



Rockridge Secondary Assessment Policy

Assessment is "an integral aspect of learning and teaching. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback." Assessment "supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking."¹

Philosophy of Assessment

Ultimately, assessment is used for learning. The assessment process reveals—to the teachers and to the student—what a student knows, understands and can do. Authentic assessment provides ongoing feedback to teachers, students and parents in order to enhance student learning, as well as involve feedback on students' thinking processes as well as their work towards reaching proficiency in the outcomes of a subject. We recognize the importance and the motivational benefits of involving students in the process of assessment in meaningful ways such as peer- and self-assessment and even, in some cases, in co-creating assessment tasks.

Assessment occurs when teachers and students gather information through triangulating products, observations and conversations to monitor student progress and plan their teaching or learning (formative assessment); evaluation occurs when teachers measure students' degree of reaching proficiency with the learning outcomes for the purpose of reporting out to the school community (summative assessment).

We believe that "purpose [...] dictates how assessment is constructed and used. If the purpose is enhanced learning, the assessment needs to give students an opportunity to make their learning apparent", and "[i]f the purpose is checking learning for reporting, teachers need to be especially concerned about the quality of the assessment, and how it might be used by others. It is very difficult, and sometimes impossible, to serve these two different assessment purposes at the same time. It is important for [us to] recognize the need to balance among them, know which one [we] are using and why, and use them all wisely."²

Alignment of MYP and BC Provincial Approaches to Assessment

Assessment in the MYP aims to:³

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills

¹ "MYP: From principles into practice." *International Baccalaureate Organization*, 2022, p. 13.

² "Rethinking Classroom Assessment with Purpose in Mind." *Western and Northern Canadian Protocol*, 2006, p. 14.

³ "MYP: From principles into practice." *International Baccalaureate Organization*, 2022, p. 79.

- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

These aims are reflected in the British Columbia (BC) Ministry of Education's policies and publications on assessment, such as the **K-12 Student Reporting Policy**. This policy "outlines the requirements for communicating student learning, which includes concise descriptive feedback in clear and accessible language to ensure that students and families understand where the student is at in their learning, as well as areas for further growth."⁴

Defining the Terms

- **Assessing:** how we discover what the students know and have learned
- **Criterion-related Approach:** this approach represents a philosophy of assessment that is neither "norm-referenced" where students must be compared to each other and to an expected distribution of achievement nor "criterion-referenced" where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level
- **Common Assessment:** when appropriate, each course uses consistent statements of inquiry, inquiry questions and assessment criteria across classes and teachers assess (at least a sample) together in order to ensure consistency in the application of the criterion
- **Formative Assessment:** occurs during the learning process with the purpose of informing the students and teachers as to a student's progress so that teachers may design their lessons appropriately and students may better self-regulate
- **Summative Assessment:** occurs at the end of the learning process in order to assess students' achievement against the criterion for each learning objective
- **Descriptive Feedback:**⁵ feedback that includes simple, concise, strengths-based, written comments or documented conversations that are aligned with the learning standards, describe student learning, and identify specific areas for future growth

Descriptive feedback focuses on what students can do now and what they are working toward, clearly and simply explains areas for future growth (as well as strategies to support them), describes student learning in their current areas of learning, and provides feedback on student learning habits and engagement

- **Reporting:** documentation sent to parents that provides information about students' progress in relation to the learning standards of the curriculum

Assessment Practices

Rockridge teachers design and carry out continuous assessments according to the four criteria outlined in each of the MYP subject guides (summarized in the table below), as well as the competencies outlined in the BC provincial curriculum guides.⁶

⁴ "K-12 Student Reporting Policy." *BC Ministry of Education*, 2024.

⁵ "K-12 Student Reporting Policy: Communicating Student Learning Guidelines." *BC Ministry of Education*, 2023, p. 7.

⁶ "BC's Course Curriculum." *BC Ministry of Education*, 2018.

MYP Assessment Criteria by Subject				
Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
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-life Contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
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

Teachers structure assessment that is “ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external [e.g. BC provincial literacy and numeracy assessments, Advanced Placement exams]; students benefit from assessing their own work and the work of others. [S]tudents demonstrate their learning through a variety of assessments and consolidations of learning.”⁷

In the MYP courses, summative assessment tasks are directly linked to the statement of inquiry—which correspond to the BC provincial Big Ideas—and provide varied opportunities for students to demonstrate their knowledge, understanding and skills to their strongest levels.⁸ Examples of summative tasks can be found in the Subject Group Overviews which are available on the Rockridge website.

