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The State of the Nation

Thank you for joining us!
As you wait for our session to begin,
please answer a few questions here:

www.socrative.com

→ student login

room: tcms317



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Grading and reporting in the IB

One school's evolution and reflection

Sara King
P+H Ed

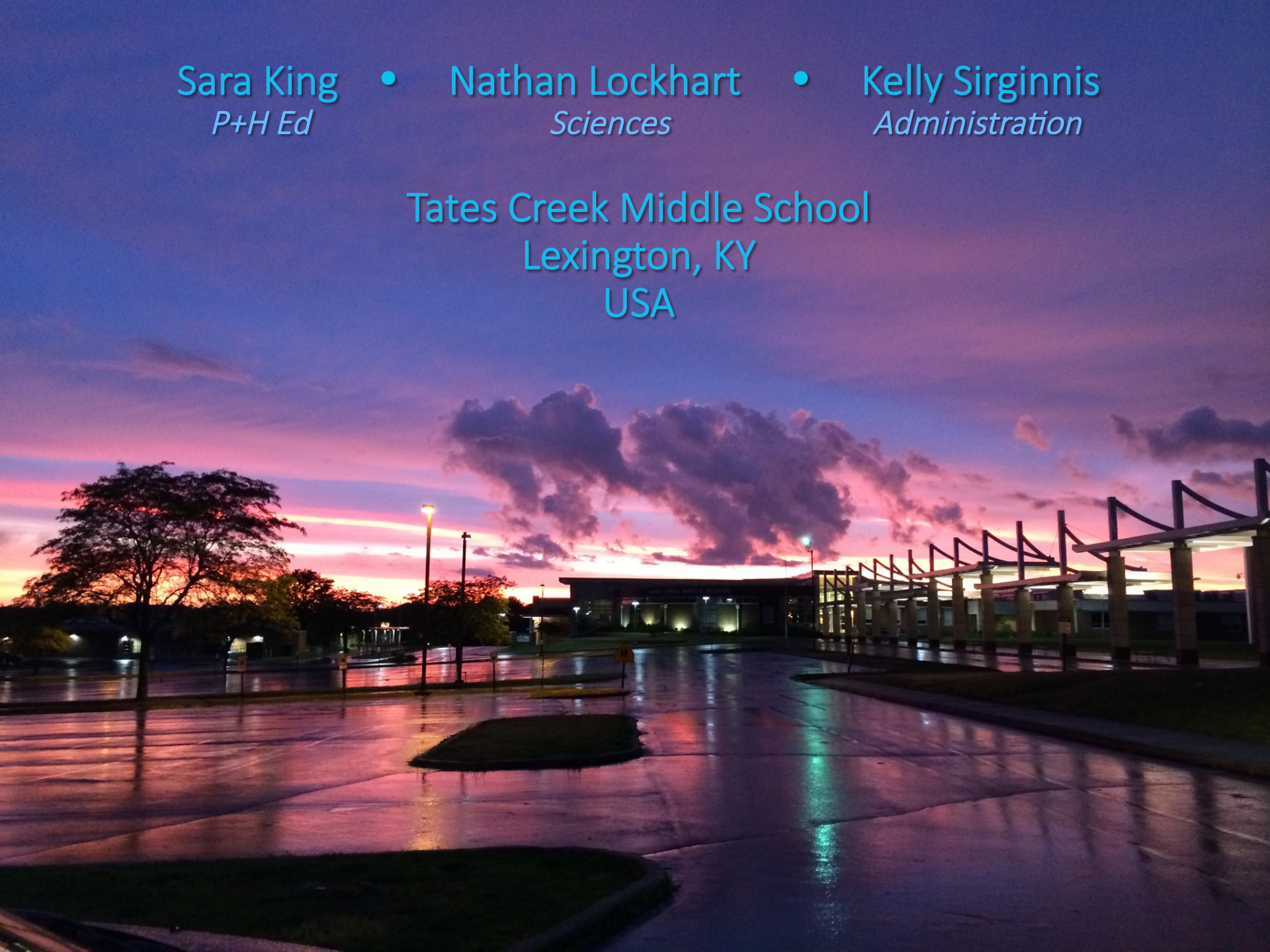


Nathan Lockhart
Sciences



Kelly Sirginnis
Administration

Tates Creek Middle School
Lexington, KY
USA





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- Essays
- Research Papers
- Projects
- Discussions
- Paper Tests
- Oral Tests
- Performance Tests
- Homework
- Group Work
- Individual Work
- Journals
- Quizzes
- Participation
- Debates
- Extra Credit
- Being Prepared
- Attendance/Tardiness
- Effort
- Notes
- Reflections
- Multimedia assignments
- Exit Slips
- Worksheets
- Music Playing Tests

What's in your gradebook?



