

# Johnston Heights Secondary School



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.

## MYP Assessment Overview

MYP assesses students on 4 Criterion per course. Each Criterion is a general skill applicable for becoming active members of the larger community.

The Criterion are then divided into 3 to 5 specific skills. Each skill uses specific performance scale descriptors to portray student ability from levels 1 to 8.

MYP assessment does not use letter grades or percentages unless required by BC Ministry of Education.

This criterion-based model creates the opportunity for

- students to know expectations to reach each level prior to starting the work.
- students to be assessed objectively and with purpose.
- students to be assessed for what they can do, rather than being ranked against each other.
- students to focus on **personal achievement** and **growth**, rather than grades.
- students to receive feedback on their performance based on the criteria level descriptors.



## Assessment criteria for each subject:

Course	A	B	C	D
<b>Language and literature</b> (English)	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b> (ELL, French, Spanish)	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b> (Social Studies, Careers 10)	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Careers</b> (Careers 8 and 9)	Knowing and understanding	Developing ideas	Communicating	Responding
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b> (visual art, band, drama, dance)	Investigating	Developing	Creating / Performing	Evaluating
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b> (foods, digital media design, textiles, drafting, electronics, metalwork, woodwork, cafeteria, game & app design)	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b> (grade 10 only)	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b> (assignments created for 2 subjects)	Evaluating	Synthesizing	Reflecting	
<b>Community Projects</b> (service action)	Investigating	Planning	Taking Action	

\*Please see the website links to view the detailed Criterion rubrics for each subject and grade.

## UNDERSTANDING CRITERION

Criterion are IB rubrics of general skills that are broken down into 3 to 5 specific skills. Each Criterion is levelled from 0 to 8. Students are assessed based on their ability to achieve a particular level for each specific skill.

### Example Criterion Skills (Language and Literature – Grade 8)

The diagram is set within a light green rectangular box. At the top left, the text 'Criterion D: Using Language' is underlined. To its right, a red arrow points left towards the text, with the words 'General Skill' written in white inside the arrow. Below this, the text 'At the end of year 3, students should be able to:' is followed by a list of five items, each preceded by a Roman numeral (i. through v.). To the left of this list, a red arrow points right towards the list, with the words 'Specific Skills' written in white inside the arrow. A red bracket on the right side of the list groups all five items together, connecting them to the 'Specific Skills' arrow.

Criterion D: Using Language ← **General Skill**

At the end of year 3, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

**Specific Skills** →

### Example Levelled Descriptors for One of the Specific Skills (Language and Literature – Grade 8)

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a <b>limited range</b> of appropriate vocabulary and forms of expression
3-4	The student: i. uses an <b>adequate range</b> of appropriate vocabulary, sentence structures and forms of expression
5-6	The student: i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b>
7-8	The student: i. <b>effectively uses a varied range</b> of appropriate vocabulary, sentence structures and forms of expression

## UNDERSTANDING SUMMATIVE ASSESSMENTS

Summative assessments, or end of unit assignments, are created to assess students on skills they have been developing within that unit. These assessments use the MYP Criterion, which is later used for reporting purposes. Formative assessment tasks (quizzes, labs, in-class discussions, writing prompts, interactive activities) are used to practice and improve skill development and content knowledge needed for the summative assessments. Formative assessments are not used for reporting purposes.

The summative assessment tasks are created so that students have an opportunity to reach a 7-8 Criterion achievement level. Included at the start of each of these tasks, teachers will provide students with the Criterion and associated specific skills that will be assessed. Sometimes one or two of the specific skills in a Criterion will not be assessed as part of the task as the teacher may be focusing on a specific skill. Teachers also provide a student-friendly version of the Criterion that describes the task-specific expectations for the skills.

### Example Criterion and Task-Specific Rubric (Science – Grade 9)\*

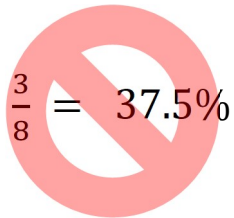
Level	Level descriptor	Task Specific Descriptor
0	The student <b>does not</b> reach a standard indicated by any of the descriptors below.	
1–2	The student is able to: i. recall scientific knowledge	The student is able to: i. provide stages of the nutrient and water cycles
3–4	The student is able to: i. state scientific knowledge	The student is able to: i. provide process names that relate to stages of the nutrient and water cycles
5–6	The student is able to: i. outline scientific knowledge	The student is able to: i. provide basic information about the processes that occur during stages of the nutrient and water cycles
7–8	The student is able to: i. describe scientific knowledge	The student is able to: i. provide detailed information about the processes that occur during stages of the nutrient and water cycles

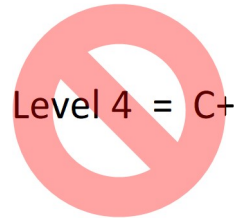
**\*Note: this example only depicts one of the specific skills for a Criterion, but there will be multiple skills assessed as part of a Criterion.**

## UNDERSTANDING LEVELS

MYP assessment uses levels 1-8 for each Criterion to show **student proficiency**. The description column in the Criterion contains the information about student ability for the particular levels. Note that the Criterion also shows a level 0, however, this is only used when there is no evidence of the skill available.

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


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


$$\text{Level 4} = \text{C+}$$

The level numbers represent a **scale of growth** relating to the Criterion skill and can only be used to understand **student proficiency**. As the levels increase, the skills increase in complexity and ability to successfully demonstrate critical thinking skills.

In MYP Assessment, students are not ranked against each other (there is no bell-curve distribution of grades). It is used to emphasize individual achievement. Students are encouraged to **reflect on their own learning** and use the descriptors to motivate themselves to a higher level of achievement.

Students can start the course with lower level of achievement, but as **continued growth** is displayed, the student's overall performance for the course will strongly reflect this growth. Therefore, by the end of the course, students will achieve the appropriate level based on their proficiency of course skills and content. The level of proficiency relates to grade level expectations.

### A General Understanding of 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

## RIGHTS AND RESPONSIBILITIES FOR ASSESSMENT

We believe that all members of the school community should take responsibility for student achievement. The rights and responsibilities associated with assessment lie with teachers, students, parents and guardians, and school administration.

### Students:

- Actively participate in classroom learning
- Work with peers and teachers to develop knowledge and skills
- Perform their best efforts to demonstrate their skills and growth
- Ensure work is of their own creation and they use academic honesty
- Understand the Criterion and learning objectives for each subject
- Ask for assistance when needed
- Stay informed about their progress
- Reflect on their learning to foster growth

### Parents and Guardians:

- Support their children's growth during their learning in the MYP program
- Understand the learning objectives and Criterion rubrics for each course
- Use the rubrics as a point of reference for discussing assessment with teachers, administrators, and their children
- Contact teachers with questions they may have regarding assessment or their child's progress in MYP
- Attend MYP parent night information sessions to stay informed about the MYP program

If you have any questions about MYP course assessment, please contact your student's classroom teacher.