

# IB SCORE REPORTS

## INTERPRETIVE GUIDE

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## Important Notes about Our Reports

**a. We remove all retake candidates (if any) from the data when calculating our statistics and producing our reports.** Schools have told us that they are interested in how students perform on their first time through a course or diploma attempt, not on their second attempt. Removing retake candidates sometimes causes slight discrepancies between values on our reports and your Statistics Reports from IBIS.

**b. We include all diploma candidates -- both successful and unsuccessful -- when calculating our statistics and producing our reports.** In our reports, school and worldwide statistics include both successful and unsuccessful candidates. In contrast, your IBIS Statistics Reports show the average Diploma score for successful candidates only. Whenever you have students who were not awarded a diploma, your school's average diploma score on our reports may be lower than the average of your successful students only, as shown on your IBIS reports.

**c. If students were excluded from the calculations on your IBIS Statistics Reports, there might be some minor discrepancies in counts and calculations between those reports and our reports.** The number of students excluded is listed on the last line of the top table on your IBIS Statistics Reports. The CSV data files from IBIS include all candidates, even those who were excluded from the Statistics Reports. The CSV files do not indicate which students were excluded. If you would like us to exclude students from our reports, please let us know their names and years.

**d. Students do not receive predicted scores for self-taught subjects. Hence, we use the awarded score for the predicated score when calculating predicted Diploma scores on our reports.** We calculate the predicted Diploma scores ourselves, by summing the individual subject score predictions and adding the relevant bonus points based on the Extended Essay and Theory of Knowledge grade predictions.

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# SUMMARY TABLE – DIPLOMA PROGRAM

SAMPLE REPORT

# INTERPRETIVE GUIDE

These first three tables function as a group. The top table displays averages from your school, the middle table displays averages from the world, and the bottom table shows how your school compares to the world by subtracting the world averages from your school averages.

This table shows the percentage of your school's subjects having an average score within each distinct grade boundary.

This table shows cumulative percentages – i.e., the percentage of subjects having an average score within expanding grade boundaries. The first line shows the percentage of subjects with an average of 6 to 7. The second line shows the percentage of subjects with an average of 5 to 7. And so on.

## IB Diploma Program - Summary of Results

Pangea International School

	2012	2013	2014	2015	2016	5 yr	2012-2016 Trend
<b>Average Scores - School</b>							
Diploma Total	28.8	28.9	31.5	30.4	32.3	30.3	
All Subjects Combined	4.6	4.5	4.9	4.7	5.1	4.8	
Bonus Points	1.0	0.8	1.2	1.2	1.6	1.2	
Extended Essay	3.4	3.2	3.3	3.3	3.8	3.4	
Theory of Knowledge	2.8	2.9	3.2	3.4	3.6	3.2	
<b>Average Scores - World</b>							
Diploma Total	29.8	29.9	30.0	30.0	30.0	29.9	
All Subjects Combined	4.7	4.7	4.7	4.7	4.7	4.7	
Bonus Points	1.2	1.1	1.2	1.2	1.2	1.1	
Extended Essay*	3.2	3.2	3.2	3.2	3.2	3.2	
Theory of Knowledge*	3.4	3.3	3.4	3.4	3.4	3.3	
<b>School Avg minus World Avg</b>							
Diploma Total	-1.0	-1.0	1.6	0.4	2.3	0.4	
All Subjects Combined	-0.1	-0.2	0.2	0.0	0.4	0.1	
Bonus Points	-0.1	-0.3	0.0	0.0	0.5	0.0	
Extended Essay*	0.2	0.1	0.1	0.1	0.5	0.2	
Theory of Knowledge*	-0.5	-0.4	-0.1	0.1	0.3	-0.2	
<b>Subjects in which...</b>							
School Avg > World Avg	44%	26%	57%	45%	64%	47%	
School Avg < World Avg	56%	74%	43%	55%	31%	52%	
Total Number of Subjects	39	43	42	29	42	195	
<b>Subjects with avg score... percentages</b>							
6 to 7	18%	9%	23%	10%	30%	18%	
5 to less than 6	25%	25%	28%	38%	33%	30%	
4 to less than 5	35%	43%	37%	33%	33%	36%	
3 to less than 4	20%	20%	9%	19%	5%	15%	
2 to less than 3	3%	2%	2%			1%	
1 to less than 2							
Total Number of Subjects	40	44	43	42	43	212	
<b>Subjects with avg score... cumulative percentages</b>							
6 to 7	18%	9%	23%	10%	30%	18%	
5 to 7	43%	34%	51%	48%	63%	48%	
4 to 7	78%	77%	88%	81%	95%	84%	
3 to 7	98%	98%	98%	100%	100%	99%	
2 to 7	100%	100%	100%			100%	
1 to 7							
Total Number of Subjects	40	44	43	42	43	212	

\* To calculate average EE and ToK scores, letter grades are converted to numbers as follows:  
A = 5, B = 4, C = 3, D = 2, E = 1

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Trend lines provide a visualization of year-to-year movement. Please note, however, that scales are not consistent between trend lines.

