



# 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).
- 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"> <li>• makes <b>lim</b></li> <li>• demonst<b>r</b></li> <li>• <b>limited de</b></li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• uses <b>some</b></li> <li>• demonst<b>r</b></li> <li>• through si</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• uses <b>consi</b></li> <li>• demonst<b>r</b></li> <li>• through d</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>consisten</b></li> <li>• demonst<b>r</b></li> <li>• through d</li> </ul>

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

### Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>identifies</b> a research que</li> <li>• formulates a <b>limited acti</b></li> <li>• <b>collects and records limi</b></li> <li>• with guidance, <b>reflects c</b></li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>formulates/chooses a re</b></li> <li>• <b>relevance</b></li> <li>• <b>formulates and occasio</b></li> <li>• <b>question</b></li> <li>• <b>uses a method(s) to coll</b></li> <li>• with guidance, <b>reflects c</b></li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>formulates/chooses a ch</b></li> <li>• <b>relevance in detail</b></li> <li>• <b>formulates and mostl</b></li> <li>• <b>research question</b></li> <li>• <b>uses methods to collect</b></li> <li>• with guidance, <b>evaluate</b></li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>formulates/chooses a ch</b></li> <li>• <b>formulates and effectiv</b></li> <li>• <b>question</b></li> <li>• <b>uses methods to collect</b></li> <li>• with guidance, <b>provides</b></li> </ul>

### Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard describe
1-2	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas in a st</li> <li>• organizes information and ideas in a <b>limited</b></li> <li>• lists sources of information <b>inconsistently</b>.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas in a w</li> <li>• <b>somewhat</b> organizes information and ideas</li> <li>• creates an <b>adequate</b> reference list and som</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas in a st</li> <li>• audience and purpose</li> <li>• <b>mostly</b> structures information and ideas acc</li> <li>• creates an <b>adequate</b> reference list and <b>usu</b></li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas in a st</li> <li>• the audience and purpose</li> <li>• structures information and ideas <b>completel</b></li> <li>• creates a <b>complete</b> reference list and <b>alway</b></li> </ul>

### 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"> <li>• <b>begins to analyze</b> concepts, issues, models, visual representation and/or theories in a <b>limited way</b></li> <li>• <b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li>• <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>• <b>identifies</b> different perspectives.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li>• <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>• <b>analyzes</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>• <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>• <b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li>• <b>analyzes</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations</li> <li>• <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>• <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</li> <li>• <b>effectively analyzes</b> a range of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</li> <li>• <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ul>

# What do the different levels of achievement mean?

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

MYP – Individuals & Societies	Absent
Teacher:	Late
Criterion	
<b>A: Knowing &amp; understanding</b>	<b>2 Emerging</b>
<ul style="list-style-type: none"> <li>i. uses limited relevant terminology</li> <li>ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</li> </ul>	
<b>B: Investigating</b>	<b>3 Developing</b>
<ul style="list-style-type: none"> <li>i. formulates/chooses a research question that is clear and focused and describes its relevance</li> <li>ii. formulates and occasionally follows a partial action plan to investigate a research question</li> <li>iii. uses a method(s) to collect and record some relevant information</li> <li>iv. with guidance, reflects on the research process and results.</li> </ul>	
<b>C: Communicating</b>	<b>NA</b>
This criteria was not assessed	
<b>D: Thinking critically</b>	<b>NA</b>
This criteria was not assessed	
Overall Level of Achievement ( 1- 7 IB scale)	
<b>Teacher comments go here</b>	

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

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.**




MYP – Individuals & Societies	Absent
Teacher:	Late
Criterion	
<b>A: Knowing &amp; understanding</b>	<b>2</b>
<ul style="list-style-type: none"> <li>i. Uses limited relevant terminology</li> <li>ii. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</li> </ul>	
<b>B: Investigating</b>	<b>1</b>
<ul style="list-style-type: none"> <li>i. Formulates a research question that is clear or focused and describes its relevance</li> <li>ii. Formulates a limited action plan to investigate a research question or does not follow a plan</li> <li>iii. Collects and records limited information, not always consistent with the research question</li> <li>iv. Makes a limited evaluation of the process and results of the investigation</li> </ul>	
<b>C: Communicating</b>	<b>3</b>
<ul style="list-style-type: none"> <li>i. Communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose</li> <li>ii. Structures information and ideas in a way that is somewhat appropriate to the specified format</li> <li>iii. Sometimes documents sources of information using a recognized convention.</li> </ul>	
<b>D: Thinking critically</b>	<b>2</b>
<ul style="list-style-type: none"> <li>i. Analyses concepts, issues, models, visual representation and theories to a limited extent</li> <li>ii. Summarizes information to a limited extent to make arguments</li> <li>iii. Describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations</li> <li>iv. Identifies different perspectives and minimal implications</li> </ul>	
Overall Level of Achievement ( 1 - 7 IB scale)	
Teacher comments go here	

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





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

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

**MYP Rubrics** are password protected.



# Full rubrics for all 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*

# 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](mailto:gss_reception@sd42.ca).
- If you need account information or help with password, please email [MyClass@sd42.ca](mailto: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](mailto:hcarelse@sd42.ca)

Assunta Budd: [abudd@sd42.ca](mailto:abudd@sd42.ca)

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