

Welcome Middle School Parents

Academic Year 2026/2027

Middle School:

Year 7 (MYP 1)

Year 8 (MYP2)

Year 9 (MYP3)

Mr. Thomas Beadle
Head of Middle School

Email: beadle@eisbratislava.org



Middle School
Student and Parent
Handbook
2026/2027

(From the EISB Website)



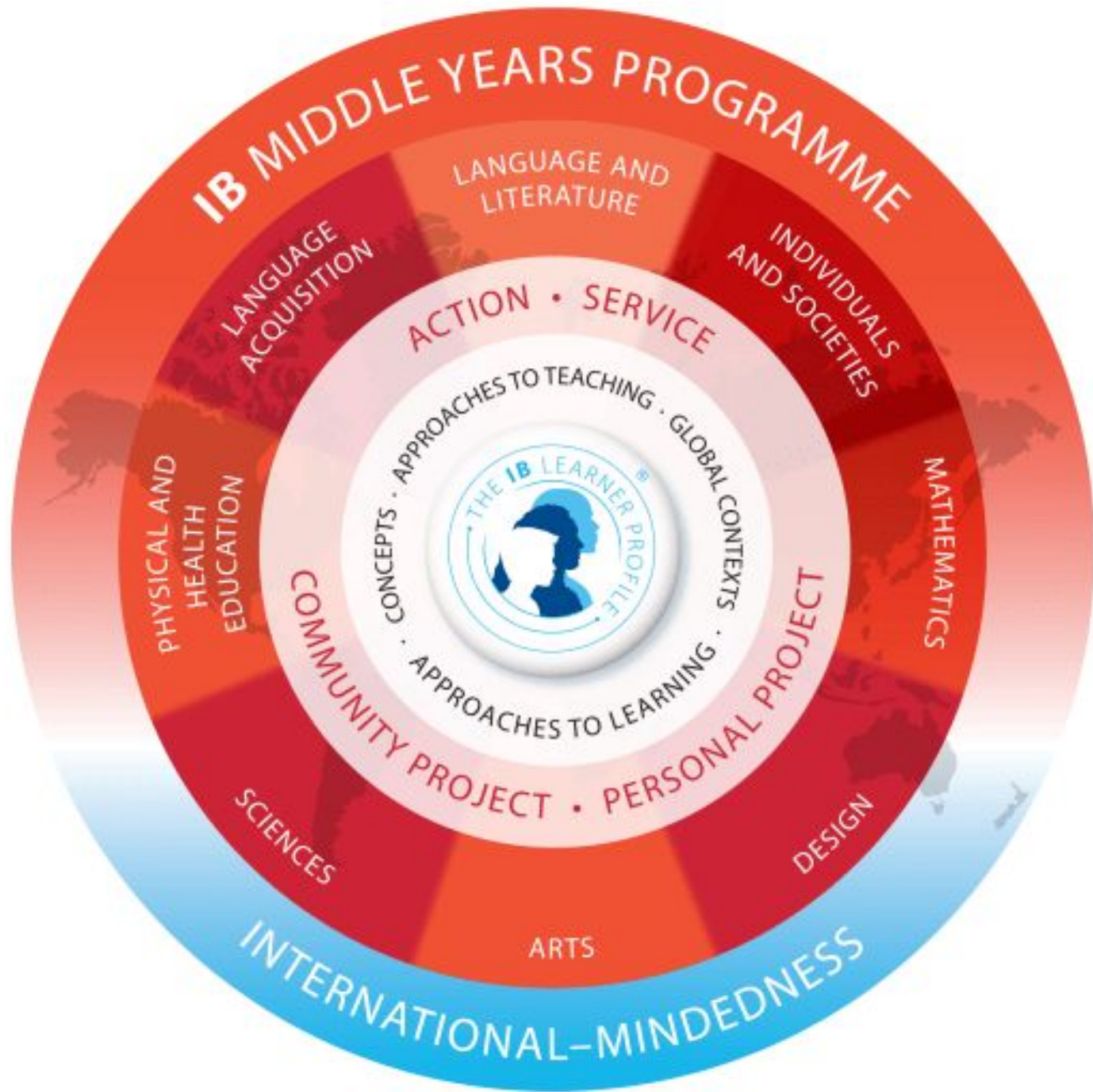
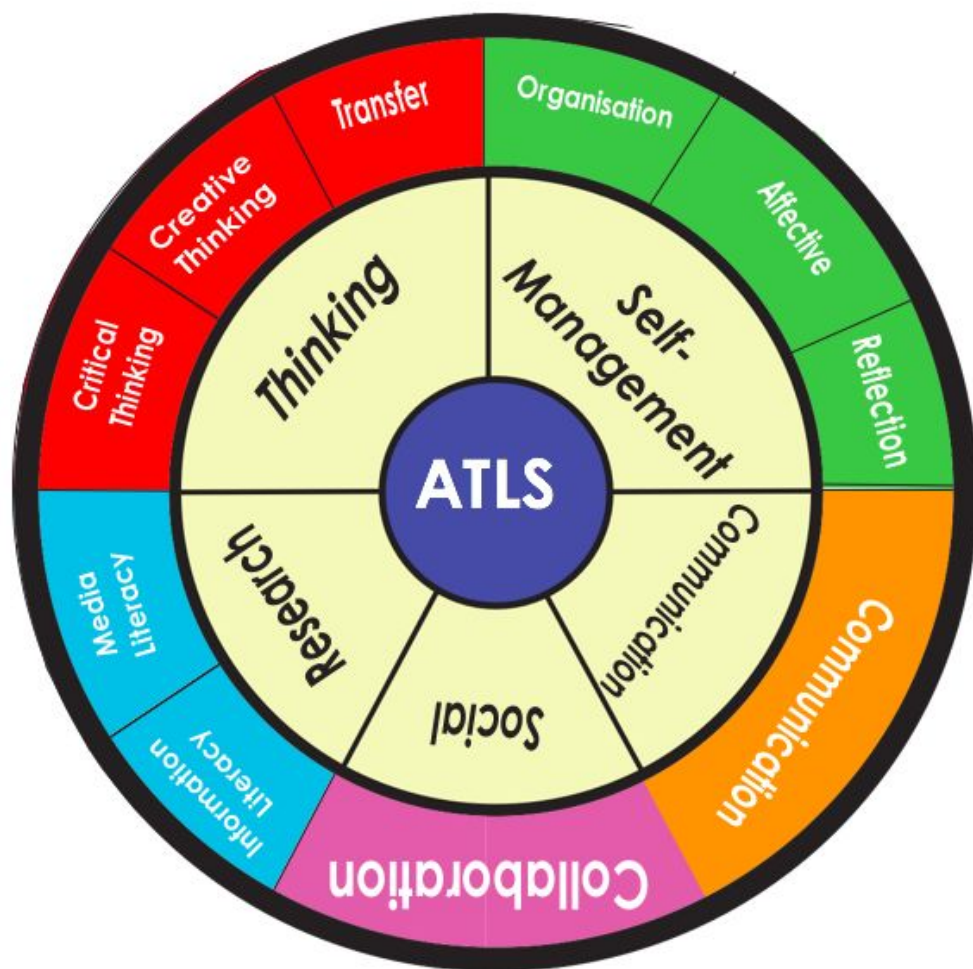
Key Focus:

