# Leading School Transformational Change through MYP Assessing, Grading, and Reporting

*Current research in assessment challenges traditional practices in terms of grading, recording and reporting and aligns nicely with MYP criterion-related assessment. Until schools fully embrace and implement these assessment standards as common and standard practices across the school, full implementation of the MYP is often limited by conflicting traditional grading practices. Learn how two schools with diverse student populations challenged the status quo of traditional grading and implemented MYP criterion-related assessment as a transformational change process.*

***Tom Dodd***, Principal, Lesher Middle School, Fort Collins, CO,

***Farr Prickett Quinn***, Math Teacher, Alice Deal Middle School, Washington, DC, US

***Louis Marchesano,*** Ed. Consultant, Ed–Lightenment Educational Consulting, Fort Collins, CO (lmarchesano@comcast.net)

# Topics:

- Why Change assessment and grading practices?
- What does it mean to really become “criteria-related”?
- How does changing grading and reporting practices enhance implementation of the MYP

| | 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?

# Topics:

- Why Change assessment and grading practices?

| Traditional Grading | Criterion-Related Grading |
| --- | --- |
| By Assessment Category; grade book categorized by category and weighted | By Identified Criteria (standard); grade book categorized by criteria and not weighted |
| May include Norm-Referencing | Criterion-related only |
| May include behavior, attitude, effort, attendance | Achievement according to criteria only |
| Penalties and Extra Credit may be awarded | Only evidence of achievement according to criteria |
| Score and Record Everything (lots): formative and summative | Formative for Practice with feedback; Record Summatvie scores after lots of practice/ feedback |
| Zeros given for missing or incomplete work and averaged in to determine final achievement | Report missing/incomplete and consequence other than lowering achievement score |
| Second chances in form of re-doing same task often with penalty for multiple chances | Second chances are part of learning experience and students continue to work to improve criteria achievement level on subsequent tasks. |
| Learning often sequenced with little opportunity to revisit content | Learning spirals with multiple opportunities to learn concepts and content as understanding develops |
| Final Grade is averaged over time: | Final Grade represents most recent consistent performance against criteria at end of course. |

## 10 Questions to Ask Yourself About How Authentically You Assess Students*

(*Based on Ken O'Connor's book *15 Fixes for Broken Grades*, modified by Tom Dodd)

1. Late Work – Do I mark late work down as punishment, provide support for the learner, or both? When are my due dates/deadlines? How many retakes do I allow, and what are the criteria for a retake?
2. Extra Credit/Bonus Points – Do I allow extra credit/bonus points, if so when (i.e. only when looking for additional evidence of a higher level of achievement)?
3. Academic Dishonesty – Do I punish cheating with reduced grades or other consequences, and/or reassess to determine actual level of achievement?
4. Group Scores/Individual Achievement – Do I grade students based on the performance of their peers (group mates), or only record evidence of individual achievement?
5. Zeroes – Do I average in zeroes when determining grades when evidence is missing or as punishment, or do I use "I" for Incomplete or "IE" Insufficient Evidence (i.e., when does a missing assignment become a zero in my Gradebook)?
6. Mean/Median/Mode & Professional Judgment – Do I use the average (mean) as the only measure to calculate grades, or do I use other measures of central tendency (median & mode) and professional judgment (i.e., emphasizing the most occurring or more recent achievement)?
7. Organizing Information (by Assignments versus IBMYP Criteria, the CO Academic Standards-CAS, or the Common Core State Standards-CCSS) – Do I organize information in my Gradebook by assignment for the purpose of summarizing assignments into a single course grade, or do I organize information by standards/learning goals/MYP criteria for the purpose of measuring student progress towards standard/goal/criterion mastery?
8. Measuring Student Performance (Comparing Students versus Percentage of Points Correct/Incorrect versus Criteria or Standards) – Do I grade students in comparison to other students (normative), assess what percentage of points a student answered correctly/incorrectly on an assignment/project/test, or compare student performance to preset standards (criterion-referenced or standards-based)?
9. Formative/Summative – Do I assign homework? Do I use information from formative assessments and practice (homework) to calculate grades, or use only summative evidence?
10. Student Self-assessment/Reflection – Do I provide for student self-assessment/reflection (metacognition), or do I not involve students in the grading process?

# Lesher Middle School- an IB World School

Professional Development Plan / IB Self-study Schedule 2014–15

| Time | Purpose/Topics | Agenda |
|---|---|---|
| **Weds., 8/20**<br>12:45 - 3pm | **Heat Days- Staff Meeting**<br>Self-study Overview<br>Unit Planner | ***Bring:*** Empty Binder<br>***LT:*** Understand how to design new unit planner components.<br>***Success Criteria:*** Complete the following for 1 unit (in subject groups)<br>☐ Key concept<br>☐ Related Concepts<br>☐ Global Contexts<br>☐ Statement of inquiry<br>☐ Inquiry Questions |
| **Fri., 8/22**<br>12:45 - 3pm | **Heat Days- Staff Meeting**<br>IB Assessment Criteria & Subj. Area Objectives w/ Lou Marchesano | ***Bring:*** IB Binder<br>***LT:*** Understand the new criteria and how the IB rubrics are designed.<br>***Success Criteria:*** Identify the key components of your subject specific criteria. |
| **Weds., 8/27**<br>12:45 - 3pm | **Heat Days- Staff Meeting**<br>AtL Organizers & MYP Fridays at Lesher | ***Bring:*** IB Binder, life skills lesson ideas<br>***LT:*** After reading through the new ATL Skills, discuss ways to explicitly teach them.<br>***Success Criteria:*** Plan 1 MYP Friday lesson alone or in partners, that specifically targets 1 ATL skill. |
| **Fri 8/29**<br>12:45 - 3pm | **Heat Days- Staff Meeting** Choosing IB Assessment Criteria & Objectives w/ Lou Marchesano | ***Bring:*** IB Binder, Copy of work completed on 8/20 (1st unit plan)<br>***LT:*** Follow the process for choosing and implementing IB criteria to assess in your unit.<br>***Success Criteria:*** Successfully match 1 or 2 of the IB criteria to your 1st unit and plan ways to assess them. |
| **Weds., 9/3**<br>2:45 - 4:15pm | **Faculty Meeting In lieu of Leadership Team Meeting**, 5Ds+ Evaluation System Info. Sharing Meeting | ***Bring:***<br>***LT:*** (Walks-thus, Observations, Evaluations, Multi-Source Input, Student Learning Objectives, etc.)<br>***Success Criteria:*** |

**Lesher International Baccalaureate Middle Years Program's (IBMYP)**
**Assessment Criteria**
**Frequently Asked Questions (FAQs)**

Dear Parents,

Many of you received a letter this week, or last semester, from one or more of your child's classroom teachers explaining a new shift in his/her grading practices from the traditional A-F 100 point scale to the IB Middle years Program's rubric-based levels of achievement. This document is designed to help answer questions that have arisen from this transition.

