

# Johnston Heights Secondary School



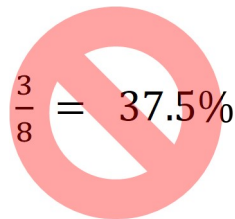
## MYP REPORT CARDS

Johnston Heights Secondary School's Assessment and Grading is grounded in and guided by IB's Middle Years Programme for Students in Grade 8-10. All teachers use and report with shared assessment language and criteria.

In the Johnston Heights Secondary IB MYP program, students receive 3 formal report cards per school year.

All formal report cards will display the levels for each course subject's Criterion along with its associated BC Proficiency Level. Each subject has 4 Criterion, with 8 being the maximum achievement level.

**The levels cannot be used to calculate a percentage or determine a letter grade.**



$\frac{3}{8} = 37.5\%$



Level 4 = C+

### Criterion Levels Compared to the BC Proficiency Scale

BC Proficiency Level	Overall Level
Extending	8
	7
Proficient	6
	5
Developing	4
	3
Emerging	2
	1
Emerging (Insufficient Evidence)	0

The **first formal report card** will only display the Criterion levels, the associated BC Proficiency Level and a comment from the teacher. At this time, students may only have an assessment for 2 or 3 Criterion in a subject.

The **second formal report card** will look similar to the first report card, but all Criterion will be assessed at least once.

At **completion of the school year**, the third report card will display levels for all 4 Criterion, the associated BC Proficiency Level, a teacher comment, and an overall level of achievement\* with its associated BC Proficiency Level. No percentages or letter grades are provided because the goal of the IB program is to focus on student proficiency and growth, not ranking students. Also, the *BC Ministry of Education* requires that the BC Proficiency Scale be used up to grade 9.

\*The overall level of achievement is between 1 - 7 and is based on predetermined limits set by the course Criterion boundary. This Criterion boundary is the sum of the 4 Criterion for the subject, totalling a maximum of 32. The table below shows the boundary limits in relation to the overall level of achievement, as well as a description of a student's capability at each level of achievement.

Grade 10 report cards will also show their personal projects as a course called *IB Middle Years Program 10*. The personal projects are only assessed based on 3 Criterion and so, the overall level of achievement is based on Criterion boundaries up to 24 (as per the table below).

Grade 10 transcripts will reflect a *BC Ministry of Education* required percentage and letter grade.

### MYP Overall Level of Achievement

MYP Overall Level of Achievement (1-7)	Course Criterion Boundaries (of 32)	Additional Requirements* Criterion Boundaries (of 24)	BC Proficiency Scale Level	IB Overall Level of Achievement Descriptor
7	32	24	Extending	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
	31			
	30	23		
	29	22		
	28	21		
6	27	20	Extending	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
	26	19		
	25	18	Proficient	
	24			
5	23	17	Proficient	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
	22			
	21	16		
	20	15		
	19	14		
4	18	13	Proficient	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
	17	12	Developing	
	16			
	15	11		
3	14	10	Developing	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
	13			
	12	9		
	11	8		
	10	7		
2	9	6	Emerging	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
	8			
	7	5		
	6	4		
1	5	3	Emerging	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
	4			
	3	2		
	2	1		
	1	0		
	0			



\*Additional MYP Requirements include Interdisciplinary Units (IDUs), Community Projects and the grade 10 Personal Project

# Example MYP Report Card – Cover Page

**INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME**

**REPORT CARD**

FOR **01-Dec-2019** to **14-Dec-2021**

Heights Sec  
Ave, Surrey, BC

STUDENT NAME		GRADE	ATTENDANCE RECORD FOR												TOTAL
			SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	
HOMEROOM 1090	TEACHER	11	9.5	10	10	2.5	4.5	5	4	6	5	4.5	0	0	61
ATTACHMENTS	STUDENT PEN		0	0	0	0	0	0	0	0	0	0	0	0	0

This is the first formal report of semester 1 for students. Please contact the teacher if you have any questions about the information on the report card. Teacher emails can be found on the school website.

Tutorial club runs in the Learning Commons from 3:00 to 4:00 pm on Tuesdays, Wednesdays and Thursdays where teachers and peer tutors are available to support students needing extra help.

