



Understanding MYP Learning updates (report cards)

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MYP Assessment

MYP uses standard based assessment.

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

In Grade 8 all subjects use MYP assessment.

In Grade 9 /10 only 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 knowledge • demonstrates limited understanding
3-4	The student: <ul style="list-style-type: none"> • uses some knowledge • demonstrates some understanding through simple analysis
5-6	The student: <ul style="list-style-type: none"> • uses consistent knowledge • demonstrates consistent understanding through detailed analysis
7-8	The student: <ul style="list-style-type: none"> • demonstrates consistent understanding through detailed analysis

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 research question • formulates and occasionally 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 clear research question • formulates and mostly uses a method(s) to collect data • uses methods to collect data • with guidance, evaluates the process
7-8	The student: <ul style="list-style-type: none"> • formulates/chooses a clear research question • formulates and effectively uses a method(s) to collect data • uses methods to collect data • with guidance, provides 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 simple 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 simple way • somewhat organizes information and ideas • creates an adequate reference list and sometimes evaluates sources
5-6	The student: <ul style="list-style-type: none"> • communicates information and ideas in a simple way • mostly structures information and ideas according to purpose • creates an adequate reference list and usually evaluates sources
7-8	The student: <ul style="list-style-type: none"> • communicates information and ideas in a simple way • structures information and ideas completely according to purpose • creates a complete reference list and always evaluates 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 (2nd term report cards) will have a score out of 8 for each MYP Criteria A –D that has been assessed.
- ❖ Some courses *may not* have all four Criteria assessed for the second learning update in March 2024. (ex. Grade 8 Rotation classes Art 8, Careers 8, Cooking 8, Guitar 8, Textiles 8, Wood and Metalwork 8, Drama 8)

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	4	Developing
i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.		
D: Thinking critically	NA	
This criteria was not assessed		
Overall Level of Achievement (1- 7 IB scale)		
Teacher comments go here- please read here to see specific comments about your student		

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 have an overall level of achievement (from the IB 1-7) and a proficiency level.

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	

Grade 10 ONLY

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

Conversion chart MYP to BC ministry percentages (Grade 10 only)



IB total out of 32	BC Grade	%	BC Ministry Proficiency Scale
32	A	100	Extending
31	A	99	Extending
30	A	98	Extending
29	A	97	Extending
28	A	96	Extending
27	A	95	Extending
26	A	92	Extending
25	A	90	Proficient
24	A	87	Proficient
23	A	86	Proficient
22	B	84	Proficient
21	B	82	Proficient
20	B	80	Proficient
19	B	78	Proficient
18	B	77	Proficient

IB total out of 32	BC Grade	%	BC Ministry Proficiency Scale
17	B	75	Developing
16	C+	72	Developing
15	C+	70	Developing
14	C+	69	Developing
13	C	66	Developing
12	C	63	Developing
11	C	60	Developing
10	C-	56	Developing
9	C-	55	Emerging
8	C-	52	Emerging
7	IE	48	Emerging
6	IE	45	Emerging
5	IE	44	Emerging
4	IE	35	Emerging
3	IE	26	Emerging
2	IE	18	Emerging
1	IE	9	Emerging
0	IE	0	Emerging

Document was last

As Grade 10 is part of the BC graduation program, students must pass their courses by achieving an IB total of 8 as this represents a BC ministry % of 52.

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



GARIBALDI
SECONDARY SCHOOL



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

@GSSREBELS.WE Counselling needs, Tips on how to	IB Programme	Middle Years Programme (MYP)
@CULINARYREBEL Cafeteria and Culinary Arts Kitchen. D	Softball Academy	IB Diploma Programme (DP)
@ATHLETIC_REB Anything sports related	Interdisciplinary Arts Academy (IA)	IB Policies
@LEADERSHIPGSS Leadership and spirit days info and	Fine Arts – Dance	GSS Graduates' Schools of the Future
@GSSMUSIC	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 My Class



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.

Need more information about BC Ministry proficiency scale ?



Learning is ongoing

Students come into every learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not only reach Proficient at the end of the school year. Reaching proficiency is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves proficiency during the school year, the goal becomes to further enhance their learning.



Letter grades and percentages for grades 10-12

Most universities and colleges currently use letter grades and percentages as part of the admissions process. To continue the successful transition of B.C. students to post-secondary learning, letter grades and percentages will remain in the graduation years. However, the Ministry of Education and Child Care will work with post-secondary institutions in the coming years to explore the use of the Provincial Proficiency Scale at Grades 10-12.



Ministry of
Education and
Child Care



**REPORTING ON
STUDENT LEARNING
IS CHANGING IN B.C.**

Brochure for Families

Need more information about BC Ministry proficiency scale ?



What is student reporting

Student reporting is the assessment and communication of student learning, often thought of as report cards. Every student in B.C. receives communications from the school throughout the school year that provide parents, caregivers, and students with information about student learning.

The way teachers and schools communicate student learning, and the format of traditional report cards is shifting.

Upcoming changes to student reporting

The K-12 Student Reporting Policy Framework ("the framework") is the result of many years of consultation and engagement with rightsholders, education partners, teachers, families, students, and the public.

The framework provides an overview of the upcoming changes to the K-12 Student Reporting Policy, set to be implemented in the 2023/24 school year.

Student Information

- Shifts in reporting are being made to ensure each student experiences success within the education system
- Student self-assessment of Core Competencies and goal setting gives every student input into their learning, including where they go next
- Graduation status update in Grades 10-12 ensures students know they are on track to graduate

What's new

- Student reporting practices that align with B.C.'s curriculum and provincial assessment system
- Provincial Proficiency Scale at Grades K-9
- Changing the "I" reporting symbol to "IE" to indicate "insufficient evidence" of learning instead of "incomplete" learning
- Student self-assessment of Core Competencies and goal setting, in all grades in the 3 written reports
- Graduation status updates at Grades 10-12
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

What's the same

- Timely and responsive feedback to families throughout the school year
- 5 communications of student learning; 3 written and 2 of flexible format
- Letter grades and percentages at Grades 10-12
- Written descriptive feedback to accompany scale or letter grade and percentage

CONTACT US

✉ student.reporting@gov.bc.ca

The Provincial Proficiency Scale

The use of the Provincial Proficiency Scale gives students, parents and caregivers a clear understanding of what students can do now and areas for future growth.

Reporting scales are already being used by all districts in the province. There are currently 17 or more known reporting scales in use. The introduction of the Provincial Proficiency Scale will provide consistency and alignment across B.C. schools.

	Emerging	Developing	Proficient	Extending
Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Benefits of the provincial proficiency scale and descriptive feedback

- Views learning as ongoing, rather than signaling learning is done
- Provides feedback, to both families and students, on where the student is at and how to help them move forward in their learning
- Supports lifelong learning by shifting the focus to developing competencies rather than the achievement of marks
- Maintains high provincial standards by focusing on helping all students attain proficiency in their learning

Further info at:

<https://curriculum.gov.bc.ca/reporting/resources-for-parents-and-caregivers>

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



Go to the GSS website - <https://secondary.sd42.ca/gss/>

Go to Programs

- >IB Programme

- >Middle Years Program MYP

- >Scroll down to Rubrics

(password: gssparents)