## Why the change?

Numerous PSD middle schools began implementing Standards-Based Grading around 2009-10 when PSD reconfigured its middle grades from 7-9 junior highs to 6-8 middle schools. While Lesher has always been a standards-based school teaching the Colorado Academic Standards, it delayed adopting this new assessment practice until this year for two reasons: 1) Significant changes to the IB Middle Years Program, known as the MYP: The Next Chapter, that had been in development the past three years took effect in the spring of 2014 and 2) Other competing school, district, and state initiatives needed to be implemented prior to taking on this valuable improvement effort.

## How is this relevant to IB?

This type of assessment practice is what you should find occurring in any IB school, not just Lesher. The seminal IB document, From Principles into Practice, states:

> *Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. 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. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).*

## Why are the IB rubrics being used?

Again, this is something that IB asks of all schools:

> *Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They*

# Topics:

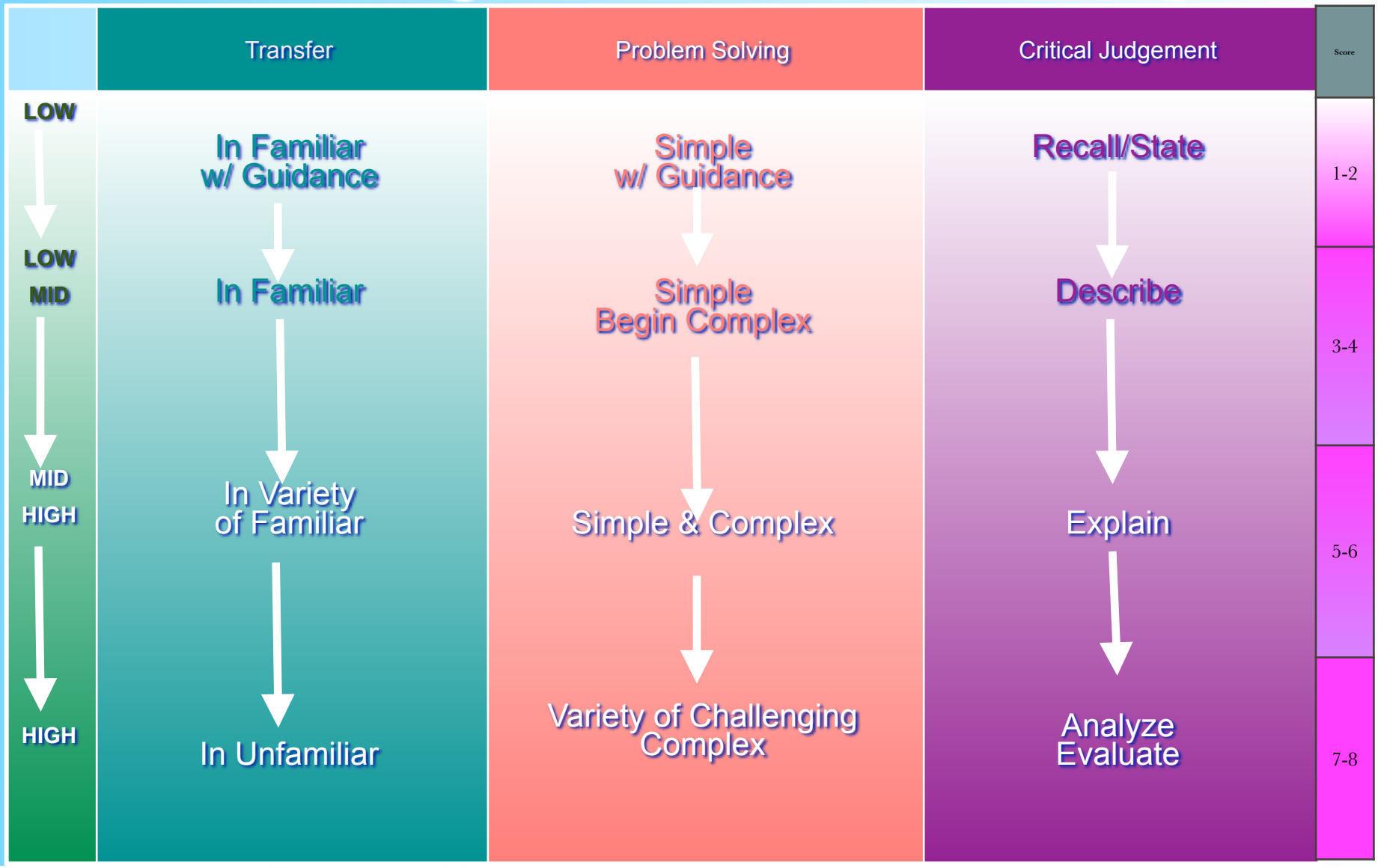
- Why Change assessment and grading practices?

## What are the major reasons to change assessment/grading practices at your school?

# Topics:

- Why Change assessment and grading practices?
- **What does it mean to really become "criteria-related"?**
- How does changing grading and reporting practices enhance implementation of the MYP

# Assessing for Understanding




Adapted from Susan Brookhart and MYP assessment rubrics by Lou Marchesano

International Baccalaureate

| | Frequency | Quality | Problem Solving | Transfer | Critical Thinking |
|---|---|---|---|---|---|
| 1-2 | seldom, few, little, limited, partial, rarely | w/ guidance, basic, limited, attempt, minimal | simple with guidance | in familiar with guidance | state, recall, label, find, list, define |
| 3-4 | sometimes, occasionally, some, partial, at times | simple, adequate | simple and beginning complex | in familiar | describe, apply, distinguish, outline, use |
| 5-6 | usually, often, generally, most | satisfactory, sufficient, good, competent, appropriate, considerable | simple and complex | in variety of familiar and beginning to suggest in unfamiliar | explain, deduce, interpret, compare |
| 7-8 | always, consistently, completely | excellent, insightful, effectively, perceptive, illustrative, detailed, accurately | challenging complex | variety of familiar and unfamiliar | analyze, discuss, synthesize, evaluate, justify, create, design |