Semester 1 finishes at the end of January. Keep up the good work for the remainder of the semester.

What is the IB Middle Years Programme Report Card?

This International Baccalaureate Middle Years Programme report card is designed for IB public schools across BC, and provides detailed information on your child's strengths, areas for improvement, and progress in each subject area: Design and Art, Physical and Health Education, Mathematics, Language Acquisition, Science, Language and Literature, and Individuals and Societies. Each subject area has its own set of four criteria, labeled A, B, C, and D. Subject-specific definitions of each criterion are available in each subject area's section of the report card and on our school website.

**Levels of Achievement:**  
In each criteria of each subject area, your child will receive a level from 0 to 8. These levels do not represent a percentage, but rather a snapshot of your child's current achievement on a continuum of thinking and learning. Level 2 is the requirement to succeed in a criterion.

**Trending:**  
MYP grades do not use averages over the year, but instead examine for consistent trends. A student who demonstrates level 2 early in the year but achieves level 5 consistently towards the end of the year may receive a 5 on their final report card rather than an average of 3 or 4. This rewards those students who demonstrate a year-round commitment to growth. On the other hand, this means that a student who demonstrates a high level early in the year but then consistently achieves a lower level towards the end of the year will receive that lower level on their final report, rather than an inflated average based on early success.

**What do the levels mean?**

0/1 - Work is of very limited quality or has not been handed in. Does not demonstrate an understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking.

2 - Produces work of limited quality that demonstrates significant gaps in understanding or a misunderstanding of the assessed concepts. Has difficulty applying knowledge and skills and rarely demonstrates critical and creative thinking.

3-4 - Produces work of adequate to good quality that demonstrates a basic understanding of many concepts and contexts from the course with minor or occasionally significant gaps. Beginning to demonstrate critical and creative thinking at expected grade level.

5-6 - Produces mostly high-quality and occasionally innovative work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, often with sophistication. Uses knowledge and skills in familiar and some unfamiliar real-world situations.

7-8 - Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Can independently transfer knowledge to unfamiliar and

Days absent per month

Total days absent to the date of report card

Days late per month

Important information about the school and how to understand the report card.

# Example MYP Report Card – Assessment Page for One Subject

Subject and Grade Level

May or may not provide days absent or late that are specific to the course

<b>INDIVIDUALS AND SOCIETIES 10</b>	ABSENT	0
Teacher:	LATE	0
<b>Current Trend</b>		
<b>Criterion</b>		
<b>A: Knowing and Understanding</b>	<b>6</b>	<b>Proficient</b>
The student: i. uses a range of terms and concepts through accurate descriptions, explanations and examples. ii. demonstrates substantial understanding of concepts and contexts through accurate descriptions, explanations and examples.		
<b>B: Investigating</b>	<b>6</b>	<b>Proficient</b>
The student: i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation.		
<b>C: Communicating</b>	<b>6</b>	<b>Proficient</b>
The student: i. communicates clearly and effectively by using a style that is mostly appropriate to the audience and purpose ii. organizes and presents information in a way that is mostly appropriate to the specified format and a recognized convention.		
<b>D: Thinking Critically</b>	<b>6</b>	<b>Proficient</b>
The student: i. discusses concepts, issues, models, visual representation and the relationships between them ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of their value and limitations iv. interprets different perspectives and their implications.		
<b>Overall Level of Achievement</b>		<b>6</b>
???en_US.tools.RPT0000JxOMWn.rub.overall.proficiency???		<b>Proficient</b>
The following is the IB descriptor associated with achievement of 6 on the IB 1-7 scale: Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.		
The Teacher comment begins here: Demonstrating some proficiency in the skills required for the course. A strength area was in demonstrating understanding of course concepts through their projects and written work.		

General Skill for the Criterion

Overall level for the Criterion and its BC Proficiency Level

Specific skills assessed in the Criterion

Final Level for the course\*

BC Proficiency Level for the course

Description of the Overall Level of Achievement\*

Teacher's comments about the student's ability in the course

\*Final level for the course (listed as "Overall Level of Achievement") goes up to 7, there is no 8. This level is based on all Criterion for the subject.