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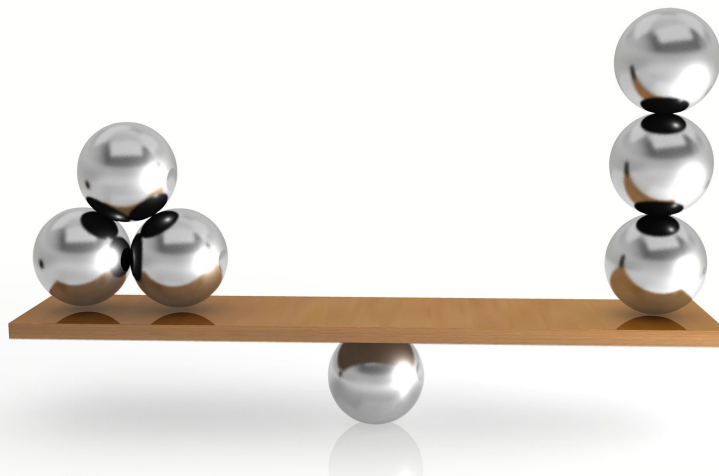
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Using the IB Rubrics to lead student reflection and growth

**Only
District
Grading**



**Full IB
Grading**

THINK ABOUT, CHAT ABOUT:

How does your school balance IB Grading with your school/district/traditional grading policies?



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Using IB Rubrics in Leading Student Reflection

Evette Brown, Danna Hailfinger, and Farr Quinn
Alice Deal Middle School



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Teaching at Alice Deal Middle School, DCPS

Location: Washington, DC

Population: Roughly 1300 students

IB MYP: 6 years of full-school IB MYP

*All units are aligned to IB and each
grade-level department uses shared
assessments aligned with IB Criteria*





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Teaching at Alice Deal Middle School, DCPS

Year	Our Grading Policy Experience:
2013-2014	Following District grading policy <ul style="list-style-type: none">➤ handful of assignments graded on IB Rubric➤ converted to a 0-100 scale for the gradebook
2014-2015	Implemented IB grading <ul style="list-style-type: none">➤ Summative tasks scored on rubrics➤ Feedback given on formative tasks➤ Pattern of performance found each advisory then converted to a 0-100 scale for DCPS report card➤ Both a DCPS and an IB Report Card issued
2015-2016	IB & District Grading <ul style="list-style-type: none">➤ Some grading categories are based on completion of work (homework, some classwork)➤ Majority of grade determined by IB Objectives➤ Converted to a 0-100 scale➤ Both a DCPS and an IB Report Card issued



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Using the IB Rubrics to lead student reflection and growth

Aims and goals for today's session:

1. Higher level of comfort with IB Objective Rubrics;
2. Materials to track student progress in your classroom;
3. Understanding of how to lead students in finding their pattern of performance;
4. Tools for students to reflect and to discuss their growth.



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Using the IB Rubrics to lead student reflection and growth

Today's agenda:

1. Grading policies in IB & Public Schools
 - Principles into Practice for Objectives and Performance
2. Infusing reflection into your classroom
 - Tracking student progress
 - Finding a Pattern of Performance
3. Student ownership of growth
 - Letters of Performance
 - Classroom investment & beyond



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Using MYP Assessment Criteria

“Schools must regularly report student progress towards MYP objectives” (pg 80).

- MYP objectives are aligned with its corresponding assessment criteria (use is mandatory)

	A	B	C	D
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts





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Using MYP Assessment Criteria

Determining Achievement Levels (pg 83)

*“At the end of a period of learning, teachers must make **judgments** on their students’ achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather **sufficient evidence** of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the **performance of the student** over the duration of the units taught.”*



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Tracking Student Performance

- In order to increase student ownership:
 - Need to keep data beyond a traditional gradebook
 - Must be interactive for the students
 - Provide an opportunity for reflection, in the moment
 - Accessible at every level



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Tracking Student Performance

