IB Middle Years Programme

MYP Handbook

2026–2027



Viet Nam Tinh Hoa – The Futures School is a candidate school for the IB Middle Years Programme (MYP) pursuing authorisation. IB World Schools share a common philosophy - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. Only schools authorised by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorisation will be granted.

For further information about the IB and its programmes, visit www.ibo.org

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A guide to how students learn, grow and are assessed in the MYP.

Designed for parents, this handbook brings the programme framework, subject expectations and school practices into one clear reference.

School Philosophy

EVERY CHILD.
EVERY POTENTIAL.
FULLY AWAKENED.

Vision

At Viet Nam Tinh Hoa – The Futures School, we aspire to be Vietnam's leading IB World School, where Vietnamese values and heritage are celebrated alongside global perspectives. We envision a vibrant learning community that nurtures internationally minded, compassionate, and principled young people who are empowered to shape a better future. Through an education grounded in inquiry, innovation, and intercultural understanding, we inspire our students to pursue excellence in learning, the arts, athletics, and service. We seek to develop confident and resilient individuals who embrace challenges, think critically, act responsibly, and contribute meaningfully to both their local communities and the wider world.

Mission

Viet Nam Tinh Hoa – The Futures School provides a transformative international education that combines the richness of Vietnamese culture with the philosophy and programmes of the International Baccalaureate. We cultivate curious, knowledgeable, and reflective learners through a rigorous academic programme that promotes inquiry, creativity, and intellectual independence. Within a caring and inclusive community, we support the holistic development of every student, fostering wellbeing, character, leadership, and a commitment to service. By developing bilingual and bicultural competencies, global awareness, and a lifelong love of learning, we prepare our students to thrive in an interconnected world and to make a positive difference wherever their journeys take them.

The IB Middle Years Programme

5 **YEARS**
A coherent programme from Grades 6-10

11-16 **AGES**
A developmental bridge from PYP to DP

8 **SUBJECT GROUPS**
Learning across distinct disciplines

1 **SHARED FRAMEWORK**
Concepts, contexts, skills and action

The Middle Years Programme is a 5 year course designed for students aged 11-16. As students transition from the Primary Years Programme, learning moves from a transdisciplinary to an interdisciplinary approach. At this stage, subjects are taught as more discrete disciplines, with a greater emphasis on developing subject-specific knowledge, skills, and understanding. In MYP students learn through solving real world problems. In addition to individual subjects, students will also participate in interdisciplinary studies, a community and personal project and service as action.

The IB Middle Years Programme (MYP) provides an internationally recognised framework that encourages students to approach learning from multiple perspectives and make meaningful connections across disciplines. It offers strong vertical continuity with the IB Diploma Programme in Grades 11 and 12, as many of the skills, approaches to learning, and assessment practices developed in the MYP prepare students for success in the Diploma Programme. Assessment within the MYP is criterion-based and inquiry-driven, providing a consistent and transparent approach to measuring student growth and achievement. The programme's interdisciplinary nature promotes deeper understanding and real-world application of knowledge, while its flexibility allows Viet Nam Tinh Hoa to design a curriculum that reflects the needs, interests, and aspirations of its students. Rather than prescribing specific content, the MYP provides a robust framework for curriculum design and delivery, supporting innovation, continuous improvement, and rigorous external evaluation.

Assessment and parent understanding: The assessment within each subject is designed to help students and parents recognise a student’s individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the Viet Nam Tinh Hoa Assessment Policy for further details.

IB Learner Profile

The IB Learner Profile lies at the heart of the International Baccalaureate philosophy and reflects the attributes that support students in becoming active, compassionate, and lifelong learners. Through the development of ten key attributes-Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective-students learn to engage with the world thoughtfully and responsibly. The Learner Profile is embedded throughout the MYP curriculum and school culture, guiding students' academic, personal, and social development. At Viet Nam Tinh Hoa, these attributes help students develop the character, skills, and international-mindedness needed to thrive in an interconnected world and to make a positive contribution to their communities and beyond.



