

Grade Reporting Guidelines – Revised August 2022

Overview:

The following guidelines apply to grade reporting on Managebac for all teachers, PreKG – Grade 12. Grade reports are prepared each mid and end of semester. In addition to providing numerical and letter assessment values, teachers are responsible for providing narrative reports for each student in their class.

All grades:

To complete your mid-semester report entry for each student, go to:

Managebac>Class>Gradebook>Term Grades

Scales:

The following assessment scales are used at IAS for grade reporting at the various grade levels:

E – U Scale:

- E – Excellent
- S – Satisfactory
- I – Improvement needed
- U – Unsatisfactory

All grades for all classes are recorded as a number and not a letter.

HSDP Grade Scale HSDP relevant percentage

6.0 – A+	98 – 100
5.0 – A	90 – 97
4.5 – B+	87 – 89
4.0 – B	80 – 86
3.5 – C+	77 – 79
3.0 – C	70 – 76
2.5 – D+	67 – 69
2.0 – D	60 – 66
1.0 – F	< 60

IB Scale (Predicted Grades)

1 (lowest) – 7 (highest)

**IB Teachers refer to their Subject Guides and the official IB Grade Descriptors for determination of their IB Predicted Grades*

Lower Elementary School (PreKG)

PreKG only require comments to be recorded by the Homeroom Teacher without any other grading.

Homeroom Teacher comments should be recorded in the Homeroom Teacher section which can be found in the sidebar on the left-hand side below the dashboard.

Mid-Semester 1 comments should be dated **November 2021** and end of semester 1 comments should be dated **January 2022**. Mid-Semester 2 comments should be dated **April 2022**. New comments written at the end of Semester 1 should go **above** the previous comment.

There is an additional drop-down field 'Assessment' to be completed for all students in all subjects regarding their assessment. This can be found among the options next to the term average

Students that are Level 1 have Individual Needs and/or are English Language Learners (ELL) and are following a modified curriculum.

Students that are Level 2 follow the standard school curriculum for every subject.

Lower Elementary School (KG – Grade 3)

Subject teachers

Subject teachers do not put anything in the 'Grade' box. It will not appear on the report.

Subject teachers choose a value from E to U for each assessment category. Comments are not necessary as the Homeroom Teacher will prepare the overall comment.

Homeroom teachers

Homeroom Teacher comments should be recorded in the Homeroom Teacher section which can be found in the sidebar on the left-hand side.

Mid-Semester 1 comments should be dated **November 2021** and end of semester 1 comments should be dated **January 2022**. Mid-Semester 2 comments should be dated **April 2022**. New comments written at the end of Semester 1 should go above the previous comment.

There is an additional drop-down field 'Assessment' to be completed for all students in all subjects regarding their assessment. This can be found among the options next to the term average

Students that are Level 1 have Individual Needs and/or are English Language Learners (ELL) and are following a modified curriculum.

Students that are Level 2 follow the standard school curriculum for every subject.

Upper Elementary & Lower High School (Grades 4-10)

Homeroom Teacher comments should be recorded in the Homeroom Teacher section which can be found in the sidebar on the left-hand side. (Grade 4 only)

Subject Teachers record the student's term grade as a number on the 1 - 6 HSDP scale in the 'Grade' box. Subject Teachers complete each assessment category as it applies to their subject. Mark N/A for those categories not qualitatively or quantitatively assessed. All students that have N/A for a grade should also have a short comment as explanation.

There is an additional drop-down field 'Assessment' to be completed for all students in all subjects regarding their assessment. This can be found among the options next to the term average.

The Term Average will not appear on the report.

From August 2022, the format of the Mid-semester 1 report will change slightly.

- Subject teachers will be required to complete the Grade, Working Independently, Participation, Organization and assessment sections
 - o Exceptions to this rule includes students that have a D, F or N/A grade for the subject
 - o Students for whom you have subject specific information to share.
- Homeroom teachers will be required to prepare a homeroom comment for each student in their homeroom. This should be a collaborative process between both homeroom teachers resulting from observations in class, during trips, during homeroom lessons and from Managebac notes if applicable

For the End-semester 1 and mid-semester 2 report, the guidelines below apply:

Subject Teachers input narrative comments for each subject they teach. This comment should identify some of the student's strengths and weaknesses and indicate what the student can focus on for the next grading period. See the complete guidelines for **Narrative Reporting** below.

