

Understanding IB Assessments

The IB Curriculum

The IB Curriculum Model that is used by all IB World Schools includes Language A (English), Language B (world language), Humanities (history/social studies), Sciences, Math, PE, Arts (visual or musical), and Design Technology. Every course that IB students take at Moody is an IBMYP class, and in order to maintain consistency and high standards around the world, IB has standardized the objectives and assessment criteria within each subject. This means that a Language A class at Moody uses the same assessment criteria as a Language A class in Singapore, even if the primary language taught is different.

Course Flexibility

Recognizing that schools must adhere to various national, state and local government decisions in addition to IB requirements, the IBO allows enough flexibility that we select which language is our Language A, which history and science classes we offer, etc. We also determine our own units of study, each with internally-designed assessment tasks that follow designated IB objectives in each subject area.

Scoring with IB Rubrics

During each quarter, most teachers teach between one and three IB units, with inquiry-based assessment tasks that range from homework and classwork to projects and tests. When the directions are given, students receive IB rubrics that are designed to score the students based on predetermined criteria. This helps them know what is expected so they can do their personal best. Most importantly, the students receive their marks based on where their work falls on the rubric's descriptors rather than how they compare to other students in the class. This is why getting a 5 out of 6 is not equivalent to an 83% – IB does not use the same grading system we do, and it avoids percentages altogether. The purpose is to show students and parents how the child is doing currently and to work from there to improve as his/her ability and understanding grows throughout the year.

Understanding Quarterly Assessment Reports

Along with report cards each quarter, students will receive cumulative IB assessment reports from each teacher. These reports are most easily understood in conjunction with the IB assessment rubrics for each task. Ask your student or visit SchoolSpace for the original directions and rubrics/score sheets to see the descriptors of his IB marks. (Note: Each subject area has different objectives and criteria that come from the heart of that subject, and the points available for each criteria can differ.) Note how your child is doing in each class now and with the different criteria that have been assessed. Look for growth through the scores and descriptors from the rubrics rather than considering percentages. As we approach each new quarter's report card distribution, teachers will prepare new reports that include the IB tasks you have already seen and any new IB assessments that were scored during the most recent nine weeks. These will come home with report cards and are yours to keep.

Translating IB Assessments into HCPS Grades

One frequently asked question regarding IB assessment tasks is whether these tasks also count as HCPS scores. In most cases, the answer is yes. We design our units to help the students explore the state-mandated content through inquiries that link to the real-world and other subject areas. That means that the IB assessments do double-duty and can be used to evaluate the students in both realms, which for us are naturally intertwined. Still, a teacher will not count an IB 5 out of 6 as an HCPS 83/C, but will either include a separate HCPS rubric or will adjust the scale to reflect that the student is achieving at one of the highest descriptors available. Depending on the class, the 5/6 could be a 97/A. The teachers of the same subject and grade level coordinate the adjustment of rubrics to maintain consistency for all of our students, regardless of the teacher they have.