

Why, What and How of Changing to IB MYP Criteria based grades

Kip Malinosky - November 26

Why

What we believe about the practice of assessment:

- **Consistent** - Grading practices should vary little from teacher to teacher.
- **Transparent** - It should be clear how grades are determined.
- **Fair** - Grades are about what students can do and know, not work habits and participation.

Principles of Assessment

Learning together to understand and improve ourselves, our futures, and our world.

- Authentic, rigorous and student-centered
- Give meaningful, timely feedback
- Improve teaching by addressing student needs
- Transfer skills across subject areas
- Foster a positive attitude toward learning
- Promote creative and critical thinking
- Reflect international-mindedness



	Homework						Quizzes					Tests					Papers/Projects			
Assgnmt Pt Value	10	10	15	20	25	Pts/ 80	25	20	50	25	Pts/ 120	100	100	85	115	Pts/ 400	100	100	100	Pts/ 300
Johnny	0	0	4	0	5	9	0	18	30	20	68	88	90	95	98	371	0	90	95	185

	Homework						Quizzes					Tests					Papers/Projects			
Assgnmt Pt Value	10	10	15	20	25	Pts/ 80	25	20	50	25	Pts/ 120	100	100	85	115	Pts/ 400	100	100	100	Pts/ 300
Susie	10	10	15	20	25	80	21	20	46	20	107	88	86	80	100	354	89	88	88	265

Figure the term grade for the students listed above based on recorded grades.

What does the 'final grade' tell us about each of the students?

Consider:

- What does a “C-” tell us about what a student can or can’t do in a class?
- What is a student’s strengths and weaknesses?
- How are we **consistent**, **transparent** and **fair** in our grading practices?

What to change

What might the new report card look like?

International Baccalaureate Middle Years Programme PROGRESS SUMMARY

Subject	Teacher	IB Achievement Levels				Final Grade		Engagement/Comment
		Criterion A	Criterion B	Criterion C	Criterion D			
Design: Technological Systems		7	6	8	7	A	M	Excellent work
Language and literature: English		7	6	6	7	B+		
Mathematics: Geometry		7	5	6	4	B		
Individuals and societies: History		7	7	7	7	A		
Sciences		5	4	5	5	C+		
Physical and health education		7	8	8	8	A		
Arts Visual arts		5	5	6	6	B		
Language acquisition French		5	4	3	2	C		
Subject	Criterion A		Criterion B		Criterion C		Criterion D	
Design (e.g.)	Inquiring and analysing		Developing ideas		Creating the solution		Evaluating	
Language and literature: English	Analysing		Organizing		Producing text		Using language	
Mathematics	Knowing and understanding		Investigating patterns		Communicating		Applying mathematics in real-world contexts	
Individuals and societies: History	Knowing and understanding		Investigating		Communicating		Thinking critically	
Sciences: Biology	Knowing and understanding		Inquiring and designing		Processing and evaluating		Reflecting on the impacts of science	
Physical and health education	Knowing and understanding		Planning for performance		Applying and Performing		Reflecting and improving performance	
Arts Visual arts	Knowing and understanding		Developing skills		Thinking creatively		Responding	
Language acquisition French	Comprehending spoken and visual text		Comprehending written and visual text		Communicating in response to forms of texts		Using language in spoken and/or written form	

GRADING INFORMATION

Grade	Boundaries	Grade Description
A	28-32	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.
B+	24-27	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 .
B	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and context. 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.
C+	16-18	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.
C	10-15	Produces work of an acceptable quality. Communicates basic understanding of many concepts and context, 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 classrooms situations.
D+	8-9	Produce work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and context. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
D	6-7	
E	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge and skills.



Assessments based on criteria

SUBJECT	CRITERION A	CRITERION B	CRITERION C	CRITERION D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken & visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text.	Using language in spoken and/or written form
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	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Using knowledge	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Projects	Investigating	Planning	Taking action	Reflecting



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How could we change?

Inappropriate practices:

- **Averaging grades**
- **Giving zeros**
- **Categories of homework, quizzes, tests, and classwork**

Formative Assessment

Assessment for learning, **not for grading**, but it may be reported.

Examples:

- *Homework*
- *Exit tickets*
- *Quizzes*
- *Google forms*
- *1 sentence summary*

Summative Assessment

Assessment of learning (it determines grades), at least two summatives for each criterion.

