

Understanding MYP Learning updates (term report cards)

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MYP Assessment

The Middle Years Programme (MYP) is part of the International Baccalaureate. It is an inclusive programme for all students in Grades 8 – 10 that…

> focuses on skill development and student inquiry
> highlights global connections and international perspectives
> prepares students for the IB Diploma Programme in grade 11 & 12
> speaks to student strengths with descriptive language on assessments
> uses four categories (Criteria A – D) for assessment

MYP Assessment Rubrics

example below are the rubrics for Individuals & Societies 8

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

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: • makes **lim** • demonstr **limited** de
3-4	The student: • uses **some** • demonstr through **si**
5-6	The student: • uses **consi** • demonstr through d
7-8	The student: • **consisten** • demonstr through **d**

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach
1-2	The student: • **identifies** a research que • formulates a **limited** acti • **collects** and **records limi** • with guidance, **reflects**
3-4	The student: • **formulates/chooses** a re relevance • formulates and **occasion** question • **uses** a method(s) to colle • with guidance, **reflects**
5-6	The student: • formulates/chooses a cle relevance **in detail** • formulates and **mostly** f research question • uses methods to collect • with guidance, **evaluate**
7-8	The student: • formulates/chooses a **cl** • formulates and **effective** question • uses methods to collect • with guidance, provides

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard describe
1-2	The student: • communicates information and ideas in a st • organizes information and ideas in a **limited** • **lists** sources of information **inconsistently**.
3-4	The student: • communicates information and ideas in a w • **somewhat** organizes information and ideas • **creates** an **adequate** reference list and **som**
5-6	The student: • communicates information and ideas in a st audience and purpose • **mostly** structures information and ideas acc • creates an **adequate** reference list and **usua**
7-8	The student: • communicates information and ideas in a st the audience and purpose • structures information and ideas **completel** • creates a **complete** reference list and **alway**

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: • **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: • 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: • 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: • 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 ***initial*** understanding of the concepts and competencies relevant to the expected learning.
Developing	3-4	The student demonstrates a ***partial*** understanding of the concepts and competencies relevant to the expected learning.
Proficient	5-6	The student demonstrates a ***complete*** understanding of the concepts and competencies relevant to the expected learning.
Extending	7-8	The student demonstrates a ***sophisticated*** 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 December.

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 assessed.

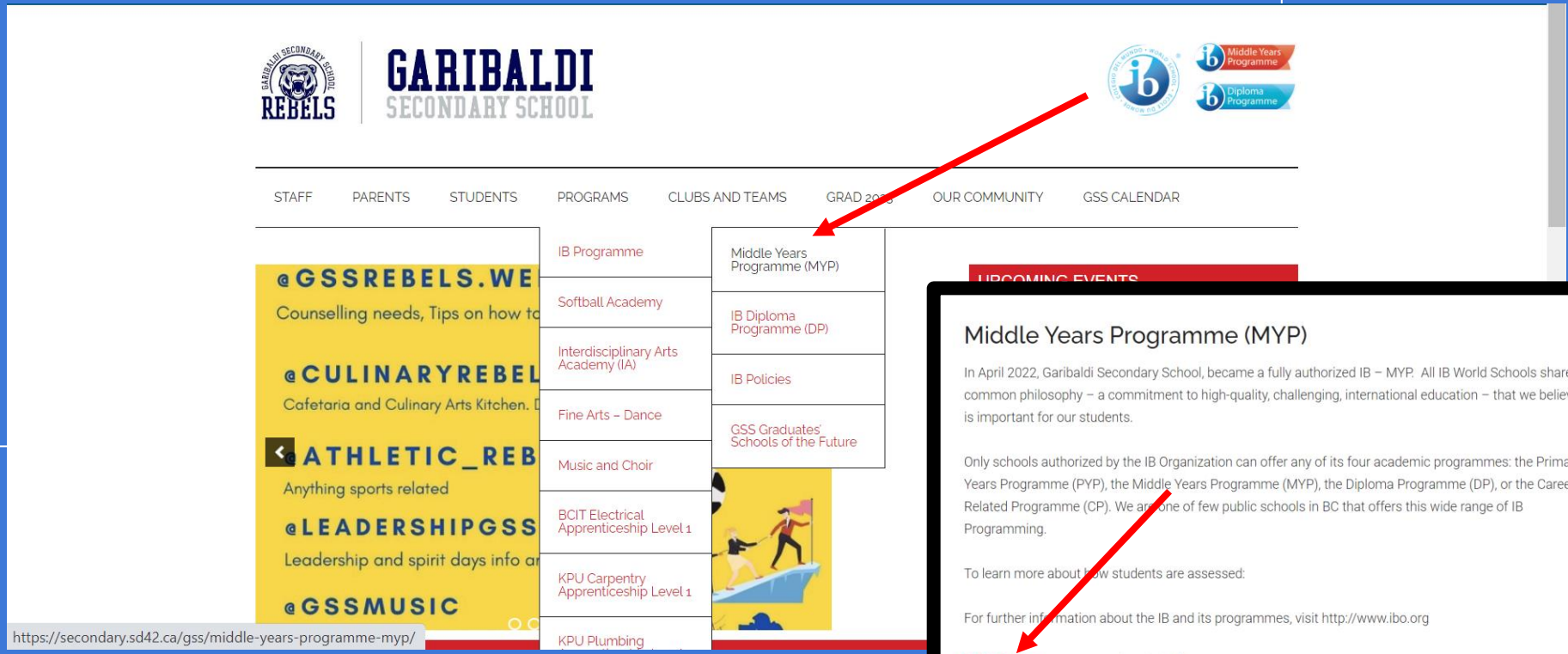
The Summary of learning in June (final report card) will show a score for all Criteria A-D and an overall level for the course.

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 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)



Full rubrics for all courses are posted online

- 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

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:

Libby Biln: Libby_Biln@sd42.ca

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