This table shows the percentage of your school's subjects with an average greater than the world, and with an average less than the world. Note that if some of your school's subjects have an average equal to the world, then the two percentages shown may sum to less than 100%.

Note: We include all diploma candidates -- both successful and unsuccessful -- when calculating your school averages. In contrast, IBIS Statistics Reports show the average diploma score for successful candidates only. Whenever you have students who were not awarded a diploma, your school's average score on our reports may be lower than the average of your successful students only, as shown on your IBIS reports.

# SUMMARY TABLE – SUBJECT SCORES – SCHOOL AVG. VS. WORLD

# INTERPRETIVE GUIDE

These columns show your school's average score for the given subject in each of the last 5 years. A hyphen “ - ” indicates that your school did not have scores for that subject in that year.

These columns show world average scores for the given subject in each of the last 5 years. A hyphen “ - ” indicates that your school did not have scores for that subject in that year.

The first row of the table aggregates results from all subjects at your school, excluding Theory of Knowledge. ToK results are shown on the second row.

The remaining rows show data relating to every subject for which your school has scores in the last five years. Subjects are listed alphabetically.

The second column indicates which notes apply to that row. All notes are listed on the last page of the report.

SAMPLE REPORT

Subject Scores - School Average vs. World Average - Summary Table  
Antarctica International School

Shaded values are statistically significant.

Subject	Note	Antarctica International School Avg					Worldwide Average					School Avg minus Worldwide Avg				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
ALL SUBJECTS (not including ToK)	1	5.3	5.5	5.3	5.3	5.2	4.7	4.7	4.7	4.7	4.7	0.6	0.8	0.6	0.6	0.5
THEORY OF KNOWLEDGE		3.7	3.7	3.4	3.6	3.6	3.2	3.3	3.4	3.3	3.4	0.4	0.4	0.0	0.4	0.3
BIOLOGY HL		5.5	5.7	5.2	6.1	5.3	4.2	4.4	4.4	4.4	4.3	1.3	1.3	0.8	1.7	1.0
CHEMISTRY HL		5.6	5.5	5.3	5.4	5.4	4.4	4.5	4.6	4.6	4.5	1.3	0.9	0.8	0.8	0.9
CHEMISTRY SL		5.8	-	5.3	6.0	5.0	3.9	-	4.1	4.1	4.0	1.8	-	1.2	1.9	1.0
COMPUTER SC. HL		6.0	5.3	5.4	5.0	4.2	4.9	4.9	5.0	4.8	4.5	1.1	0.4	0.5	0.2	-0.3
ECONOMICS HL		-	4.6	4.9	4.6	4.4	-	5.1	5.2	5.2	5.2	-	-0.5	-0.3	-0.5	-0.8
ECONOMICS SL		-	5.6	5.6	4.3	4.7	-	4.8	4.9	4.7	4.7	-	0.7	0.7	-0.4	0.0
ENGLISH A: Literature HL		-	5.0	5.3	5.4	5.3	-	4.8	4.8	4.8	4.8	-	0.2	0.5	0.6	0.5
ENGLISH A: Literature SL		-	5.0	4.7	4.6	4.4	-	5.0	5.1	5.1	5.1	-	0.0	-0.4	-0.5	-0.7
ENGLISH A1 HL		5.0	-	-	-	-	4.7	-	-	-	-	0.3	-	-	-	-
ENGLISH A1 SL		5.1	-	-	-	-	5.1	-	-	-	-	0.1	-	-	-	-
ENV. AND SOC. SL		-	5.8	5.8	5.4	5.6	-	4.2	4.1	4.2	4.2	-	1.7	1.7	1.2	1.4
HIST. AMERICAS HL	2	4.1	5.0	4.3	5.0	4.5	4.2	4.1	4.1	4.1	4.1	-0.1	0.9	0.2	0.9	0.4
HIST. ASIA/OCE HL	2	5.7	5.3	-	6.5	4.7	5.0	4.9	-	4.9	5.0	0.7	0.3	-	1.6	-0.3
HISTORY SL		4.7	5.1	4.8	5.2	5.4	4.5	4.6	4.6	4.6	4.6	0.2	0.6	0.2	0.6	0.8
MATH. STUDIES SL		5.4	5.2	4.8	4.8	5.3	4.8	4.7	4.7	4.7	4.5	0.7	0.5	0.2	0.1	0.8
MATHEMATICS HL		5.8	5.8	5.9	4.8	5.5	4.4	4.4	4.4	4.4	4.4	1.5	1.5	1.5	0.4	1.1
MATHEMATICS SL		5.6	6.0	5.6	5.9	5.3	4.5	4.4	4.5	4.5	4.5	1.1	1.6	1.1	1.5	0.8
MUSIC CREATING SL	2	-	-	-	3.0	5.0	-	-	-	3.6	3.8	-	-	-	-0.6	1.2
MUSIC GR. PERF SL	2	5.0	5.5	-	-	-	4.8	4.5	-	-	-	0.3	1.1	-	-	-
MUSIC HL		4.5	-	6.0	4.2	5.2	4.5	-	4.5	4.4	4.4	0.0	-	1.5	-0.3	0.8
MUSIC SO. PERF SL	2	-	-	4.0	-	5.0	-	-	4.4	-	4.2	-	-	-0.4	-	0.8
PHYSICS HL		5.6	5.3	5.9	6.0	4.6	4.5	4.5	4.7	4.7	4.7	1.1	0.8	1.2	1.3	-0.1
PHYSICS SL		5.3	6.4	5.9	5.3	4.9	4.1	4.1	4.2	4.2	4.2	1.3	2.3	1.7	1.1	0.7
THEATRE HL		5.3	4.5	4.2	5.5	4.9	4.6	4.6	4.9	4.8	4.8	0.8	-0.1	-0.6	0.7	0.1
THEATRE SL		-	-	5.0	6.0	5.0	-	-	4.7	4.9	4.8	-	-	0.3	1.1	0.2
VISUAL ARTS OPTION A HL	2	5.2	5.9	6.0	6.3	6.1	4.9	4.9	4.8	4.8	4.9	0.3	1.0	1.2	1.5	1.2