INDIV
&
SOC

# Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

i. use a wide range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. uses **limited** relevant terminology<br>ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3–4 | The student:<br>i. uses **some** terminology **accurately** and **appropriately**<br>ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5–6 | The student:<br>i. uses a **range** of terminology **accurately** and **appropriately**<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses a **wide range** of terminology **effectively**<br>ii. demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples. |

| Frequency | Quality |
|---|---|
| seldom, few, little, limited, partial, rarely | w/ guidance, basic, limited, attempt, minimal |
| sometimes, occasionally, some, partial, at times | simple, adequate |
| usually, often, generally, most, range | satisfactory, sufficient, good, competent, appropriate, considerable |
| wide range, always, consistently, completely | excellent, insightful, effectively, perceptive, illustrative, detailed, accurately |

# MATH

## Criterion A: Knowing and understanding

**Maximum: 8**

At the end of year 5, students should be able to:

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.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student is able to:<br>i. **select** appropriate mathematics when solving simple problems in familiar situations<br>ii. **apply** the selected mathematics successfully when solving these problems<br>iii. generally **solve** these problems correctly. |
| 3–4 | The student is able to:<br>i. **select** appropriate mathematics when solving more complex problems in familiar situations<br>ii. **apply** the selected mathematics successfully when solving these problems<br>iii. generally **solve** these problems correctly. |
| 5–6 | The student is able to:<br>i. **select** appropriate mathematics when solving challenging problems in familiar situations<br>ii. **apply** the selected mathematics successfully when solving these problems<br>iii. generally **solve** these problems correctly. |
| 7–8 | The student is able to:<br>i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations<br>ii. **apply** the selected mathematics successfully when solving these problems<br>iii. generally **solve** these problems correctly. |

| Problem Solving | Transfer |
|---|---|
| simple with guidance | in familiar with guidance |
| simple and beginning complex | in familiar |
| simple and complex | in variety of familiar and beginning to suggest in unfamiliar |
| challenging complex | variety of familiar and unfamiliar |

| SUBJECT GROUP | Ind & Soc Obective A Knowing & Understanding | Science Obective A Knowing & Understanding |
|---|---|---|
| What is expected for students to Know, Do Understand | Students need to know and be able to use a range of identified terminology accurately in context.<br><br>Know and understand content by providing details, examples and reasons for why things happened. | Students must know scientific information<br><br>They must use their scientific knowledge and understanding to solve problems in familiar and unfamiliar situations.<br><br>They must analyze information to make scientifically supported judgments. |
| How will achievement be measured | Use of terminology will be measured by amount of terminology they use (frequency) and the accuracy of their use (quality).<br><br>Content and understanding is measured by amount and quality of the details, examples, and reasons they can provide. (frequency and quality) | Measure knowledge by amount of detail they can include (frequency and critical thinking)<br><br>Measure problem solving according to the types of problems they can solve from familiar to unfamiliar (problem solving and transfer skills)<br><br>Measure analysis and making critical judgements by the depth of their understanding and critical thinking skills (critical thinking skills) |

Developed by Lou Marchesano

MYP Assessment Log for: _____ Semester: _____

## Objective A: Analyze

i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.
ii. analyze the effects of the creator's choices on an audience.
iii. justify opinions and ideas, using examples, explanations and terminology.
iv. evaluate similarities and differences by connecting features across and within genres and texts.

| | My Achievement Level | Reflection |
|---|---|---|
| Task | | |
| Task | | |
| Task | | |

## Objective B: Organization

i. employ organizational structures that serve the context and intention.
ii. organize opinions and ideas in a sustained, coherent and logical manner.
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

| | My Achievement Level | Reflection |
|---|---|---|
| Task | | |
| Task | | |
| Task | | |

Name: _____ Period: _____ Criterion: _____

**Warm-up Assessment**

Demonstrates:
**(1-2) begins to analyze** concepts, issues, models, visual representation and/or theories in a **limited** way
**(3-4)** completes a **simple analysis** of concepts, issues, models, visual representation and/or theories
**(5-6)** completes a **substantial** analysis of concepts, issues, models, visual representation and/or theories
**(7-8)** completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories

**Purpose** (Why did they make it? What design features did they use to accomplish their purpose?):

**Facts** (non-debatable observations):

**Ideas** (inferences and conclusions):

I am redoing the _____ assignment. As a reflective IB student, I understand that I can improve the quality of my work; therefore, I have chosen to try again. I understand that this is a learning experience for me and that by trying again, I am growing as a student.

The reason that my assignment did not meet the standard is because:

_____
_____
_____
_____

I will take the following steps in order to ensure quality work in the future:

_____
_____
_____
_____

Redo - Room for Growth

Name _____Date_____
Teacher/subject _____
Parent Signature _____

I am redoing the _____ assignment. As a reflective IB student, I understand that I can improve the quality of my work; therefore, I have chosen to try again. I understand that this is a learning experience for me and that by trying again, I am growing as a student.

The reason that my assignment did not meet the standard is because:

_____
_____
_____
_____

I will take the following steps in order to ensure quality work in the future:

_____
_____

Links to sample design folders and rubrics from Lesher MS technology (computer) teacher Becky Knips. She has 3 units on her new classroom website for the 3 classes she teaches:

ü [endif]Web 2.0 Course - Digital Photography Unit

http://www.leshercomputer.com/digital-photography.html

[if !supportLists]ü [endif]Game Programming Course - Create Your Own Game Unit

http://www.leshercomputer.com/create-your-own-game.html

[if !supportLists]ü [endif]Web Design Course - Create Your Own Business Unit (Muse/Weebly)

http://www.leshercomputer.com/muse.html

# Exponent Rules Pattern Investigation

Name: _____
Date: _____ Class ID #: ____
Team: _____ Period: _____

Your work will be assessed using the following **SUMMATIVE** rubric:

| **GRADING SCALE** Criterion B - Overall Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** |
| **Multiplying Numbers with Exponents** | i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns<br>ii. **describe** patterns as relationships or general rules consistent with correct findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** relationships or general rules consistent with findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** how these patterns work<br>iii. no evidence | | i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns<br>ii. **state** predictions consistent with simple patterns<br>iii. no evidence | |
| **Dividing Numbers with Exponents** | i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns<br>ii. **describe** patterns as relationships or general rules consistent with correct findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** relationships or general rules consistent with findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** how these patterns work<br>iii. no evidence | | i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns<br>ii. **state** predictions consistent with simple patterns<br>iii. no evidence | |
| **Exponents Raised to an Exponent (a.k.a. Power to a Power)** | i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns<br>ii. **describe** patterns as relationships or general rules consistent with correct findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** relationships or general rules consistent with findings<br>iii. **verify** whether patterns work for other examples | | i. **apply** mathematical problem- solving techniques to recognize patterns<br>ii. **suggest** how these patterns work<br>iii. no evidence | | i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns<br>ii. **state** predictions consistent with simple patterns<br>iii. no evidence | |

Identify the base in $4^3$. What information does it give you?