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padlet.com/Grading/IBChicago2015

With someone nearby:

1. Discuss the three essential purposes for grading that you identified on socrative.
2. Together, choose your top three.
3. Number each purpose in your order of priority.
(1 is highest priority)
4. Post to padlet.



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Join the Conversation!

#IBGrading
#IBCHI2015
@TCMSGGrading





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Inappropriate grading practices

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- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

MYP:
from principles into practice



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To focus clearly
on student
learning, it is
necessary to
have a grading
policy that is fair,
consistent and
meaningful.





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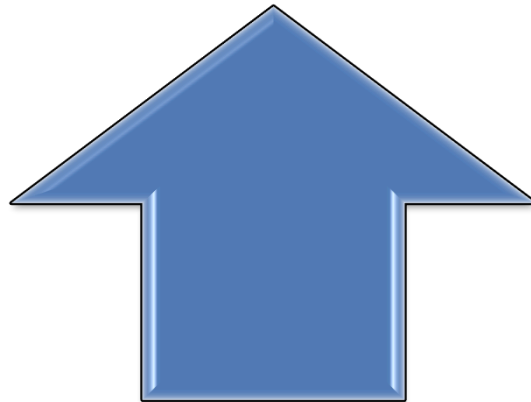
Tates Creek Middle School
1105 Centre Pkwy
Lexington, KY 40517
(859)381-3052

Grade Report:

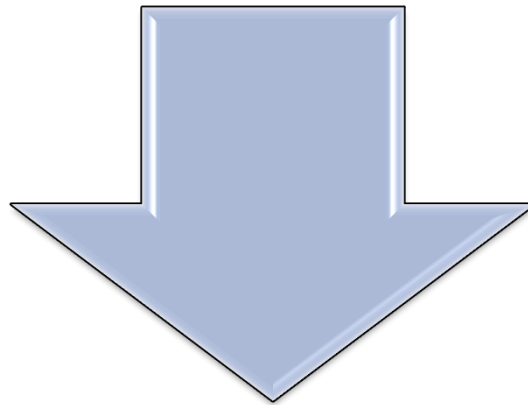
Course	Task	Trimester 1	Trimester 2	Trimester 3
305-15 PE/WELLNESS-8 [King, Sara Elizabeth]	Trimester	84/B	89/B	90/B
455-16 PERFORMING ARTS [Spragens, Ann Claire]	Trimester	85/B		
480-36 EXP COMPUTER APP [Wisé, Jack A.]	Trimester			81/C
510-14 SPANISH-8 [Rice, Sheryl J.]	Final Grade			80/C
	Trimester	81/C	79/C	80/C
564-23 LANGUAGE ARTS-8 [Amett, Amanda M]	Final Grade			73/D
	Trimester		77/C	74/C
564-28 LANGUAGE ARTS-8 [Amett, Amanda M]	Trimester	68/D		
610-21 ALGEBRA PART-A [Watson, LeeAnna Scott]	Final Grade			71/D
	Trimester		73/D	76/C
626-15 BEG CHORUS/THEO-8 [Hanks, Tegan LaShea]	Trimester	85/B	88/B	89/B
665-21 INTEGRATED SCI-8 [VanDemark, Heather G]	Trimester	76/C		
665-28 INTEGRATED SCI-8 [VanDemark, Heather G]	Final Grade			69/D
	Trimester		70/D	62/F
683-27 SOCIAL STUDIES-8 [Predmore, Anna Elizabeth]	Final Grade			72/D
	Trimester	67/D	77/C	71/D
703-26 TECHNOLOGY ED-8 [Hurlburt, Robert Scott]	Trimester		78/C	
806-23 ALGEBRA-1 [Watson, LeeAnna Scott]	Trimester	64/F		



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100-64



64-0

Fair?



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Student 1

8th Grade Science
Teacher A

Final Semester Grade: F

Student 2

8th Grade Science
Teacher A

Final Semester Grade: F

Consistent?



