



Today's Agenda

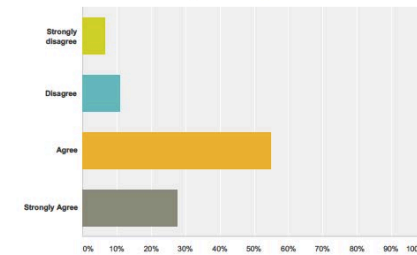
- Advisory Check-In
- Reporting in the Middle School (VC)
- Semester One Exams (G6)
- Home Learning Update
- Next time... Veracross and ?

Advisory Goals

- Deliver a positive start to the day
- Create a sense of community
- Provide key information to students

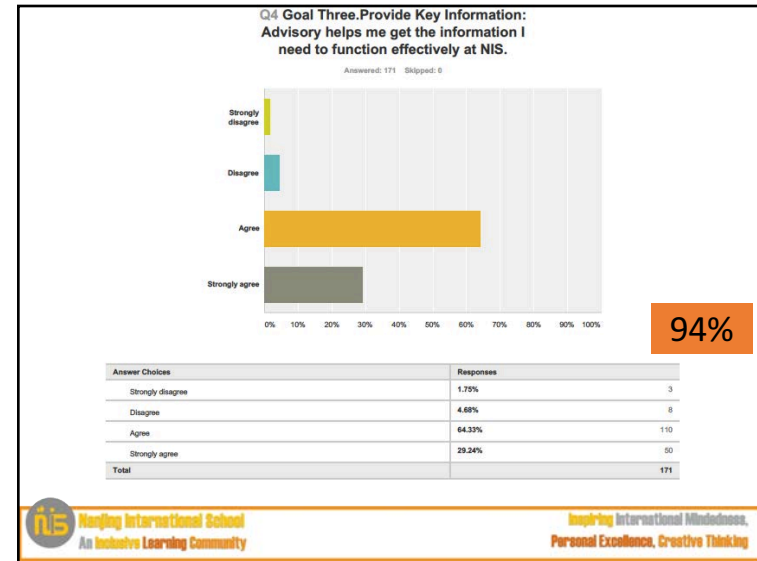
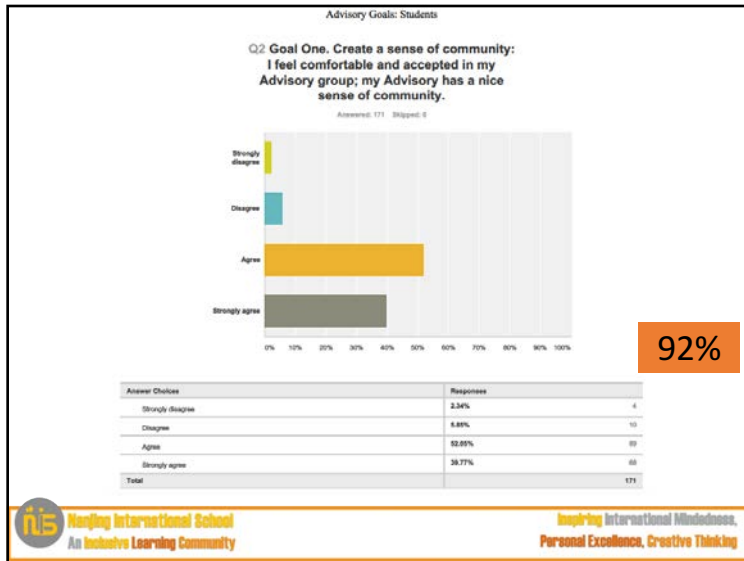
Q3 Goal Two. Deliver a positive start to the school day: In Advisory we enjoy a fun, positive start to the day.

Answered: 171 Skipped: 0



82%

Answer Choices	Responses
Strongly disagree	6.43% 11
Disagree	11.11% 19
Agree	54.97% 94
Strongly Agree	27.49% 47
Total	171



Reporting in the Middle School

- Q1: Approaches to Learning + Advisory Comment
 - Parent-led conferences
 - Three-way conferences
- S1: ATL's + Criteria + Comments from All Courses
 - Three-way conferences-January 25th
 - Student-led conferences-March 29th
 - Invitational Three-way conferences-April 27th
- S2: ATL's + Criteria + Comments from All Courses

NIS Nanjing International School
An Inclusive Learning Community

Inspiring International Mindsets,
Personal Excellence, Creative Thinking

What our parents say...

- We need more timely information about our child's performance to:
 - Better support our children by understanding specific strengths and weaknesses
 - Have better conversations with our kids about what's going in at school
 - Understand how assessment works
 - Ask better questions at conferences and in meetings

NIS Nanjing International School
An Inclusive Learning Community

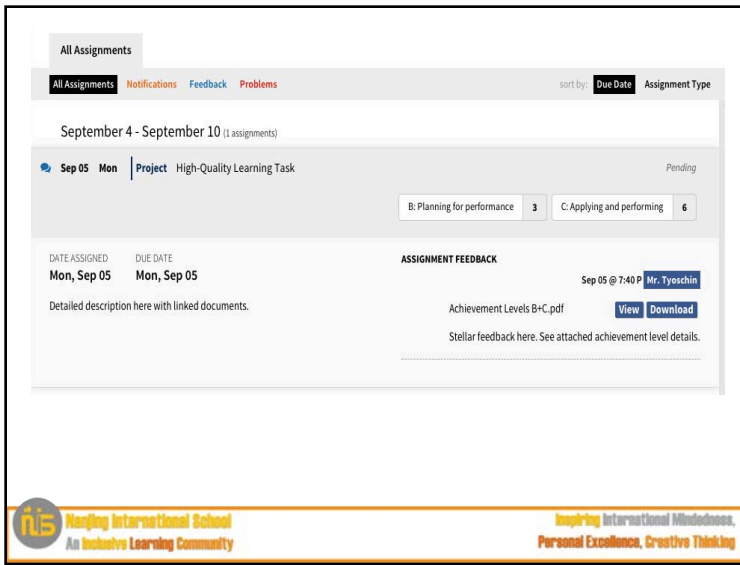
Inspiring International Mindsets,
Personal Excellence, Creative Thinking

What research says...

- 86% of students report “OLGB gave me a clearer understanding about my status in my courses.” (Schrand, 2010)
- Increase in rates of communication, quality of communication (specific questions), rates of assignments in on-time, and levels of student responsibility. (Mathern, 2009)
- Students that checked grades online had “higher academic self-efficacy.” (Lowell, 2010)
- **OLGB can shift the focus of students and parents from formative feedback and learning to simply marks. (Dylan William)**

Grade 6 Reporting Prototype Goals

- Richer, criterion-focused conversations
- A deeper understanding of the criteria and strands
- A deeper understanding of what a “grade” really is (and isn’t)
- **Learning!**



The screenshot shows a user interface for assignments. At the top, there are tabs for 'All Assignments', 'Notifications', 'Feedback', and 'Problems'. Below this, the date range 'September 4 - September 10' is shown with '(1 assignments)'. A specific assignment is selected for 'Sep 05 Mon' under the category 'Project High-Quality Learning Task'. The assignment title is 'B: Planning for performance' with a count of 3. Below the title, there are fields for 'DATE ASSIGNED' (Mon, Sep 05) and 'DUE DATE' (Mon, Sep 05). An 'ASSIGNMENT FEEDBACK' section shows a timestamp 'Sep 05 @ 7:40 P' by 'Mr. Tyoschin'. There are links for 'View' and 'Download' for a file named 'Achievement Levels B+C.pdf'. A note says 'Stellar feedback here. See attached achievement level details.'

Criterion B: Planning for performance

Maximum: 8
At the end of year 3, students should be able to:
i. design and explain a plan for improving physical performance and health
ii. explain the effectiveness of a plan based on the outcome.

Achievement level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. outlines a plan for improving physical performance and health ii. states the effectiveness of a plan based on the outcome.
3-4	The student: i. constructs and outlines a plan for improving physical performance and health ii. outlines the effectiveness of a plan based on the outcome.
5-6	The student: i. constructs and explains a plan for improving physical performance and health ii. describes the effectiveness of a plan based on the outcome.
7-8	The student: i. designs and explains a plan for improving physical performance and health ii. explains the effectiveness of a plan based on the outcome.

Head of Middle School - Grades 6-9
Kasson Bratton

Grade Boundaries

Awards

Grade Level Overviews

Parent Access to Teacher Planning and Curriculum Documents

Subjects

In the Middle Years Programme, students study subjects in eight areas:

- Languages A (English A, Mandarin A, Korean A, German A) [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Languages B (English B, Mandarin B, French B, Spanish B) [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Humanities [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Science [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Mathematics [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Design (Computer Design, Product Design, Media Design) [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Arts (Visual Arts, Drama, Music) [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)
- Physical Education [G6-7Criteria](#) ; [G8Criteria](#) ; [G9-10Criteria](#)

Assessment

nis Nanjing International School
An Inclusive Learning Community

Inspiring International Mindedness,
Personal Excellence, Creative Thinking

How helpful was having your individual assignment marks available on Veracross this semester?
Answered: 42 Skipped: 0

Survey Data: Students

nis Nanjing International School
An Inclusive Learning Community

Inspiring International Mindedness,
Personal Excellence, Creative Thinking

How helpful was having your child's individual assignment marks available on Veracross this semester?
Answered: 11 Skipped: 0

Survey Data: Parents

nis Nanjing International School
An Inclusive Learning Community

Inspiring International Mindedness,
Personal Excellence, Creative Thinking

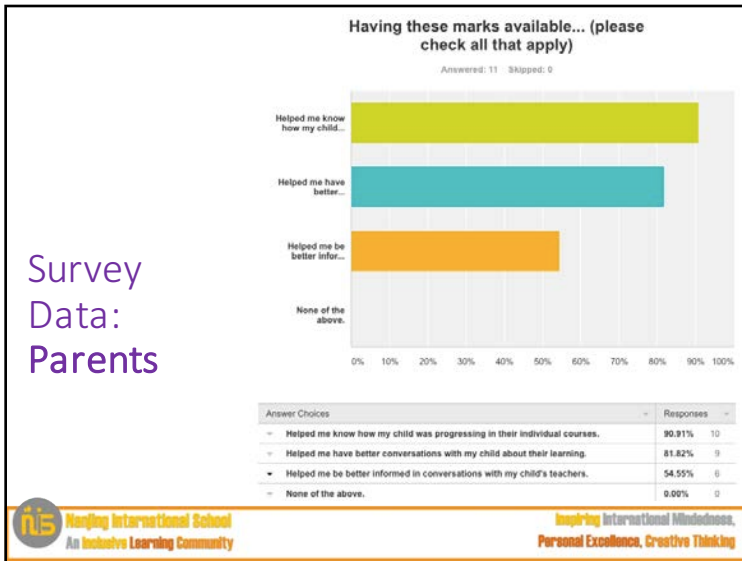
Having these marks available... (please check all that apply)
Answered: 42 Skipped: 0

Survey Data: Students

Answer Choices	Responses
Helped me know how I was progressing in my individual courses.	76.19% 32
Helped me have better conversations with my parents about my learning.	30.95% 13
Helped me have better conversations with my teachers.	23.81% 10
None of the above.	7.14% 3
Total Respondents: 42	

nis Nanjing International School
An Inclusive Learning Community

Inspiring International Mindedness,
Personal Excellence, Creative Thinking

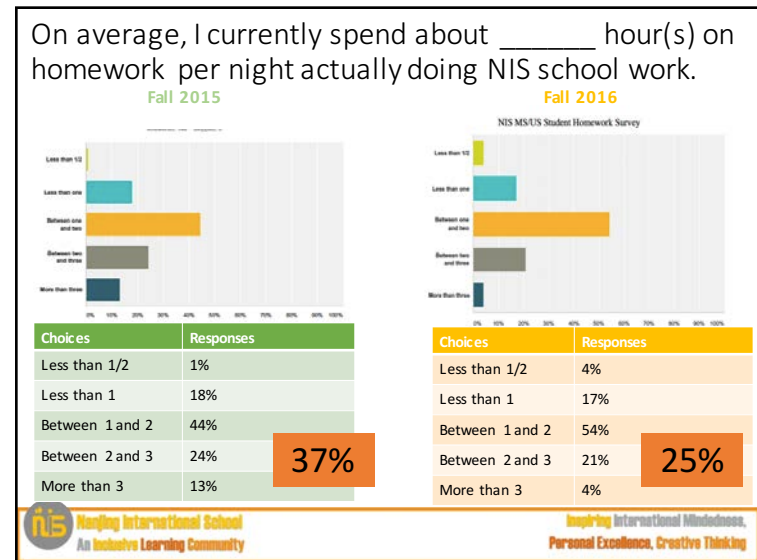
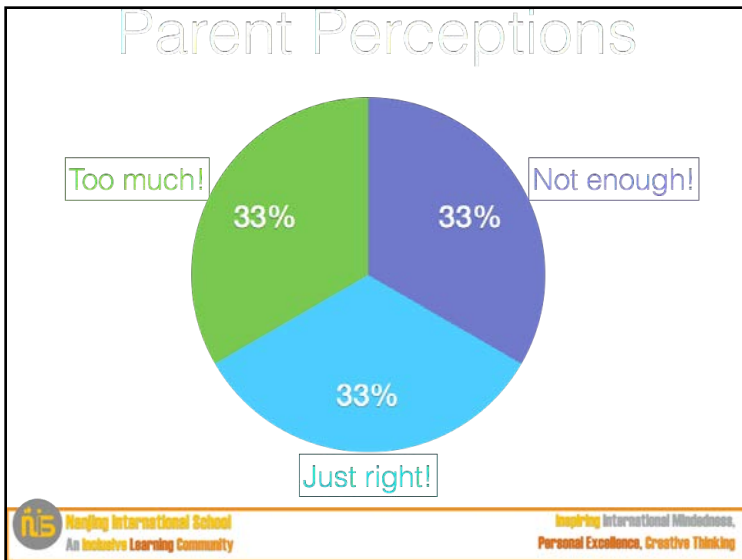


What parents need to know...

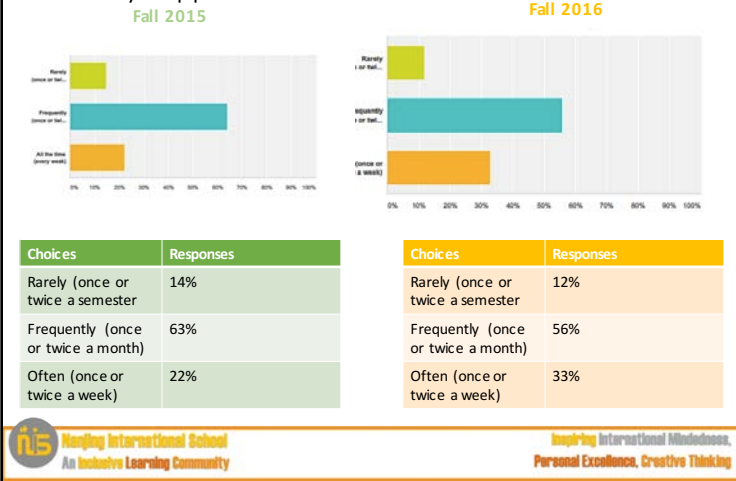
- Focus on the Criterion, not the number
- Feedback comes first
- Not all assignments are criterion-marked
- Every class is different
- Remember the goals...
- This is new for us... and more to come.

nis Nanjing International School
An Inclusive Learning Community

Inspiring International Mindsets,
Personal Excellence, Creative Thinking



Having more than one major assignment due on the same day happens:



Why have exams at all?

1. Because we had to take them when we were kids!
2. Teachers love marking them!
3. The more tests we give, the better our school is?
4. Other schools do it, so we should too...

Why have exams at all?

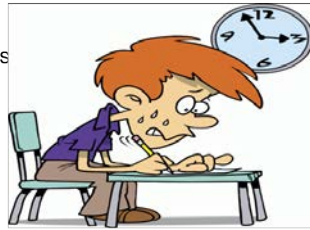
1. Benefit of the “spacing effect” - studying something a second time can help to bring learning into **long-term memory** (Kornell, 2010)
2. Formalized opportunity for students review material from over a longer period of time, think critically about what they have studied, review hard-to-grasp topics, discuss subject matter with classmates and instructors — **all of which enhance learning**
3. A skill set for Diploma and Uni/College

Exams at NIS

- **Grade 12's** sit 24 hours of cumulative exams... **Why?**
- **Grades 11, 10, and 9** sit comprehensive semester exams. *Scores are not weighted or averaged.* **Why?**
- **Grades 6-8** take summative assessments under simulated exam conditions during exam week. *Scores are not weighted or averaged.* **Why?**

The “Cons”

- Exam week and review interrupts learning
- Teachers are held to fixed dates and times
- Summative vs. Formative
- Creates a “bottleneck”
- Exams create stress for all
- Practice x 12?



Source: wordpress.com

The Grade 6 S1 Exam Prototype

The “What?”

- Assessment SLO's and goals remain
- Formal “exams” replaced by a robust **Interdisciplinary unit** implemented by G.6 Team
- During exam week
- Scored and reported

The “Why?”

- More authentic application of knowledge and skills
- Connects learning across disciplines
- Less stress, more thinking!

Advisory

Reporting

Today

Home Learning

Exams



Inspiring

International Mindedness
Personal Excellence
Creative Thinking