_____

_____

Identify the exponent in $4^3$. What information does it give you?

_____

_____

***Analyze and Create:***

For each investigation set write the **Problem** expression in **E·x·p·a·n·d·e·d F·o·r·m**, then simplify the expression by writing the correct **Exponential Form.**

| i. Multiplying Numbers with Exponents | | |
|---|---|---|
| **Problem** | **E·x·p·a·n·d·e·d F·o·r·m** | **Exponential Form** |
| 1. $2^2 \cdot 2^3$ | $\underline{2 \cdot 2} \cdot \underline{2 \cdot 2 \cdot 2}$ | |
| 2. $3^4 \cdot 3^2$ | | |
| 3. $5^2 \cdot 5^4 \cdot 5^3$ | | |
| 4. $(10^3)(10)$ | | |
| 5. $(p^4)(p^5)(p)$ | | |
| How do the ***bases*** of the factors compare in each ***Problem****?* <br> _____ | | |

| ii. Multiplying Numbers with Exponents |
|---|
| **Suggest the pattern:** |
| How can you use the exponents from the ***Problem*** to find the simplified **Exponential Form***?* <br> _____ <br> _____ <br> _____ |
| **Describe the rule:** |
| *In words*, please write out the rule. <br> When multiplying powers having _____, you <br> _____. |
| **Describe the rule:** |
| *Algebraically*, please express the rule. <br> For any nonzero value of b, and for any integers m and n, $b^m \cdot b^n =$ _____ |

| iii. Multiplying Numbers with Exponents | | |
|---|---|---|
| **Problem** | **Evidence of using Rule** | **Exponential Form** |
| 1. $4^2 \cdot 4^5$ | | |
| 2. $(x^2)(x^3)$ | | |
| 3. $(10^5)(10^3)(10^2)$ | | |

| i. Dividing Numbers with Exponents | | |
|---|---|---|
| **Problem** | **E·x·p·a·n·d·e·d F·o·r·m** | **Exponential Form** |
| 1. $2^5 \div 2^2 = \frac{2^5}{2^2}$ | $\frac{2 \cdot 2 \cdot 2 \cdot \cancel{2} \cdot \cancel{2}}{\cancel{2} \cdot \cancel{2}}$ | |
| 2. $4^6 \div 4^2 = \frac{4^6}{4^2}$ | | |
| 3. $5^6 \div 5^2 = \frac{5^6}{5^2}$ | | |
| 4. $s^7 \div s^3 = \frac{s^7}{s^3}$ | | |
| 5. $m^{10} \div m^3 = \frac{m^{10}}{m^3}$ | | |
| *How do the **bases** of the dividend and divisor compare in each **Problem**?* _____ | | |

| ii. Dividing Numbers with Exponents |
|---|
| **Suggest the pattern:** |
| How can you use the exponents from the **Problem** to find the simplified **Exponential Form**? _____ _____ |
| **Describe the rule**: |
| *In words*, please write out the rule. When dividing powers having _____, you _____. |
| **Describe the rule**: |
| *Algebraically,* please express the rule. For any nonzero value of a, and for any integers m and n, $\frac{a^m}{a^n} =$ _____ |

| iii. Dividing Numbers with Exponents | | |
|---|---|---|
| **Problem** | **Evidence of using Rule** | **Exponential Form** |
| 1. $3^5 \div 3^3 = \frac{3^5}{3^3}$ | | |
| 2. $10^7 \div 10^4 = \frac{10^7}{10^4}$ | | |
| 3. $r^4 \div r^2 = \frac{r^4}{r^2}$ | | |

| i. Exponents Raised to an Exponent (a.k.a. Power to a Power) | | |
|---|---|---|
| **Problem** | **E·x·p·a·n·d·e·d F·o·r·m** | **Exponential Form** |
| 1. $(2^3)^2$ | $2^3 \cdot 2^3 = \underline{2 \cdot 2 \cdot 2} \cdot \underline{2 \cdot 2 \cdot 2}$ | |
| 2. $(2^2)^3$ | | |
| 3. $(2^2)^4$ | | |
| 4. $(w^3)^3$ | | |
| 5. $(g^4)^2$ | | |
| How does the ***base*** in the **Problem** compare in to the base in **Exponential Form**? _____ | | |

| ii. Exponents Raised to an Exponent (a.k.a. Power to a Power) |
|---|
| **Suggest the pattern:** |
| How can you use the exponents from the **Problem** to find the simplified **Exponential Form**? _____ _____ |
| **Describe the rule**: |
| *In words*, please write out the rule. When raising a power to a power**,** you _____**.** |
| **Describe the rule**: |
| *Algebraically,* please express the rule. For any nonzero value of a, and for any integers m and n, $(a^m)^n =$ _____ |

| iii. Exponents Raised to an Exponent (a.k.a. Power to a Power) | | |
|---|---|---|
| **Problem** | **Evidence of using Rule** | **Exponential Form** |
| 1. $(2^7)^3$ | | |
| 2. $(2^4)^5$ | | |
| 3. $(a^6)^2$ | | |

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 | |
|---|---|---|---|
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |

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 | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| ii. **describe** patterns as relationships or general rules consistent with correct findings | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| iii. **verify** whether the pattern works for other examples. | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |

Name: _____ Class ID#: _____

# 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 | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| ii. **use** different forms of mathematical representation to present information | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| iii. **communicate** coherent mathematical lines of reasoning | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| iv. **organize** information using a logical structure. | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |

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 | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| ii. **select** appropriate mathematical strategies when solving authentic real-life situations | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| iii. **apply** the selected mathematical strategies successfully to reach a solution | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| iv. **explain** the degree of accuracy of a solution | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |
| v. **describe** whether a solution makes sense in the context of the authentic real-life situation. | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement | ☐ satisfactory<br>☐ needs improvement |

# Topics:

- What does it mean to really become “criteria-related”?