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Student 1

1/11 Homework/Classwork
Assignments Turned In

Test average: 89%

Final Grade: 50%

Student 2

10/11 Homework/Classwork
Assignments Turned In

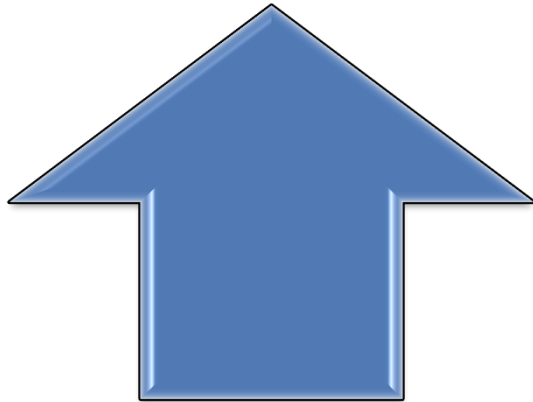
Test average: 67%

Final Grade: 62%

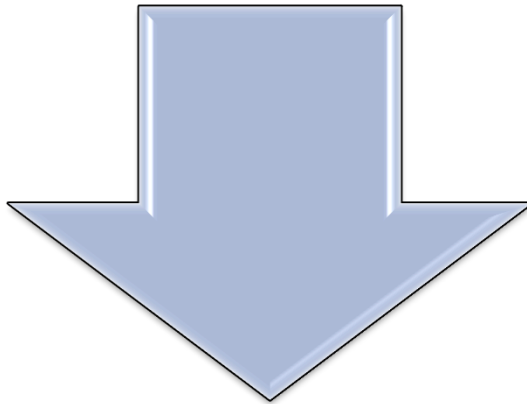
Consistent?



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Participation



Participation

Consistent?



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Trimester 1	Trimester 2	Trimester 3
84/B	89/B	90/B
85/B		
		81/C
		80/C
81/C	79/C	80/C
		73/D
	77/C	74/C
68/D		
		71/D
	73/D	76/C
85/B	88/B	89/B
76/C		
		65/B
	70/D	62/F
		72/D
67/D	77/C	71/D
	78/C	
64/F		

Meaningful?



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The Tates Creek Middle School community believes grading:

- Communicates academic achievement status to the student, parents and school;
- Provides descriptive feedback that a student can use for reflection and growth;
- Informs teachers as they plan and modify instruction;
- Indicates the student's progress toward mastery of the learning goals and Approaches to Learning skills.



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Progress

Achievement

Approaches
to Learning

Our Approach



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Progress

“This is not about accountability... this is about getting better.”

–*Classroom Assessment for Student Learning,*

Sti



Progress assignments provide evidence of progress toward mastery of standards thru student work on learning targets.



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Scale for Progress

Score	What it means
3	Got it!
2	Questionable
1	Doesn't Understand



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Achievement

“Assessment/evaluation designed to provide information to be used in making judgments about a student’s achievement at the end of a period of instruction.”

-How to Grade for Learning, O’Connor



Achievement
assignments provide
evidence of mastery
of the standards.



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IB Scale for Achievement

IB Score	Traditional Grade
7-8	A
5-6	B
3-4	C
2	D
0-1	F

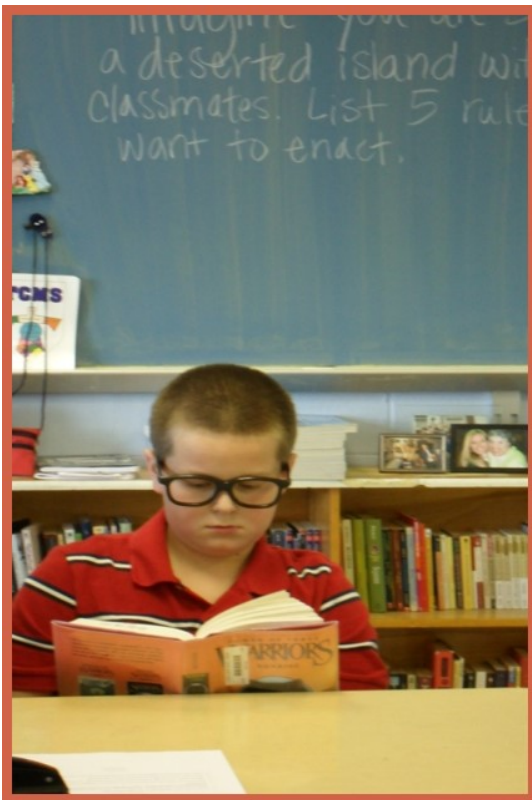


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Approaches to Learning

“The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.”

-MYP: From principles into practice



ATL represents general and subject-specific learning skills that the student will develop and apply during the programme and beyond.



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Scale for ATL

IB Score	Traditional Grade
7-8	A
5-6	B
3-4	C
2	D
0-1	F



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P

- Homework
- Classwork
- Quizzes
- Exit Slips
- Verbal Response

A

- Tests
- Quizzes
- Projects
- Lab Reports
- Papers / Essays

ATL

- Assignment Completion
- Deadlines
- Academic Honesty
- Prepared
- Participation

Our Approach



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Student 1

1/11 Homework/Classwork
Assignments Turned In

Test average: 89%

Final Grade: 50%

Student 2

10/11 Homework/Classwork
Assignments Turned In

Test average: 67%

Final Grade: 62%



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How will we respond differently?

