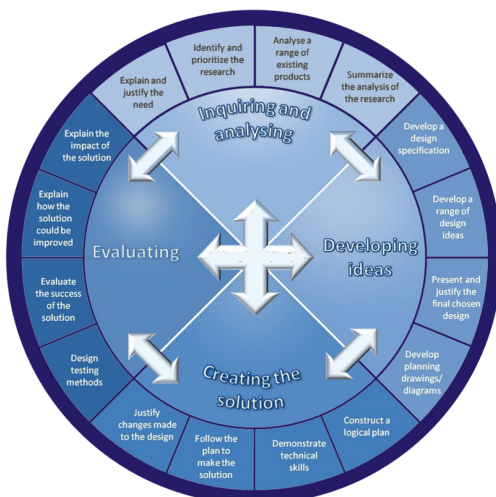
- i. design, explain and justify plans to improve physical performance and health
- ii. analyze and evaluate the effectiveness of a plan based on the outcome

### C. APPLYING AND PERFORMING

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyze and apply information to perform effectively

### D. REFLECTING AND IMPROVING PERFORMANCE

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyze and evaluate performance



# **IB-MYP**

# **Assessment**

# IB-MYP ASSESSMENT

## Assessment

Learning is an ongoing process. Assessments provide teachers, students and parents with an overview of the student's learning journey and progress.

### **THE STUDENTS ARE ASSESSED THROUGH FORMATIVE AND SUMMATIVE ASSESSMENTS.**

The difference is that formative assessments give the students the chance to improve their learning and their acquirement of the concepts being taught thanks to teacher's feedback and support.

Summative Assessment evaluates students' learning at the end of a unit by comparing it against the standards. Assessments should be designed to be authentic and have the purpose to teach students and improve their skills and understanding of course content.

They require students to apply what they learned to a new situation and to determine what information and skills are relevant to complete the assessment and how they should be used

**EACH SUBJECT HAS OBJECTIVES THAT CORRESPOND TO ONE OF FOUR EQUALLY WEIGHTED ASSESSMENT CRITERIA.**



## IB-MYP ASSESSMENT

**EACH CRITERION HAS EIGHT POSSIBLE ACHIEVEMENT LEVELS (1–8), DIVIDED INTO FOUR BANDS WITH UNIQUE DESCRIPTORS THAT TEACHERS USE TO MAKE JUDGMENTS ABOUT STUDENTS' WORK.**

### **8 POSSIBLE ACHIEVEMENT LEVELS FOR EACH CRITERION (1 TO 8)**

- 1 – 2: limited performance
- 3 – 4: adequate performance
- 5 – 6: substantial performance
- 7 – 8: excellent performance

Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

The total of achievement level for each criterion then helps the teacher determine a final grade out of 7 for the subject by following the final grade boundaries provided by the MYP:

FINAL GRADE BOUNDARIES	
SUM	MARK
0-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

# IB-MYP ASSESSMENT

The following table presents the criteria for each subject:

	CRITERIA A OUT OF 8	CRITERIA B OUT OF 8	CRITERIA C OUT OF 8	CRITERIA D OUT OF 8
LANGUAGE AND LITERATURE	ANALYZING	ORGANIZING	PRODUCING TEXT	USING LANGUAGE
LANGUAGE ACQUISITION	LISTENING	READING	SPEAKING	WRITING
INDIVIDUALS AND SOCIETIES	KNOWING AND UNDERSTANDING	INVESTIGATING	COMMUNICATING	THINKING CRITICALLY
SCIENCES	KNOWING AND UNDERSTANDING	INQUIRING AND DESIGNING	PROCESSING AND EVALUATING	REFLECTING ON THE IMPACTS OF SCIENCE
MATHEMATICS	KNOWING AND UNDERSTANDING	INVESTIGATING PATTERNS	COMMUNICATING	APPLYING MATHEMATICS IN REAL-WORLD CONTEXTS
ARTS	INVESTIGATING	DEVELOPING	CREATING/ PERFORMING	EVALUATING
PHYSICAL AND HEALTH EDUCATION	KNOWING AND UNDERSTANDING	PLANNING FOR PERFORMANCE	APPLYING AND PERFORMING	REFLECTING AND IMPROVING PERFORMANCE
DESIGN	INQUIRING AND ANALYZING	DEVELOPING IDEAS	CREATING THE SOLUTION	EVALUATING
MYP PROJECTS	PLANNING	APPLYING SKILLS	REFLECTING	X
INTERDISCIPLINARY	EVALUATING	SYNTHESIZING	REFLECTING	X

# IB-MYP ASSESSMENT

## INTERNAL STANDARDIZATION

Internal standardization is done to assure fairness and adequate grading. Within a subject group the teachers are required to provide 3 different samples of each assessment which are graded anonymously by at least two other teachers. After that is done they agree on a final grade for the samples provided. Internal standardization should be finalized before reporting the grades to the students and parents.

## REPORTING IS DONE TWICE EVERY SEMESTER

- through a progress report card and meeting
- report card at the end of the semester

## MYP PROJECTS

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. This makes the personal project the culminating project in the MYP.

Each MYP year 5 (grade 10) student is mandated by the program to complete a personal project, which includes the independent creation of a product and the writing of a report that explains the whole process.

The main idea is for the students to choose a subject of interest to them and that provides them with a challenge. To reach the aims of the personal project the students must fulfill its objectives: Investigating, Planning, Taking Action and Reflecting.

Each student will be supported by a supervisor, who is trained to provide the necessary guidance and supervision. This project is corrected and moderated internally at the school and must also be externally corrected and moderated through IB to ensure fairness and to maintain quality.

This is the most important project that the student will be working on throughout the MYP program and reflects the accomplishments of the students and of the program itself.

# IB-MYP ASSESSMENT

## HOMEWORK

Eastwood International School believes that homework is an essential part of the learning process. It's guaranteed to support pre-learning, ensure the understanding of the concepts taught, help the students to practice, process and retain conceptual understanding.

We also believe that students should not be overburdened with homework and that they should be capable of completing successfully and independently the homework tasks that are sent home.

At EIS we have a system in place to check that the homework being assigned is not excessive. Students, teachers, and parents all have a role in making homework a successful part of the students' learning.

# IB-MYP ASSESSMENT

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