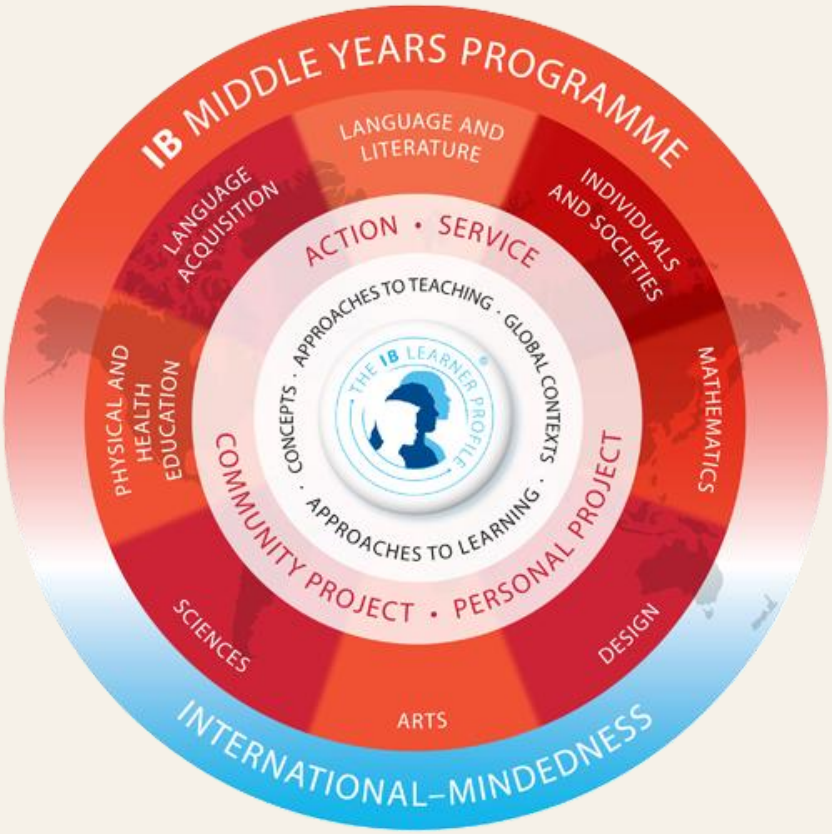
Curriculum Framework

Alignment

While the MYP provides the pedagogical framework for our curriculum in Grades 6 - 10, the content is aligned with both the English National Curriculum and the Vietnamese MOET. Skills and knowledge from the MOET curriculum are embedded throughout. Students will be assessed using the MOET criteria in termly tests as well as by the criteria stipulated by the International Baccalaureate for the MYP.

MYP Curriculum Framework

The IB Middle Years Programme (MYP) curriculum framework is designed to develop knowledgeable, skilled, and internationally minded learners through a balanced and holistic approach to education. The framework is built around subject-group learning, conceptual understanding, inquiry, and real-world application. Students engage with eight subject groups while exploring significant ideas through Global Contexts, developing Approaches to Learning (ATL) skills, and embodying the attributes of the IB Learner Profile. This interconnected framework encourages students to make meaningful connections across disciplines, think critically and creatively, and apply their learning to authentic local and global issues. Through this approach, the MYP prepares students not only for success in further education, including the IB Diploma Programme, but also for active and responsible participation in an increasingly complex world.



Conceptual Learning

Big ideas make knowledge transferable.

Concepts help students connect facts, prior experience and new contexts.



Conceptual Learning

In the IB Middle Years Programme (MYP), learning is organised around concepts—big ideas that are enduring, transferable, and relevant across subjects, cultures, and contexts. Concepts provide a framework for inquiry, enabling students to explore issues and ideas of personal, local, and global significance while developing a deeper understanding of the essence of each discipline. The MYP identifies both key concepts and related concepts, which help ensure a rigorous curriculum and foster a shared educational approach across IB World Schools. A concept-based model encourages students to move beyond the acquisition of factual knowledge by connecting facts to broader understandings, creating meaningful links between new learning and prior experiences, and transferring knowledge across different contexts. It also promotes deeper engagement and motivation by allowing students to explore concepts through their own perspectives and experiences. Through a common conceptual language, students develop greater fluency in articulating their understanding, while engaging in higher levels of critical, creative, and conceptual thinking as they investigate complex issues and global challenges through discipline-specific len

Global Contexts

In the IB Middle Years Programme (MYP), learning is designed to help students develop a deeper understanding of an increasingly complex and interconnected world. To achieve this, all learning is framed through six Global Contexts, which provide meaningful lenses for exploring knowledge, concepts, and real-world issues.

