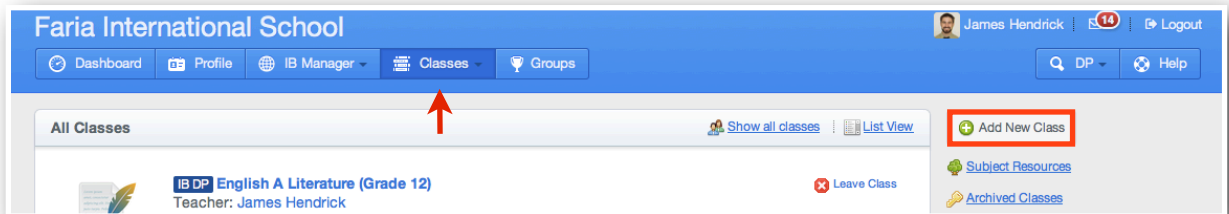


Setting Up a Class

Creating a Class Step-by-Step

1) Select the **Classes** tab to begin. On the right menu, click **Add New Class**.



2) To create your class, complete the following steps:

Type: Select IB Middle Years.

Grade: Select the correct grade.

Subject: If you do not see your subject listed, contact your system administrator.

Phases: For Language B classes, the phase(s) of the class can be indicated.

Section: Labels such as A, B, or C can be used to differentiate classes.

Class ID: This may be any unique combination of numbers and letters.

Teacher: Select the teacher from the drop down menu. More teachers can be added to the class later.

Lock Class: Restrict students from joining or leaving the class.

 A screenshot of the 'Add New Class' form. The form contains the following fields and options:

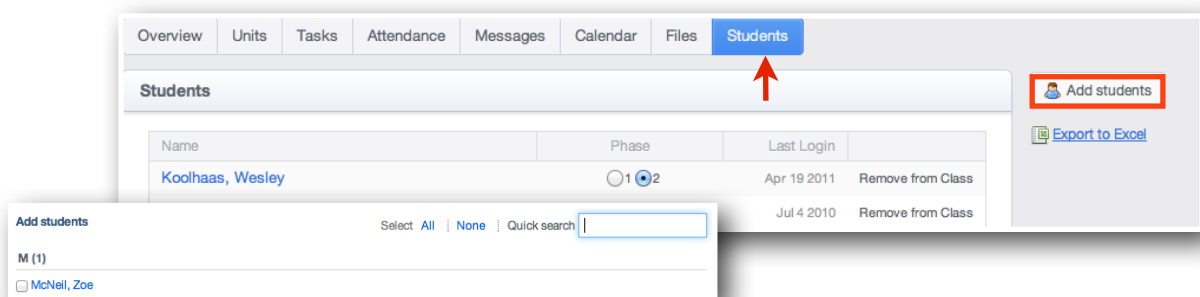
- Type of class:** IB Middle Years (dropdown)
- Year:** Grade 6 (dropdown)
- Subject:** Chinese (dropdown)
- Phase:** 1, 2, 3, 4, 5, 6 (checkboxes)
- Class Name:** (text input)
- Section:** (text input, with example: e.g. A, B, C or 1, 2, 3)
- Class ID:** CHI198 (text input)
- Teacher:** Cherry Lane (dropdown)
- Description:** Ms. Lane's Language B Chinese class for Phases 1 & 2. We meet on Mondays, Wednesdays, and Fridays in Room 98.
- Announcement:** Prepare for a delicious Chinese lesson this week!
- Lock class:** (checkbox) Do not allow students to join or leave this class.
- Attendance:** Rotation Days: Monday (checked), Tuesday, Wednesday (checked), Thursday, Friday (checked). First Lesson: Period 3, Period 1, Period 3, Period 1, Period 3.
- Buttons:** 'Add Lesson', 'Create this class', and 'Cancel'.

Once finished, click **Create this class**.

Confirm the Class List

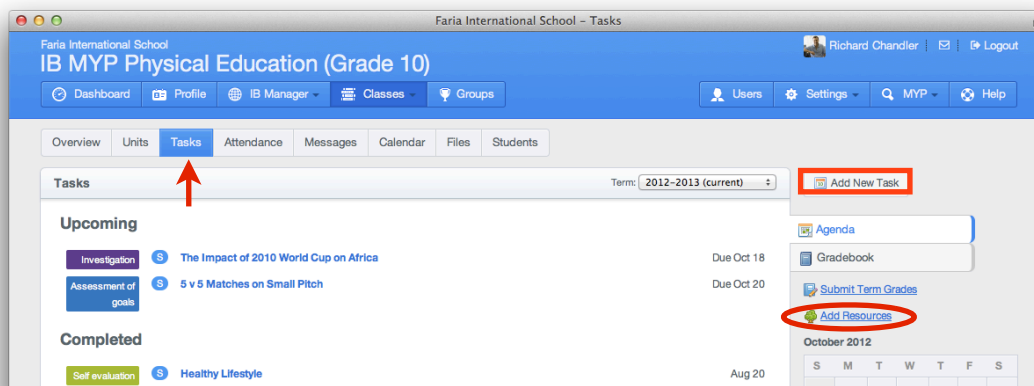
Click the **Students** tab to view your class roster and set phases for individual students.