Adaptations and Modifications

Some students at Rockridge have Individual Education Plan (IEP) that specify adaptations or modifications to their assessments which must be accommodated in accordance with the BC provincial School Act.⁹ Teachers will adapt or modify their assessment tasks as required by these IEPs, and in consultation with a student's case manager if necessary. Please refer to our separate Inclusion Policy for further details about such adaptations and modifications.

Assessment of Late or Missed Work

Students need to demonstrate a minimum level of proficiency in the skills and knowledge that are related to the learning outcomes of each course. If a student is absent, they are expected to take the responsibility to find out what learning was missed—first through Google Classroom, then by asking a peer or the teacher—and how they may make up any assessments (whether formative or summative). However, if a student misses an assessment, it is at the teacher's discretion to either:

⁷ "MYP: From principles into practice." *International Baccalaureate Organization*, 2022, p. 13.

⁸"MYP: From principles into practice." *International Baccalaureate Organization*, 2022, p. 64.

⁹ "BC School Act." *BC Ministry of Education and Child Care Governance, Legislation and Workforce Branch*, 2024.

- A. not include the assessment task, with the understanding that future opportunities will allow the student to demonstrate their proficiency
- B. provide a make-up assessment task

We do not advise that students go on holiday during school time. If parents/guardians opt to take their children out, any work missed is solely the student's responsibility. Teachers are not expected to provide extra classes, make-up assessment tasks or specific work to be completed.

If a student misses several summative assessments and has yet to demonstrate proficiency of the learning outcomes, they may be given an **Insufficient Evidence (IE) Report**. An IE "is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student."¹⁰

Alignment of MYP and BC Provincial Assessment Criteria

A student's report will reflect their most recent and most consistent achievement levels.

Grades 8 to 10 (MYP Courses)

Students will receive an achievement level from 0 to 8 on each of the four criteria, yielding a maximum score of 32. At the end of the school year, this score will be converted to an IB Final Grade out of 7, as well as a corresponding level on the BC Proficiency Scale.¹¹

MYP Conversion Table 4 Criteria per Subject			
MYP Overall	BC %	BC Proficiency	IB Final Grade
32	100	Extending	7
31	99	Extending	
30	98	Extending	
29	97	Extending	
28	96	Extending	
27	95	Extending	6
26	92	Extending	
25	90	Proficient	
24	87	Proficient	
23	86	Proficient	5
22	84	Proficient	
21	82	Proficient	
20	80	Proficient	
19	78	Proficient	

MYP Conversion Table 3 Criteria (Personal Project and IDUs)		
MYP Overall	BC %	BC Proficiency
24	100	Extending
23	99	Extending
22	98	Extending
21	96	Extending
20	95	Extending
19	91	Extending
18	87	Proficient
17	86	Proficient
16	84	Proficient
15	81	Proficient
14	78	Proficient
13	77	Proficient
12	74	Developing
11	70	Developing

¹⁰ "K-12 Student Reporting Policy: Communicating Student Learning Guidelines." *BC Ministry of Education*, 2023, p. 32.

¹¹ The "MYP Conversion Table" is standardized across the province and was created by the British Columbia Association of IB World Schools.

18	77	Proficient	4
17	75	Developing	
16	72	Developing	
15	70	Developing	
14	69	Developing	3
13	66	Developing	
12	63	Developing	
11	60	Developing	
10	56	Developing	
9	55	Emerging	2
8	52	Emerging	
7	48	Emerging	
6	45	Emerging	
5	44	Emerging	1
4	35	Emerging	
3	26	IE	
2	18	IE	
1	9	IE	
0	0	IE	

10	69	Developing
9	65	Developing
8	61	Developing
7	56	Developing
6	55	Emerging
5	50	Emerging
4	45	Emerging
3	40	Emerging
2	30	IE
1	20	IE
0	0	IE

BC Provincial Proficiency Scale						
Emerging	↔	Developing	↔	Proficient	↔	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.		The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.		The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.		The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

IB Final Grade	Descriptor
1	Produces work of 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.
2	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.
3	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.
4	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.
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.

6	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.
7	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.

Grade 11, Grade 12 and Non-MYP Courses

Students will receive a percentage and corresponding letter grade based on the BC Letter Grades and Percentages Scale.