- **Identities and relationships**
- **Orientation in space and time**
- **Personal and cultural expression**
- **Scientific and technical innovation**
- **Globalisation and sustainability**
- **Fairness and development**

Units of inquiry across all subject areas are connected to a Global Context, enabling students to make authentic links between their classroom learning and the world around them. By exploring subject-specific concepts within these contexts, students gain a broader understanding of why their learning matters and how it relates to personal, local, national, and global issues. Global Contexts encourage students to consider important questions such as: Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand this? and Why do people care about this topic? The six MYP Global Contexts promote exploration of our common humanity, shared responsibility for the planet, and the diverse experiences of individuals and communities. Throughout the programme, students engage with each Global Context multiple times and across a range of disciplines, developing increasingly sophisticated perspectives on the world. In the final year of the MYP, students undertake the Personal Project, an extended, independent piece of inquiry based on a Global Context of their own choosing. This significant project reflects the culmination of their MYP learning journey, demonstrating the knowledge, skills, and attributes they have developed throughout the programme.

Inquiry and Approaches to Learning

Inquiry-driven instruction

Inquiry-driven instruction is at the heart of the IB Middle Years Programme (MYP). Rather than simply acquiring knowledge, students are encouraged to ask questions, investigate ideas, explore multiple perspectives, and construct their own understanding of concepts and issues. Through guided inquiry, learners develop curiosity, critical thinking, creativity, and independence while making meaningful connections between classroom learning and the world around them. This approach fosters deeper engagement, promotes lifelong learning, and empowers students to become active participants in their own educational journey.

Approaches to Learning

It is widely known that the development of transdisciplinary skills are just as important in education as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATL). The MYP Approaches to Learning (ATL) framework develops the skills students need to become independent, self-regulated, and lifelong learners. ATL skills are explicitly taught and embedded across all subject areas, providing students with a common language for learning and reflection. Through the development of communication, social, self-management, research, and thinking skills, students learn not only what to learn, but how to learn effectively.

COMMUNICATION

Exchanging information and ideas effectively through a variety of modes and media.

SOCIAL

Collaborating effectively, building relationships, and appreciating diverse perspectives.

SELF-MANAGEMENT

Managing time, tasks, emotions, goals, and personal wellbeing.

RESEARCH

Finding, evaluating, creating, and using information ethically and effectively.

THINKING

Applying critical, creative, and transfer thinking to solve problems and make connections.

Service as Action

Recognise

Identify needs in school, local or global communities.

Act

Plan and participate using personal interests, talents and learning.

Reflect

Document growth, impact and ethical considerations in a portfolio.



Service as Action is a central component of the IB Middle Years Programme (MYP), providing students with opportunities to apply their learning in meaningful and purposeful ways. In Grades 6-10 (MYP 1-5), students participate in a range of service-based activities that encourage them to take action in response to needs within their school, local, or global communities. Students are encouraged to build upon their own interests, talents, and experiences when identifying and engaging in service opportunities.

Throughout the programme, students maintain a portfolio that documents their involvement and reflections, providing evidence of their growth and achievement of the Service as Action learning outcomes. Through these experiences, students develop greater self-awareness, undertake new challenges, plan and evaluate initiatives, demonstrate perseverance, collaborate effectively with others, and strengthen their international-mindedness through intercultural understanding and global engagement. They are also encouraged to reflect on the ethical implications of their actions and the impact they have on others. Participation in Service as Action is a requirement of the MYP in every year of the programme, and successful completion of the school's expectations is necessary for progression through the MYP and the award of the MYP Certificate in Grade 10 (MYP 5).

Group 1: Language and Literature

01

ENGLISH / VIETNAMESE

Wherever possible, students must study at least one language at Language & Literature level. Any student who does not meet this requirement in Grade 10 (MYP5) will not be eligible to receive the MYP Certificate. Language & Literature is either a student's mother tongue language or one in which he/she has near-native proficiency.

Main objectives

The study of MYP Language and Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

A. Analysing

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

B. Organizing

- employ organisational structures that serve the context and intention;
- organise opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C. Producing text

- 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;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

D. Using language

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

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Group 2: Language Acquisition

02

ENGLISH / VIETNAMESE

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information.

Main objectives

In the context of the language acquisition subject-group framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. The current generation of students are required to integrate a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but also an understanding of the interplay of these various modes in a text. This implies having critical thinking skills to locate, evaluate, and use diverse sources of information, digital as well as printed, to construct and integrate meaningful representations of a particular issue, topic, or situation.