Name: _____ Class ID#: _____

MYP Math Criterion A Score Card

Advisory						
Unit						
Standard						
8						
7						
6						
5						
4						
3						
2						
1						

Standards/Skills I have mastered		Standards/Skills I still need to work on	
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•



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Tracking Student Performance

Name: _____ Class ID#: _____

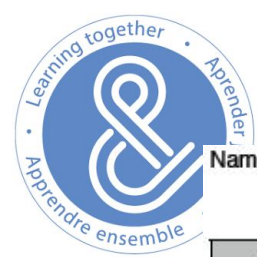
MYP Math Criterion B Score Card

Advisory						
Unit						
Investigation						
8						
7						
6						
5						
4						
3						
2						
1						

Investigation						
i. apply mathematical problem-solving techniques to recognize patterns	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory
	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement
ii. describe patterns as relationships or general rules consistent with correct findings	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory
	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement
iii. verify whether the pattern works for other examples.	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory	<input type="checkbox"/> satisfactory
	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement	<input type="checkbox"/> needs improvement



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Name: _____ Class ID#: _____

Tracking Student Performance

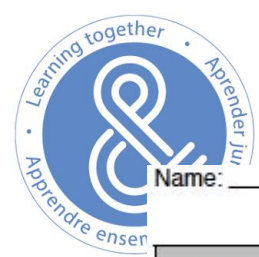
MYP Math Criterion C Score Card

Advisory						
Unit						
Assignment						
8						
7						
6						
5						
4						
3						
2						
1						

Assignment						
i. use appropriate mathematical language in both oral and written statements	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
ii. use different forms of mathematical representation to present information	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
iii. communicate coherent mathematical lines of reasoning	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
iv. organize information using a logical structure.	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement



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Tracking Student Performance

Name: _____ Class ID#: _____

MYP Math Criterion D Score Card

Advisory						
Unit						
Assignment						
8						
7						
6						
5						
4						
3						
2						
1						

Assignment						
i. identify relevant elements of authentic real-life situations	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
ii. select appropriate mathematical strategies when solving authentic real-life situations	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
iii. apply the selected mathematical strategies successfully to reach a solution	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
iv. explain the degree of accuracy of a solution	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement
v. describe whether a solution makes sense in the context of the authentic real-life situation.	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement	<input type="checkbox"/> satisfactory <input type="checkbox"/> needs improvement



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Reporting Student Achievement

“During the five years of the programme, all schools offering the MYP are required to **communicate student achievement** in each subject group to parents **at regular intervals**.

Usually, this will be during and at the end of each school year, although it may vary considerably depending on local regulations and the school’s organization of studies for each year of the MYP” (91).



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Reporting Student Achievement

Reporting Format (pg 92)

No specific format is required for MYP, but there does need to be a **formal, clear, frequent process**.

- **Report Cards** – all teachers contribute data from their subject (may or may not include grades)
- **Parent Conferences** – teachers communicate assessment data to parents, possibly with student work
- **Student-led Conferences** – students share assessment data and learning with parents, possibly with a portfolio



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Reporting Student Achievement

So what is a Pattern of Performance?

A pattern of performance is our most recent and consistent performance for each skill/criteria.

TO FIND A PATTERN, YOU WILL NEED:

- ✓ **Edline Report (Summ & Form scores)**
- ✓ **IB Grading Tracker**



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Reporting Student Achievement

Name: _____

Homeroom: _____

Semester 1 IB Grading Tracker

World Geography & Cultures

Teacher: _____

	A: Knowledge & Understanding				B: Investigating				C: Communicating				D: Thinking Critically			
Summative Scores:																
Suggested Pattern:																
Reason for the pattern number:																
Final Semester 1 Pattern:																



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Finding a Pattern of Performance