Pertinent Homeroom Teacher comments should be added as part of the subject comment.

Mid-Semester 1 comments should be dated **November 2021** and end of semester 1 comments should be dated **January 2022**. Mid-Semester 2 comments should be dated **April 2022**. New comments written at the end of Semester 1 should go **above** the previous comment.

Students that are Level 1 have Individual Needs and/or are English Language Learners (ELL) and are following a modified curriculum.

Students that are Level 2 follow the standard school curriculum for every subject.

Narrative Reporting:

The purpose of narrative reporting is to provide an accurate and personalized account of a student's progress in each individual subject. It is not a place for a summary of recent learning. Subject Teachers should adhere to the following guidelines:

- Write in complete sentences.

- Briefly explain what were the main assessments upon which the term grade was based on
- Provide a meaningful account of the student's productivity, attitude, skills and observed study habits
- Refer to the student's skill levels in terms of Bloom's Taxonomy (higher/lower order thinking skills.... complex vs. simple)
- Attest to the student's strengths and aptitudes
- Attest to the student's deficiencies or areas in need of attention/improvement
- Highlight missing assignment submissions
- Set meaningful targets for the student
- Accent the positive in each student

If a student is failing or close to failing:

- Refer to previous MB notes, reports, emails etc.
- Identify specific solutions. 'work harder', 'be more organized', 'do more independent work' are vague and rather meaningless
- Identify how many tasks/assignments have not been submitted if applicable
- Specifically state that a parent meeting is a requirement.

Sample comments:

Good student example: This mid-semester grade is based on homework, participation, quizzes and one writing project. There was no test given during this half of the semester. Student X continues to excel in 5th Grade English. She is a strong reader and writer. She has had nothing but success in comprehending the novel and the tough vocabulary within it. She is also a very conscientious student.

Struggling student example: This mid-semester grade is based on homework, participation, quizzes, and one writing project. There was no test given during this half of the semester. A month before this report I expressed concern about Student Y's academic performance in English class on Managebac. Unfortunately, despite that warning and my messages to Student Y asking for assignments, his assessment scores, poor organization with assignments, and low effort on the assignments he does submit have resulted in a 1 for the mid-semester 2 grade. In-class Student Y is eager to participate however 5th Grade English is about more than participating. In the second half of this semester, we will be writing an essay and having a test about the novel. Both of those assessments require a good understanding of the events in the novel we have been reading. So far, his answers on assignments/assessments related to the novel have shown a minimal understanding of it. I encourage him to spend his free time actively reading and taking notes about characters and events in the novel.

Alternate for struggling student: Student Y is engaged and follows along however often times he requires additional explanations and clarifications which most of his peers do not need. Unfortunately, due to the transition to VLE (Virtual Learning Environment), he has not been able to upload homework assignments to Managebac. I have worked with him on this issue and I hope that by the end of semester 1 he will have everything uploaded and his grade will be different. I have noticed influences from Polish when he writes in English. I hope he spends time reading and/or listening to English books so he can be exposed to vocabulary and various grammar structures. Parent presence is requested at the parent- teacher meetings.

Sample Student Grade Report: G4- G10

 Istanbul, Zeynep	4.5 Final Grade	
Grade 4.5 Term Average: 87.30% - 4.5		
Working Independently E	Collaboration/ Participation E	Organisation S
Assessment level 2		
B I S U — ≡ ≡ ↔ ≡ ↗ ↔ November 2020 This mid-semester grade is based on homework, participation, quizzes and one writing project. There was no test given during this half of the semester. Zeynep continues to excel in 5th Grade English. She is a strong reader and writer. She has had nothing but success in comprehending the novel and the tough vocabulary within it. She is also a very conscientious student.		