**What would you expect in you school if all teachers and classrooms completely focused on becoming ‘criteria-related’?**

# Topics:

- Why Change assessment and grading practices?
- What does it mean to really become “criteria-related”?
- **How does changing grading and reporting practices enhance implementation of the MYP**

# Criteria-Related Scoring

## Student Y

| Individuals and Society | Criteria | | | | | | | Current achievmt level | Avg Grade |
|---|---|---|---|---|---|---|---|---|---|
| Knowing & Understanding | A | 1 | 1 | 4 | 4 | 3 | 4 | **4** | 2.8 |
| Investigating | B | 2 | 4 | 3 | 4 | 5 | 5 | **5** | 3.8 |
| Communicating | C | 3 | 5 | 3 | 5 | 4 | 4 | **4** | 4 |
| Thinking Critically | D | 1 | 1 | 1 | 3 | 3 | 3 | **3** | 2 |
| **TOTAL** | | | | | | | | 16 | 12.6 |

| Grade | Missing | 1-14 Order of Operations Quiz MAX:8.00 PTS:0.00 1/9/2015 | 1/16 Daily Math Quiz MAX:8.00 PTS:0.00 1/9/2015 | 02-06-15 Daily Math Quiz Criterion A MAX:8.00 PTS:0.00 1/9/2015 | 3/5 Surface Area Quiz Criterion A MAX:8.00 PTS:0.00 1/9/2015 | 4/2 Geometry Test Criterion A MAX:8.00 PTS:8.00 5/8/2015 | 4/27 Warmup 4 Square - A MAX:8.00 PTS:8.00 5/8/2015 | 5/12 Average Puzzles Criterion A MAX:8.00 PTS:8.00 5/8/2015 | CURRENT LEVEL for Criterion A MAX:8.00 PTS:0.00 1/9/2015 | Criterion A: CURRENT MAX:100.00 PTS:100.00 5/8/2015 | 2-20-15 Cell Phone Criterion B MAX:8.00 PTS:0.00 1/8/2015 | 4/10 Investigating Halfway Points - B MAX:8.00 PTS:0.00 5/7/2015 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Criterion A: Knowi | Assessment | Criterion B: Recog | Criterion B: Recog |
| 91.8% A- | 0 | 7 | 7 | 8 | 6 | 7 | 4 | 8 | 7 | 93 | 6 | 6 |
| 71.8% C- | 0 | 0 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 68 | 4 | 3 |
| 88.0% B+ | 0 | 6 | 3 | 3 | 5 | 3 | 4 | 7 | 5 | 83 | 7 | 6 |
| 90.5% A- | 0 | 8 | 5 | 7 | 7 | 6 | 6 | 8 | 7 | 93 | 6 | 6 |
| 76.8% C | 1 | 5 | 5 | 3 | 3 | 3 | 1 | 2 | 3 | 73 | 5 | 0 Mi |
| 76.8% C | 4 | 7 | 6 | 4 | 6 | 4 | 6 | 0 Mi | 4 | 78 | 1 Inc | 4 |
| 76.8% C | 3 | 8 | 7 | 5 | 6 | 5 | 6 | 5 | 6 | 88 | 3 | 0 Mi |
| 80.5% B- | 2 | 6 | | 6 | 5 | 4 | 5 | 5 | 5 | 83 | 5 Inc | 4 |
| 93.0% A | 0 | 8 | 7 | 7 | 6 | 7 | 6 | 6 | 6 | 88 | 7 | 7 |
| 90.5% A- | 0 | 6 | 5 | 8 | 6 | 5 | 6 | 7 | 6 | 88 | 6 | 6 |
| 57.8% F | 5 | 0 | 1 | 0 | 0 | 2 | 0 | 0 Mi | 1 | 63 | 0 Inc | 0 |
| 78.0% C+ | 0 | 2 | 4 | 5 | 4 | 1 | 0 | 6 | 4 | 78 | 7 | 3 |
| 90.0% A- | 0 | 5 | 7 | 6 | 4 | 7 | 6 | 7 | 6 | 88 | 5 | 7 |
| 86.8% B | 0 | 7 | 5 | 7 | 5 | 4 | 8 | 6 | 6 | 88 | 3 | 6 |
| 83.0% B | 0 | 6 | 2 | 4 | 5 | 4 | 0 | 7 | 5 | 83 | 5 | 2 |
| 83.0% B | 0 | 5 | 4 | 5 | 8 | 5 | 4 | 6 | 5 | 83 | 4 | 7 |
| 73.0% C | 0 | 6 | 4 | 3 | 2 | 2 | 1 | 3 | 3 | 63 | 4 | 3 |
| 80.5% B- | 1 | 5 | 2 | 4 | 6 | 6 | 2 | 3 | 4 | 78 | 4 | 3 |
| 90.5% A- | 0 | 8 | 7 | 8 | 6 | 6 | 8 | 7 | 7 | 93 | 6 | 7 |
| 74.2% C | 0 | 4 | 5 | 6 | 5 | 1 | 0 | 5 | 5 | 83 | 4 | 2 |

# International Baccalaureate Middle Years Program Report Card: 2015-2016

POUDRE SCHOOL DISTRICT

Student Name: **Walker, Sky**
Student ID#: **98765**
School: **Lesher Middle School**
School Phone: **(970) 472-3800**
Grade: **8**

| IB MYP Performance Level Descriptors | |
|---|---|
| 7-8 | Student has produced high quality, innovative work that communicates extensive understanding of concepts |
| 5-6 | Student has produced good quality work that communicates secure understanding of concepts |
| 3-4 | Student has produced acceptable quality work that communicates basic understanding of concepts |
| 1-2 | Student has produced limited quality work that communicates misunderstanding or gaps in understanding of concepts |
| 0 | Student has produced very limited quality work that often fails to meet any of the criteria levels |
| | This criterion was not assessed in this timeframe |

| IB MYP Approaches to Learning (Work Habits) | |
|---|---|
| E | **Expert** |
| | The student shows others how to use these skills and self-assess his/her usage |
| P | **Practitioner** |
| | The student often demonstrates these skills effectively without being asked |
| L | **Learner** |
| | The student uses these skills if they are demonstrated or specifically asked |
| N | **Novice** |
| | The student rarely uses these skills |

| Extended Learning Opportunities Scale | |
|---|---|
| S | Satisfactory |
| U | Unsatisfactory |

***Purpose of Report:*** *This report is designed to inform you about your student's progress on achievement levels related to the IB MYP Criteria. The IB MYP Criteria establish high and challenging expectations for all students and describe what students should know and be able to do. This report is one piece of evidence to be considered with other information received from the school. More detailed information on your student's progress is available in ParentVue (insert link to ParentVue here). If you have any questions or concerns, please contact your student's teachers and counselors.*