Add Students directly via the right menu, or click **Remove from Class** to remove a student. (Their records will not be affected.)



Create an Assessment Task

From the **Tasks** tab, click **Add New Task** on the right menu. To add a task that was previously created on your system, click **Add Resources**.



Name the task, link it to an existing unit, and select its *Type* and *Category*.

You may select default criterion descriptors, which are built-in from the MYP subject guides.

The criterion descriptors may also be modified by clicking **Task-specific criteria**.

Other features include:

Enable Dropbox: Allow students to submit files electronically.

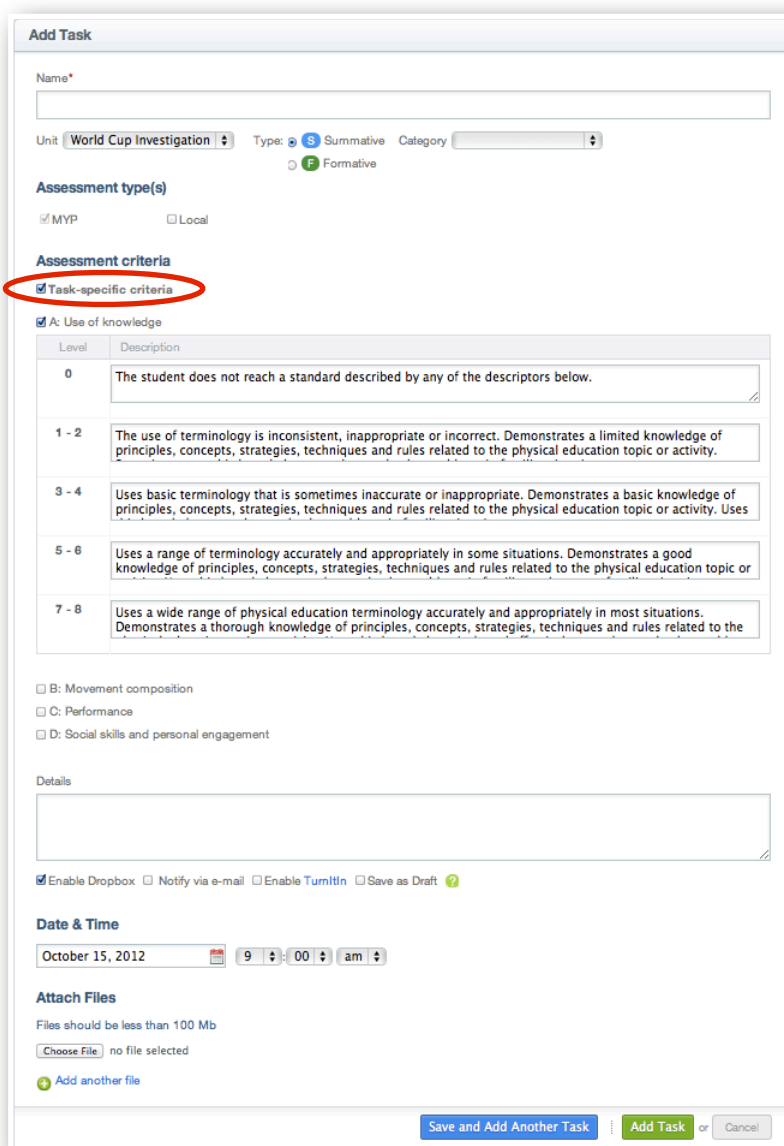
Enable TurnItIn: View originality scores and reports directly on ManageBac. (Available only if your account has been integrated with TurnItIn.)

Save as Draft: Hide the task from students until you are ready for them to view it.

Attach Files:

Provide reference files for your students.

Once the task is complete, click **Save and Add Another Task** or simply **Add Task**.



