Understanding IB Data-How do students earn a score

Matthew Axelrod, DP Coordinator and History Teacher

Understanding data is a tool for greater performance outcomes

Turn to someone near you and discuss:

- How do you use data from IB to inform instructional practices?
- How much (if at all) do you use component data?

What we hope you take away from our presentation

Through greater **understanding** and **use** of IB Assessment Criteria, schools can devise **assessment and grading models** that will lead to **greater student enrollment** AND **greater student performance**

Our Assumptions:

1. The more students who can access the IB Curriculum the better

"A Rigorous High School Curriculum is the single greatest resource that a student brings to higher education and correlates the most with Bachelor's degree attainment."

Clifford Adelman, Senior Research Analyst
US Department of Education
Answers in a Toolbox, *Paths to Degree Completion from High School Through College*

Our Assumptions:

1. The more students who can access the IB Curriculum the better

2. There is no correlation between increased student participation and scores.

3. In order for students and teachers to feel they can tackle the rigor of an IB course, teachers (and coordinators) must understand how the different components interact to produce an IB score of 1-7

4. Teachers must then use this increased understanding component data to create an assessment model that will be predictive of an IB score.

Data to use on IBIS

1. Grade Boundaries (with scaling factors)
2. Candidate Component Grade Report
3. Subject Component Grade Report
4. IB Insight Data on MyIB

Our Example – IB History HL

HOW?

Assessment component	Weighting
External assessment (5 hours)	**80%**
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks)	**20%**
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	**25%**
Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	**35%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Historical investigation** Students are required to complete a historical investigation into a topic of their choice. (25 marks)	**20%**

Subject: HISTORY AMERICAS   **Level:** HL

INTERNAL ASSESSMENT			PAPER ONE			PAPER THREE			PAPER TWO			FINAL SUBJECT %		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	2	1	0	3	1	0	5	1	0	3	1	0	10
2	3	5	2	4	6	2	6	11	2	4	7	2	11	23
3	6	8	3	7	9	3	12	16	3	8	10	3	24	35
4	9	12	4	10	12	4	17	21	4	11	14	4	36	48
5	13	15	5	13	15	5	22	25	5	15	18	5	49	59
6	16	19	6	16	18	6	26	30	6	19	22	6	60	72
7	20	25	7	19	24	7	31	45	7	23	30	7	73	100
Scaling factor = multiply by .8			Scaling factor = multiply by .833334			Scaling factor = multiply by .777778			Scaling factor = multiply by .833334					

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour)	20%
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects	
Four short-answer/structured questions	
Assessment objectives: 1–3	
(25 marks)	
Paper 2 (1 hour 30 minutes)	25%
Routes 1 and 2: Five topics	
Two extended-response questions	
Assessment objectives 1–4	
(40 marks)	
Paper 3 (2 hours 30 minutes)	35%
Three extended-response questions	
Assessment objectives 1–4	
(60 marks)	
Internal assessment	20%
Historical investigation on any area of the syllabus	
Approximately 20 hours	
Assessment objectives 1–4	
(25 marks)	

Grade boundaries

Help

Print

Subject: HIST. AMERICAS - ARAB-ISRAELI   **Level:** HL

| INTERNAL ASSESSMENT			PAPER ONE			PAPER THREE			PAPER TWO			FINAL SUBJECT %		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	3	1	0	2	1	0	5	1	0	4	1	0	9
2	4	7	2	3	4	2	6	11	2	5	9	2	10	21
3	8	9	3	5	7	3	12	16	3	10	11	3	22	29
4	10	12	4	8	10	4	17	22	4	12	15	4	30	40
5	13	15	5	11	14	5	23	29	5	16	20	5	41	53
6	16	18	6	15	17	6	30	35	6	21	24	6	54	63
7	19	25	7	18	25	7	36	60	7	25	40	7	64	100
Scaling factor = multiply by .8			Scaling factor = multiply by .8			Scaling factor = multiply by .583334			Scaling factor = multiply by .625					

Old History Model (Pre 2017)

	Paper 1	Internal Assessessment	Paper 3	Paper 2	The Scale Factor indicates the value of a Mark - The Higher the Factor the more valueable the Mark		
Marks	25	25	60	40			
Mutiplied by	X	X	X	X			
Scaling Factor	0.8	0.8	0.58333	0.625			
Equals the Scaled Score	20	20	35	25	Sum of the Scaled Scores	100	Is Converted to an out 7 Score

Current History Model

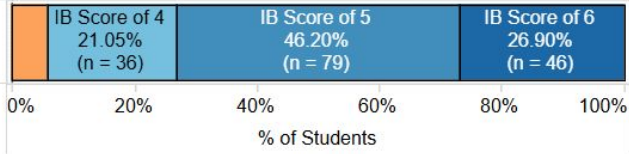|	Paper	Paper	Paper	IA	
Marks	24	30	45	25	
Mulitpled by	X	X	X	X	
Scaling Factor	0.83	0.83	0.77	0.8	
					Sum of Scaled score converts
Equals the Squaled score	20	25	35	20	to 1-7

