

Understanding DP Report Cards



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Reporting Timeline

Gr 11- October (interim)

Gr 11- October PTCs

Gr 11 - December

Gr 11- February & PTCs

Gr 11- June

Gr 12- October (interim)

Gr 12- October PTCs

Gr 12- November (anticipated)

Gr 12- February (anticipated)

Gr 12- May (anticipated)

Gr 12- July (final transcript)

What type of
information can you
get?

Qualitative

Areas for growth
Perceptions/Teacher Observations
Areas of strength
Student Reflections
Student attitudes about learning
Topics being covered in class
How learning is shown
Instructional strategies
Leadership capacity
School climate
Extracurricular enjoyment
Work/Home responsibilities
Partnership development

Quantitative

Attendance
Work habits (participation)
Approaches to Learning
Marks
Trends in marks over time



timoeiliott.com

"When you two have finished arguing your opinions, I actually have data!"

**What was it like
when you got a
report card as a
child?**



Summary

Key things to review:

- work habits
- ATL skills
- teacher comments
- student reflection on progress
- advisor reflection on progress

In DP History, students began by examining the philosophical debates of history, determining if there is a 'true' or unbiased version of events. Students were then tasked with analysing primary and secondary source documents to consider their origin, purpose, content, value, and limitations. The major focus of this term has been an investigation into the causes, practices, and effects of WWI. This has also included an examination of relevant historiography, which is the study of different interpretations of history. The first term has been focused on integrating critical analysis into both verbal and written work.

At this point in the course, marks tend to be lower as students are just developing the necessary skills of evaluation and historical analysis.

Final Grade

Work habits

Meeting expectations (Demonstrating)

Approach to Learning: Communication

Practitioner

Comments:

has had a strong start in history. She is engaged in class, presenting with confidence, and incorporating key details into both her written and verbal assignments. Her work incorporates analysis in effective ways, and she has a great foundational structure to her essay work. As we continue to focus on historical essay-writing next term can improve by ensuring her arguments clearly link back to the question, fully addressing each required element.

Advisor

is a principled student who is demonstrating her ability to adapt to the challenges of DP. Although she started the year worried about how to manage the amount of work required, she is using well her self-management skills. As her advisor, I can only congratulate for this transition to DP, for her commitment and perseverance.



Work habits

Grade	Descriptor
Not yet meeting expectations (Emerging)	The student is seldom demonstrating the following: Responsibility: Attention to detail in all assignments; on time and well prepared for class; enthusiastic contributor with strong work ethic; meets deadlines. Cooperation: Engages thoughtfully and appropriately in class, demonstrates leadership, diplomacy, and respect in interactions with students and teachers. Independence: Self-motivated learner with superior organizational skills and strong time management.
Minimally meeting expectations (Developing)	The student is meeting some of the following expectations, but without consistency: Responsibility: Attention to detail in all assignments; on time and well prepared for class; enthusiastic contributor with strong work ethic; meets deadlines. Cooperation: Engages thoughtfully and appropriately in class, demonstrates leadership, diplomacy, and respect in interactions with students and teachers. Independence: Self-motivated learner with superior organizational skills and strong time management.
Meeting expectations (Demonstrating)	The students is regularly meeting most of the following expectations with some exceptions: Responsibility: Attention to detail in all assignments; on time and well prepared for class; enthusiastic contributor with strong work ethic; meets deadlines. Cooperation: Engages thoughtfully and appropriately in class, demonstrates leadership, diplomacy, and respect in interactions with students and teachers. Independence: Self-motivated learner with superior organizational skills and strong time management.
Exceeding expectations (Mastering)	The student is consistently meeting the following expectations with few or no exceptions: Responsibility: Attention to detail in all assignments; on time and well prepared for class; enthusiastic contributor with strong work ethic; meets deadlines. Cooperation: Engages thoughtfully and appropriately in class, demonstrates leadership, diplomacy, and respect in interactions with students and teachers. Independence: Self-motivated learner with superior organizational skills and strong time management.

Approach to Learning

Grade	Descriptor
Observer	Observes others performing tasks and using the skill. Gains an understanding of how the skill operates and what the distinguishing characteristics of the skill are. Gathers procedural information about the performance of the skill, asks questions to clarify procedure. Errors are frequent. High levels of scaffolding from teacher needed- explanations, training, structural support required. The students is not performing the skill.
Learner	Copies others' performance of the skill. Works through the skill in a step by step fashion, seeks clarification for correctness of performance. Consolidation of learning is occurring through experience. Is very conscious of performing the skill and correcting errors with deliberation. Medium level of scaffolding needed- support is needed in correcting poor performance, answering questions. The students performs the skill only with known content in known contexts.
Practitioner	Can demonstrate the skill on demand. Flexibility of skill use in different contexts is developing. Automaticity is developing. Errors are corrected quickly. Minimal teacher scaffolding required in setting directions, goals and accessible outcomes. The student can perform the skill either in different context or with different content.
Leader	Can perform the skill without thinking through the process first. Can teach others the skill. Automaticity is established. High levels of performance occur. Any errors are corrected automatically. No teacher scaffolding needed. The student can use the skill with unfamiliar content in unfamiliar context.

Grades

• MYP

- Criterion based (out of 8) for A, B, C, D
- June (total out of 7 based on conversion from 32)

IB Points	%	BC Ministry Letter Grade
7	100%	A
6	95%	
5	86%	
4	76%	B
3	66%	C+
2	53%	C-
1	44%	F

• DP

- Total mark out of 45
- Each course mark is out of 7
- Bonus marks (TOK & EE)

ToKEE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The Core

Knowledge application

Active learners

Critical thinking

Abstract thinking

Learner profile qualities

Transfer knowledge

Creative application of interests

Skill acquisition

Interconnections

Independent learning

ATL skills

Diverse perspectives

University level writing

University references & personal statements

Key differentiator of IB from other programs



Critical Factors



Seek & Use
Teacher Advice



Stay on top of
Deadlines



Sleep & Exercise



Balance
(CAS & Fun)

DP Grade Descriptors (Group 3)

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

DP Grade Boundaries

INTERNAL ASSESSMENT			PAPER ONE			PAPER TWO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	3	1	0	9	1	0	9	1	0	13
2	4	6	2	10	19	2	10	18	2	14	27
3	7	9	3	20	24	3	19	25	3	28	37
4	10	12	4	25	30	4	26	32	4	38	48
5	13	14	5	31	35	5	33	39	5	49	57
6	15	17	6	36	41	6	40	46	6	58	67
7	18	25	7	42	60	7	47	70	7	68	100

Change slightly year to year or even within zones
Differ HL to SL

General trend is slow increase as terms go on
Almost always a drop from gr 10

BCAIBWS GRADING EQUIVALENCIES FOR DP (11-12)

IB Points	SL %	BC Ministry Letter Grade	HL %*	BC Ministry Letter Grade
7	100%	A	100%	A
6	95%		97%	
5	89%		95%	
4	85%	B	89%	B
3	75%		85%	
2	69%	C+	75%	
1	49%	F	49%	F

**Knowing all
this, how can
you better
support your
child?**



Key Takeaways



Gradual team-based implementation of suggestions (ATLs)

Marks are only one small measure of student success

Balance & health are much more important

Dinner talks (once a week are critical)

MEADOWRIDGE SCHOOL