



MEADS MILL MIDDLE SCHOOL

PERSONAL PROJECT...

What is the Personal Project?

The personal project is a project that is initiated and developed by the student. The topic is chosen by the student and can be nearly anything that interests the student (i.e., short story writing, stained glass, tutoring, fundraising, the possibilities are endless).

Who is it for? Any student entering ninth grade can begin to inquire about the personal project

Why should your child complete the Personal Project? They can build their resume for work or college, they can earn an MYP certificate (pending authorization), get a notation on their NHS transcript, and gain knowledge in a particular area of interest.

What Kinds of Projects are there? There are two types of projects:

RESEARCH \ WRITE

•Students research a self-selected topic and write their findings in a report.

CREATE A PRODUCT

•Students create a product or organize an event related to their interest.

For more information check out... http://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief_personal-project_2015.pdf

MARK YOUR CALENDARS!!

Meads Mill's second annual International Night has been scheduled! Mark your calendars for Monday, April 24, 2017. 6:00 pm - 8:30 pm. We are looking for people interested in performing and families who are interested in hosting a table. If you are interested please take a moment to click this [link](#) to fill out our Google Survey or you can contact Tonya Traylor at trayloto@northvilleschools.org. We need your help to make this night just as wonderful as last year's!



Service and Action Follow Up

During October, November, and December the sixth graders worked hard to make a difference in their community. Students explored how others impacted their community through their Courage Unit in their Language and Literature classrooms. Then through service and action they made a difference in their own community. Students hosted a Michigan vs. Michigan State day during Spirit Week. Students collected items from Mott's Wish List and they also hosted a hat day, candy raffle, and candy cane sale. They were able to raise over \$1100 dollars in donations for Mott Children's Hospital in Ann Arbor.

Alphabet Soup-

WHAT DO ALL THESE LETTERS MEAN?

IB: International Baccalaureate

MYP: Middle Years Programme

ATLs: Approaches to Learning

Upcoming Events

February 20

No School-President's Day

March 7

Parent-Teacher Conferences-
Half-day

March 31

End of third card marking

MYP Years and Grade Level Equivalencies:

Year 1 = Sixth Grade

Year 2 = Seventh Grade

Year 3 = Eighth Grade

February's Learner Profile Trait:

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

IB MYP Rubrics

Teachers are beginning to increase the use of MYP rubrics in their classrooms, as they are learning more about them. Each subject area has four criterion-based rubrics (Criterion A, Criterion B, Criterion C, and Criterion D). The rubrics are not based on traditional points, but rather an achievement level. This allows a student to see where they are in relation to the standards set by the rubric. The rubrics can be used with daily work, formative assessment (check-ins for understanding), and/or summative assessment (end of unit tests, etc.).

Below is an example of a Year 1 (6th grade) Language and Literature (ELA) Rubric:

Language & Literature Rubric – Year 1 Criterion B: ORGANIZING

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

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

Objectives of the task

Achiev. Level	Level descriptor	Indicators
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> makes minimal use of organizational structures, though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ul style="list-style-type: none"> Paraphrasing is attempted in narrative A beginning, middle, and end have been attempted to be developed Minimal elements of story are used MLA format is attempted
3-4	The student: <ol style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> Good use of paraphrasing throughout narrative A developed beginning, middle, end Most of the elements of a story are used and somewhat developed MLA format is mostly followed
5-6	The student: <ol style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a logical manner, with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> Strong use of paraphrasing throughout narrative Well-developed beginning, middle, and end Plot builds and flows throughout narrative Majority of elements of a story are used and well-developed MLA format is followed
7-8	The student: <ol style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ul style="list-style-type: none"> Sophisticated use of paraphrasing throughout narrative Exceptional beginning, middle, and end Plot builds and flows throughout narrative All elements of a story are used and effective MLA format is explicitly followed

Achievement Levels:

These range from 0-8. 0 means the student did not reach a standard as outlined by the rubric. The 7-8 level mean the student reached a sophisticated level of work.

Leveled descriptions of how the task will be assessed.

Student-friendly wording of the task requirements.

PARENTS CORNER

HOW CAN YOU HELP?

We are looking for parents interested in joining our International Baccalaureate Advisory Council (IBAC).

You will provide feedback on the International Baccalaureate program, reflection on our implementation of the program, and review MYP policies.

IBAC meetings will be held quarterly after the school day.

If you are interested, please fill out the [Committee application](#) (click on hyperlink above) or contact Sandra Brock at brocksa@northvilleschools.org

LOOKING FOR MORE INFORMATION?

You can contact:

Meads Mill MYP Coordinator
Tonya Traylor
trayloto@northvilleschools.org

Northville MYP Coordinator
Sandra Brock
brocksa@northvilleschools.org

Or you can check out:

IB Website
<http://ibo.org>

Northville Schools Website
<http://northvilleschool.org>
Look under the International Baccalaureate Tab