IB Assessment
Feedback Loop

IB Assessment
Criteria and Components:
How do they fit together
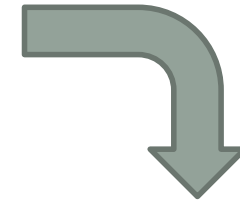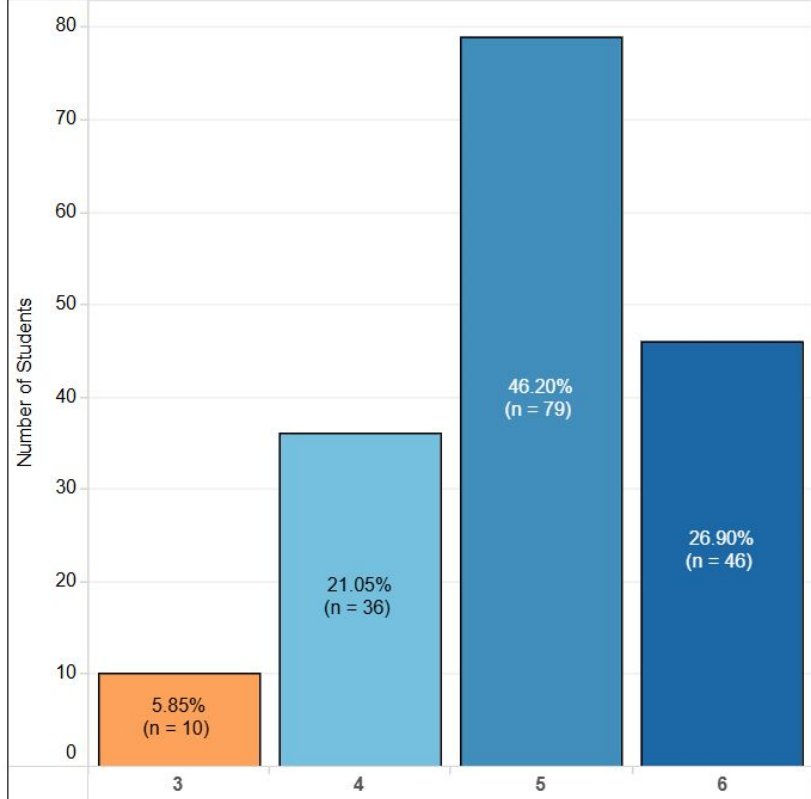
Individual Student Exam Performance
How does a student achieve a score
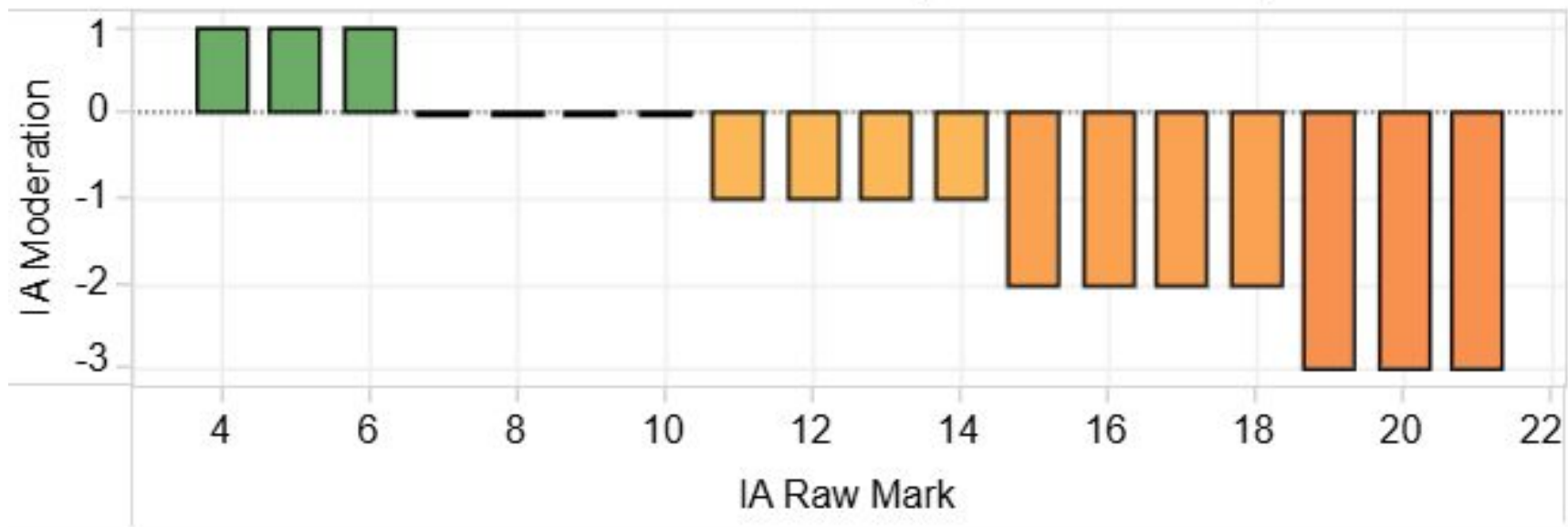
Test Achievement