**Notes**

1. Statistical significance is not calculated for ALL SUBJECTS since your school's set of subjects and enrollment distributions are different from the worldwide set.
2. The IBO does not provide worldwide score distributions for this subject. Thus, the statistical significance of the difference between the school and world averages cannot be calculated.

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These columns show your school average minus the world average. Positive values indicate that your school's average is above the world average. Negative values indicate that your school's average is below the world average.

Red shading indicates a statistically significant negative difference between your school's average and the world average. Green shading indicates a statistically significant positive difference. Unshaded values are not statistically significant. Statistical significance is determined using a correlational chi-square test with  $\alpha=0.05$ .

**NOTE:** Both the number of students and the difference between the school and world average are important in determining statistical significance. A given difference between the school and world average might be statistically significant for one subject (with a large enrollment), but not statistically significant for a different subject (with smaller enrollment).

# SUMMARY TABLE – SUBJECT SCORES – PREDICTION ERROR

# INTERPRETIVE GUIDE

SAMPLE REPORT

Subject Scores - Prediction Error - Summary Table  
Acadamigo International School

Shading boundaries		
0.7 to 1	1 to 1.5	> 1.5

The shading boundaries, while somewhat arbitrary, highlight the magnitude of the prediction error.

The first row of the table aggregates results from all subjects at your school, excluding Theory of Knowledge. ToK results are shown on the second row.

The remaining rows show data relating to every subject for which your school has scores in the last five years. Subjects are listed alphabetically.

These columns show the number of students at your school who received a score for the given subject in each of the last 5 years. A hyphen “-” indicates that your school did not have scores for that subject in that year.

