Garibaldi Secondary School Assessment Policy

In Support of the IB MYP and DP Programs

Table of Contents

Guiding Philosophy 1

Purpose of Assessment at GSS 1

Student Responsibilities 1

Teacher Responsibilities 1

Reporting 2

Middle Years Programme 2

Assessment and Learning Updates 2

Final Report 3

Approaches to Learning (ATL) and BC Ministry Core Competencies - Student Self Reflections 3

MYP students on Individual Education Plans (IEPs) 4

Diploma Programme 5

Assessment Principles 5

Report Card Grades 5

Predicted Grades 5

Inclusion and Assessment Accommodations 6

Final IB Assessment and Results 7

Policy Review Protocol ..... **Error! Bookmark not defined.**

References 7

Appendix A 8

Appendix B 9

Guiding Philosophy

At Garibaldi Secondary School (GSS) 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 develop 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 Integrity as laid out in the *GSS Academic Integrity 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 integrity as laid out in the *GSS Academic Integrity 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 (Government of British Columbia, 2026).

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 (Government of British Columbia, 2026) 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	3-4
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 self-reflection on the core competencies of (A) communication, (B) thinking, and (C) personal and social (Learning Update Order, 2024, p. E-69). According to the Letter of Understanding between the BC Association of IB World schools and the Ministry of Education and Childcare (April 27, 2026), IB schools can use "the language of the ATL skills rather than using the language of the core competencies" which "aligns with the K-12 Student Reporting Policy" (para. 2). In order to meet this requirement, students in Grade 8-10 complete reflections throughout the year on the Approaches to Learning: *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." (The British Columbia Ministry of Education and Child Care, 2024, p. 7)

A student working on learning outcomes of any grade or course level may be supported using adaptations. An IEP 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." (The British Columbia Ministry of Education and Child Care, 2024, p. 8)

The school will encourage the use of varied assessment methods to provide students with diverse learning needs equitable opportunities to demonstrate their understanding of the prescribed learning outcomes. Teachers are encouraged to consult with the Inclusive Education Department when determining appropriate assessment approaches for students requiring additional support. Where appropriate, teachers may offer alternative ways for students to demonstrate their learning, including oral presentations, recorded responses, visual representations, practical demonstrations, or digital formats. Alternative assessment methods should maintain alignment with the subject-specific objectives and assessment criteria while recognizing that students may require different ways to communicate their knowledge, understanding, and skills.

Diploma Programme

Assessment Principles

Diploma Programme teachers will use a range of formative and summative assessment strategies to support student learning and identify strengths and areas for growth. Assessment will reflect IB subject objectives and assessment criteria, including opportunities for students to demonstrate their understanding, application of concepts and development of subject-specific skills.

DP teachers will provide clear learning targets and assessment criteria. Formative assessment opportunities will be provided throughout the learning process to inform teaching and give students opportunities to develop and demonstrate their learning.
Teachers will use a range of evidence, including school-based assessments, Internal Assessments and in-class assessments modelled on IB examinations, to determine student achievement. Professional judgment will be used to evaluate the body of evidence in relation to IB subject-specific criteria and grade descriptors. Teachers will seek opportunities for collaboration, consultation and standardization to support consistent assessment practices.

Report Card Grades

For Grades 11 and 12, provincial Written Learning Updates must include communication of learning in each subject, using letter grades and percentages, along with descriptive feedback on areas of significant growth and opportunities for further development (K-12 Student Reporting Policy, 2026, para. 38).

IB rubric marks are not converted directly into provincial percentages. Instead, teachers use their professional judgment to determine the IB grade (1-7) that best matches the student's demonstrated achievement, using the IB Diploma grade descriptors. The British Columbia Association of IB World Schools (BCAIBWS) recommended table of equivalencies (Appendix B) is then used to identify the percentage range corresponding to that IB grade. Within the range, teachers consider whether the student clearly meets the descriptor, is borderline with the level below, or shows emerging characteristics of the next level.

Where essential assessment evidence is missing or insufficient to determine a student's level of achievement, an 'I' (Insufficient Evidence) will be assigned in accordance with provincial reporting requirements and school procedures, rather than lowering the student's percentage.

Predicted Grades

Predicted grades are determined for students enrolled in the full IB Diploma Programme, typically by the end of January of Grade 12. Where required by post-secondary application

deadlines, predicted grades may be prepared earlier, and they may be updated as additional evidence becomes available. Course candidates generally do not receive predicted grades but may request them.

Predicted grades represent a professional estimate of the grades a student is likely to achieve in their final IB assessments. Teachers use their professional judgment, informed by the student's demonstrated achievement, IB subject-specific criteria, grade descriptors and a range of assessment evidence. Predicted grades are intended to be accurate and evidence-based rather than aspirational.

Predicted grades and provincial report card grades are both based on the IB grade descriptors and the same body of evidence, so they are expected to be broadly consistent. Report card grades reflect achievement for provincial reporting, while predicted grades estimate likely performance on the final IB assessments. Predicted grades are not determined through a direct conversion of report card percentages. However, where a student's report card percentage falls outside the BCAIBWS range for their predicted IB grade, the difference should be supported by evidence.

Subject teachers are responsible for determining predicted grades in their respective courses. The DP Coordinator oversees the process, consults with teachers to support consistency and communicates predicted grades to post-secondary institutions as required.

Many post-secondary institutions use predicted grades when making admission decisions and conditional offers. Depending on the institution's application procedures, predicted grades may be submitted directly by the school or provided by students using institution-specific forms.

Inclusion and Assessment Accommodations

As outlined in the GSS Inclusion Policy, students on Individual Education Plans (IEPs) have access to supports and adaptations to meet their learning needs. In the Diploma Programme, adaptations may include, but are not limited to, extra time on summative assessments, a separate setting for examinations and the use of adaptive technology.

These adaptations apply to school-based assessments, including tests, projects and other classroom tasks, as well as to formal IB assessments.

For IB assessments, the DP Coordinator submits requests for inclusive assessment arrangements to the IB in accordance with IB deadlines and procedures, typically at the time of registration. Arrangements for IB assessments are subject to IB approval. Adaptations do not change the IB assessment criteria or the standard of achievement expected.

Final IB Assessment and Results

Final IB grades are determined by the International Baccalaureate (IB), not by the school. In May of Grade 12, students complete externally assessed components in every subject, including written examinations in most. Depending on the course, other components completed during the course may also be submitted to the IB for external assessment.

Each DP subject also includes Internal Assessment (IA) components, which are assessed by teachers. IA marks are submitted to the IB, which moderates a sample of student work to ensure consistent application of IB assessment standards across schools.

Final IB results are released by the IB in July. These results are separate from provincial report card grades and do not determine or change the percentages or letter grades reported on provincial transcripts.

References

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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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.5 – Nov. 2026

Appendix A

Table 1 shows the British Columbia Association of IB World Schools agreed upon MYP Conversion Table. The IB total, IB Final Level, % And the BC Ministry Proficiency scale are aligned within the table.

Table 1: British Columbia Association of IB World Schools – MYP Conversion Table

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

Table 2 Show the British Columbia Association of IB World Schools DP Conversion Table use to convert IB DP Grade to a BC Ministry of Education Grade.

Table 2 British Columbia Association of IB World Schools 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%?)