Garibaldi Secondary School Assessment Policy

In Support of the IB and MYP Programs

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Guiding Philosophy

At Garibaldi Secondary School assessment practices provide feedback so that students can identify their strengths and areas of growth. From this feedback, students can then develop a plan for improvement. This process is supported by the unit planning process where teachers design formative and summative tasks that allow students opportunities to demonstrate their learning in a variety of ways. By being actively engaged in the assessment process - by reflecting on, thinking about, and acting on the feedback they receive - students are able to develop the Learner Profile attributes, especially *inquirers, knowledgeable, thinkers, principled, open-minded,* and *reflective*.

Purpose of assessment at GSS

The purpose of assessment at GSS is to:

- support and encourage student learning by providing feedback on the learning process
- promote the development of Approaches to Learning skills: *thinking, communication, social, self-management* and *research*
- promote positive student attitudes towards learning through strength-based feedback
- promote an understanding of subject content by supporting students in their inquiries
- provide the opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments (MYP) and the extended essay (DP)
- inform and enhance the teaching process

Student Responsibilities

- be actively involved in the learning process
- work towards understanding the assessment expectations
- complete and submit work in a timely manner
- follow the principles of academic honesty as laid out in the *GSS Academic Honesty Policy*

Teacher Responsibilities

- make expectations clear and provide feedback throughout the learning process
- use formative assessment to inform and enhance the teaching process
- help students become familiar with the IB subject group criteria
- plan units with summative assessments that allow students to demonstrate achievement at different levels

- follow the principles in the *GSS Inclusion Policy* as related to assessment
- support students in their understanding and adherence to the principles of academic honesty as laid out in the *GSS Academic Honesty Policy*
- build consistent assessment practices through standardization during collaboration time

Reporting

The British Columbia Ministry of Education requires that “during the school year students and parents/guardians will receive at least 5 communications of student learning. At least three of these communications will be in the form of a written learning update or summary of learning. At least two of these communications will be in the form of an informal learning update (K-12 Student Reporting Policy, 2026, para. 5).

As a minimum of five communications (3 Written Learning Updates,2 Informal Learning Updates) during the school year are mandated provincially, below is the schedule at GSS:

- Fall - Student led conferences (first Informal Learning Update)
- December - Written Learning Update (first)
- Spring - Student led conferences (second Informal Learning Update)
- April - Written Learning Update (second)
- June - Written Learning Update (third)

Middle Years Programme

Assessment and Learning Updates

As required in the MYP, each subject area will assess all the strands in the subject specific criteria (A-D) at least twice during the year. Assessment may be used to guide teaching practices and to identify student strengths and areas for improvement.

Teachers will use level descriptors to determine the student’s achievement level for each criterion. Student progress will be reported to parents on report cards using 0-8 point scale for Criteria A-D. The first Written Learning Update may not have all criteria assessed; however, teachers will aim to have each Criteria A-D assessed at least once by the second Written Learning Update.

The K-12 Student Reporting Policy (2026, para. 37), states:

"For grades K-9, the Written Learning Updates provided during the school year must include:

- communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale."

At Garibaldi, the Written Learning Update will include a Provincial Proficiency scale along with the MYP scale as shown below.

Provincial Proficiency Scale	MYP scale
Emerging	0-2
Developing	4-5
Proficient	5-6
Extending	7-8

Final Report

At the end of the year, the sum of the four criteria is converted to an Overall Achievement Level from 1-7 for each subject area. This will be published in the final Written Learning Update in June. Additionally, the Ministry of Education Provincial Proficiency Scale will be calculated using the IB conversion table developed by the British Columbia Association of IB World Schools. (See Appendix A).

For Grade 10 students (Year 5), the BC Ministry of Education states: "…an assessment of the student's learning for each course offered to the student during the reporting period, using letter grades and percentages in grades 10-12 (Learning Update Order, 2024, p. E-69). On the year-end final report card, Grade 10 students will be given an MYP achievement level on the 1-7 scale. Moreover, as per the Ministry of Education reporting requirements, the MyEducation BC Student Information System (MyEd) converts the overall achievement level to a percentage. The conversion uses the IB conversion table developed by the British Columbia Association of IB World Schools. (See Appendix A).

Approaches to Learning (ATL) and BC Ministry Core Competencies - Student Self Reflections

The BC Ministry of Education mandates that self-reflection on the core competencies of (A) communication, (B) thinking, and (C) personal and social. (Learning Update Order, 2024, p. E-69) In order to meet this requirement, students in Grade 8-10 complete a reflection at the end of each term and at the end of the year for the five Approaches to Learning categories: *Thinking, Communication, Social, Self-management* and

Research. These self-assessments are available to students and parents for the duration of their high school experience through Microsoft Teams, an online platform that students can use as an electronic portfolio.

