

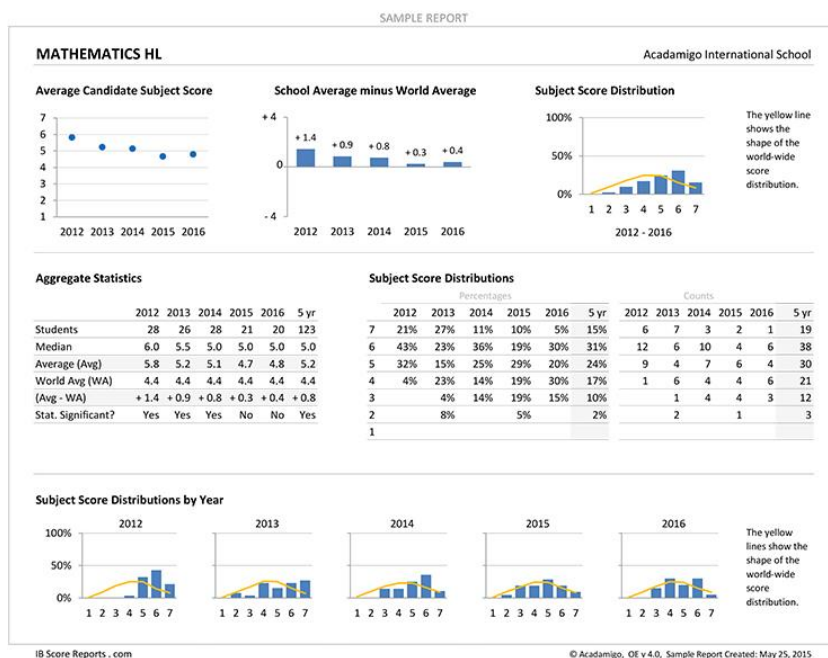
IB Score Reports – Guide for Teachers

The purpose of this guide is to help you gain a comprehensive understanding of your IB subject scores.

We recommend that you view your reports in this order:

1. Subject Scores
2. Component Scores
3. IA Moderation
4. Predicted vs. Awarded Scores

The subject and component score reports have a similar layout. An example is shown below.



Here are some questions to consider when viewing the Subject Score report:

- 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?

Here are some questions to consider when viewing the Component Score report:

- How does performance compare between the separate components?
- Have student scores typically been highest on one particular component? Lowest?
- Are any component scores moving in opposite directions (e.g., rising on Paper One and declining on Paper Two)?

- How have the component scores affected the overall subject scores?
- What do the distributions of scores look like on each component and each year?
- What is the trend of 1's, 2's, 3's, and so forth on each of the components?

We suggest that you next look at the **Moderation Summary Table** to see moderation trends in the subject.

SAMPLE REPORT

Moderation Summary Table Acadamiigo International School

CHEMISTRY HL PRACTICAL WORK *How to Read This Table

Raw	2012	2013	2014	2015	2016
45					
44	-5	0			
43	-5	0	-6		+1
42	-4	0			
41	-4	+1	-5		+1
40	-4	+1	-5		0
39					
38					
37	-3	+1		-1	0
36	-3	+1	-4	-1	0
35		+1	-3	-1	-1
34	-2		-3		
33			-3	0	
32			-2		-1
31	-2			0	
30				0	
29					
28		+2		0	
27			-1		
26					
25					
24					
23					
22					
21				0	

Raw	2012
20	-3
19	
18	0
17	
16	
15	+1

2012	
Avg Abs Mod	1.7
Students	6

In the example above, raw scores of 20 awarded by the school were moderated down 3 points by the IB, raw scores of 18 did not change after moderation, and scores of 15 were moderated up 1 point. No student had a raw score of 19, 17, or 16. The table begins with the highest raw score awarded and ends with the lowest.

"Avg Abs Mod" stands for Average Absolute Moderation, the average number of points all students' scores were moderated, regardless of direction.

	2012	2013	2014	2015	2016
Avg Abs Mod	3.8	0.8	3.8	0.6	0.4
Students	19	12	13	14	12

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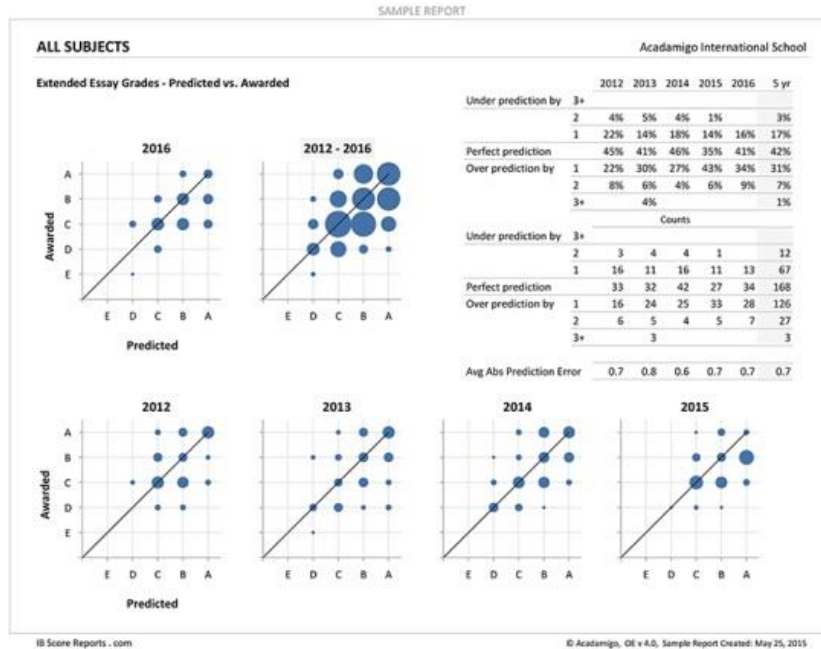
The report shows what happened to each raw score submitted by your school each year. (The report itself contains additional information about how to read it.)

Average Absolute Moderation 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.

Here are some questions to consider when viewing this report:

- What trend is shown in the moderation of your IA? Increasing? Decreasing? Steady?
- How does the most recent year compare to the previous year?
- How does moderation vary depending on the raw score?
- Is there a connection between trends in moderation and trends in awarded scores? For example, does higher moderation correlate with lower scores or vice versa?

Finally, we suggest looking at the Predicted vs. Awarded report to review the accuracy of your predicted scores.



The bubble charts provide a quick and effective way to grasp the accuracy of your 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 report:

- How accurate are the predictions?
- How are predictions trending over time? Over, under, mixed, balanced?
- Within how many points are most of the predictions?
- How does the most recent year compare to the previous year?
- Is there a connection between trends in moderation and trends in predicted scores? For example, does lower moderation correlate with more accurate subject score predictions or vice versa?

Reflection

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

Depending on what you see in the data, you might ask next-level questions, such as:

- On which components are scores highest and lowest, improving or declining?
- How does our approach to the course contribute to these trends?
- What is happening in the classroom to support these trends?
- If Paper One is going up, why is Paper Three going down?
- What might be done differently to address declining Paper Two scores?
- Are we devoting enough time to the IA?
- Why are we achieving more 3's and 4's in the written task? Or more 5's and 6's in the oral?
- How can consistent downward moderations be addressed?
- What considerations might improve the accuracy of our predictions?

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.