Add Task

Name*

Unit: **World Cup Investigation** Type: ☒ Summative ☐ Formative Category:

Assessment type(s)

☒ MYP ☐ Local

Assessment criteria

☒ Task-specific criteria

☒ A: Use of knowledge

Level	Description
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The use of terminology is inconsistent, inappropriate or incorrect. Demonstrates a limited knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity.
3 - 4	Uses basic terminology that is sometimes inaccurate or inappropriate. Demonstrates a basic knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses
5 - 6	Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or
7 - 8	Uses a wide range of physical education terminology accurately and appropriately in most situations. Demonstrates a thorough knowledge of principles, concepts, strategies, techniques and rules related to the

☐ B: Movement composition
☐ C: Performance
☐ D: Social skills and personal engagement

Details

☒ Enable Dropbox ☐ Notify via e-mail ☐ Enable TurnItIn ☐ Save as Draft ?

Date & Time

October 15, 2012 9:00 am

Attach Files

Files should be less than 100 Mb

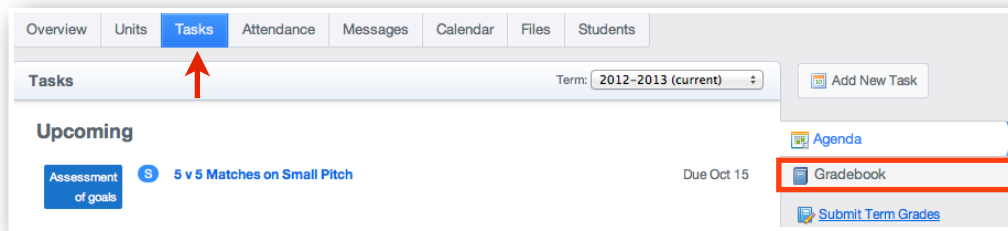
no file selected

☒ Add another file

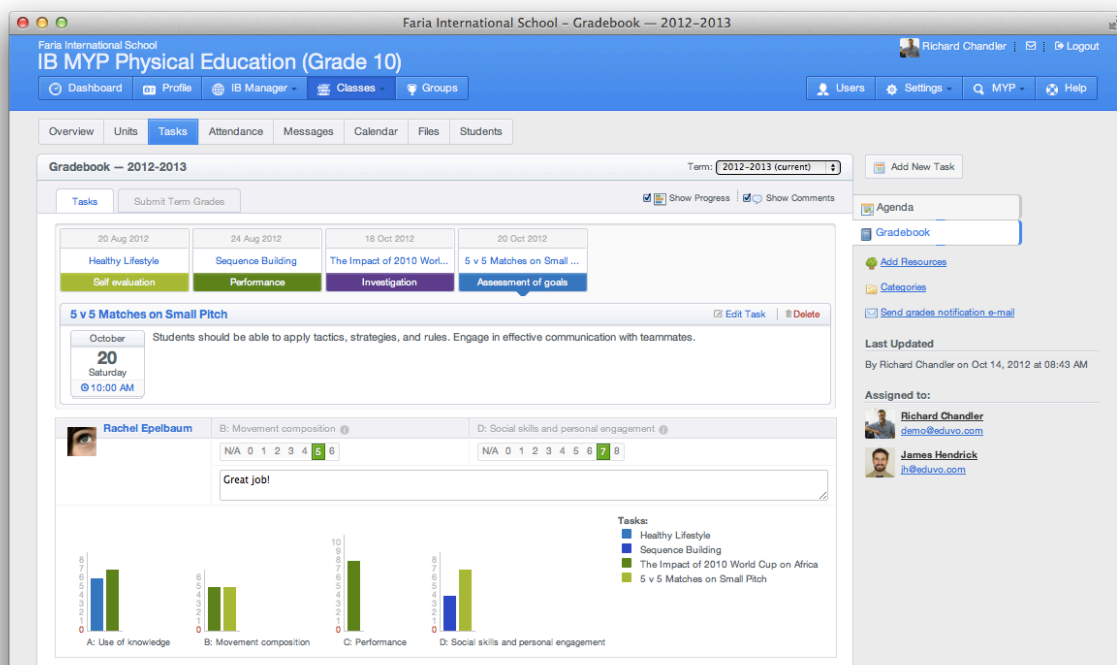
or

Assessing a Task

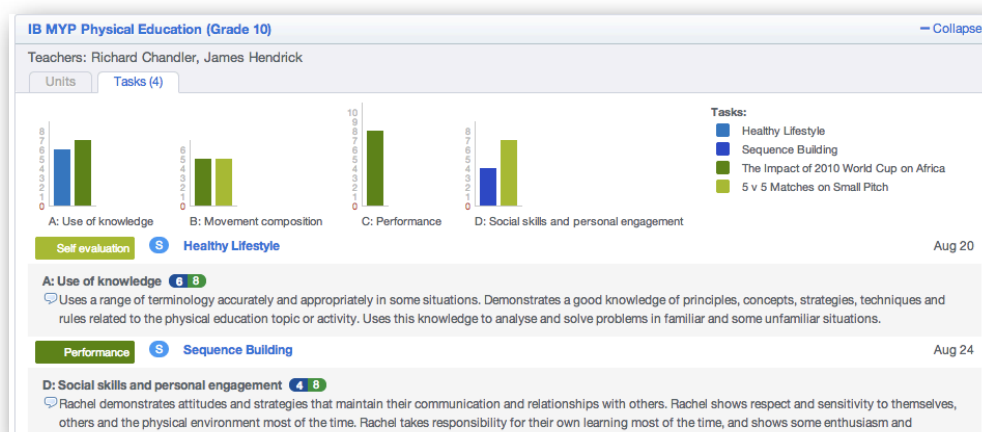
Under the **Tasks** tab, select the **Gradebook**.