MYP students on Individual Education Plans (IEPs)

As outlined in the GSS Inclusion Policy, students on Individual Education Plans (IEPs) have access to accommodations to support their learning needs. For MYP, these accommodations include *adaptations* and *modifications*.

"Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so they can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts." (Inclusive education services: a manual of policies, procedures and guidelines, 2024, p. 7)

A student working on learning outcomes of any grade or course level may be supported using adaptations. An Individual Education Plan with adaptations retains the learning outcomes of the regular curriculum and is provided so that the student can participate. Adaptations may include but are not limited to extra time on assignments and exams, reduction in volume of work, due date extensions, separate setting for exams, alternate forms of presenting learning, use of adaptive technology, use of oral assessment to demonstrate competency and use of a scribe and/or reader.

"Modifications are instructional and assessment-related decisions made to accommodate a student' educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Written feedback is required that clearly explains the student's progress made towards their individualized learning goals and areas for further growth. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being evaluated in relation to their individualized learning goals as outlined in their IEP and not the Learning Standards of the curriculum for the course or grade for which they are enrolled." (Inclusive education services: a manual of policies, procedures and guidelines, 2024, p. 8)

Diploma Programme

Assessment and Reporting

Diploma Programme teachers will use a range of formative and summative assessment strategies to help students understand their strengths and areas for growth. Diploma

Program (DP) teachers will use school-based summative assessments as well as the criteria provided by IB for Internal Assessments to determine student achievement.

DP teachers will provide clear learning targets and criteria for the desired levels of performance. Formative assessment opportunities shall be provided for students to demonstrate their understanding and application of concepts.

DP teachers will predict grades based on a variety of assessments and will consider the body of evidence using their professional judgement when predicting student grades. DP teachers will consider what most accurately represents student achievement as related to the subject guide rubrics. This is based on the IB set of criteria for each subject using the 7-point criterion referenced scale.

For Grade 11 and 12 students, the Written Learning Updates must include "communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages and descriptive feedback on areas of significant growth and opportunities for further development." (K-12 Student Reporting Policy, 2026, para. 38)

On each Written Learning Update, DP students will be given a letter grade and a percentage. The teacher converts the IB scale grade to a BC Ministry percentage grade using the conversion table developed by the British Columbia Association of IB World Schools. (See Appendix B)

DP students on Individual Education Plans (IEPs)

As outlined in the GSS Inclusion Policy, students on Individual Education Plans (IEPs) have access to accommodations to support their learning needs. In the Diploma Programme, these accommodations include *adaptations*.

Adaptations - For DP students on IEPs, adaptations may include but are not limited to the following: extra time on summative assessments, separate setting for exams and use of adaptive technology. The DP Coordinator will submit requests to the IB for inclusive assessment arrangements at the time of registration.

Policy Review Protocol

The Garibaldi Assessment Policy is a working document. Since the needs of our student population are not static, this policy will be reviewed and revised as needed.

Assessment Policy – v.4 – Oct 2026

References

British Columbia Ministry of Education. (2024). Inclusive Education Services: a manual of Policies, Procedures and Guidelines. Retrieved September 18, 2025, from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf

British Columbia Ministry of Education (2024, November 30). *Learning Order Update*. Retreived from: https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m184-23.pdf

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Appendix A

British Columbia Association of IB World Schools – MYP Conversion Table
IB MYP Grade to BC Ministry of Education Grade and BC Ministry Provincial Proficiency Scale

IB total	IB FINAL Level	%	BC Ministry Proficiency Scale
32	7	100	Extending
31	7	99	Extending
30	7	98	Extending
29	7	97	Extending
28	7	96	Extending
27	6	95	Extending
26	6	92	Extending
25	6	90	Proficient
24	6	87	Proficient
23	5	86	Proficient
22	5	84	Proficient
21	5	82	Proficient
20	5	80	Proficient
19	5	78	Proficient
18	4	77	Proficient
17	4	75	Developing
16	4	72	Developing
15	4	70	Developing
14	3	69	Developing
13	3	66	Developing
12	3	63	Developing
11	3	60	Developing
10	3	56	Developing
9	2	55	Emerging
8	2	52	Emerging
7	2	48	Emerging
6	2	45	Emerging
5	1	44	Emerging
4	1	35	Emerging
3	1	26	Emerging
2	1	18	Emerging
1	1	9	Emerging
0	1	0	Emerging

Appendix B

British Columbia Association of IB World Schools – DP Conversion Table
IB DP Grade to BC Ministry of Education Grade

BCAIBWS Recommended Table of Equivalencies for DP Reporting Purposes- May 2019

Anticipated Grade SL Course	% Range for Reporting	Anticipated Grade HL Course	% Range for Reporting
7	96-100	7	98-100
6	90-95	6	96-97
5	86-89	5	90-95
4	76-85	4	86-89
3	70-75	3	76-85
2	50-69	2	70-75
1	0-49	1	0-49 (0-69%?)