



Thomas Jefferson Middle School

125 S. Old Glebe Rd, Arlington, VA 22204



Proposal for Non-Standard Grade Reporting System

As an International Baccalaureate Middle Years Programme School, Thomas Jefferson is expected and required to report grades based on subject -specific criteria. According to the *MYP Principles into Practice*, “In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent (p. 79).” In-order-to ensure the criteria are public, we want to use a standards-based report card available in the Synergy grading system. We want every summative assessment aligned with subject-specific criteria and scored using a rubric. The rubric(s) for summative assessments must be shared with students before these summative assessments are graded.

The principles that guide MYP assessment at Jefferson are as follows:

- Are authentic, rigorous and student-centered.
- Give meaningful, timely feedback on student learning.
- Improve teaching through coaching and reflecting on instructional practices.
- Encourage students to transfer skills across subject areas.
- Foster a positive attitude toward learning.
- Promote deep understanding through creative and critical thinking.
- Reflect a variety of cultural and linguistic contexts.

The IB MYP standards are summarized in Figure 1 and the complete list is posted [here](#).

Figure - A

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Language acquisition	Listening	Reading	Speaking	Writing
Language and literature	Analysing	Organizing	Producing text	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and health education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Interdisciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting
Community Project	Investigating	Planning	Taking Action	Reflecting

Changes from Traditional Grading:

To make Jefferson’s grading policy consistent with MYP grading, we need to end the following practices: 1) Determining grades based on categories like homework, classwork and tests by percentages. 2) Determining grades by averaging all summative assessments together. 3) Using formative assessments to determine the final grade. 4) Using a single piece of evidence to determine a final grade. This last point is a problem for creating interim grades, especially in the first quarter when enough summative assessments may have been given.

Determining Grades

MYP reports of student achievement should communicate the student’s achievement level for each subject’s assessment criteria. It allows students and parents to know how students are performing on each objective. Teachers analyze student summative scores paying attention to patterns in the data, **including increasing performance, consistency** (the mode will be default setting, though teachers may override it) and mitigating circumstances to determine the student’s final achievement level in each criterion throughout the entire semester or year of the course. In the two examples below, determining a final score by looking at patterns gives a better sense of what a student understands at the end of the grading period. Since formatives don’t count toward the final grade, students aren’t penalized for not scoring well while they are learning. Figure B shows one quarter in eighth grade geography. In this case the average score for Sophia would be 7 lower than the 8 which she demonstrated by criterion scoring. For Jose, his average would be a 3 versus the 5 with criterion based scoring.

Figure - B

Student	Formative* Homework Max 8	Formative* Quiz Max 8	Formative* Exit-ticket Max 8	Criterion A Unit Test Max 8	Criterion A Project Max 8	Criterion A DBQ Max 8	Criterion A Slide-deck Max 8	Criterion A Essay Max 8	Final score Criterion A Max 8
Sophia	8	3	4	5	6	8	8	8	8
Jose	1	1	2	1	3	2	5	5	5

Once the student’s final achievement level is determined for each criterion at the end of each quarter, those four scores are added together. Synergy will take the mean of the criterion level final scores, which is equivalent to the sum of each score as shown by the grade level boundaries listed in Figure C.

Figure - C

Scale	Standard Mean	Criteria Boundaries	Alignment of Arlington Public School Grades with MYP Grade Descriptions
A	7.00-8.00	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 Demonstrates significant growth in the subject area.
B+	6.00-6.99	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. Demonstrates noticeable growth in the subject area.
B	4.75-5.99	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. Demonstrates noticeable growth in the subject area.
C+	4.00-4.74	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. Demonstrates some growth in the subject area.
C	2.50-3.99	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. Demonstrates some growth in the subject area.
D+	2.00-2.49	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. Demonstrates marginal growth in the subject area.
D	1.50-1.99	6-7	
E	0-1.49	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. Demonstrates inadequate growth in the subject area.

Summary of Proposed Changes to the Reporting System:

1. Base letter grades (A to E) on the mean of criterion assessed in each course according to MYP boundary levels. Eliminate grades based on percentages.
2. In Synergy, align all summative assessments with appropriate MYP subject criteria. Formative assessments (homework, exit tickets, reflections, etc.) may be reported, but do not determine final grades. To indicate progress on formative assessments scores or comments may be used.
3. Create a report card that reports student scores on every standard for every class the student is enrolled in.
4. Eliminate interim grade reports, because at the reporting deadline a range of summative assessments may not have been given yet.
5. Classes that do not offer letter grades (Functional Life Skills, Reading Strategies, and Math Strategies, and specific elective classes) retain the OSU scale.