

IB Score Reports – Guide for Coordinators

This guide will help you gain a quick, comprehensive top-level understanding of your IB Diploma Program scores. It will also explain how to investigate individual subjects, how to help your faculty use our reports, and how all of this might assist your five-year self-study.

Part One: Program Results

We recommend that you begin by viewing the following reports, in this order:

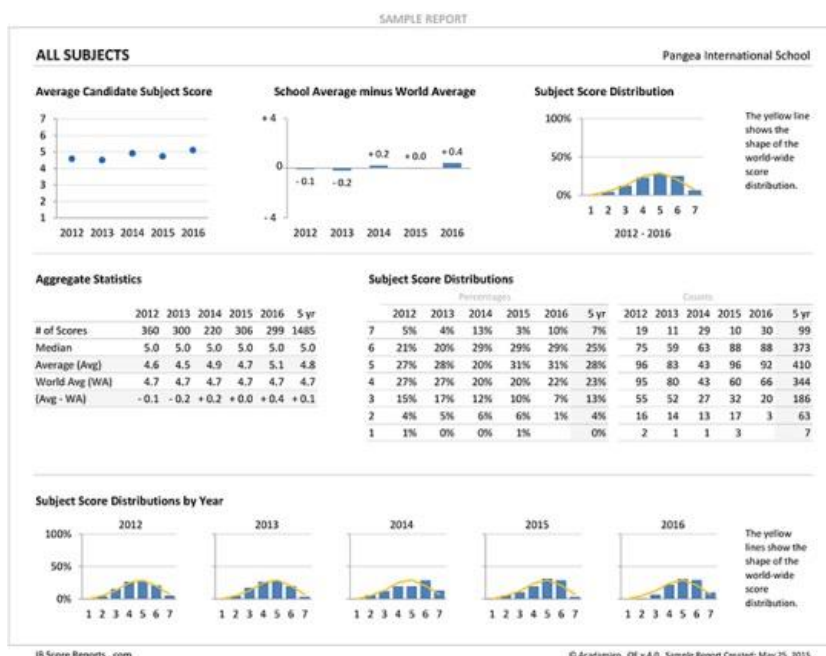
1. Diploma Scores
2. Subject Scores (All Subjects Combined)
3. Bonus Points
4. Extended Essay Scores (All Subjects Combined)
5. TOK Scores
6. TOK Essay Scores
7. TOK Presentation Scores

Our flow is based on the fact that diploma scores are composed of subject scores and bonus points, that bonus points result from extended essay scores and TOK scores, and that TOK scores are a function of TOK essay scores and TOK presentation scores.

Moving through our reports in this order will help you see connections between the pieces. For example:

- If diploma scores are declining, what role have bonus points played in that trend?
- If bonus points rose last year, was that because of a rise in TOK grades, EE grades, or both?
- If TOK grades held steady, was that because TOK essay and presentation grades also held steady? Or did TOK essay grades rise while TOK presentation grades dropped, or vice versa?

The score reports all have a similar layout. An example is shown below.



Here are some questions to consider when viewing each of the seven reports:

- What trend is shown in your school’s average scores? Rising, falling, oscillating, steady?
- How do your school’s averages compare to the worldwide averages? Above, below, mixed?
- What do the distributions of scores look like for each individual year? Tightly grouped? Widely spread?
- What’s happening each year at the extremes (i.e., the high scores and the low scores)?
- How does the most recent year compare to the previous year?