IB & HSDP Grades (Grades 11-12)

HSDP students only require a HSDP grade that will be recorded using the HSDP dropdown option. The Grade box should be left blank for them. Comments for HSDP students should follow the same narrative structure as for IB students (see **Narrative Reporting** below).

Sample HSDP Student Grade Report:

Student Term Average Grade Exam Grade Participation HSDP Reflection Research skills GPA

Comments

NC Cole, Nat (King) 30.00% 3 A 2.5 2 2 N/A

Mid-semester 1 11/2019
Nat is a young loner on a crusade to champion the cause of the innocent. The helpless. The powerless in a world of criminals who operate above the law. The mate was a mighty sailin' man the Skipper brave and sure. Five passengers set sail that day for a three-hour tour a three-hour tour! But they got different strokes.

All IB students receive an IB predicted Grade on the 1 - 7 scale (recorded in the 'Grade' box) and a HSDP grade on the 1 - 6 scale (recorded using the dropdown option).

IB Teachers are to consult with the official IB Grade Descriptors Guide (both for their own subject and globally) prior completion of the student's Predicted Grade. Predicted Grades are calculated based on the official grade boundaries as updated on Managebac and in accord with the student's submitted assessments in both practice and mastery categories. There may be a variance between the Term Average and what you award as Predicted Grade. However, if this is so, you are to qualify it in the comment and in any discussion that may arise.

Teachers are to refrain from awarding a PG subjectively. Teachers are also cautioned against awarding 7s as we have previously found this can lead to excess stress and is detrimental to performance.

Exam Grade is reserved for end of year/semester exam scores.

Sample IB Student Grade Report:

Student	Term Average	Grade	Exam Grade	Participation	HSDP	Reflection	Research skills	GPA
Comments								
JS Smith, John	40.00% 4	4		A	3	3	2	N/A
(3) mid-semester 1 11/2019 NAME is a young loner on a crusade to champion the cause of the innocent. The helpless. The powerless in a world of criminals who operate above the law. The mate was a mighty <u>sailin'</u> man the Skipper brave and sure. Five passengers set sail that day for a three-hour tour a three-hour tour! But they got different strokes.								

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- Identify how many tasks/assignments have not been submitted if applicable
- Specifically state that a parent meeting is a requirement.

Please follow this format for reporting on IB students:

5, end-semester 1, 01/2022

The latter half of the semester has been characterized by an increased attention to detail. However, there does remain a tendency to stray into associated areas that hampers coherence

and detail. Where attendance in the first-half semester was found wanting, there has been great effort made to correct this.

Teachers are not to overwrite their mid-semester comments when completing their end of semester comments. Rather, end of semester comments are to be added into the field after the mid-semester comments to reflect the student's progress throughout the term.

Additional Rubrics:

- Participation
- Reflection
- Research skills

The right-hand menu in each rubric contains helpful criteria.

Participation: consider how the student helps in creating an ambient classroom. Ever had a student who contributes too much too often too fast without thinking? Poor participation.

Reflection: not necessarily something written. Reflection can take many forms, including a discussion after a particular material/unit was studied, probing out new areas of investigation/exploration. Writing up results of experiments is reflection, as is pointing to difficulties. Proposals of further/next stage study are reflection, as well as making links to other parts of the programme. Think creatively. Teachers may find pointers within IB subject guides and TSM materials.

Research skills: should be understood broadly - what additional (i.e. non-teaching materials) does the student need to consult to arrive at a conclusion/perspective.

Other rubrics: e.g. Paper 1 etc, are present as a space where teachers can maintain a visual reference to summative records. They do not show up on reports.

IB and HSDP Equivalencies:

The following chart shows relevant equivalencies across the IB and HSDP grading models. However, teachers may use adjusted grading rubrics for their HSDP students to reflect student production throughout the academic year in addition to their marks on exams, papers and internal assessments.

IB Scale:	HSDP Scale
7	6.0 – A+
6	5.0 – A
5	4.5 – B+
	4.0 – B
4	3.5 – C+
	3.0 – C
3	2.5 – D+
	2.0 – D
2	1.0 – F
1	1.0 – F