

Principal's Report

Nov 22, 2017

IB MYP Assessment

Students assessed using MYP Rubrics
4 criteria in each subject group

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project (Grade 10 only)	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Approaches to Learning

- Self-Management
- Social
- Communication
- Research
- Thinking



Self-Management



Progress Level	Level Descriptor
Novice	<p><u>Organization</u>: Rarely comes to class on time and/or prepared or meets deadlines</p> <p><u>Affective</u>: Rarely manages his/her state of mind including mindfulness, perseverance, emotional management, self-motivation and resilience</p> <p><u>Reflection</u>: Rarely identifies strengths and weaknesses in his/her own work and makes a plan to improve</p>
Learner	<p><u>Organization</u>: With assistance comes to class on time and prepared and meets deadlines</p> <p><u>Affective</u>: With assistance manages his/her state of mind including mindfulness, perseverance, emotional management, self-motivation and resilience</p> <p><u>Reflection</u>: With assistance identifies strengths and weaknesses in his/her own work and makes a somewhat clear plan to improve</p>
Practitioner	<p><u>Organization</u>: Often comes to class on time and prepared and meets deadlines</p> <p><u>Affective</u>: Often manages his/her state of mind including mindfulness, perseverance, emotional management, self-motivation and resilience</p> <p><u>Reflection</u>: Often identifies strengths and weaknesses in his/her own work and makes a clear plan to improve</p>
Expert	<p><u>Organization</u>: Independently and consistently comes to class on time and prepared and meets deadlines</p> <p><u>Affective</u>: Independently and consistently manages his/her state of mind including mindfulness, perseverance, emotional management, self-motivation and resilience</p> <p><u>Reflection</u>: Independently and consistently identifies strengths and weaknesses in his/her own work and makes a clear plan to improve</p>

Innovation Grant Teams

2017/2018

Ms. Kelly Skehill
Innovation Lead Teacher

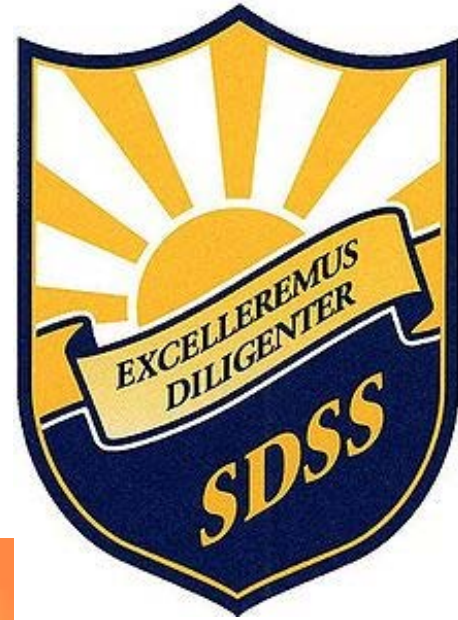
Physics Olympics

How would students of all abilities in traditional academic courses benefit from the introduction of extracurricular activities?



