

# Johnston Heights Secondary School

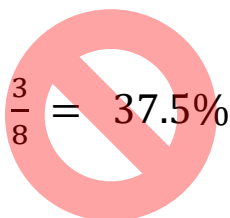


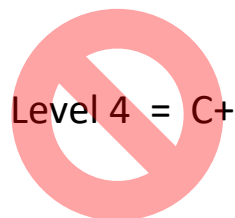
Johnston Heights Secondary School's Assessment and Grading is grounded in and guided by IB's Middle Years Programme for Students in Grade 8-10. All teachers use and report with shared assessment language and criteria.

In the Johnston Heights Secondary IB MYP program, students receive 2 formal report cards per 5-month course (when courses are year long, students will receive an additional formal report card).

All formal report cards will display the levels for each course subject's Criterion. 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.**


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


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

The Criterion levels can be understood by the proficiency descriptors in this table:

Course Skill Proficiency	Overall Level
Exceeding Expectations	8
Exceeding Expectations	7
Fully Meeting Expectations	6
Fully Meeting Expectations	5
Meeting Expectations	4
Meeting Expectations	3
Minimally Meeting Expectations	2
Not Yet Meeting Expectations	1
No Evidence	0

The first formal report card (or second for linear courses) will only display the Criterion levels and a comment from the teacher. Students may have an assessment for only 2 or 3 Criterion in a subject.

At completion of the course, the report card will display levels for all 4 Criterion, a teacher comment, and an overall level of achievement. 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.

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 (1-7)	Course Criterion Boundaries (of 32)	Additional Requirements* Criterion Boundaries (of 24)	Proficiency Scale	IB Overall Level of Achievement Descriptor
7	32	24	Exceeding Expectations	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	23		
	30	22		
	29	21		
	28	21		
6	27	20	Fully Meeting Expectations	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		
	24	18		
5	23	17	Fully Meeting Expectations	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	16		
	21	15		
	20	14		
	19	14		
4	18	13	Meeting Expectations	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		
	16	11		
	15	11		
3	14	10	Meeting Expectations	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	9		
	12	8		
	11	7		
	10	7		
2	9	6	Minimally Meeting Expectations	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	5		
	7	4		
	6	4		
1	5	3	Not Yet Meeting Expectations	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	2		
	3	2		
	2	1		
	1	1		
	0	0		

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

# Example MYP Report Card – Cover Page



## INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

### REPORT CARD

Days absent per month

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

Total days absent to the date of report card



Johnston Heights Sec  
15350 99 Ave, Surrey, BC  
V3R 0R9

Days late per month

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

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>COMPOSITION 10</b>	ABSENT	0
<b>Teacher:</b>	LATE	0
		<b>Current Trend</b>
<b>Criterion</b>		
<b>A: Analysing</b>	<b>General Skill for the Criterion</b>	
The student: i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.		6
<b>B: Organizing</b>		6
The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.		<b>Overall level for the Criterion</b>
<b>Specific skills assessed in the Criterion</b>		
<b>C: Producing Text</b>	6	
The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.		
<b>D: Using Language</b>	5	
The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.		
<b>Overall Level of Achievement</b>		<b>Final Level for the subject*</b>
		5
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. Excellent progress. Congratulations on your success.		

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

\*Final level for the subject (listed as "Overall Level of Achievement") goes up to 7, there is no 8. This level is based on all 4 Criterion for the subject.