Academic **and** Social-Emotional Development

- We recognize the importance of having a distinct middle school approach (different developmental period than PS and HS). We know MS is different :)
 - Developing independent and collaborative learners who are ready to take on the **academic and social/emotional challenges** of high school and beyond
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Middle Years Programme



Our MS teachers work together to create **student-centered** lessons that channel MS student energy into constructive learning opportunities such as:

- Independent projects of choice
- Pair/group work
- Performance arts (music and drama)
- Physical education and sports events/ tournaments
- Class debates
- Interview projects
- Individual/group presentations
- Field trips and service learning trips
- Personalized summative projects with real-world connections that are both relevant and meaningful to the student





Social Events/ Activities

- Camp Trip (9-11.9)
- Charity Fun Run - 12.9
- Homecoming - Oct.
- Trips (e.g., ski week)
- MS Dance
- MS Graduation Trip
- Sports tournaments
- Rafting Trip
- Spirit Club

- Other?

Class Teachers

Y7	Mr Jesus, Mr Benjamin
Y8	Ms Gular, Mr Evan
Y9	Ms. Alkistis, Mr Godfred

- ▶ Registration from 8:15 to 8:25 AM (chips, uniforms, phones, etc)
- ▶ Class Teachers are there to help and support you and your children.
- ▶ Please ask them for help/support when you need it:
 - ▶ Questions you have
 - ▶ Concerns, Issues you are having
 - ▶ Getting involved with clubs, student council, etc.
 - ▶ Anything else you need

Behaviour Policy:

- ▶ **Chipping in/out**
- ▶ **Uniform! ([e-shop link here](#))**
- ▶ **Using phone/tech with permission only**
- ▶ **Listening to teachers, being respectful**
- ▶ **Following rules**
- ▶ (Other disruptive behaviours)

Online Platforms

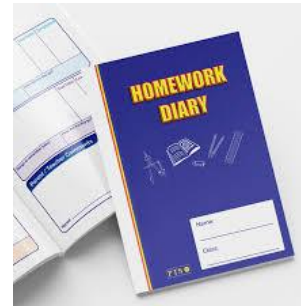
EduPage

- ▶ All communication with teachers/ staff
- ▶ Registration for trips and events
- ▶ Choosing/ cancelling school lunches
- ▶ Student schedules
- ▶ Absence Notes

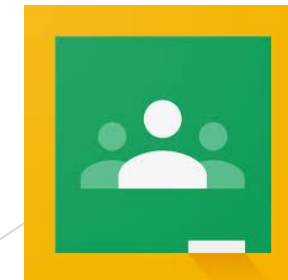
ManageBac

- ▶ Seeing grades/ comments
- ▶ Seeing unit overviews
- ▶ Seeing syllabi

Students and parents



Students



Plan for September/ October

- ▶ Regular timetable starting this week (orientation to lessons, expectations, etc).
- ▶ Camp Trip (Sept 9th to 11th)! 😊
 - ▶ Registration on EduPage (Deadline is Friday, Sept 4th)



Registration /
Surveys
Registration / Surveys ·
Charity Fun Run 2026 ·
registration possible since

- ▶ September 12th - Charity Fun Run @ EISB
- ▶ “Homecoming” (week before Oct break)



New: Homecoming Week

- ▶ Starting a new tradition: For one week, we celebrate EISB, our students, our community.
- ▶ At the end of the week, our new Football Team will play a Homecoming game under the lights.

Music, Competitions, Spirit days

Performances, Food, Class challenges, Etc.

Students are going to help us imagine and create it.





Our Middle School Program

- 5-year program (MYP1-5, corresponding with our Y7-11)
- 8 subject areas - ALL EQUALLY IMPORTANT
- NOT a prescribed curriculum (no specific books, topics, units, etc.)
- *Curriculum framework* - Provides schools with concepts/contexts around which they can build curriculum
- Encourages: **Critical Thinking, Inquiry, Flexibility, International-Mindedness**



IB Learner Profile

Principled

Be honest and true



Open-Minded

Take on new perspectives



Inquirer

Wonder and question



Balanced

Create time for different interests



Caring

Show kindness



Thinker

Contemplate and ponder



Communicator

Express your thoughts and listen to others



Risk-Taker

Try new experiences



Knowledgeable

Learn and understand



Reflective

Think back



Service and Action

Extracurricular Activities

SERVICE

- Doing something for the common good
- Doing something for the community
- Building links with people or groups

ACTION

- Learning by doing
- Developing responsibility and sense of self
- Undertaking new challenges

Personal Project

Extracurricular Activities

- Independent project in MYP5/Y11
- Create a product or outcome based on personal interest and research
- Create criteria to measure success of the product
- Write report describing process of creation, including planning, applying the skills they've learned, and reflection.
- Discuss ATLs and what they learned from the experience

Grading in MYP

- Each subject has four unique criteria
- Students are graded based only on these criteria (no points for HW, behavior, etc.)
- Types of Assessments
 - Formative:** practice, training for the summative
 - Summative:** assessment that will be part of the grade
- Final (end-of-year) grade is based on the “**trend**” of the year; meant to show growth

MYP objectives

Objective A—Using knowledge

Students should be able to:

- **construct** explanations using knowledge to **demonstrate** understanding
- **apply** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- **apply** terminology effectively to communicate understanding.

