



Understanding MYP Learning updates (report cards)

MYP Coordinators: Assunta Budd and Helen Carelse

MYP Assessment

MYP uses standard based assessment.

Each subject has standards grouped into four Criteria (A-D).

Grade 8 – all 8 subjects use MYP assessment.

Grade 9 and 10 - 6 out of the 8 subjects use MYP assessment.

Criteria (A-D)

Subject	A	B	C	D
Language and literature	Analysing	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	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Developing ideas	Creating the solution	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the Solution	Evaluating

MYP Assessment Rubrics example below are the rubrics for Individuals & Societies 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • makes limited use of sources/data • demonstrates limited understanding of the topic
3-4	The student: <ul style="list-style-type: none"> • uses some sources/data • demonstrates some understanding of the topic
5-6	The student: <ul style="list-style-type: none"> • uses consistent sources/data • demonstrates consistent understanding of the topic
7-8	The student: <ul style="list-style-type: none"> • consistently uses sources/data • demonstrates consistent understanding of the topic

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • identifies a research question • formulates a limited action plan • collects and records limited data • with guidance, reflects on the process
3-4	The student: <ul style="list-style-type: none"> • formulates/chooses a relevant question • formulates and carries out an action plan • uses a method(s) to collect data • with guidance, reflects on the process
5-6	The student: <ul style="list-style-type: none"> • formulates/chooses a relevant question in detail • formulates and carries out an action plan • uses methods to collect data • with guidance, evaluates the process
7-8	The student: <ul style="list-style-type: none"> • formulates/chooses a relevant question in detail • formulates and carries out an effective action plan • uses methods to collect data • with guidance, provides an evaluation of the process

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • communicates information and ideas in a limited way • organizes information and ideas in a limited way • lists sources of information inconsistently.
3-4	The student: <ul style="list-style-type: none"> • communicates information and ideas in a some way • somewhat organizes information and ideas • creates an adequate reference list and some sources
5-6	The student: <ul style="list-style-type: none"> • communicates information and ideas in a clear way • structures information and ideas adequately • creates an adequate reference list and uses sources
7-8	The student: <ul style="list-style-type: none"> • communicates information and ideas in a clear way • structures information and ideas completely • creates a complete reference list and always uses sources

Each subject Criteria A- D has a rubric with achievement levels from 1-8.

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • begins to analyse concepts, issues, models, visual representation and/or theories in a limited way • begins to identify connections between information to make simple arguments • recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data • identifies different perspectives.
3-4	The student: <ul style="list-style-type: none"> • completes a simple analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make some adequate arguments • analyses sources/data in terms of origin and purpose, recognizing some values and limitations • recognizes different perspectives and suggests some of their implications.
5-6	The student: <ul style="list-style-type: none"> • completes a substantial analysis of concepts, issues, models, visual representation and/or theories • summarizes information in order to make usually valid arguments • analyses sources/data in terms of origin and purpose, usually recognizing values and limitations • clearly recognizes different perspectives and describes most of their implications.
7-8	The student: <ul style="list-style-type: none"> • completes a detailed analysis of concepts, issues, models, visual representation and/or theories • summarizes information to make consistent, well-supported arguments • effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations • clearly recognizes different perspectives and consistently explains their implications.

What do the different levels of achievement mean?

BC Proficiency Scale	MYP Level of achievement	Level descriptor
Emerging	1-2	The student demonstrates an <i>initial</i> understanding of the concepts and competencies relevant to the expected learning.
Developing	3-4	The student demonstrates a <i>partial</i> understanding of the concepts and competencies relevant to the expected learning.
Proficient	5-6	The student demonstrates a <i>complete</i> understanding of the concepts and competencies relevant to the expected learning.
Extending	7-8	The student demonstrates a <i>sophisticated</i> understanding of the concepts and competencies to the expected learning.

Note – An achievement level of 4 is not equivalent to 50%, but rather indicates that the student has a partial understanding of the concepts and competencies for the course.

MYP Learning Updates (report cards)



- ❖ Learning Updates (report cards) will have a score out of 8 for each MYP Criteria A –D that has been assessed.
- ❖ Most courses will NOT have all four Criteria assessed for the first learning update in Dec 2023.