BC Provincial Letter Grades and Percentages		
Letter Grade	Percentage	Descriptor
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73 - 85	The student demonstrates very good learning in relation to the Learning Standards of the curriculum.
C+	67 - 72	The student demonstrates good learning in relation to the Learning Standards of the curriculum.
C	60 - 66	The student demonstrates satisfactory learning in relation to the Learning Standards of the curriculum.
C-	50 - 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0 - 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school.
TS	N/A	Transfer Standing: May be granted by the principal, vice principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of those records.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

Reporting Schedule

At Rockridge, we acknowledge that "[m]eaningful and flexible communication of student learning in clear and accessible language enables parents/guardians, students, teachers, and administrators to proactively work together to enhance student learning. [...] Students benefit when they and their parents/guardians are made aware of their strengths and areas of needed growth and are provided" with "timely feedback support" throughout the learning process.¹²

¹² "K-12 Student Reporting Policy." BC Ministry of Education, 2024.

In accordance with our reporting mandate from the BC Ministry of Education, and in keeping with the aims of the IB MYP, teachers will report out to parents on students' achievement five times a year through the following methods:

- **Informal Progress Report**
- **Learning Update 1**
 - MYP (Grades 8 to 10): At least 2 criterions per subject and an individualized comment
 - Non-MYP (Grades 11 and 12): A percentage and letter grade, as well as an individualized comment
- **Parent-Teacher Interviews**
- **Learning Update 2**
 - MYP (Grades 8 to 10): All 4 criterions per subject and an individualized comment
 - Non-MYP (Grades 11 and 12): A percentage and letter grade, as well as an individualized comment
- **Learning Update 3**
 - MYP (Grades 8 to 10): All 4 criterions per subject (such that each criterion and corresponding strands have been assessed at least twice during the year) and an individualized comment
 - Non-MYP (Grades 11 and 12): A percentage and letter grade, as well as an individualized comment

Students will also complete a self-assessment of their development of the MYP Approaches to Learning (ATL) skills (known as Core Competencies in the BC provincial curriculum) at the end of each learning period.

Honour Roll

Students must be enrolled in a minimum of eight courses at Rockridge or in the West Vancouver School District to receive Honour Roll status. Specific grade-level requirements are outlined below.

Grades 8 and 9 — Raven Distinguished Learner Award

Honour Roll status will be calculated based on a student's seven strongest courses using their final MYP levels or final proficiencies for non-IB courses. To receive the Raven Distinguished Learner Award, students must:

- achieve an IB Final grade of 5 or higher, or at least a proficient level in non-IB courses
- submit their goal-setting and self-assessment of ATLs for each learning period
- successfully complete Career Education 8 and 9; however, students cannot use their final Career Education marks for award calculations
- complete 5 hours of approved community service in Grade 8, and 10 hours in Grade 9; students must also submit a service proposal and reflection
- convert any IEs (Insufficient Evidence of Learning) to a passing level by the end of June

Grades 10 to 12 — Honour Roll Certificate of Achievement

For students in Grade 10, Honour Roll status will be calculated based on a student's seven strongest courses using their final course grades (please refer to the MYP Conversion Table above). For students in Grades 11 and 12, Honour Roll status will be calculated based on a student's six strongest courses—final course grades will be used in Grade 11, and Learning Update 2 grades will be used in Grade 12.

To receive Honour Roll status, students must:

- have a calculated average percentage of 85.5% to 94.4% to receive Honours
- have a calculated average percentage of 94.5% to 100% to receive Honours with Distinction
- submit their goal-setting and self-assessment of ATLs for each learning period
- Grade 10 Students: successfully complete their Personal Project; however, students cannot use their final Personal Project mark for award calculations
- complete the required number of service or experiential learning hours, as well as submit their Experiential Learning documentation:
 - Grade 10 Students: complete 15 hours of approved community service through their CLE 10 course
 - Grade 11 and 12 Students: complete a cumulative 30 hours of experiential learning between Grades 10 to 12
- not have a failing grade in any of their enrolling courses (i.e. less than 50%)
- convert any IEs (Insufficient Evidence of Learning) to a passing level

Policy Review Process

Our Assessment Policy is a living document. We will review the framework annually to ensure that the policy continues to reflect current IB standards and practices, as well as any updates to the BC provincial curriculum. The review process will involve Administrators, MYP Coordinators and Teacher Leaders; departments and district leaders may also be consulted.

Last updated October 2024 by Administrators and MYP Coordinators, with feedback from Teacher Leaders and departments.

References

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