Subject	Number of Students					Average Absolute Prediction Error				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
ALL SUBJECTS (not including ToK)	486	524	581	509	512	0.5	0.6	0.5	0.6	0.5
THEORY OF KNOWLEDGE	74	79	90	77	83	0.6	0.8	0.4	0.7	0.6
BIOLOGY HL	20	17	20	17	15	0.5	0.4	0.4	0.4	0.5
BIOLOGY SL	8	21	7	11	12	0.4	0.3	0.4	0.9	0.8
BUS. & MAN. HL	24	19	20	17	14	0.8	0.8	0.8	0.5	0.6
BUS. & MAN. SL	5	9	11	8	10	1.0	0.3	0.8	0.6	0.6
CHEMISTRY HL	19	12	13	14	12	0.3	0.5	0.7	0.7	0.6
CHEMISTRY SL	9	9	9	9	11	0.3	0.4	0.2	0.3	0.2
CHINESE A1 SL	3	3	5	2	3	1.0	1.0	0.8	1.0	0.7
DANISH A1 SL	-	1	-	-	-	-	0.0	-	-	-
DANISH B HL	-	-	-	1	-	-	-	-	2.0	-
DESIGN TECH. HL	4	8	14	16	15	0.5	0.6	0.7	1.2	1.0
DESIGN TECH. SL	4	5	5	4	9	0.3	0.8	0.0	1.3	0.7
DUTCH A1 SL	1	-	-	-	-	1.0	-	-	-	-
DUTCH B HL	-	1	-	-	-	-	1.0	-	-	-
DUTCH B SL	-	-	-	1	-	-	-	-	1.0	-
ECONOMICS HL	19	32	36	31	46	0.5	0.5	0.6	0.6	0.3
ECONOMICS SL	18	6	7	6	5	0.5	0.7	0.6	0.7	0.6
ENGLISH A1 HL	10	14	11	24	23	0.8	0.5	0.5	0.3	0.2
ENGLISH A1 SL	31	42	42	44	40	0.5	0.6	0.5	0.6	0.6
ENGLISH A2 HL	13	15	16	11	6	0.5	0.5	0.4	0.6	1.2
ENGLISH A2 SL	19	9	16	6	10	0.4	0.6	0.4	0.5	0.9
ENGLISH B HL	4	7	10	-	7	0.3	0.3	0.2	-	0.6
ENGLISH B SL	3	-	1	-	-	0.0	-	0.0	-	-
ENV. AND SOC. SL	-	-	20	20	16	-	-	0.4	0.4	0.6
ENVIRON.SYST. SL	9	12	-	-	-	0.3	0.8	-	-	-
FINNISH A1 HL	-	1	-	-	-	-	1.0	-	-	-
FINNISH A1 SL	-	1	2	-	-	-	1.0	0.5	-	-
FINNISH B SL	-	-	1	1	-	-	-	0.0	1.0	-
FRENCH A1 HL	1	-	1	-	-	0.0	-	1.0	-	-
FRENCH A1 SL	2	-	-	-	-	0.5	-	-	-	-
FRENCH A2 SL	-	2	-	-	-	-	0.5	-	-	-
FRENCH B HL	1	1	-	1	2	1.0	0.0	-	0.0	0.0
FRENCH B SL	7	4	5	7	7	0.7	1.0	1.2	0.7	0.3
FURTH. MATHS SL	6	6	7	3	-	0.3	1.5	0.7	0.7	-
GEOGRAPHY HL	7	17	18	23	17	0.3	0.3	0.6	0.6	0.6
GEOGRAPHY SL	2	3	10	6	1	0.0	0.3	0.5	0.5	0.0
GERMAN A1 HL	2	1	-	-	-	1.0	2.0	-	-	-
GERMAN A1 SL	2	1	3	1	-	0.5	1.0	0.3	1.0	-
HEBREW B SL	-	-	1	-	-	-	-	1.0	-	-
HINDI A1 SL	4	7	9	4	4	0.3	0.1	0.1	0.8	0.3
HIST.ASIA/OCE HL	8	8	8	5	9	0.5	0.5	0.8	0.8	0.4
HISTORY SL	4	4	2	4	2	0.3	1.0	0.5	0.5	1.0

These columns show the average absolute prediction error – i.e., the average difference between predicted scores and awarded scores, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one point, in either direction. “0.0” indicates that all scores were perfectly predicted.

# SUMMARY TABLE – INTERNAL ASSESSMENT MODERATION

# INTERPRETIVE GUIDE

This table includes a row for every internal assessment for which your school has scores in the last five years. Assessments are listed alphabetically, by subject.

These columns show the number of students at your school who received a score for the given internal assessment in each of the last 5 years. A hyphen “ - ” indicates that your school did not have scores for that internal assessment in that year.

Internal Assessment Moderation - Summary Table  
Acadamigo International School

SAMPLE REPORT

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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Shading boundaries		
2 to 5	5 to 10	> 10

The shading boundaries, while somewhat arbitrary, highlight the magnitude of the moderation.

These columns show the average absolute moderation – i.e., the average amount scores on this assessment in this school were moderated, **regardless of direction**. “0.0” indicates that raw scores were left unmoderated. When comparing averages between subjects, it is important to remember that internal assessments in different subjects have different possible total points.

# EXTENDED ESSAY – SUMMARY TABLE

# INTERPRETIVE GUIDE

These columns show the average score in your school for the given EE subject in each of the last 5 years. A hyphen “ - ” indicates that your school did not have grades for that EE subject in that year. To calculate averages, the following conversions were used: A = 5, B = 4, C = 3, D = 2, E = 1.