HISTORY-HL

| | IB Score of 4 21.05% (n = 36) | IB Score of 5 46.20% (n = 79) | IB Score of 6 26.90% (n = 46) |

0%   20%   40%   60%   80%   100%

% of Students

IB Score Distribution

Number of Students

80

70

60

50

40 — 46.20% (n = 79)

30

26.90% (n = 46)

20 — 21.05% (n = 36)

10

5.85% (n = 10)

0

3   4   5   6

HISTORY-HL Internal Assessment Moderation

Hover over a bar to see the moderation for a raw score by school.
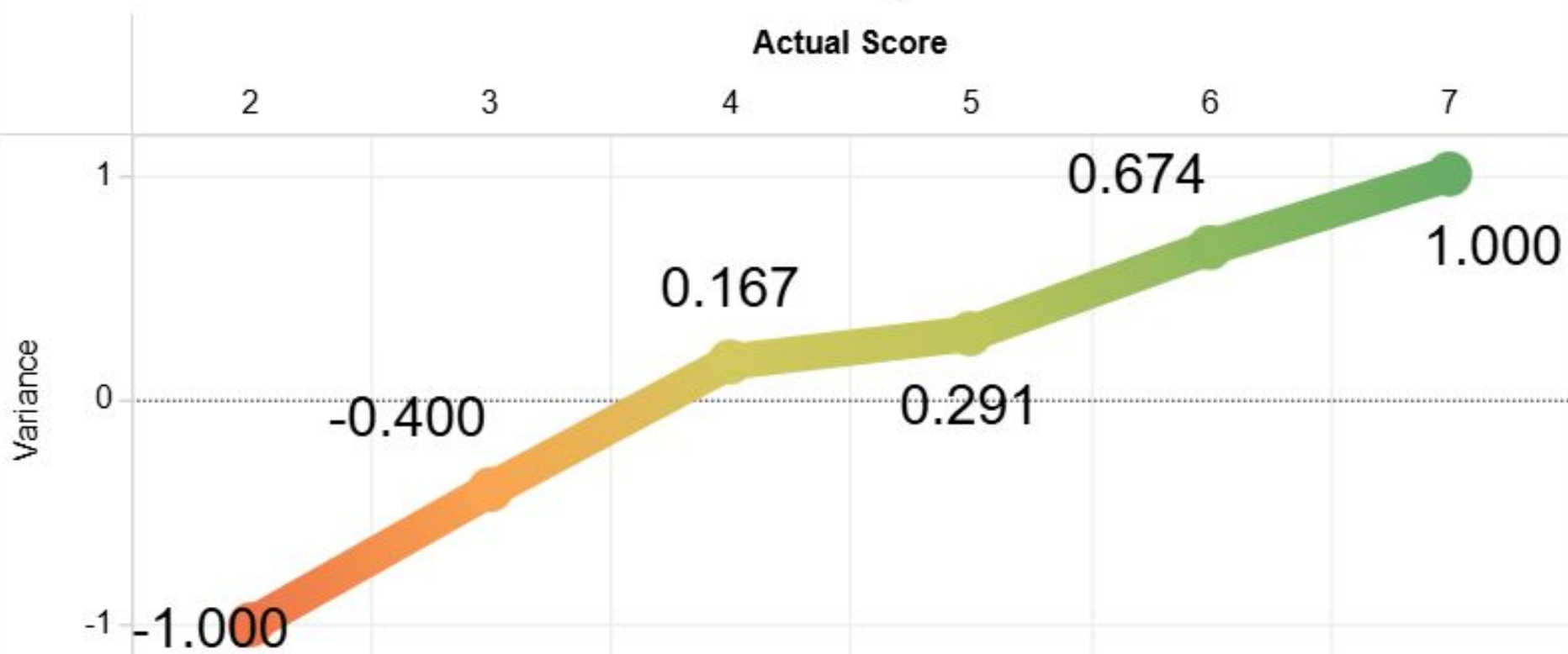
Actual Score Variance by IB Score

Excludes scores of "N"

When a remark might be worth it

1. Need to look at total scaled score on Candidate Component and OVERALL grade boundaries.
2. Students should be no more than 2 marks away.
   a. Possible but unlikely to improve
3. Cost/Benefit analysis