- ***Tests***
- ***Essays***
- ***Projects***
- ***Performances***
- ***Presentations***

Each # is determined by a rubric

Math Year 1 (6th Grade) Criterion A

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	i. use limited mathematical language about mixed numbers, order of operations and perfect squares
3-4	i. use some appropriate mathematical language about mixed numbers, order of operations and perfect squares
5-6	i. usually use appropriate mathematical language about mixed numbers, order of operations and perfect squares
7-8	i. consistently use appropriate mathematical language about mixed numbers, order of operations and perfect squares

The gradebook might be like this:

Student	<i>Formative*</i> <i>Homework</i> Max 8	<i>Formative*</i> <i>Quiz</i> Max 8	<i>Formative*</i> <i>Exit-ticket</i> Max 8	<i>Criterion A</i> <i>Unit Test</i> Max 8	<i>Criterion A</i> <i>Project</i> Max 8	<i>Criterion A</i> <i>DBQ</i> Max 8	<i>Criterion A</i> <i>Slide-deck</i> Max 8	<i>Criterion A</i> <i>Essay</i> Max 8	<i>Final</i> <i>score</i> <i>Criterion A</i> Max 8
Johnny	2	6	4	5	6	7	7	7	7
Sussie	1	1	2	5	6	5	5	5	5



	Criterion A						Criterion B					Criterion C					Criterion D			
Assgnmt	1	2	3	4	5	Current PERF	1	2	3	4	Current PERF	1	2	3	4	Current PERF	1	2	3	Current PERF
Johnny	5	6	7	7	7		6	8	7	8		8	7	8	8			8	8	

	Criterion A						Criterion B					Criterion C					Criterion D			
Assgnmt	1	2	3	4	5	Current PERF	1	2	3	4	Current PERF	1	2	3	4	Current PERF	1	2	3	Current PERF
Sussie	5	6	5	5	5		6	5	6	6		7	5	5	5		5	5	6	

Instead of averaging, look for

Patterns in the data including:

- **Increasing performance**
- **Consistency**
- **Mitigating circumstances**

To determine a criterion level final score.



	Criterion A						Criterion B					Criterion C					Criterion D			
Assgnmt	1	2	3	4	5	Current PERF	1	2	3	4	Current PERF	1	2	3	4	Current PERF	1	2	3	Current PERF
Johnny	5	6	7	7	7	7	6	8	7	8	8	8	7	8	8	8		8	8	8

Total Score = 31; Grade = A

	Criterion A						Criterion B					Criterion C					Criterion D			
Assgnmt	1	2	3	4	5	Current PERF	1	2	3	4	Current PERF	1	2	3	4	Current PERF	1	2	3	Current PERF
Sussie	5	6	5	5	5	5	6	5	6	6	6	7	5	5	5	5	5	5	6	6

Total Score = 22; Grade = B

Jefferson Middle School
Student Progress Report
 (YR) Malinosky, C Math 7(7) SEC:13111-0007

MP 1

11/18/2019

Student Name

Grade 07

Area		Mark	Comment	Notes
Overall Class Grade		B+		
Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.		5		
Two Step Equation Maze (Classwork/Quizzes*)	10/30/2017	3		
Order of Operations #2 (Classwork/Quizzes*)	9/13/2019	5		
Unit 1a Exam: Rational Numbers, Order of Operations, Perfect Squares (Exams*)	9/20/2019	6		
Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to recognize patterns; ii. describe patterns as relationships or general rules consistent with correct findings; iii. verify whether the pattern works for other examples.		7		
Unit 1a Exam: Rational Numbers, Order of Operations, Perfect Squares (Exams*)	9/20/2019	7		
Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. communicate coherent mathematical lines of reasoning; iv. organize information using a logical structure.		7		
Two Step Equation Maze (Classwork/Quizzes*)	10/30/2017	5		
Unit 1a Exam: Rational Numbers, Order of Operations, Perfect Squares (Exams*)	9/20/2019	8		
Order of Operations Scavenger Hunt (w) (Classwork/Quizzes*)	9/20/2019	7		
Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. describe whether a solution makes sense in the context of the authentic real-life situation.		6		
Unit 1a Exam: Rational Numbers, Order of Operations, Perfect Squares (Exams*)	9/20/2019	8		
Evaluating Expressions #1-8 (Classwork/Quizzes*)	10/3/2019	6		
Review of One Step Equations (Classwork/Quizzes*)	10/22/2019	4		

What are my students learning?