Objective B—Inquiring and planning

Students should be able to:

- **formulate** an idea and **construct** a plan
- **demonstrate** and **justify** a plan
- **analyse** and **evaluate** the effectiveness of the plan.

Objective C—Applying and performing

Students should be able to:

- **apply** and **demonstrate** skills and techniques effectively
- **apply** and **demonstrate** strategies and movement concepts effectively.

Objective D

Students should be able to:

-
-

1

2

MYP criterion D

MYP criterion C

MYP criterion B

MYP criterion A

Using knowledge

The student:

- is able to **state** knowledge to **demonstrate** understanding
- is able to **apply** knowledge and understanding to **suggest** solutions to problems set in familiar situations
- attempts to **apply** terminology effectively to communicate understanding.

Assessment Criteria

All Subjects

		CRITERION A	CRITERION B	CRITERION C	CRITERION D
	Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
	Language and literature	Analysing	Organizing	Producing Text	Using language
	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-life contexts
	Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
	Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
	Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
How the criteria can be summarised:		The Knowing criteria - likely to be assessed through a test, interview, project, presentation, essay or report.	The Doing criteria - usually through a process. Eg. investigating/building skills and assessed through a planning document, or process journal.	The Sharing (or communicating) criteria - is assessed through a performance, presentation, lab, essay or report.	The reflecting criteria - includes evaluating, analysis or responding. Could be assessed through an action plan, reflection document, process journal, or essay.

Example of Grading

Language Acquisition

- Criteria: Listening, Reading, Speaking, Writing
- Teachers rewrite criteria to be “task-specific” and/or “kid-friendly”
- Marks awarded based on best match to descriptors

Achievement level	Criterion A: Listening
0	You do not reach a standard described by any of the descriptors below.
1 -2	i. You identify minimal stated information (facts and/or opinions) in simple authentic texts ii. You identify basic conventions in simple authentic texts iii. You identify basic connections in simple authentic texts
3 -4	i. You identify some stated information (facts and/or opinions) in simple authentic texts ii. You identify basic conventions in simple authentic texts iii. You identify basic connections in simple authentic texts
5 -6	i. You identify most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. You interpret conventions in simple authentic texts iii. You interpret connections in simple authentic texts
7-8	i. You identify explicit and implicit information (facts and/or opinions and supporting details) in a wide variety of simple authentic texts ii. You analyse conventions in simple authentic texts iii. You analyse connections in simple authentic texts



Final Criterion Grade

- Teachers look at all summative grades.
 - For example: Criterion A Grades:
 - 5, 6, 7 = 7
 - 7, 6, 5 = 5 (but hopefully, grades don't go down!)
 - In cases where a student's grades don't follow a simple path, teachers use their best judgement based on both F and S assessments, plus their own observations.
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Final Report Card Grades

Grade Boundaries

- Add up points for all 4 criteria (highest score 32)
- Find total in grade boundaries
- Only report card grades of 1 or 2 considered failing
- Only final (end-of-year) grade counts

(NOTE: Excellent, very good, etc. are NOT official IB language.)

7	28-32	excellent
6	24-27	very good
5	19-23	good
4	15-18	satisfactory
3	10-14	acceptable
2	6-9	limited (failing)
1	1-5	very limited (failing)

How to get in touch?

Head of Middle School

EduPage: Thomas Beadle

Email: Beadle@eisbratislava.org

MYP Coordinator

EduPage: Roman Lipták

Email: roman.liptak@eisbratislava.org

Thank you for your time.
