



Understanding Grading at OTMS

Information about class grades and semester final marks

To focus on student learning, it is necessary to have a grading policy that is fair, consistent, and meaningful.

The Overland Trail Middle School community believes assessment:

- Informs **progress** of the teaching and learning community
- Provides a clear purpose of continual academic and personal **growth**
- Communicates student **growth** toward content mastery
- Provides descriptive **feedback** that a student can use for **reflection** and **growth**
- Informs teachers as they **plan and modify instruction**

Criterion Related Grading

Rigorous Tasks (Depth of Knowledge)

Authentic Performances of
Understanding

Provides feedback on the learning
process

Improves the teaching process

Learning Opportunities- This is about getting better. This is about being risk-takers.

Formative assessments provide evidence of progress toward mastery of IB-MYP Criterion through student work on learning targets. These are a student's **“Learning Opportunities”**.



What is considered a “learning opportunity”?

Learning Opportunities

(include, but not limited to)

Essays in draft form
Observations
Discussions
Group work
Quizzes
Progress checks

Participation
Exit Slips
Homework
Worksheets
Notes
Paragraphs

Assessment - Designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction

Summative assessments provide evidence of the mastery of IB-MYP Criterion. These are a student's **“Assessments”**



What is considered an “assessment”?

Assessments (include, but not limited to)	
Essays (Final Draft) Projects Tests Quizzes Speeches	Lab reports Presentations Posters Paragraphs

Learning Opportunity and Assessment Marks

T = Turned in

M = Missing

I= Incomplete

0 to 8

“Blank” - the teacher has not yet scored the assignment

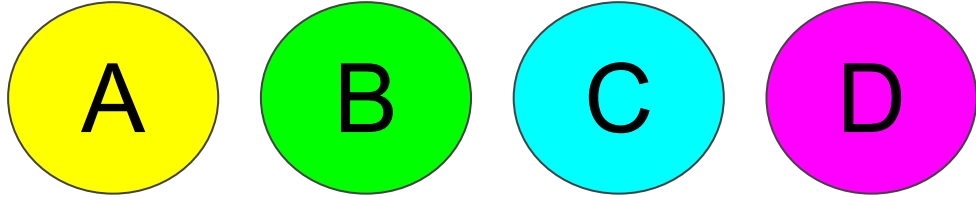
EXC or X= Excused

**All rubrics follow
the same leveled
descriptors:**

IB Rubric Score	Level
0	No Evidence of Performance
1	Limited Performance
2	
3	Adequate Performance
4	
5	Substantial Performance
6	
7	Excellent Performance
8	

Criterion

Each subject in the MYP has four criterion



Since each subject has different learning objectives (or standards from the state or national level), each subject has different criteria.

Each of the criterion communicates “Learning Opportunities” and “Assessment”.

Each content has four Objectives as seen here.

These are used as assessment criteria for MYP grading.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting



How do I understand Infinite
Campus?



How do I know what my child's
final grade is?

Final Marks

Final marks are communicated two times each year:

- The end of first semester
- The end of second semester

These reports will include a student's current levels of achievement in each of the criterion (0-8) that were assessed for each subject, AND a final mark (1-7) in each subject.

This mark combines the assessed criteria and indicates a holistic level of achievement in each subject.

IB-MYP provides a conversion table that takes into account the four criterion for each subject. Teachers add up the final marks in each of these criterion (the 0-8) and then use the conversion table to communicate the student's overall semester final mark (1-7).

What does the conversion table look like for me to understand my child's SEMESTER grade?

Grade	Boundary guidelines**	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
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.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

As we continue to grow...

There might be some classes that were not able to assess all four of the subject criterion this first semester. As a result, we utilized the conversion table below to align with the descriptors of achievement:

Semester Grade	Boundary Line w/ all 4	Boundary Line w/ 3	Boundary Line w/ 2
1	1-5	1-3	1
2	6-9	4-7	2-3
3	10-14	8-10	4-6
4	15-18	11-14	7-8
5	19-23	15-17	9-11
6	24-27	18-21	12-13
7	28-32	22-24	14-16

When logging into Infinite Campus, you can click on “Grades” and see your child’s overall marks for every class. You can also see by individual classes your child’s assignment performance when clicking on the “Schedule” and clicking on the notebook icon for each class.

▼  IB-LNG106-3 LANGUAGE AND LITERATURE 6 - TEACHER NAME



S2

5	
4	
5	
6	
5	

**The 1-7
marks
indicate
qualitative
descriptors
that are
applicable to
all subjects**

5

- 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.

These descriptors can be found in the OTMS Assessment Policy or in the IB's *MYP: from Principles into Practice*

Q & A

Can MYP criteria marks be converted to “traditional” letter grades?

No. MYP numeric marks represent descriptors, not a grade point average. In order to understand what MYP marks mean, it's important to read the descriptors found in the rubrics.

The focus of the MYP is about how the student has grown and his/her performance in the moment of the assessment. Since the goal of MYP is to assess all of the criterion at least two times on the school year, growth will be able to be measured. Therefore, averaging grades over time would not be fair or consistent.

Special Circumstances

There may be individual student circumstances that may influence student final marks.

- **New students** to the building may not see a final mark as teachers have not seen evidence of the students performance to make a fair and professional judgement on where the student is at
- Students who have **many absences** may see a mark of 0 to communicate that there has been little to no performance

Otherwise, students should have a 1-7 final mark, and the descriptor for that mark communicates where the student is currently at.

Questions?

1. Check in with your child
2. Reach out to your child's teacher
3. [Submit a question](#) for the whole staff to process (not student specific)
4. Reach out to our administration

References

“OTMS Assessment Policy.”

<https://drive.google.com/file/d/1RftPrBMJtBEHM2Mx0Vb8rxf70BF2ty8y/view>

Smith, Diane. “MYP: Assessment FAQ1 (What Do MYP Grades Mean?).” *YouTube*, YouTube, 30 July 2015,

www.youtube.com/watch?v=Eoo4aE0jO4A&t=0s&list=PL-FwXOc1KpCt3qeIrINtrQOstZuwi2esN&index=10.

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