**Period: 1** — **1800 - Web Design/Comp Animation**

| Teacher: Knips | | Q1 | Q2 | Q3 | Q4 | YR |
|---|---|---|---|---|---|---|
| **IB MYP Approaches to Learning** | | | | | | |
| Self Management | | E | E | | | |
| Communication | | L | L | | | |
| Social | | P | N | | | |
| Thinking | | P | L | | | |
| Research | | E | E | | | |
| **Criteria** | | | | | | |
| A | Inquiring & Analyzing | 4 | 4 | | | |
| B | Developing Ideas | 5 | 4 | | | |
| C | Creating the Solution | 6 | 7 | | | |
| D | Evaluating | 3 | 2 | | | |
| | **Quarter/Course Grade** | **4** | **4** | | | |
| | Days Absent: | **1** | **0** | | | |
| | Days Tardy: | **0** | **2** | | | |

**Comments**

A Pleasure To Have In Class

**Period: 1** — **2620MS - Symphonic Orchestra**

| Teacher: Obluda | | Q1 | Q2 | Q3 | Q4 | YR |
|---|---|---|---|---|---|---|
| **IB MYP Approaches to Learning** | | | | | | |
| Self Management | | P | P | | | |
| Communication | | L | L | | | |
| Social | | L | N | | | |
| Thinking | | L | L | | | |
| Research | | E | P | | | |
| **Criteria** | | | | | | |
| A | Knowing and understanding | 5 | 4 | | | |
| B | Developing skills | | 3 | | | |
| C | Thinking creatively | 4 | 4 | | | |
| D | Responding | 5 | | | | |
| | **Quarter/Course Grade** | **5** | **4** | | | |
| | Days Absent: | **1** | **0** | | | |
| | Days Tardy: | **0** | **0** | | | |

**Comments**

Sky has a passion for music that shows through in group environment. A more regimented practice schedule at home and at school is advised so that he can properly express his music.

**Period: 2** — **6240 - Geometry**

| Teacher: Breshears | | Q1 | Q2 | Q3 | Q4 | YR |
|---|---|---|---|---|---|---|
| **IB MYP Approaches to Learning** | | | | | | |
| Self Management | | E | N | | | |
| Communication | | E | E | | | |
| Social | | P | L | | | |
| Thinking | | L | L | | | |
| Research | | E | P | | | |
| **Criteria** | | | | | | |
| A | Knowing and understanding | 6 | 7 | | | |
| B | Investigating patterns | 7 | 8 | | | |
| C | Communicating | 4 | 5 | | | |
| D | Applying mathematics in the real-world contexts | 6 | 8 | | | |
| | **Quarter/Course Grade** | **6** | **7** | | | |
| | Days Absent: | **1** | **0** | | | |
| | Days Tardy: | **0** | **0** | | | |

**Comments**

A Pleasure To Have In Class

# Alice Deal Middle School IB Middle Years Program
# Semester Report – 1st Semester 2014-2015

| **Student Name:** | **Grade/Year:** | **Team:** |
|---|---|---|
| **ID #** | **Homeroom Teacher:** | |

## STUDENT PATTERNS OF PERFORMANCE

| MYP Subject | Deal Course Title | Objective A | Objective B | Objective C | Objective D | Subject Total | MYP Final Mark |
|---|---|---|---|---|---|---|---|
| **Language & Literature** | *English 6* | | | | | | |
| **Language Acquisition** | | | | | | | |
| **Individuals & Societies** | *Geography 6* | | | | | | |
| **Sciences** | *Earth Science 6* | | | | | | |
| **Maths** | | | | | | | |
| **Arts** | *Visual Art 6* | | | | | | |
| | *Music 6* | | | | | | |
| **PE** | *PE 6* | | | | | | |
| **Design** | [Embedded] | TBD | TBD | TBD | TBD | | TBD |

| APPROACHES TO LEARNING | |
|---|---|
| **Managing time and tasks effectively**<br>• Bring necessary equipment and supplies to class | |
| **Communication Skills**<br>• Give and receive meaningful feedback | |
| **Working effectively with others**<br>• Take responsibility for one's own actions | |
| **Managing state of mind**<br>• Plan short- and long-term assignments; meet deadlines<br>• Bring necessary equipment and supplies to class | |
| **Considering the process of learning**<br>• Consider content<br>o What did I learn about today?<br>o What don't I yet understand?<br>o What questions do I have now? | |

| UNDERSTANDING MYP FINAL MARKS | | | | | |
|---|---|---|---|---|---|
| *MYP Final Mark* | *Boundary Guidelines* | *Description* | *MYP Final Mark* | *Boundary Guidelines* | *Description* |
| **1** | **1-5** | Produces work of very limited quality. | **5** | **19-23** | Produces generally high-quality work. |
| **2** | **6-9** | Produces work of limited quality. | **6** | **24-27** | Produces high-quality, occasionally innovative work. |
| **3** | **10-14** | Produces work of an acceptable quality. | **7** | **28-32** | Produces high-quality, frequently innovative work. |
| **4** | **15-18** | Produces good-quality work. | A note regarding DCPS grades. | | |

# Lesher Middle School, an IB World School
## Approaches to Learning (AtL) Skills Rubrics

| ATL Skill Clusters | Level 1 Novice | Level 2 Learner | Level 3 Practitioner | Level 4 Expert |
|---|---|---|---|---|
| **Self-Management:**<br>• Organization Skills : Managing time and tasks<br>• Affective Skills: Managing your state of mind<br>• Reflection Skills: Reconsidering the process of learning | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills and self-asses your use of them. |
| **Communication:**<br>• Exchanging thoughts and information through interaction<br>• Reading, writing, and using language to gather information and communicate | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills and self-asses your use of them. |
| **Research:**<br>• Information Literacy Skills: Finding, interpreting, judging, and creating information<br>• Media Literacy Skills: Interacting with media to use and create ideas and information | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills and self-asses your use of them. |
| **Social:**<br>• Collaboration Skills: Working effectively with others | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills and self-asses your use of them. |
| **Thinking:**<br>• Critical Thinking: Analyzing and evaluating issues and ideas<br>• Creative Thinking: Creating new ideas and considering new perspectives<br>• Transfer: Using knowledge and skills in multiple contexts | You have been instructed in these skills, but rarely use them. | You use these skills if they are shown or specifically asked of you. | You often demonstrate these skills effectively without being asked. | You show others how to use these skills and self-asses your use of them. |

# IB Score to Percentage Grade Conversion Chart - Flippen 10-20-14

| IBMYP Achievement Level (0 – 8) | Letter Grade (A – F) | Percentage (out of 100) | Point Value (out of 8) |
|---|---|---|---|
| 8 | A+ | 100% | 8 |
| 7 | A | 93% | 7.44 |
| 6 | B+ | 88% | 7.04 |
| 5 | B | 83% | 6.64 |
| 4 | C+ | 78% | 6.24 |
| 3 | C | 73% | 5.84 |
| 2 | D+ | 68% | 5.44 |
| 1 | D | 63% | 5.04 |
| 0 | F | 50% - 0% | 4 - 0 |

