# Understanding IB Data-How do students earn a score

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# 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:

 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:

- The more students who can access the IB Curriculum the better
- 2. There is no correlation between increased student participation and scores.
- 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

- 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?

### First assessment 2020

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour)	20%
Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks)	soft American Agrico
Paper 2 (1 hour 30 minutes)	25%
Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	
Paper 3 (2 hours 30 minutes)	35%
Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	
Internal assessment (20 hours)	20%
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)	

Subject: HISTORY AMERICAS Level: HL

	NTERNAL SESSMEN	TERNAL PAPER ONE		PAPER THREE		PAPER TWO			FINAL SUBJECT %					
Grade	From	То	Grade	From	То	Grade	From	То	Grade	From	То	Grade	From	То
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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
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#### First examinations 2010

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### Old History Model (Pre 2017)

	Paper 1	Internal Assessessment	Paper 3	Paper 2	TI - C -		
Marks	25	25	60	40	December 2		r indicates the The Higher the
Mutiplied by	Х	X	X	Х		he more	valueable the
Scaling Factor	0.8	0.8	0.58333	0.625	102	Mar	к
Equals the Scaled Score	20	20	35	25	Sum of the Scaled Scores	100	Is Converted to an out 7 Score

### **Current History Model**

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

## IB Assessment Feedback Loop

### **IB** Assessment

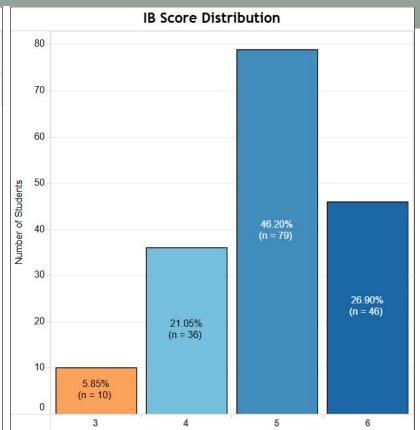
Criteria and Components: How do they fit together



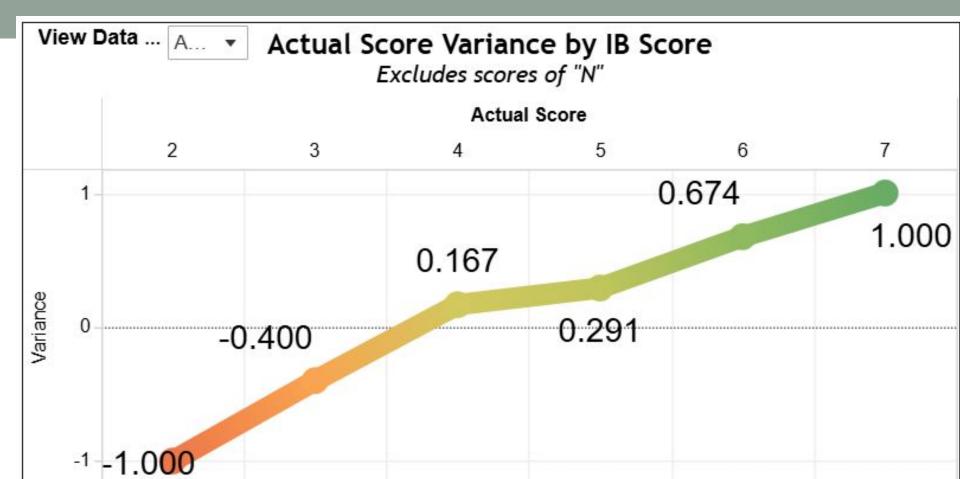
## Individual Student Exam Performance

How does a student achieve a score

	Tes	t Achieveme	ent			
HISTORY-HL		IB Score of 4 21.05% (n = 36)	46.2	ore of 5 20% : 79)	IB Scor 26.9 (n =	0%
	0%	20%	40%	60%	80%	100%
			% of S	tudents		



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## When a remark might be worth it

- 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