A. Listening

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

B. Reading

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal texts

C. Speaking

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

D. Writing

- use written language to communicate with others
- demonstrate accurate use of language conventions
- organise information in writing
- communicate information with a sense of audience and purpose

Group 3: Individuals and Societies

03 GEOGRAPHY / HISTORY

Main objectives

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

A. Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.
• use terminology in context;
• demonstrate knowledge and understanding of subject-specific content and concepts through; descriptions, explanations and examples.

B. Investigating

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

C. Communicating

• communicate information and ideas using an appropriate style for the audience and purpose;
• structure information and ideas in a way that is appropriate to the specified format;
• document sources of information using a recognised convention.

D. Thinking critically

• discuss concepts, issues, models, visual representation and theories;
• synthesise information to make valid arguments;
• analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
• interpret different perspectives and their implications.

Group 4: Sciences

04 INTEGRATED SCIENCE

Main objectives

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

A. Knowing and understanding

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

B. Inquiring and designing

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

C. Processing and evaluating

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

D. Reflecting on the impacts of science

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

Group 5: Mathematics

05

MATHEMATICS

In MYP mathematics, the four main skills support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

Main objectives

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

A. Knowing and understanding

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

B. Investigating patterns

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

C. Communicating

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

D. Applying mathematics in real-life contexts

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

Group 6: Arts

06 MUSIC, THEATRE AND VISUAL ARTS

Main objectives

• enjoy lifelong engagement with the arts • explore the arts across time, cultures and contexts • understand the relationship between the arts and their contexts • develop the skills necessary to create and perform artistic work • express ideas, experiences and emotions creatively • reflect on their own development as artists The objectives of MYP Arts encompass factual, conceptual, procedural and metacognitive knowledge. Through the study of Music, Theatre and Visual Arts, students develop an understanding of artistic processes, investigate artistic traditions and contexts, create and perform original work, and reflect on their growth as artists.

A. Investigating

• investigate artistic movements, genres, styles and practices related to the statement of inquiry
• explore the cultural, historical and personal contexts of artistic work
• analyse and interpret artworks and performances using appropriate arts terminology

B. Developing

• generate, explore and refine artistic ideas through experimentation and practice
• develop skills, techniques and processes relevant to their chosen discipline
• communicate and justify artistic intentions in preparation for a final artwork or performance

C. Creating or Performing

• create or perform artistic work that demonstrates technical and creative development
• apply skills, techniques and artistic processes effectively
• communicate meaning and artistic intention through a finished artwork or performance

D. Evaluating

• evaluate the effectiveness of their own artwork or performance
• reflect on strengths, challenges and areas for future growth
• analyse their development as artists and the impact of their creative choices

Group 7: Design

07 PRODUCT DESIGN / DIGITAL DESIGN

Main objectives

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

A. Inquiring and analysing

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritise the primary and secondary research needed to develop a solution to the problem;
- analyse a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarises the analysis of relevant research.

B. Developing ideas

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

C. Creating the solution

- 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;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution;
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D. Evaluating

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

Group 8: Physical and Health Education

08

PE AND PSHE

Viet Nam Tinh Hoa offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

Main objectives

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self-and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

A. Knowing and understanding

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

B. Planning for performance

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

C. Applying and performing

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts.
- analyse and apply information to perform effectively.

D. Reflecting and improving performance

- explain and demonstrate strategies that enhance interpersonal skills;
- develop goals and apply strategies to enhance performance;
- analyse and evaluate performance.

Interdisciplinary Learning



Interdisciplinary learning is a distinctive feature of the IB Middle Years Programme (MYP), encouraging students to integrate knowledge, concepts, and skills from two or more subject areas to develop a deeper understanding of complex issues and real-world challenges. Through Interdisciplinary Units (IDUs), students explore connections between disciplines, learning how different perspectives can work together to generate new insights and solutions. IDUs help students transfer their learning beyond individual subjects, strengthen critical and creative thinking, and develop a more holistic understanding of the world. By engaging in interdisciplinary inquiry, students become more adaptable learners who are better equipped to address the interconnected challenges of the 21st century.



E.g: Students connect scientific inquiry, design and critical thinking to explore real-world challenges.

Why it matters

Students learn to transfer knowledge, integrate perspectives and address complex real-world challenges.