# IB Grading Tracker

| Advisory: | ADVISORY 1 | | | |
|---|---|---|---|---|
| Criterion: | | | | |
| Summative Scores: | | | | |
| | | | | |
| Pattern of Performance: | | | | |
| Sum of Criteria: | | | | |
| Overall Letter Grade: | | | | |

| TABLE 1: IB MYP TO DCPS GRADE CROSSWALK 6TH GRADE | |
|---|---|
| **Sum of 2 Criteria** | **DCPS Letter Grade** |
| 16 | A |
| 15 | |
| 14 | |
| 13 | |
| 12 | |
| 11 | B |
| 10 | |
| 9 | |
| 8 | |
| 7 | C |
| 6 | |
| 5 | |
| 4 | D |
| 3 | |
| 2 | F |
| 1 | |
| 0 | |

October 17, 2014

Dear Lesher Parents/Guardians,

We've had a wonderful start to the school year and have enjoyed watching your child learn and grow over the course of the first quarter! The attached report card documents your child's learning progression in each class per the Colorado Academic Standards (CAS) and International Baccalaureate Middle Years Program's (IBMYP) Aims and Objectives. Academic grades emphasize summative assessments, students' more recent work based on multiple attempts at mastery (as appropriate for each grade level and subject area to promote student ownership of learning), and our teachers' professional judgment. Attendance for each class is also reported along with personalized comments from teachers.

**School Wide Specific Grading Categories (Weighting):**

90% assessment
10% practice (homework)
100% Total Term Grade

**Grading Scales (Academics and Work Habits)**:

*ACADEMICS (A – F/100 point scale)*

A+ = 97-100%
A = 93-96%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = 0-59%
S = Satisfactory (students with special needs only)
U = Unsatisfactory (students with special needs only)

*WORK HABITS (0 – 4)*

4 = Advanced
3 = Proficient
2 = Partially Proficient
1 = Unsatisfactory
0 = Insufficient Evidence

Dear Parents/Guardians,

The purpose of this letter is to inform you of the new way I am assessing your child's progress in my classes this year. The method is grounded in current research and best assessment practice in the field of education, and allows me to more authentically evaluate your child's learning progression per the Colorado Academic Standards (CAS) and International Baccalaureate Middle Years Program's (IBMYP) Aims and Objectives. It's called IB criterion-related reporting. Lesher and the other two IBMYP middle schools in the Poudre School District will be moving to an IB criterion-related report card in 2015-16 to better communicate levels of academic achievement, as well as work habits effort, and this is in preparation for the transition.

According to the most recent research, students achieve more success when they're given multiple opportunities to improve in identified skill areas without having scores averaged over time. By giving students continual feedback on achievement progress, students are encouraged to improve their performance over time. My classes use IBMYP rubrics with descriptors (0-8) that clearly indicate levels of achievement on 4 IB criteria (objectives). During this first quarter of the school year, your students have been learning the criteria and submitting work indicating the level at which they are performing for each objective.

Formative and summative assessments are then converted to record a grade in our district's Synergy student information system, which is printed in our quarterly grade reports. Students receive "grades" based on their current level of performance in each of the 4 criteria, always allowing for improvement. As the course progresses, students' efforts are recognized by the opportunity to have their grades replaced by a higher grade as their skills increase, and they continue to demonstrate higher achievement in each criterion.

The hope is students will have more "ownership and motivation" to achieve based on this individual achievement model compared to the traditional grading system predicated on the bell curve, collecting percentage points, ranking students against others, and assessing what students don't know versus what they know and are able to do. With IB criterion-related reporting, students' grades reflect the level of achievement at the time of grade reporting rather than a numerical average since the beginning of the marking period. Students will continually establish individual goals for themselves for all skills and have opportunities to reach them, which will enhance their learning. Its important students demonstrate effort to continue working to improve their performance by completing each and every assignment.

The following two rubrics display the academic achievement levels (0 – 8), and work habits levels of effort (1 – 4) for each course. The grade for the quarter, semester, and year will be calculated by adding the achievement levels for all 4 academic criteria based on consistent performance out of 32 points, and then using the attached conversion chart to determine the final grade. If you have any questions please contact me at ???-????, or ?????@psdschools.org.

# IB MYP Sciences – Assessing and Reporting

**8th Grade Science**
**Lesher Middle School – an IB World School**

Hello Parents!

I am writing to inform you about the assessing and reporting practices for science this year. I will be utilizing the IB MYP Sciences rubrics to assess your student this year on the four science criteria listed below. These IB criteria are the scientific skills I hope your student will be able to perform when he/she leaves this class.

**Criterion A: Knowing and Understanding**
**Criterion B: Inquiring and Designing**
**Criterion C: Processing and Evaluating**
**Criterion D: Reflecting on the Impacts of Science on Society**

We will use the **IB 0-8 scale** to assess your student's level of performance for each criterion. The 0-8 scale does **NOT convert mathematically to a percentage grade**. For example, a Level 4 is NOT equivalent to a 50%. The chart to the right shows the *general* level of performance that corresponds to each numeric level.

| Levels of Achievement | |
|---|---|
| 8-7 | Excellent Performance |
| 6-5 | Substantial Performance |
| 4-3 | Adequate Performance |
| 2-1 | Limited Performance |

| | |
|---|---|
| 3–4 | The student is able to:<br>i. **state** scientific knowledge<br>ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations**<br>iii. **apply** information to make **scientifically supported judgments**. |

Each of the criteria has a **specific rubric** that I will use to determine your student's level of achievement on the 0-8 scale. Each rubric provides **specific descriptors** that allow students to know exactly (and in detail) what he/she can do. A Level 4 descriptor example is shown to the left.

**Your student has the IB science rubrics, as well as rubrics written in student-friendly language, in his/her notebook.*
***These rubrics will also be attached as resources for the corresponding assignments in ParentVUE/StudentVUE.*

## Grades

Grades are **NOT averaged** in the IB system. If a student performs poorly on an assignment, but then consistently achieves higher, the lower grade will not factor into the final grade at all. Your student's grade will be determined by using the most **recent** and **consistent** levels achieved on assignments.

Your student will have several opportunities to show his/her achievement on the **4 criteria throughout the year**. Because of this, **Quarter 1** and **Quarter 3** reports are only **progress** reports. Especially at the end of Quarter 1, your student will only have 1-2 assignments for each criterion, so his/her overall grade at this point is a work-in-progress. Quarter 1 grades will carry over to Quarter 2 and a final semester grade will be calculated based on the process described above.