	A: Knowledge & Understanding				B: Investigating				C: Communicating				D: Thinking Critically			
Summative Scores:	4	4			5	6			2	5			6	5		
Suggested Pattern:	4				?				?				?			
Reason for the pattern number:					<div style="border: 1px dashed black; padding: 5px;"> Form. scores: 1st: 5 2nd: 6 </div>				<div style="border: 1px dashed black; padding: 5px;"> Form. scores: 1st: 4 2nd: 4 </div>				<div style="border: 1px dashed black; padding: 5px;"> Form. scores: 1st: 5 2nd: 5 </div>			
Final Semester 1 Pattern:																



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Finding a Pattern of Performance

Summative Scores for Criterion A: Knowledge & Understanding

Scores:	8								
	7								
	6								
	5								
	4								
	3								
	2								
	1								
Summatives:									



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Finding a Pattern of Performance

**Summative Scores for
Criterion A: Knowledge & Understanding**

Scores:	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
Summatives:		#1	#2								

**Summative Scores for
Criterion B: Investigating**

Scores:	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
Summatives:		#1	#2								

**Summative Scores for
Criterion C: Communicating**

Scores:	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
Summatives:		#1	#2								

**Summative Scores for
Criterion D: Thinking Critically**

Scores:	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
Summatives:		#1	#2								



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Finding a Pattern of Performance

Name: _____

Homeroom: _____

Semester 1 IB Grading Tracker

World Geography & Cultures

Teacher: _____

	A: Knowledge & Understanding				B: Investigating				C: Communicating				D: Thinking Critically			
Summative Scores:	4	4			5	6			2	5			6	5		
Suggested Pattern:	4				6				4				5			
Reason for the pattern number:	CLEAR PATTERN				Formatives show improvement; most recent pattern is a 6.				Formatives support improvement from 2; not consistently performing at a 5.				Most consistent, recent pattern is a 5.			
Final Semester 1 Pattern:	4				6				4				5			



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Finding a Pattern of Performance

My greatest skill in this class is ...

I use this skill when I...

The skill I can most improve on is...

I can improve on this skill by...



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Taking Ownership of One's Progress

LETTER OF PERFORMANCE

As a student, you are writing to your parent/guardian at home to update them on your performance in class. Within this letter, you will need to discuss what we have learned, how you have performed on summative tasks, and how you plan to improve next semester.

Your letter needs to be an honest account of your performance (effort, behavior, and academic ability) that can be shared with your parents. Each paragraph should include:

WHAT IT IS: what this skill is looking for

“I used this skill when I...” or “This skill is looking for...”

WHAT YOU SCORED: describe your performance & effort on formative & summative tasks

“This advisory, I performed at a ___ level, which means I...”

HOW YOU CAN IMPROVE: describe how you will improve next semester

“Next semester, I think I can improve this skill in the following ways: ...”

**BE PREPARED TO DISCUSS YOUR PATTERN WITH YOUR
TEACHER AS THEY CIRCULATE.**



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Taking Ownership of One's Progress

Dear Morm, ...

For Criterion D, Thinking Critically, I performed really well, often receiving 6 or 7 for **identifying main points of ideas**. On the other hand, I did not consistently **identify different views**. This brought my overall score down because I'd often score a 3 or 4 on that strand. For the assessment about population growth around the world, I received a 5 overall because though I understood the negative effects that overpopulation has on the world, I did not note how those people involved in small areas with high populations would feel and how the individual would be affected.

During the next advisory for Criterion D, I should try to think beyond the way that I see things and not just **identify information**, but try to see how someone else might see the information that I am reading, especially those involved. In class, we often answer the questions Who? What? When? Where? and Why? to provide details, but I should try to focus more on the Who? part to do better for the strand that I struggle with...

Love,

Your favorite 6th grader



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Taking Ownership of One's Progress ...Beyond Letters

Before the letter:

1. A Year-long Process
 - Creating a unit tracker
 - Making expectations clear
 - Asking students to set goals
 - Allowing students to analyse their learning experience
 - Teaching students resilience and how to “fail well”



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Using the IB Rubrics to lead student reflection and growth

Any questions?

Access, download, and modify materials
from this session at:

<http://tinyurl.com/IB2016PoP>



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