MYP Projects

Community Project
MYP 3 / Grade 8

In MYP 3 (Grade 8), students undertake the Community Project, a significant inquiry-based learning experience that encourages them to explore a need within their community and take meaningful action to address it. Working individually or collaboratively, students investigate an issue of personal interest, plan and implement a service-oriented response, and reflect on the impact of their actions and learning. Through the project, students develop important Approaches to Learning (ATL) skills, including research, communication, collaboration, self-management, and critical thinking. The Community Project provides students with an opportunity to demonstrate the IB values of service, responsibility, and international-mindedness while making a positive contribution to their community.

Personal Project
MYP 5 / Grade 10

The Personal Project is the culminating experience of the IB Middle Years Programme (MYP) and is completed by students in MYP 5 (Grade 10). It provides students with an opportunity to pursue an area of personal interest through an extended process of inquiry, action, and reflection. Working independently under the guidance of a supervisor, students set a challenging learning goal, develop a product or outcome, and document their journey in a project report. Through the Personal Project, students demonstrate the Approaches to Learning (ATL) skills they have developed throughout the MYP, including research, self-management, communication, critical thinking, and reflection. The project encourages creativity, initiative, and personal growth while allowing students to showcase their passions, talents, and learning in a meaningful and authentic way.



Assessment in the MYP



Ongoing and varied

Assessment at Viet Nam Tinh Hoa is designed to support and enhance student learning. In alignment with IB philosophy, assessment is varied, criterion-related, and ongoing, providing students with multiple opportunities to demonstrate their knowledge, understanding, and skills. Assessment takes a variety of forms to accommodate different learning styles and to provide a comprehensive picture of student achievement. Students may be assessed through written assignments, presentations, practical investigations, performances, projects, debates, research tasks, examinations, and self- and peer-assessment activities. This variety allows students to demonstrate their learning in authentic and meaningful ways.

Formative and summative

The MYP emphasises both formative and summative assessment. Formative assessment occurs throughout the learning process and provides students with timely feedback that helps them reflect on their progress, identify next steps, and improve their performance. Students are encouraged to actively engage in this process through self-assessment and peer feedback. Summative assessment takes place at the conclusion of a unit or learning experience and provides evidence of a student's achievement against specific assessment criteria.

Criterion-related

Assessment in the MYP is criterion-related rather than norm-referenced. Students are assessed against clearly defined subject-specific criteria established by the International Baccalaureate, rather than being compared to one another. This approach focuses on the development and demonstration of knowledge, understanding, and skills, ensuring that assessment is transparent, fair, and aligned with learning objectives. Assessment criteria and expectations are shared with students in advance to support ownership of learning and academic growth.

Reflective and developmental

Assessment at Viet Nam Tinh Hoa is also reflective and developmental. Students are encouraged to evaluate their own learning, set goals for improvement, and take increasing responsibility for their academic progress. At the same time, assessment data informs teaching practices and curriculum development, helping the school ensure that learning experiences effectively support student achievement and growth.

Subject Specific Assessment Criteria

IB MYP assessment criteria are subject-specific and transparent. This summary helps families understand what each subject group values in student achievement.

SUBJECTS	CRITERION A Knowledge & Understanding	CRITERION B Investigating & Organizing	CRITERION C Communicating & Processing	CRITERION D Applying & Reflecting
Language & Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Speaking	Reading	Writing
Individuals & Societies (I&S)	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
The Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical & Health Education (PHE)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

IB MYP Grade Descriptors

In the IB Middle Years Programme (MYP), student achievement is measured against clearly defined assessment criteria rather than compared to the performance of other students. Throughout a semester, students are assessed against four subject-specific criteria, each scored on a scale from 0-8. These criterion scores are combined to produce a final score out of 32, which is then converted to an MYP grade from 1 to 7 using the published grade boundaries. The grade descriptors provide a broad indication of the quality of a student's achievement, including their understanding of concepts, application of skills, critical and creative thinking, and ability to transfer learning to new contexts. This criterion-related approach ensures that assessment is fair, transparent, and focused on student growth and achievement against internationally recognised standards.