Student 1	Achievement	ATL
Traditional System	50% / F	
New System	<p>6</p> <p>You can solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations. You interpret information and make scientifically supported judgments.</p>	<p>1</p> <p>You consistently failed to complete all parts of the assignments and/or turn them in by the deadlines. Your teacher frequently has to remind you to return to task.</p>



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How will we respond differently?

Student 2	Achievement	ATL
Traditional System	62% / F	
New System	<p>2</p> <p>You can recall some scientific knowledge and you suggest some solutions to problems but only if you've seen the situation before. You struggle to apply information in new situations.</p>	<p>6</p> <p>Most of the time, you are appropriately engaged in class. You contribute meaningful questions to our discussions and consistently complete your assignments on time.</p>



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How will we respond differently?

	Student 1	Student 2
Achievement	6	2
ATL	1	6



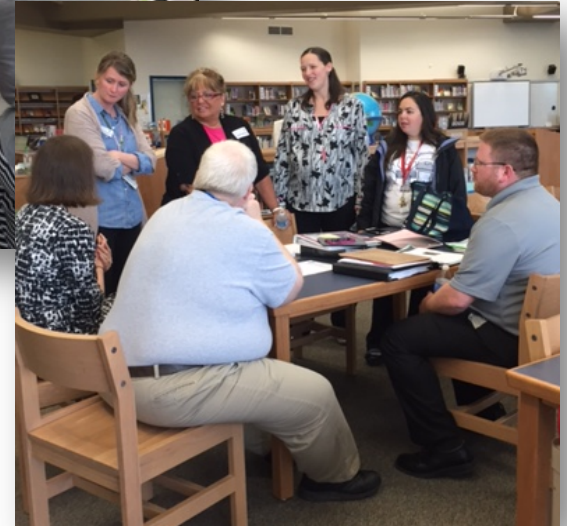
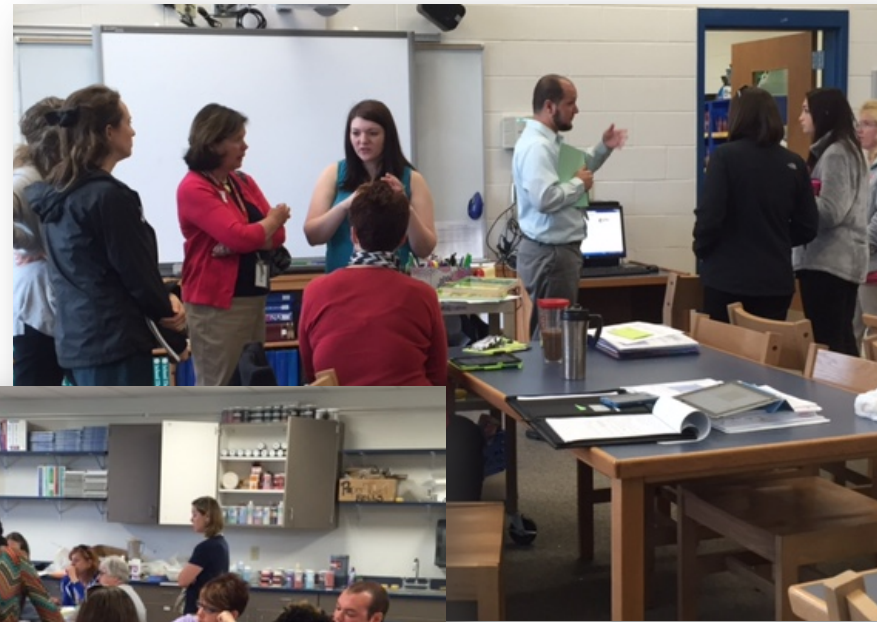
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Planning