MYP – Individuals & Societies	Absent	
Teacher:	Late	
Criterion		
A: Knowing & understanding	2	Emerging
i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.		
B: Investigating	3	Developing
i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.		
C: Communicating	NA	
This criteria was not assessed		
D: Thinking critically	NA	
This criteria was not assessed		
Overall Level of Achievement (1- 7 IB scale)		
Teacher comments go here		

What do Learning updates (report cards) look like?

Each subject is on a separate page.

Learning updates show a score out of 8 & the proficiency level for the Criteria that have been assessed.

The Summary of learning in June (final report card) will show a score for all Criteria A-D and an overall level for the course.

Grade 10 ONLY

MYP – Individuals & Societies	Absent
Teacher:	Late
Criterion	
A: Knowing & understanding	2
i. Uses limited relevant terminology ii. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	
B: Investigating	1
i. Formulates a research question that is clear or focused and describes its relevance ii. Formulates a limited action plan to investigate a research question or does not follow a plan iii. Collects and records limited information, not always consistent with the research question iv. Makes a limited evaluation of the process and results of the investigation	
C: Communicating	3
i. Communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. Structures information and ideas in a way that is somewhat appropriate to the specified format iii. Sometimes documents sources of information using a recognized convention.	
D: Thinking critically	2
i. Analyses concepts, issues, models, visual representation and theories to a limited extent ii. Summarizes information to a limited extent to make arguments iii. Describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations iv. Identifies different perspectives and minimal implications	
Overall Level of Achievement (1- 7 IB scale)	
Teacher comments go here	

To receive graduation credit for a Grade 10 course, a student needs to have a **total score of 8** (add the 4 Criteria scores together) **by the end of the school year.**

Full rubrics for all courses are posted online....(password : gssparent)



GARIBALDI
SECONDARY SCHOOL



STAFF PARENTS STUDENTS PROGRAMS CLUBS AND TEAMS GRAD 2023 OUR COMMUNITY GSS CALENDAR

IB Programme	Middle Years Programme (MYP)
Softball Academy	IB Diploma Programme (DP)
Interdisciplinary Arts Academy (IA)	IB Policies
Fine Arts - Dance	GSS Graduates' Schools of the Future
Music and Choir	
BCIT Electrical Apprenticeship Level 1	
KPU Carpentry Apprenticeship Level 1	
KPU Plumbing	

UPCOMING EVENTS

Middle Years Programme (MYP)

In April 2022, Garibaldi Secondary School, became a fully authorized IB – MYP. All IB World Schools share a common philosophy – a commitment to high-quality, challenging, international education – that we believe is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-Related Programme (CP). We are one of few public schools in BC that offers this wide range of IB Programming.

To learn more about how students are assessed:

For further information about the IB and its programmes, visit <http://www.ibo.org>

MYP Rubrics are password protected.

<https://secondary.sd42.ca/gss/middle-years-programme-myp/>

Student report cards are posted on MyClass



MyClass Instructions (Accessing MyClass)

Please follow the link below to access the SD 42 Parent Brochure that contains instructions for logging on to the MyClass site for the first time. There is also a video below that demonstrates how to log on for the first time.

Some updates/links:

- Your password was emailed to the email that you have provided the school. This is a security function and MyClass support will only send messages to the email on file. If you need to change the email address on your students' file, please email your student name, old email address and new email address to gss_reception@sd42.ca.
- If you need account information or help with password, please email MyClass@sd42.ca. The school cannot assist with account passwords.
- The link for parent log in to MyClass and to access Report Cards is:
<https://myedbc.sd42.ca/MyClass> click the green "Login" button on the right.
- In order to view the "Set Preferences" tab click on your names in the top right hand corner.
- Once logged into MyClass, Report Cards will posted under the "Published Reports" (there may be multiple reports or publications available here, please view them all).
- Passwords expire routinely, you will be prompted with an "invalid login". Click "I forgot my password" and the new password will be immediately sent to the email address on file. **After 3 attempts, there is a 24 hour lockout.**

See GSS website

Need more information about MYP?



For general MYP questions, please contact the MYP coordinators:

Helen Carelse: hcarelse@sd42.ca

Assunta Budd: abudd@sd42.ca

For subject specific questions, please contact your student's subject teacher.