Grade	Boundary guidelines	Discriptor
Level 7	28-32	High-quality, frequently innovative work. Comprehensive and nuanced understanding; sophisticated critical and creative thinking; frequent transfer with independence.
Level 6	24-27	High-quality, occasionally innovative work. Extensive understanding; critical and creative thinking; frequent transfer with independence.
Level 5	19-23	Generally high-quality work. Secure understanding; critical and creative thinking; occasional sophistication; independent transfer in familiar situations.
Level 4	15-18	Good-quality work. Basic understanding with few misunderstandings; some critical and creative thinking; flexible use in familiar situations.
Level 3	10-14	Acceptable work. Basic understanding with occasional significant misunderstandings; beginning to demonstrate critical and creative thinking.
Level 2	6-9	Limited-quality work. Misunderstandings or gaps; infrequent critical or creative thinking; limited flexibility in applying knowledge and skills.
Level 1	1-5	Very limited work. Many significant misunderstandings; rarely demonstrates critical or creative thinking; limited use of knowledge and skills.

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

MYP Certificate and eAssessment

In Grade 10 (MYP 5), students have the opportunity to earn the internationally recognised IB MYP Certificate through successful completion of the IB MYP eAssessment. The certificate is awarded by the International Baccalaureate (IB) and provides external validation of student achievement against global standards. It is recognised by schools and universities around the world as evidence of academic achievement, critical thinking, and international-mindedness.

On-screen examinations

- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Interdisciplinary Learning

Externally moderated ePortfolios

- Language Acquisition
- Physical and Health Education
- Design
- Arts
- Personal Project

Students must also successfully complete the Personal Project, an independent inquiry that demonstrates the skills, knowledge, and attributes developed throughout the MYP.

Each assessment is evaluated against internationally standardised criteria and grade boundaries established by the IB. Results from the examinations, ePortfolios, and Personal Project contribute to the award of the MYP Certificate and provide students with an internationally benchmarked measure of their achievement.

Participation in Service as Action throughout the programme is an expectation of the MYP and forms an important part of students' learning experience, supporting the development of responsible and engaged global citizens.

School commitment: Note: As an IB World School, Viet Nam Tinh Hoa is committed to offering the IB MYP eAssessment pathway, enabling eligible students to earn the official IB MYP Certificate and MYP Course Results issued by the International Baccalaureate Organisation (IBO).

Academic Integrity

Authentic work. Honest attribution. Responsible learning.

Academic integrity is a fundamental principle of learning at Viet Nam Tinh Hoa and is closely aligned with the IB Learner Profile, particularly the attributes of being Principled, Reflective, and Inquiring. Students are expected to act honestly, responsibly, and ethically in all aspects of their academic work. Academic integrity means producing authentic work, acknowledging the contributions of others, and taking responsibility for one's own learning. The school views academic integrity not only as a set of rules but as an essential life skill that fosters trust, personal responsibility, and intellectual growth.

Plagiarism prevention

Students are expected to submit work that is entirely their own and to acknowledge all sources of information, ideas, images, data, and media used in their assignments. Plagiarism occurs when the words, ideas, or creative work of another person are presented as one's own without proper acknowledgement. To help students develop strong academic habits, teachers provide explicit instruction in research, note-taking, paraphrasing, and source attribution. The school adopts a restorative approach to academic misconduct, viewing mistakes as opportunities for learning and growth while maintaining high expectations for academic honesty.

1. Research and note-taking

2. Paraphrasing and source attribution

3. Reflection and restorative follow-up



Research, Citation and Responsible AI

Toddle and transparent process

Toddle is Viet Nam Tinh Hoa's curriculum, assessment, and learning management platform, designed specifically for International Baccalaureate (IB) programmes. It serves as a central hub where students, teachers, and parents can access curriculum information, assessments, feedback, portfolios, and learning progress. Within the MYP, Toddle plays an important role in supporting academic integrity by making the learning process transparent and well documented. Students use Toddle to record research, reflections, process journals, and project milestones, allowing teachers and supervisors to monitor the development of work over time. For major projects such as the Community Project and Personal Project, meeting records, planning documents, and supervisor feedback provide evidence of authentic student learning and progress.

Responsible use of AI

Toddle also supports responsible use of emerging technologies, including artificial intelligence (AI). Rather than prohibiting AI tools outright, students are encouraged to use them ethically and transparently as learning aids. Through features such as documented research processes, source tracking, and AI usage declarations, students learn to acknowledge how AI has contributed to their work and to distinguish between their own thinking and external assistance. By promoting transparency, reflection, proper citation practices, and ongoing supervision, Toddle helps students develop the habits of honesty, responsibility, and ethical scholarship that are central to academic integrity in the IB Middle Years Programme.