Thomas Jefferson Middle School IB MYP Subject Overviews: What do we learn?										
Subject	Year One (6th Grade) Units									
	September	October	November	December	January	February	March	April	May	June
Visual Arts	Bookbinding: Create a Sketchbook	Observation and Transformation Drawing	Clay: Slab and Pinch emoji's, animals and emotions	Painting: Tints and Shades	Shadow Puppets	Drawing: Line and Perspective	Paper Mache Birds	Endangered Animal Portraits in pastel	Express Yourself (Printmaking)	Express Yourself (Printmaking)
Performing Arts	Developing Positive Habits to Support Musical Success	Developing Positive Habits to Support Musical Success	Performing with Technical Accuracy	Performing with Technical Accuracy	Moving from the Technical to the Intellectual Aspects of Performance	Moving from the Technical to the Intellectual Aspects of Performance	Moving from the Technical to the Intellectual Aspects of Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Individual Performance
Design (Families & Consumer Sciences)	Families	Cooking Fundamentals	Babysitting	Sewing	Money Management	Families	Cooking Fundamentals	Babysitting	Sewing	Money Management
Individuals & Societies	Introduction to Geography/American Indians	European Exploration	Colonial America	American Revolution	Our New Nation & the Constitution	Westward Expansion	Abolition & the Civil War	Abolition & the Civil War	Federal Government	State Government
Language Acquisition (Spanish 6 Transitional)	La Introduccion	La Casa	Dentro de la Casa	La Cocina	Los Quehaceres	Las Frutas	El Desayuno	El Almuerzo/La Cena	La Rutina Diaria	La Rutina Diaria/La Evaluacion
Language Acquisition (Introduction to Spanish)	La Introduccion/Yo	Mi Familia y Yo	Mi Escuela y la Sociedad	Mi Escuela y la Sociedad	Mi Casa y la Comunidad	Mi Casa y la Comunidad	Mi Mundo y el Medio Ambiente	Mi Mundo y el Medio Ambiente	Las Fiestas y la Comida	Las Fiestas y la Comida
Language Acquisition (Introduction to Spanish for Fluent Speakers)	La Introduccion	Nos Conocemos	?Como Vivimos?	Vamos a Aprender	Vamos a Aprender	Los Animales	Nos Cuidamos	Nos Cuidamos	Nuestro Ambiente	Nuestro Ambiente/La Evaluacion
Language Acquisition (Introduction to French)	Self and friends	Self and friends	Family	Family	Family	Sports & activities	Sports & activities	Sports & activities	Sports & activities	Sports & activities
Language and Literature (ELA)	Introduction to Narrative Fiction	Craft Your Story	Exploring & Analyzing Non-Fiction	Exploring & Analyzing Non-Fiction	Writing to Inform	Exploring & Analyzing Fiction & Poetry	Exploring & Analyzing Fiction & Poetry	Responding to Reading	Literacy Cafe	Research Inquiry Project
Mathematics (Math 6)	Integers & Coordinate Plane	Operations with Fractions	Problems with Decimals & Comparing Fractions, Decimals & Percents	Ration & Proportional Reasoning	Ration & Proportional Reasoning	Equations & Inequalities	Geometry 1: Perimeter, Area, and Circles	Geometry 2: Polygons and Congruence	Circle Graphs	Measures of Center
-Math 7 for 6th graders	Integer Operations	Real Number System & Pythagorean Theorem	Coordinate Plane & Transformations	Ratios, Proportional Reasoning & Linear Functions	Ordering/ Comparing All Real Numbers	Expression, Equations, Inequalities	Geometry	Probability	Data & Statistics	Review of Power standards for SOL
Physical and Health Education (Health)	Social Emotional Rotation 1: Rodriguez, Schoenebeck Rotation 2: Heath, Pierce Rotation 3: Curran, Westcott		Substance Abuse and medications AND violence prevention (Rodriguez, Schoenebeck)	Family Life Education (Heath, Pierce)	Substance Abuse and medications AND violence prevention (Curran, Westcott) Nutrition (Rodriguez, Schoenebeck)	Substance Abuse and medications AND violence prevention (Heath, Pierce)	Family Life Education & Safe Dates Rotation 1: Curran, Westcott Rotation 2: Rodriguez, Schoenebeck	Nutrition (Pierce/Heath)	Nutrition (Curran, Westcott)	Health connections to media & culture



Which assessments determine grades?

Individual & Societies - US History MYP Year 1 - 6th Grade

Objectives/Unit	American Indians	European Exploration	13 Colonies	13 Colonies	American Revolution	American Revolution
Summative Assessment	American Indian Essay	Cabeza de Vaca DBQ	Colonial Ad Campaign	13 Colonies Unit Test	Valley Forge DBQ	Revolution Test
Criterion A: Knowing and understanding			X	X		X
i. use vocabulary in context			X	X		X
ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.		X				
Criterion B: Investigating						
i. explain the choice of a research question						
ii. follow an action plan to explore a research question	X					
iii. collect and record relevant information consistent with the research question	X					
iv. reflect on the process and results of the investigation.						
Criterion C: Communicating						
i. communicate information and ideas with clarity	X	X	X		X	
ii. organize information and ideas effectively for the task	X	X	X		X	
iii. list sources of information in a way that follows the task instructions.		X			X	
Criterion D: Thinking critically						
i. identify the main points of ideas, events, visual representation or arguments					X	X
ii. use information to justify an opinion					X	X
iii. identify and analyse a range of sources/data in terms of origin and purpose					X	
iv. identify different views and their implications.					X	

Summary of Proposed Changes

- 1. Base letter grades on the sum of subject specific criterion level totals according to MYP boundary levels. Eliminate grades based on percentages.**
- 2. Align all summative assessments with appropriate MYP subject criteria. Formatives may be reported, but do not determine the final grades.**
- 3. Create a report card that reports student scores on every standard.**
- 4. Eliminate interim grade reports, because at the reporting deadline a range of summative assessments may not have been given yet.**
- 5. Create Community Project class for 2nd semester 8th grade students to be assessed on the IB MYP project criteria.**
- 6. Classes that do not offer letter grades (Functional Life Skills, Reading Strategies and Math Strategies) retain the OSU scale.**



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