**(turn over)**

# MYP Humanities Assessment Criteria

| Assessment criteria | Levels of achievement | Student X | Student Y | Student Z |
|---|---|---|---|---|
| Criterion A: Knowing and Understanding | 0–8 | 2 | 4 | 7 |
| Criterion B: Investigating | 0–8 | 3 | 5 | 8 |
| Criterion C: Thinking Critically | 0–8 | 2 | 4 | 7 |
| Criterion D: Communicating | 0–8 | 1 | 3 | 8 |
| ***TOTAL POSSIBLE SCORE*** | 32 | 8 | 16 | 30 |

| Bounda | School Grade | Grade | Descriptor |
|---|---|---|---|
| 0 | | 0 | **No** achievement in terms of the objectives |
| 1-5 | F | 1 | Produces work of **very limited quality**. Conveys many **significant misunderstandings** or lacks understanding of most concepts and skills. Very **rarely demonstrates critical** or **creative thinking**. **Very inflexible**, **rarely** using knowledge or skills. |
| 6-9 | D | X 2 | Produces work of **limited quality**. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. **Infrequently** demonstrates critical or creative thinking. **Generally inflexible** in the use of knowledge and skills, **infrequently** applying knowledge and skills. |
| 10-14 | C | 3 | Produces work of an **acceptable quality**. Communicates **basic understanding** of many concepts and contexts, 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 classroom situations. |
| 15-18 | B | Y 4 | 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. |
| 19-23 | | 5 | Produces **generally high-quality** work. Communicates **reliable understanding** of concepts and contexts. **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. |
| 24-27 | A | 6 | 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** |
| 28-32 | | Z 7 | 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. |

| | Boundaries | Grade | Descriptor | School Grade |
|---|---|---|---|---|
| 50 %<br>0-5 | 0 | 0 | **No** achievement in terms of the o | |
| | 1-5 | 1 | Produces work of **very limited qu**<br>or lacks understanding of most co<br>**creative thinking**. **Very inflexible** | F<br>many **significant misunderstandings**<br>ls. Very **rarely demonstrates critical** or<br>knowledge or skills. |
| 65 %<br>6-9 | 6-9 | 2 | Produces work of **limited quality**<br>understanding for many concepts<br>creative thinking. **Generally inflex**<br>applying knowledge and skills. | D<br>understandings or significant gaps in<br>**nfrequently** demonstrates critical or<br>of knowledge and skills, **infrequently** |
| 75 %<br>10-14 | 10-14 | 3 | Produces work of an **acceptable**<br>concepts and contexts, with occas<br>to demonstrate **some basic** critica<br>knowledge and skills, requiring su | C<br>unicates **basic understanding** of many<br>ant misunderstandings or gaps. **Begins**<br>thinking. Is often inflexible in the use of<br>miliar classroom situations. |
| 85 %<br>15-23 | 15-18 | 4 | Produces **good quality** work. Cor<br>and contexts with few misunderst<br>critical and creative thinking. **Uses**<br>classroom situations, but requires | B<br>**sic understanding** of most concepts<br>nor gaps. **Often demonstrates** basic<br>d skills with **some flexibility** in familiar<br>miliar situations. |
| | 19-23 | 5 | Produces **generally high-quality**<br>concepts and contexts. **Demonst**<br>sophistication. **Uses** knowledge a<br>and, with support, some unfamilia | icates **reliable understanding** of<br>d creative thinking, sometimes with<br>liar classroom and real-world situations,<br>ations. |
| 95 %<br>24-32 | 24-27<br>24-26<br>90 (A-)<br>27-29<br>95 (A)<br>30-32<br>98 (A+) | | Produces **high-quality**, **occasion**<br>understanding of concepts and co<br>**frequently** with **sophistication**. U<br>classroom and real- world situatio | A<br>work. Communicates **extensive**<br>**strates** critical and creative thinking,<br>and skills in **familiar and unfamiliar**<br>**ndependence** |
| | 28-32 | | Produces **high-quality, frequent**<br>**nuanced** understanding of conce<br>**sophisticated** critical and creativ<br>with **independence** and **expertis**<br>situations. | ork, Communicates **comprehensive**,<br>. **Consistently demonstrates**<br>**uently transfers** knowledge and skills<br>**complex** classroom and real-world |

| | 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 | |

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# Students are saying…

"feedback provided helps on the next assignment because they tell what you will need to improve…"

"I think it gives a better chance for every student to achieve the grade they want, because it gives them a better understanding of what they need to achieve."

"I don't think about the traditional grading scale. My brain has converted over to 0-8 grade scale and proficiency."

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# Parents are saying…

"…a grade of 5 out of 8 is equal to 62%. I often have to remind myself that a grade of 5 is…considered to be proficient."

"…I feel that it teaches students to actually process information rather than just memorizing it."

"Criterion grading has allowed my son to not worry about getting a 100% on his work and instead focus on whether or not he is understanding the concepts."

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# Teachers are saying…

"I was finally able to clearly see my assessments drive my unit…"

"I like the idea that students score based on mode, not mean and where they are today not at beginning."

"It took far longer than simply letting (grade-book) average, but thinking how a student had progressed throughout the course felt so much more like the right way to measure their achievement."

"The biggest successes I saw last year were related to using "trending" grades instead of mathematical averages. Students articulated positive, motivated feelings in response to this. I showed them the differences in the two approaches several times and answered questions around them, and I think most students saw the benefit.  I also was able to create an MYP assessment rubric for daily warmups, so after every 4 or 5 class periods of practicing (usually analyzing maps and/or graphs), we would assess. This allowed me to track progress more concretely." **-7th Grade Geography Teacher**

"One big challenge for me was in seeing all my grades go up to a level that seemed artificially high. I felt like I had students definitely doing less than "C" work, but no grades lower than a C on the report card. Part of that, I'm sure, comes from the adjustment to a new system, but overall I struggled with the way we translated the rubric scores back to traditional letter grades." **-7th Grade Geography Teacher**

**Teachers in general struggled with:**

- *How to handle trends with missing assignments (i.e. 7, 0, 7, 0, 7, 7)...*
- *How to handle work not completed/zeros...*
- *Inputting grades into Synergy so parents and students understood them...*
- *How to formatively assess the design cycle...*
- *The performing arts process journal…*
- *Math with criterion B...*
- *Assessing high school credit bearing courses taught in middle school...*
- *Determining current levels of performance for each criterion per subject area (i.e. the cumulative effect of formative and/or summative assessments, or teachers' professional judgment of what a rubric says and what a student demonstrates)...*

# Time to be Inquirers: