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- Averages about 1,000 words of narrative comments
- 45 Approaches to Learning levels displayed
- 36 Criteria (4 per subject)
- 9 (or 10) Subject-specific achievement levels
- Advisory comment on Service and ASA/Sports
- Given twice per year (plus Q1 ATL/Advisory report)

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## Reporting at NIS...

- Five Parent-conferences (Aug, Oct, Jan, March, April)
- Q1 Progress Report (Approaches to Learning/ADV)
- S1 and S2 Comprehensive Reports
- Meetings with teachers + Heads of sections + GC
- E-mail notifications
- Informal conversations
- Summative assessments via Veracross\*

## Approaches to Learning (ATL's)

- Transdisciplinary Skills
- Clusters: Thinking, Research, Communication, Social, Self-Management
- **The skills students need to engage in the type of learning we\* want to see!**
- Now reported in Q1, S1, and S2 (Not Transcript...yet)
- Over 100 skills provided by the IB MYP!

### Top 10 skills

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity



Source: Future of Jobs Report, World Economic Forum



## Social Skills

### Collaboration

- listen actively
- use appropriate language in relevant settings (ie greetings, manners)
- manage and resolve conflict and work collaboratively in teams
- show open-mindedness and caring related to other cultures

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	Subject specific skills, knowledge, understandings	Thinking Skills	Research Skills	Communication Skills	Social Skills	Self-Management Skills
9 English A						
9 Korean A						
9 Chemistry						
9 Biology						
9 Mathematics Extension						
9 Art						
9 Music						
9 Physical Education						
9 Humanities						
<div> <div>Exceeding</div> <div>Meeting</div> <div>Sometimes</div> <div>Rarely</div> <div>P</div> <div>N/A</div> </div>						

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### SKILLS

**Research:** formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings

**Thinking:** acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, seeing other points of view, metacognition

**Communication:** listening, speaking, reading, writing, viewing, presenting, non-verbal communication

**Social:** accepting responsibility, respecting others, co-operating, resolving conflict, group decision making, adopting a variety of group roles

**Self-Management:** Gross and fine motor skills, spatial awareness, organization, time management, safety, healthy life style, codes of behaviour, informed choices

### Grading Criteria

**R = Rarely Meeting:** The student is rarely meeting subject specific criteria and transdisciplinary skills.

**S = Sometimes Meeting:** The student is progressing and sometimes meets subject specific criteria and transdisciplinary skills.

**M = Meeting:** The student is developing as expected and meets subject specific criteria and transdisciplinary skills.

**E = Exceeding:** The student has developed well and is exceeding subject specific criteria and transdisciplinary skills. This student is working above and beyond grade level expectations.

**P = Pass:** Pass on a modified programme.

We believe your child is an individual. We believe each child develops at their own pace and that rates of progress differ. We encourage discussion of this report with the appropriate teacher.

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### What are marks in the MYP @ NIS?

- **Feedback!**

- Criterion scores on assignments... (2 per Sem., per Criterion, per class)
- Become 4 achievement levels per class (1 per Criterion)
- Become an overall achievement level (mark) per class (1-7)-Transcript

### What are marks in the MYP @ NIS?

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### Criterion Scores on Assignments...

- Language A Example...
- 4 Criteria:
  - Analysis
  - Organization
  - Producing Text (style, imagination, detail)
  - Using Language (grammar, spelling, punctuation)

## Language A, Criteria A: Analysis G.8

Achievement level	Level descriptor	Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts</li> <li>provides minimal identification and explanation of the effects of the creator's choices on an audience</li> <li>weakly justifies opinions and ideas with examples or explanations; uses little or no terminology</li> <li>interprets few similarities and differences in features within and between genres and texts</li> </ul>	3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts</li> <li>provides substantial identification and explanation of the effects of the creator's choices on an audience</li> <li>sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>competently compares similarities and differences in features within and between genres and texts</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts</li> <li>provides adequate identification and explanation of the effects of the creator's choices on an audience</li> <li>justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</li> <li>interprets some similarities and differences in features within and between genres and texts</li> </ul>	7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>provides persuasive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly</li> <li>provides persuasive identification and explanation of the effects of the creator's choices on an audience</li> <li>gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</li> <li>persuasively compares and contrasts features within and between genres and texts</li> </ul>

## What are marks in the MYP @ NIS?

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## Achievement levels per criterion

### Best fit...

Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8

## Barack

Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8

A: 6, B:4, C:6, D:6



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## Donald

Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8

A: 3, B:2, C:3, D:4



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## Elizabeth

Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8

A: 6, B:6, C:3, D:5



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## Hillary

Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8

A: 8, B:7, C:4, D:7



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## Elizabeth

A: 6

B: 6

C: 3

D: 5

Total=20

Criteria	Global Achievement				Level Achieved
	1-2	3-4	5-6	7-8	
Criterion A: Analyzing	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	6
Criterion B: Organizing	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	6
Criterion C: Evaluating	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	3
Criterion D: Using Language	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	Students identify and explain the content of the text, using appropriate evidence to support their analysis.	5



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## Subject-Specific Achievement Levels:

### MYP/DP Final Grades Scale

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Weak

## Overall Achievement levels...

- Elizabeth has a 20 overall mark in English A
- $20 \div 5 = 4$  overall achievement level
- Which means...

**MYP general grade descriptor**

To assess an achievement level for each student, teachers will together the student's final achievement level in each of the subject areas.

Teachers, using the MYP 1-7 scale, should use the grade descriptor guidelines that follow to determine the grade level and then the MYP. The table provides a means of assessing the student's level and the grade based on a scale of 1-7.

Grade	Bandwidth (range)	Description
1	1-2	Produces work of poor quality. Shows very limited understanding of concepts and contexts. The work demonstrates a lack of understanding and/or lack of knowledge and skills. Shows very limited understanding of concepts and contexts.
2	3-4	Produces work of limited quality. Shows limited understanding of concepts and contexts. The work demonstrates a limited understanding and/or limited knowledge and skills. Shows limited understanding of concepts and contexts.
3	5-6	Produces work of moderate quality. Shows moderate understanding of concepts and contexts. The work demonstrates a moderate understanding and/or moderate knowledge and skills. Shows moderate understanding of concepts and contexts.
4	7-8	Produces work of good quality. Shows good understanding of concepts and contexts. The work demonstrates a good understanding and/or good knowledge and skills. Shows good understanding of concepts and contexts.
5	9-10	Produces generally high-quality work. Shows secure 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.
6	11-12	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.
7	13-14	Produces high-quality, innovative work. Communicates comprehensive 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.

5	19-23	Produces generally high-quality work. Communicates secure 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.
6	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.

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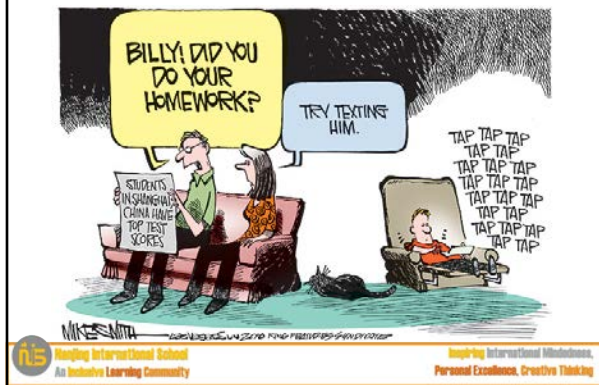
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### What about between reports?




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### What our parents have said...

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

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### 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)-Not the goal!

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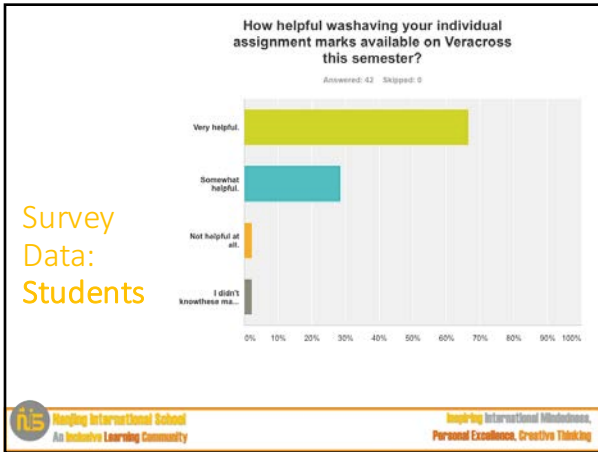
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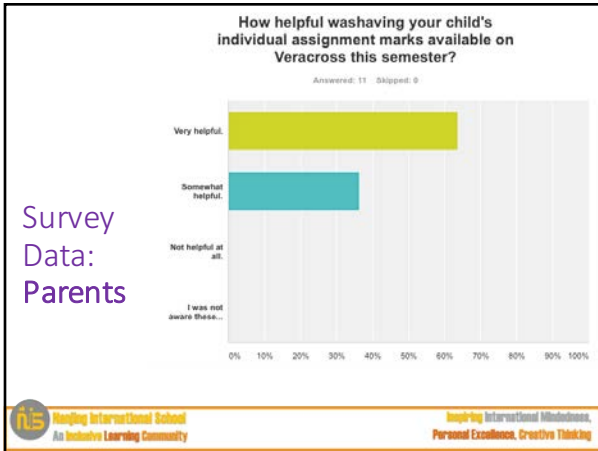
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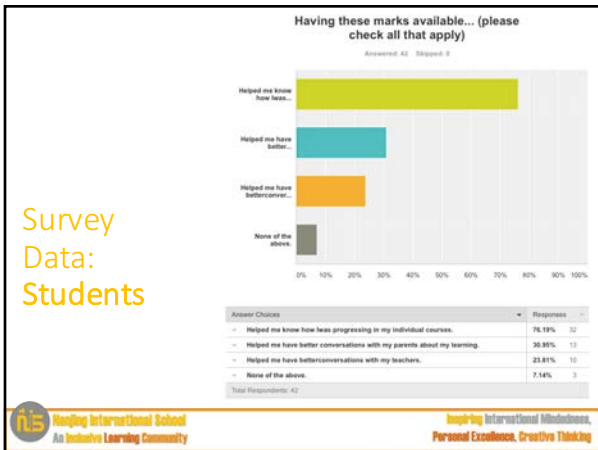
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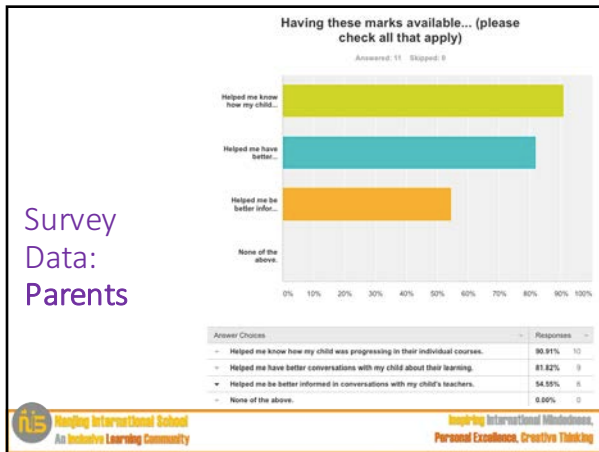
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### What parents need to know...

- Focus on the Criteria, not the number
- Feedback comes first
- Not all assignments are criterion-marked
- Every class is different
- This is new for us...
- Ask questions!

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### On the Horizon:

- Friday, Feb 17: Awards Assembly: 8:00am in the PAC
- Saturday, Feb 18: TEDx @ NIS: From 5pm in the PAC
- Friday, Feb 24: Student Council Talent Show
- Tuesday, March 7<sup>th</sup>: PP Exhibition Evening
- Friday, March 10<sup>th</sup>: ACAMIS @ NIS
- Wednesday, March 29<sup>th</sup>: SLC's
- Week 29: Parent Coffee focused on next year's Grade 6 and 7

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