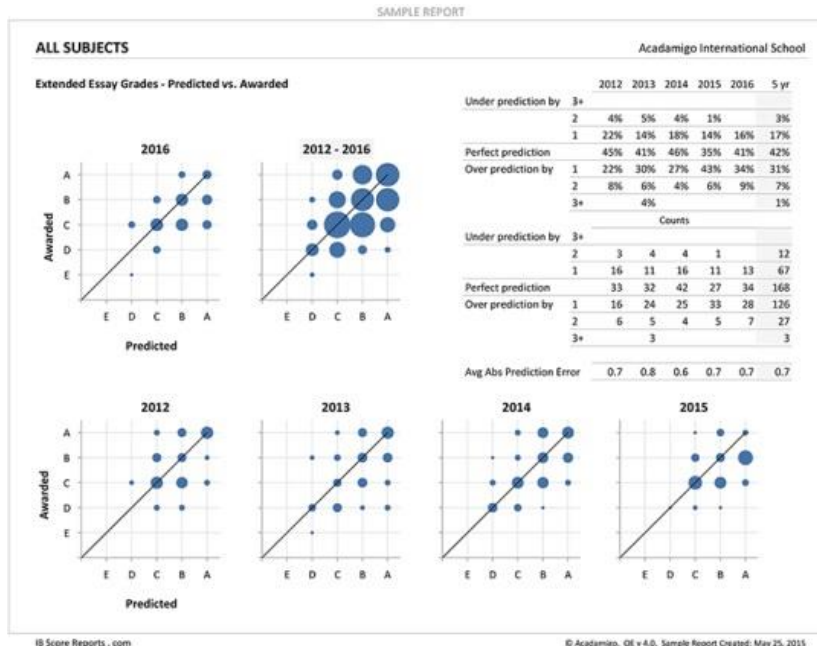
Part Two: Predicted vs. Awarded Scores

In addition to results, there is the issue of the accuracy of your school’s predicted scores. Teachers make predictions for each student for subject scores, extended essay grades, and TOK grades. We combined those predictions to form a predicted diploma score for each candidate.

We recommend that you view the reports in this order:

1. Predicted vs. Awarded Scores (All Subjects Combined)
2. EE Predicted vs. Awarded Grades (All Subjects Combined)
3. TOK Predicted vs. Awarded Grades
4. Diploma Predicted vs. Awarded Scores

The predicted vs. awarded reports all have a similar layout. An example is shown below.



The bubble charts provide a quick and effective way to grasp the accuracy of predictions.

Bubbles that are...

- On the diagonal represent students for whom the awarded score was the same as the predicted.
- Below the diagonal represent students for whom the awarded was lower than the predicted.
- Above the diagonal represent students for whom the awarded was higher than predicted.

The size of each bubble represents the number of students with that particular predicted/awarded score combination.

More specific information can be found in the tables, but once you learn how to read the bubble charts, you can immediately see patterns and trends.

Here are some questions to consider when viewing the Predicted vs. Awarded reports:

- How accurately does your school predict diploma scores?
- How are subject score predictions trending over time? Over, under, mixed, balanced?
- Within how many points are most of your school predictions?

Part Three: IA Moderation

Finally, we suggest looking at the **IA Moderation Summary table**, so you can get a quick sense of the amount of moderation each subject is experiencing.

SAMPLE REPORT

Internal Assessment Moderation - Summary Table
Acadamiago International School

Shading boundaries
2 to 5 5 to 10 >10

Subject	Number of Students					Average Absolute Moderation				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
BIOLOGY HL PRACTICAL WORK HL	20	17	20	17	15	1.0	5.4	0.0	1.1	2.4
BIOLOGY SL PRACTICAL WORK SL	8	21	7	11	13	1.0	4.6	0.1	0.7	1.5
BUSINESS AND MANAGEMENT HL INTERNAL ASSESSMENT HL	24	19	20	17	14	1.3	2.9	3.0	2.0	1.4
BUSINESS AND MANAGEMENT SL INTERNAL ASSESSMENT SL	5	9	11	8	10	1.0	2.1	1.1	2.1	1.6
CHEMISTRY HL PRACTICAL WORK HL	19	12	13	14	12	3.8	0.8	3.8	0.6	0.4
CHEMISTRY SL PRACTICAL WORK SL	9	9	9	9	11	3.2	1.4	3.1	0.7	0.5
CHINESE A1 SL INTERNAL ASSESSMENT (ORAL) SL	3	3	5	2	3	1.0	1.3	1.4	1.5	1.3
DANISH A1 SL INTERNAL ASSESSMENT (ORAL) SL	-	1	-	-	-	-	5.0	-	-	-
DANISH B HL INTERNAL ASSESSMENT (ORAL) HL	-	-	-	1	-	-	-	-	1.0	-
DESIGN TECHNOLOGY HL PRACTICAL WORK HL	4	8	15	16	15	3.8	11.9	3.7	4.7	7.9
DESIGN TECHNOLOGY SL PRACTICAL WORK SL	4	5	5	4	9	3.5	11.2	7.0	4.5	4.7
DUTCH A1 SL INTERNAL ASSESSMENT (ORAL) SL	1	-	-	-	-	0.0	-	-	-	-
DUTCH B HL INTERNAL ASSESSMENT (ORAL) HL	-	1	-	-	-	-	0.0	-	-	-
DUTCH B SL INTERNAL ASSESSMENT (ORAL) SL	-	-	-	1	-	-	-	-	1.0	-
ECONOMICS HL INTERNAL ASSESSMENT HL	19	32	36	31	46	1.4	0.6	1.1	1.0	1.0
ECONOMICS SL INTERNAL ASSESSMENT SL	18	6	7	6	5	1.5	0.7	1.1	1.0	1.4
ENGLISH A1 HL INTERNAL ASSESSMENT (ORAL) HL	10	14	11	24	23	1.4	0.5	2.4	1.0	1.0
ENGLISH A1 SL INTERNAL ASSESSMENT (ORAL) SL	31	42	42	44	40	0.3	1.2	0.3	2.8	1.3
ENGLISH A2 HL INTERNAL ASSESSMENT (ORAL) HL	13	15	16	11	6	1.9	0.3	1.6	2.0	1.0
ENGLISH A2 SL INTERNAL ASSESSMENT (ORAL) SL	20	9	17	6	10	1.3	1.2	0.0	0.2	0.8
ENGLISH B HL INTERNAL ASSESSMENT (ORAL) HL	4	7	10	-	7	0.5	0.7	2.2	-	2.3
ENGLISH B SL INTERNAL ASSESSMENT (ORAL) SL	3	-	1	-	-	1.0	-	2.0	-	-
ENVIRONMENTAL SYSTEMS AND SOCIETIES SL PRACTICAL WORK SL	-	-	20	20	16	-	-	1.6	3.5	1.3
ENVIRONMENTAL SYSTEMS SL PRACTICAL WORK SL	9	12	-	-	-	6.6	3.7	-	-	-
FINNISH A1 HL INTERNAL ASSESSMENT (ORAL) HL	-	1	-	-	-	-	2.0	-	-	-
FINNISH A1 SL INTERNAL ASSESSMENT (ORAL) SL	-	1	2	-	-	-	0.0	3.5	-	-
FINNISH B SL INTERNAL ASSESSMENT (ORAL) SL	-	-	1	1	-	-	-	1.0	1.0	-
FRENCH A1 HL INTERNAL ASSESSMENT (ORAL) HL	1	-	1	-	-	4.0	-	5.0	-	-
FRENCH A1 SL INTERNAL ASSESSMENT (ORAL) SL	2	-	1	-	-	0.0	-	1.0	-	-
FRENCH A2 SL INTERNAL ASSESSMENT (ORAL) SL	-	2	-	-	-	-	3.0	-	-	-
FRENCH B HL INTERNAL ASSESSMENT (ORAL) HL	1	1	-	1	2	4.0	0.0	-	0.0	1.0