Select the relevant task. Tasks will be assessed against the criteria chosen. Once you select an achievement level, the corresponding descriptor will appear automatically for the student.

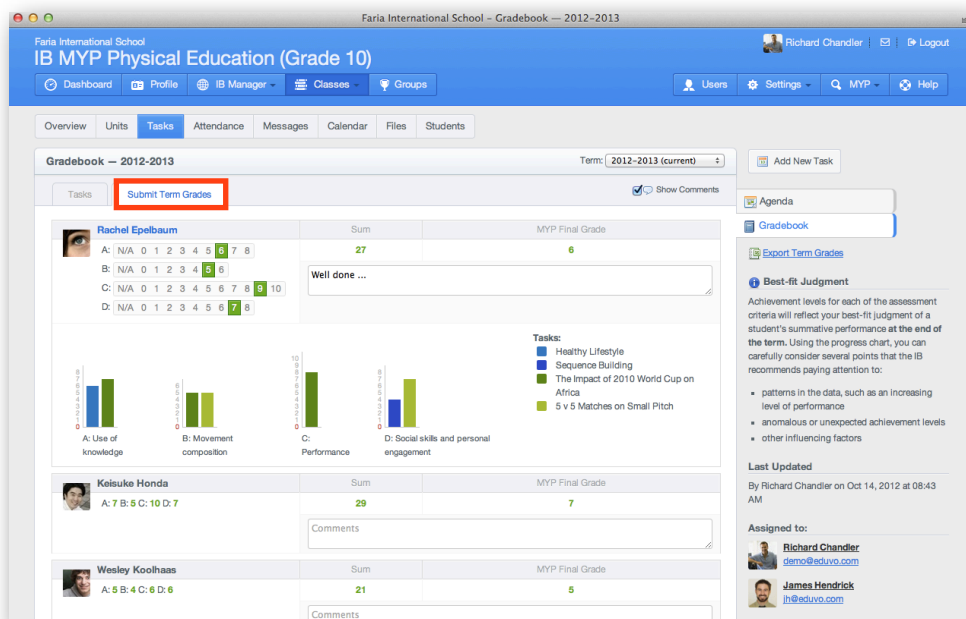


Students and parents will be able view personalized assessment feedback by task, including the achievement level and criterion descriptor.



Submitting Term Grades

Under the **Tasks** tab, select the Gradebook and then **Submit Term Grades**.



Within the MYP, students are evaluated based on a best-fit judgment. This is not an average; it is an assessment of where each student stands at the end of the term based on their summative performance.

Please review each student's progress before setting their final achievement levels. The achievement levels will then be automatically summed and converted into the IB 1-7 final grade. The system will automatically save the grades as they are entered.

Physical Education: Physical Education		Grade 10 — Richard Chandler, James Hendrick	
MYP Assessment Criteria	Achievement Level	Maximum	
A: Use of knowledge			
Uses a range of terminology accurately and appropriately in some situations. Demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. Uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations.	6	8	
B: Movement composition			
Rachel selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent, and shows aspects of imagination, creativity and style.	5	6	
C: Performance			
Rachel shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. Rachel applies movement concepts, tactics, strategies and rules in a critical and effective manner. Rachel performs with a high degree of precision, synchronization, energy, style and flair.	9	10	
D: Social skills and personal engagement			
Rachel demonstrates attitudes and strategies that deepen and enhance their communication and relationships with others. Rachel consistently shows a high degree of respect and sensitivity to themselves, others and the physical environment. Rachel takes responsibility for their own learning and consistently shows enthusiasm and commitment to physical education. Rachel reflects critically on their own achievements, sets appropriate goals that enhance learning, and takes action towards achieving them.	7	8	
Totals:	27	32	
Final Grade	Local Grade		
6	90%		

If your school uses the **Reports** feature, students and parents will be able to view generated report cards online.

Report cards will show criterion achievement levels alongside personalized descriptors.

The IB 1-7 final grade, options & rubrics, narrative comments and grade boundaries may also be shown.