Rubrics

Assessment

Units

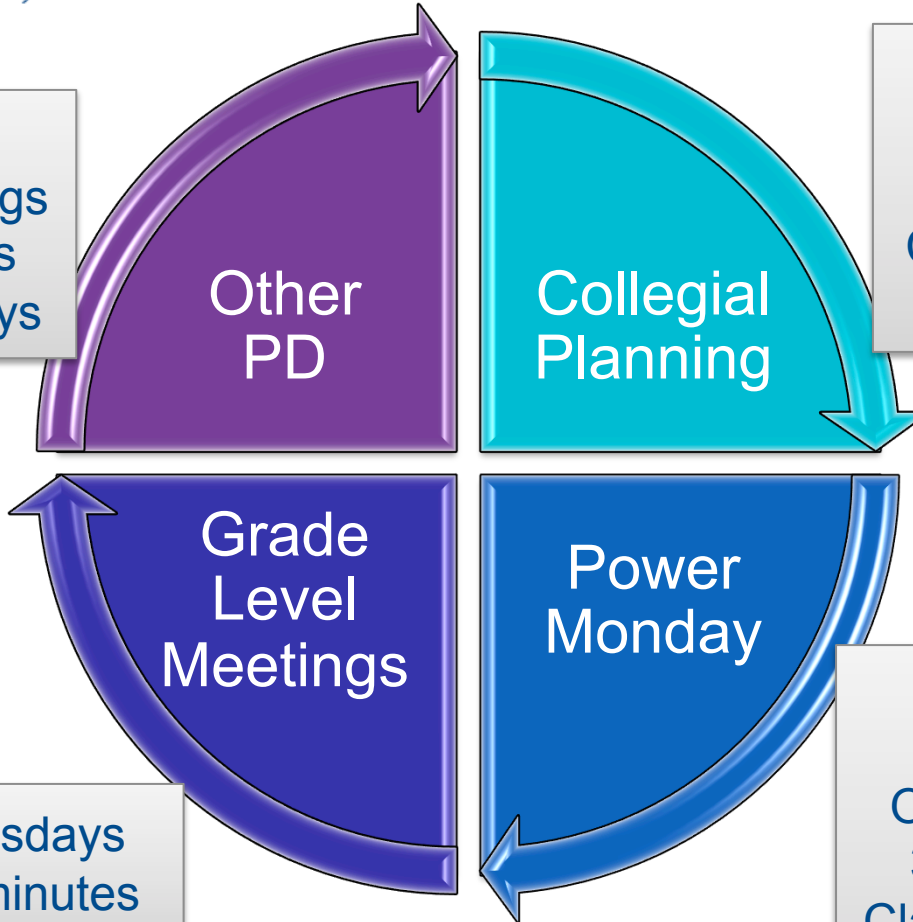


Implications



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Summer
Faculty Meetings
Release Days
District PD Days



Core Teachers
Wednesdays
120 minutes
Classes covered by
counselors

Tuesdays
40 minutes

Elective
Teachers
Once a month
360 minutes
Classes covered
by admin

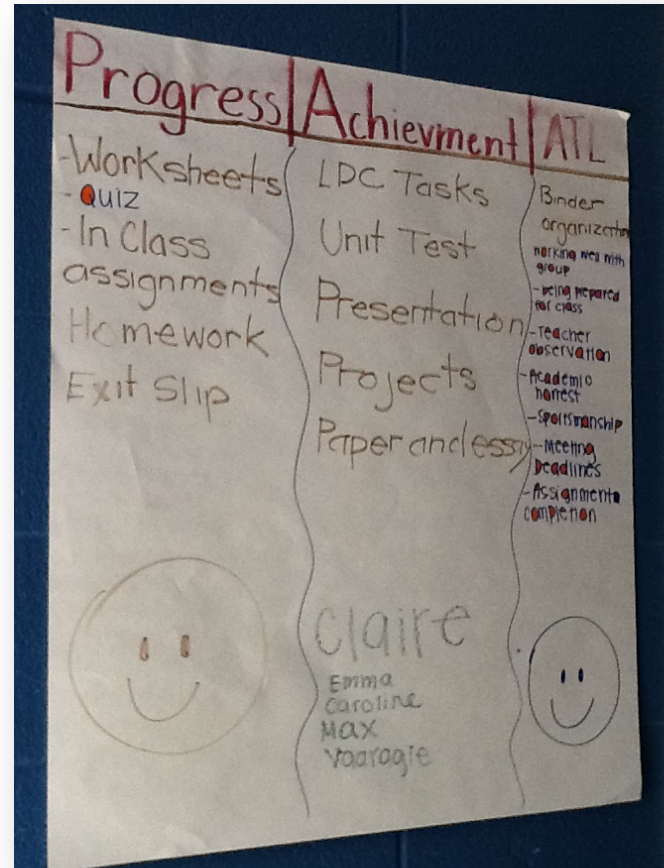


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Stakeholder Education

Teachers
Parents
Students

Implications





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Policy

Grading
Athletic
Retention



Implications



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Non-Negotiables

1. Designed from the Bottom Up
2. Supported from the Top Down
3. Rooted in Common Purpose
4. Systemic
5. Courageous



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**We will not allow
bad practices elsewhere
prevent best practice here.**



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