IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July
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
Grading and reporting in the IB
One school's evolution and reflection
What’s in your gradebook?

- 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
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.

padlet.com/Grading/IBChicago2015
Join the Conversation!

#IBGrading
#IBCHI2015
@TCMSSGrading
Inappropriate grading practices

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Task</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>305-15 PE/WELLNESS-8 [King, Sara Elizabeth]</td>
<td>Trimester</td>
<td>84/B</td>
<td>89/B</td>
<td>90/B</td>
</tr>
<tr>
<td>455-15 PERFORMING ARTS [Spragens, Ann Claire]</td>
<td>Trimester</td>
<td>85/B</td>
<td></td>
<td>81/C</td>
</tr>
<tr>
<td>480-3E EXP COMPUTER APP [Wisé, Jack A]</td>
<td>Trimester</td>
<td>81/C</td>
<td>79/C</td>
<td>80/C</td>
</tr>
<tr>
<td>510-14 SPANISH-8 [Rice, Sheryl J.]</td>
<td>Final Grade</td>
<td>81/C</td>
<td>73/D</td>
<td>74/C</td>
</tr>
<tr>
<td>584-23 LANGUAGE ARTS-8 [Arnett, Amanda M]</td>
<td>Trimester</td>
<td>88/D</td>
<td>77/C</td>
<td>73/D</td>
</tr>
<tr>
<td>584-28 LANGUAGE ARTS-8 [Arnett, Amanda M]</td>
<td>Trimester</td>
<td>88/D</td>
<td>77/C</td>
<td>74/C</td>
</tr>
<tr>
<td>610-21 ALGEBRA PART-A [Watson, LeeAnna Scott]</td>
<td>Trimester</td>
<td>85/B</td>
<td>88/B</td>
<td>89/B</td>
</tr>
<tr>
<td>626-15 BEG CHORUS/THEO-8 [Hanks, Tegan LaShea]</td>
<td>Trimester</td>
<td>76/C</td>
<td>76/C</td>
<td>76/C</td>
</tr>
<tr>
<td>665-21 INTEGRATED SCI-8 [VanDemark, Heather G]</td>
<td>Trimester</td>
<td>70/D</td>
<td>62/F</td>
<td></td>
</tr>
<tr>
<td>665-28 INTEGRATED SCI-8 [VanDemark, Heather G]</td>
<td>Final Grade</td>
<td>67/D</td>
<td>77/C</td>
<td>71/D</td>
</tr>
<tr>
<td>683-27 SOCIAL STUDIES-8 [Predmore, Anna Elizabeth]</td>
<td>Final Grade</td>
<td>64/F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>703-26 TECHNOLOGY ED-8 [Hurlbut, Robert Scott]</td>
<td>Trimester</td>
<td>64/F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>806-23 ALGEBRA-1 [Watson, LeeAnna Scott]</td>
<td>Trimester</td>
<td>65/F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fair?
Consistent?

**Student 1**

8th Grade Science  
Teacher A  
Final Semester Grade: F

**Student 2**

8th Grade Science  
Teacher A  
Final Semester Grade: F
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?
Participation

Consistent?
Meaningful?

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>84/B</td>
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</table>
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.
To focus clearly on student learning, it is necessary to have a grading policy that is fair, consistent and meaningful.
Our Approach

- Progress
- Achievement
- Approaches to Learning
Progress

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

—Classroom Assessment for Student Learning,

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

<table>
<thead>
<tr>
<th>Score</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Got it!</td>
</tr>
<tr>
<td>2</td>
<td>Questionable</td>
</tr>
<tr>
<td>1</td>
<td>Doesn’t Understand</td>
</tr>
</tbody>
</table>
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.
## IB Scale for Achievement

<table>
<thead>
<tr>
<th>IB Score</th>
<th>Traditional Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>A</td>
</tr>
<tr>
<td>5-6</td>
<td>B</td>
</tr>
<tr>
<td>3-4</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>0-1</td>
<td>F</td>
</tr>
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</table>
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.
## Scale for ATL

<table>
<thead>
<tr>
<th>IB Score</th>
<th>Traditional Grade</th>
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<tbody>
<tr>
<td>7-8</td>
<td>A</td>
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<tr>
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</tr>
<tr>
<td>2</td>
<td>D</td>
</tr>
<tr>
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<td>F</td>
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</table>
Our Approach

P
• Homework
• Classwork
• Quizzes
• Exit Slips
• Verbal Response

A
• Tests
• Quizzes
• Projects
• Lab Reports
• Papers / Essays

ATL
• Assignment Completion
• Deadlines
• Academic Honesty
• Prepared
• Participation
<table>
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</tr>
<tr>
<td>Final Grade: 50%</td>
<td>Final Grade: 62%</td>
</tr>
</tbody>
</table>
## How will we respond differently?

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Achievement</th>
<th>ATL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional System</strong></td>
<td></td>
<td><strong>50% / F</strong></td>
</tr>
<tr>
<td><strong>New System</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>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.</td>
<td>1</td>
</tr>
</tbody>
</table>
## How will we respond differently?

<table>
<thead>
<tr>
<th>Student 2</th>
<th>Achievement</th>
<th>ATL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional System</strong></td>
<td></td>
<td>62% / F</td>
</tr>
<tr>
<td><strong>New System</strong></td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>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.</td>
<td>Most of the time, you are appropriately engaged in class. You contribute meaningful questions to our discussions and consistently complete your assignments on time.</td>
<td></td>
</tr>
</tbody>
</table>
How will we respond differently?

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>ATL</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
Planning
Rubrics
Assessment
Units

Implications
**Collegial Planning**

- **Monday Meetings**
- **Core Teachers**
  - Wednesdays
  - 120 minutes
  - Classes covered by counselors

**Power Monday**

- **Elective Teachers**
  - Once a month
  - 360 minutes
  - Classes covered by admin

**Grade Level Meetings**

- **Tuesdays**
  - 40 minutes

**Other PD**

- **Summer Faculty Meetings**
- **Release Days**
- **District PD Days**
<table>
<thead>
<tr>
<th>Unit, Guiding Question &amp; Time Frame</th>
<th>Standard</th>
<th>Progress Assignments</th>
<th>Achievement Assignment(s)</th>
<th>Rubric?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Stakeholder Education
Teachers
Parents
Students

Implications
Policy

Grading

Athletic

Retention

Implications
Non-Negotiables

1. Designed from the Bottom Up
2. Supported from the Top Down
3. Rooted in Common Purpose
4. Systemic
5. Courageous
We will not allow bad practices elsewhere prevent best practice here.
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