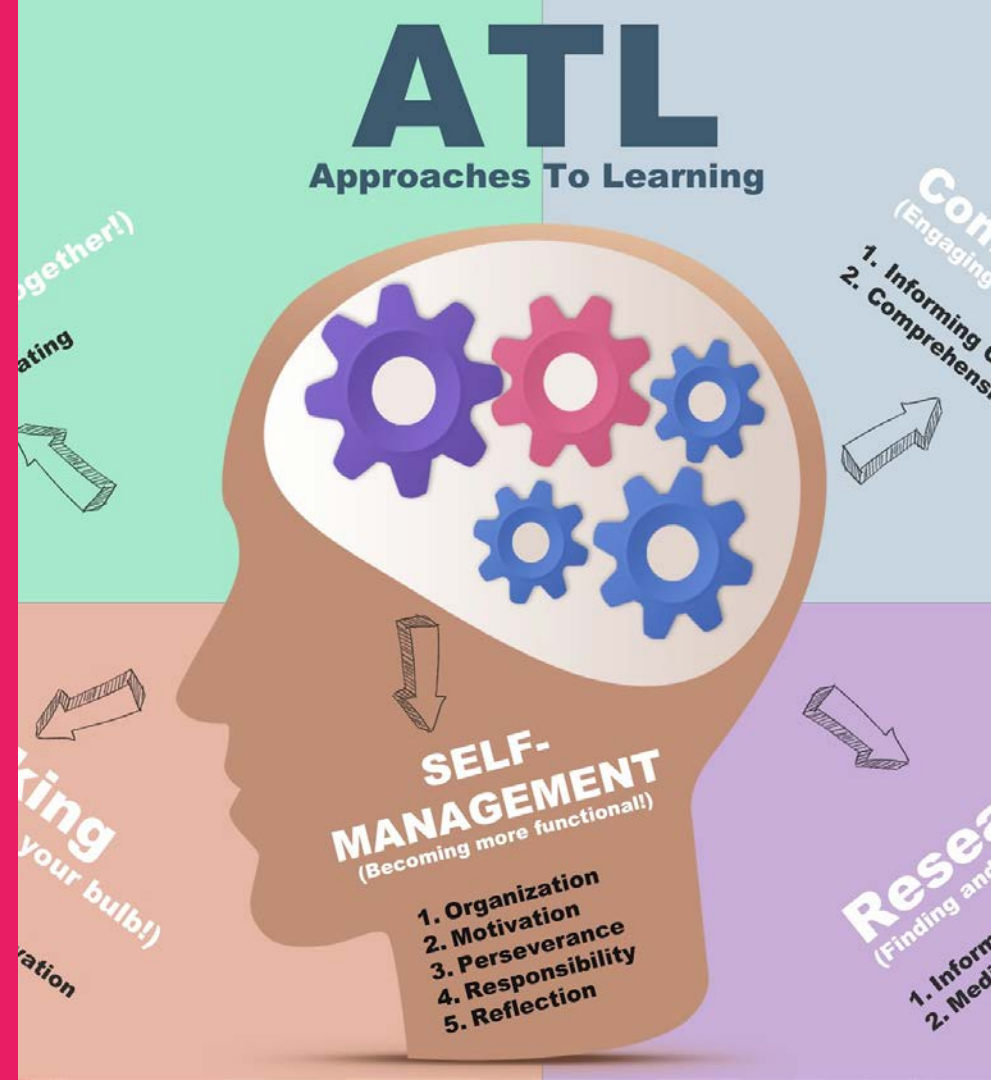
Flexible Scheduling

Will a more flexible schedule create opportunities for students to take ownership of their personalised learning? How will this inquiry lead to implementation of a more flexible schedule at Rockridge Secondary?



Self-Management Skills

What area(s) of the IB MYP Self-Management Approach to Learning Skills are the greatest areas for development in the Rockridge School Community? Once identified, how do we improve those competencies in our learners?



English 10-12

How do we create and implement an authentic representation of the new English Language Arts 10-12 curriculum that meets the needs of our diverse student population and prepares them for success in the 21st Century?

← → ↻ [Secure | https://curriculum.gov.bc.ca/curriculum/10-12#ela](https://curriculum.gov.bc.ca/curriculum/10-12#ela)

English Language Arts

[Introduction](#) [Goals and Rationale](#) [What's New](#)

Grade 10	Grade 11
<ul style="list-style-type: none">• Composition 10• Composition 10 with elaborations• Creative Writing 10• Creative Writing 10 with elaborations• Focused Literary Studies 10• Focused Literary Studies 10 with elaborations• New Media 10• New Media 10 with elaborations• Spoken Language 10• Spoken Language 10 with elaborations	<ul style="list-style-type: none">• Composition 11• Composition 11 with elaborations• Creative Writing 11• Creative Writing 11 with elaborations• Focused Literary Studies 11• Focused Literary Studies 11 with elaborations• New Media 11• New Media 11 with elaborations• Spoken Language 11• Spoken Language 11 with elaborations

English First Peoples

<ul style="list-style-type: none">• EFP: Composition 10• EFP: Composition 10 with elaborations• EFP: Creative Writing 10• EFP: Creative Writing 10 with elaborations• EFP: Focused Literary Studies 10	<ul style="list-style-type: none">• EFP: Composition 11• EFP: Composition 11 with elaborations• EFP: Creative Writing 11• EFP: Creative Writing 11 with elaborations• EFP: Focused Literary Studies 11
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Grade 10 ID Unit

How can we create, implement and assess an authentic interdisciplinary unit at the grade 10 level?



Grade 9 ID Unit

Will teaching students how to prepare for an outdoor excursion in a variety of subject areas (multiple disciplines) increase engagement in subject areas and recognize connections between different disciplines?