Responsible research

Research is an essential component of learning in the MYP and students are encouraged to become thoughtful, ethical, and critical users of information. Responsible research involves evaluating the reliability and credibility of sources, using information accurately and fairly, and respecting intellectual property rights. Students learn to gather information from a variety of sources, analyse evidence critically, and maintain records of their research process through journals, process logs, and project documentation. These skills are particularly important in major MYP projects such as the Community Project and Personal Project.

Proper citation practices

To ensure academic honesty and recognise the work of others, students are required to cite all sources used in their assignments and assessments. Viet Nam Tinh Hoa uses the Modern Language Association (MLA) citation format as its standard referencing system. Students are taught how to create in-text citations and works cited lists, as well as how to acknowledge images, videos, graphs, websites, and other media. Citation tools such as MyBib may be used to support accurate referencing. Proper citation enables students to distinguish their own ideas from those of others and demonstrates respect for the intellectual contributions of authors, researchers, and creators.

Inclusion and Support

At Viet Nam Tinh Hoa, we are committed to creating an inclusive learning environment where every student is valued, supported, and empowered to achieve their potential. We recognise that students have diverse learning profiles, strengths, and needs, and we strive to provide equitable access to the curriculum through differentiated teaching, personalised support, and inclusive classroom practices.

Students who require additional support may receive targeted interventions coordinated by the Learning Support Department and the Head of Inclusion (SENCO). Following consultation with teachers, parents, and, where appropriate, external specialists, individualised support plans may be developed to help students access learning successfully. Support may include differentiated instruction, accommodations, assistive technology, small-group interventions, coaching, or additional adult support within the classroom. In the MYP, inclusive practices are designed to ensure that all students can demonstrate their learning while maintaining the integrity and rigor of the IB programme. Assessment tasks may be differentiated through process, scaffolding, or mode of response, while maintaining the same learning objectives and assessment criteria. Eligible students may also receive approved assessment access arrangements, such as additional time, separate testing environments, or the use of assistive technology, based on identified learning needs and supporting documentation. The school works in close partnership with families, teachers, and external professionals to monitor student progress and ensure that support strategies remain effective. Through a commitment to inclusion, wellbeing, and student agency, Viet Nam Tinh Hoa seeks to foster a learning community in which all students can thrive academically, socially, and emotionally.



DIFFERENTIATED TEACHING

PERSONALISED SUPPORT

EQUITABLE ACCESS

FAMILY PARTNERSHIP

Quality Assurance

A continuous process that keeps teaching, learning and assessment aligned with IB philosophy and the school's educational vision.

At Viet Nam Tinh Hoa, quality assurance is an ongoing process that ensures teaching, learning and assessment remain aligned with IB requirements and the school's educational vision.

Student achievement data, assessment practices, classroom observations and stakeholder feedback are used to evaluate curriculum effectiveness and identify opportunities for continuous improvement.



Through a culture of reflection and collaboration, VNTH continuously strengthens the quality of teaching, learning and assessment.

Evidence

Student Achievement data
Assessment practices

Observation

Classroom learning
Curriculum delivery

Feedback

Students, families and stakeholders

Quality in Practice

The quality assurance process is sustained through curriculum review, professional learning and alignment monitoring.

01

Curriculum Review Cycle

The curriculum is treated as a living framework. Subject teams engage in an ongoing cycle of planning, implementation, evaluation and revision, informed by student learning outcomes, assessment data, teacher reflection and developments within the IB. Formal reviews ensure the curriculum remains relevant, coherent, responsive and future-focused.

02

Professional Development

Professional learning supports the successful implementation of the MYP. Teachers participate in IB workshops, collaborative planning, instructional coaching, professional learning communities and curriculum-focused training to deepen their understanding of inquiry-based learning, concept-driven teaching, criterion-related assessment and international-mindedness.

03

Alignment Monitoring

Viet Nam Tinh Hoa monitors curriculum alignment both vertically and horizontally. Vertical alignment ensures knowledge, concepts, skills and assessment build progressively from one year level to the next. Horizontal alignment supports consistent expectations, learning experiences and assessment practices across classes within the same grade level.

These practices are supported by collaborative planning, curriculum mapping, moderation of student work and leadership review.

Every Child. Every Potential.

Fully Awakened.

IB Middle Years Programme Handbook 2026-2027

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