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This report shows the Average Absolute Moderation, which represents the average amount each score was changed, regardless of direction. If there were a class with just two students and one had a raw score of 20 moderated down to 18 and the other had a score of 10 moderated up to 14, then the

average absolute moderation would be 3, since one student's score changed by 2 points and the other by 4.

When considering average absolute moderation it is important to keep in mind the total number of possible points on the internal assessment, which varies between subjects.

Next Steps: Investigating Individual Subjects

Top-level trends might not hold for every individual subject. For example, your teachers might have a general tendency to overpredict extended essay grades, and yet grades might be underpredicted in one particular EE subject.

In terms of Predicted vs. Awarded scores, we provide two Summary Tables that will help.

- Summary Table – Extended Essay
- Summary Table – Subject Scores – Prediction Error

Similar to the IA Moderation Summary Table discussed above, these present the average absolute difference between predicted and awarded scores for each subject, each year.

In terms of subject score averages, we provide the following:

- Summary Table – Subject Scores – School Avg. vs. World

This shows your school's average, the worldwide average, and the difference between the two for every subject at your school. We also encourage you to open the Subject Score report for each subject at your school to at least quickly view the average scores over time. Anything that looks interesting during either review can be noted and investigated further.

Sharing with Teachers

Our reports are designed for teachers as well, and we certainly encourage you to share the subject-specific reports with the appropriate members of your faculty.

For every subject at your school, we provide the following reports:

- Subject Scores
- Component Scores (for every component)
- IA Summary Table
- Subject Predicted vs. Awarded Scores

In addition, our companion piece, **Guide for Teachers**, will help them gain a comprehensive understanding of their subject scores.

Reflection

After thoroughly reviewing your school's results, you will be in a position to think about ways in which positive outcomes and trends can be reinforced or solidified, and whether there are opportunities to improve teaching, learning, and results in your program.

Five-Year Self-Study

Many schools have found our reports and guides helpful in completing their five-year self-studies. For instance, the self-study questionnaire (at the beginning of the section on Standard C4: Assessment) directs schools to provide a brief analysis of their examination results -- including subjects, TOK, and EE -- along with actions taken as a consequence.

In addition, you might consider whether our reports and guides, as used by your school, serve as evidence of meeting some of the following standards and practices:

B1.1, B1.4, B1.6, B1.7, C1.7, C4.3, C4.7

Additional Resources

Our website (IBScoreReports.com) contains many additional resources, including our **Interpretive Guide**, which provides a detailed explanation of how to read each of our reports. We also provide a number of case studies and informative articles.

Questions? Suggestions? Contact us at support@acadamigo.com.