KNOW BEFORE YOU GO

The Outdoor Safety

CODE5 simple rules to help you stay safe.

Before you go into the outdoors get familiar with New Zealand's Outdoor Safety Code.

- 1 Plan your trip
- 2 Tell someone
- 3 Be aware of the weather
- 4 Know your limits
- 5 Take sufficient supplies



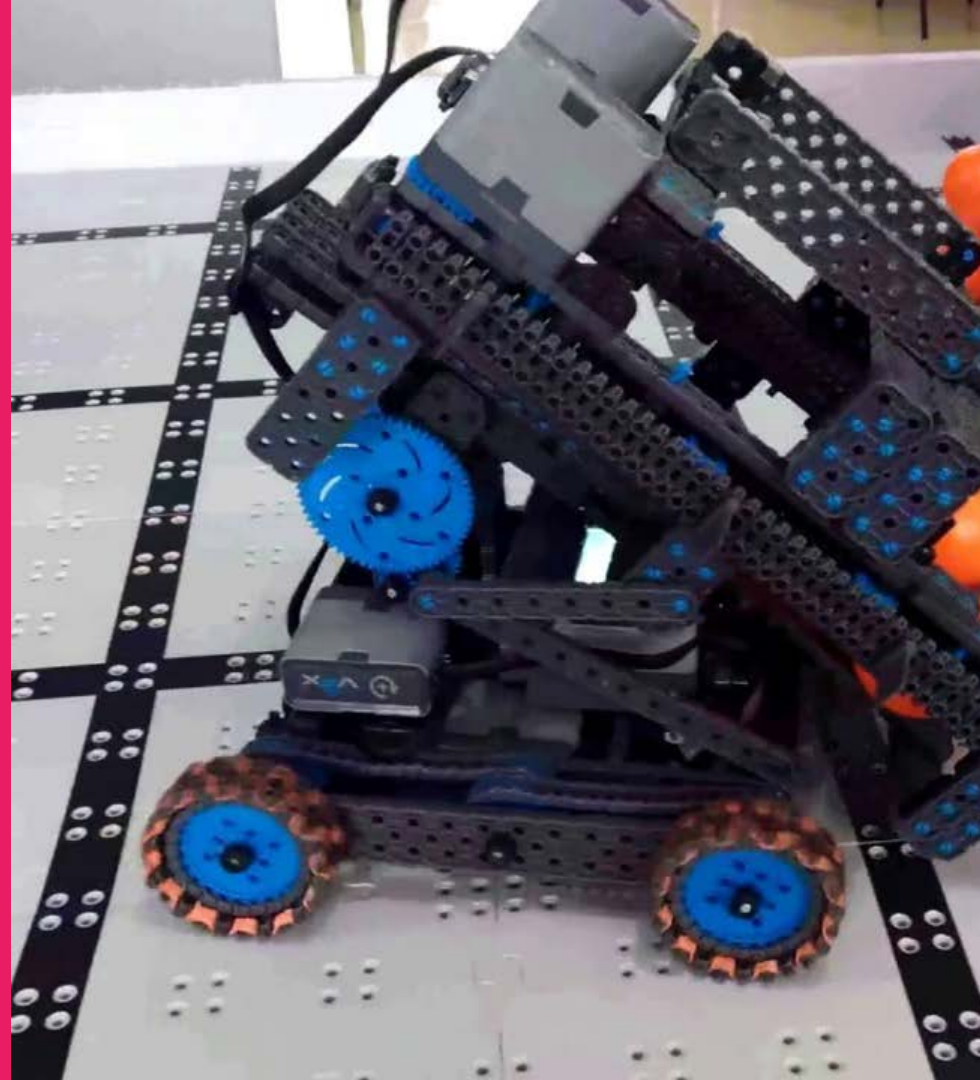
Virtual Reality

How does a digitally created learning environment have impact upon experiential learning? How does digitally created content impact upon how students can interact with the environment? How can this environment permit a comprehensive understanding of the content?



Robotics & Coding Literacy

How can we effectively engage our Rockridge students to explore coding as a literacy through the use of Robotics?



Career Education

What might be the most effective delivery model of the new curriculum for career education in the three secondary schools in West Vancouver? What should be included in the curriculum for career education in West Vancouver School District?