SAMPLE REPORT

Extended Essay - Summary Table  
Acadamiq International School

Subject	Number of Students					Average Score					Average Absolute Prediction Error				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
ALL EE SUBJECTS	71	74	88	77	82	3.8	3.6	3.6	3.6	3.5	0.7	0.8	0.6	0.7	0.7
BIOLOGY EE	5	4	5	4	5	4.4	4.5	4.6	4.3	3.4	0.8	1.0	1.0	0.5	1.0
BUS. & MAN. EE	7	7	6	7	8	3.6	2.3	3.0	3.1	3.3	0.7	0.4	0.3	0.4	0.3
CHEMISTRY EE	2	2	2	2	4	4.0	4.0	3.0	4.0	4.8	1.0	0.5	0.0	0.5	0.8
CHINESE A1 EE	-	-	2	-	1	-	-	4.0	-	3.0	-	-	1.0	-	1.0
DESIGN TECH. EE	-	-	3	4	5	-	-	2.0	4.5	3.6	-	-	0.7	0.8	0.6
ECONOMICS EE	11	12	10	9	13	3.1	2.8	3.0	3.4	3.2	0.8	0.8	0.6	0.8	0.8
ENGLISH A1 EE	1	4	7	6	10	5.0	3.8	3.4	3.5	3.6	0.0	0.5	0.7	0.8	0.7
ENGLISH B EE	-	4	4	-	5	-	4.5	2.8	-	3.6	-	0.8	0.3	-	0.6
ENV. AND SOC. EE	-	-	-	2	1	-	-	-	2.5	5.0	-	-	-	0.5	0.0
GEOGRAPHY EE	4	6	9	11	8	4.0	4.2	3.7	3.7	3.5	0.0	0.3	0.9	0.5	0.9
GERMAN A1 EE	2	-	-	-	-	5.0	-	-	-	-	0.5	-	-	-	-
HINDI A1 EE	-	3	6	1	-	-	4.7	4.5	4.0	-	-	0.7	0.5	1.0	-
HISTORY EE	3	4	6	6	6	5.0	2.8	4.3	3.2	3.3	1.0	1.5	0.5	1.3	0.8
JAPANESE A1 EE	-	-	1	2	-	-	-	5.0	4.5	-	-	-	0.0	0.5	-
KOREAN A1 EE	1	2	4	1	-	5.0	4.5	4.5	4.0	-	0.0	0.5	0.0	1.0	-
MANDARIN B EE	-	1	-	-	-	-	5.0	-	-	-	-	0.0	-	-	-
MATHEMATICS EE	4	4	4	1	-	4.5	4.3	4.0	4.0	-	0.0	0.8	1.0	1.0	-
MUSIC EE	3	-	-	-	-	3.7	-	-	-	-	0.7	-	-	-	-
PHYSICS EE	9	3	-	6	5	3.2	5.0	-	3.0	2.6	0.9	1.3	-	1.2	0.8
PSYCHOLOGY EE	6	3	7	4	3	3.8	2.7	3.4	3.5	4.0	0.7	1.0	0.4	0.5	0.7
SPANISH B EE	-	-	-	1	-	-	-	-	4.0	-	-	-	-	0.0	-
THEATRE ARTS EE	1	-	-	-	-	2.0	-	-	-	-	1.0	-	-	-	-
THEATRE EE	-	1	1	1	1	-	5.0	3.0	4.0	5.0	-	1.0	0.0	1.0	0.0
VISUAL ARTS EE	12	14	11	9	7	3.5	3.1	3.8	3.8	3.7	0.8	1.1	0.9	0.7	0.4

Shading boundaries		
0.7 to 1	1 to 1.5	> 1.5

The shading boundaries, while somewhat arbitrary, highlight the magnitude of the prediction error.

These columns show the average absolute prediction error – i.e., the average difference between predicted grades and awarded grades, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one letter grade, in either direction. “0.0” indicates that all grades were perfectly predicted.

The first row of the table aggregates results from all EE subjects at your school.

The remaining rows show data relating to every EE subject for which your school has grades in the last five years. Subjects are listed alphabetically.

These columns show the number of students at your school who received a grade for the given Extended Essay subject in each of the last 5 years. A hyphen “ - ” indicates that your school did not have grades for that EE subject in that year.

# DIPLOMA POINTS – SCORE DISPLAY

# INTERPRETIVE GUIDE

This graph shows the difference between your school's average diploma score and the world average diploma score for each year. Positive values indicate that your school's average is above the world average. Negative values indicate that your school's average is below the world average.

This graph shows your school's average diploma score in each of the last 5 years.

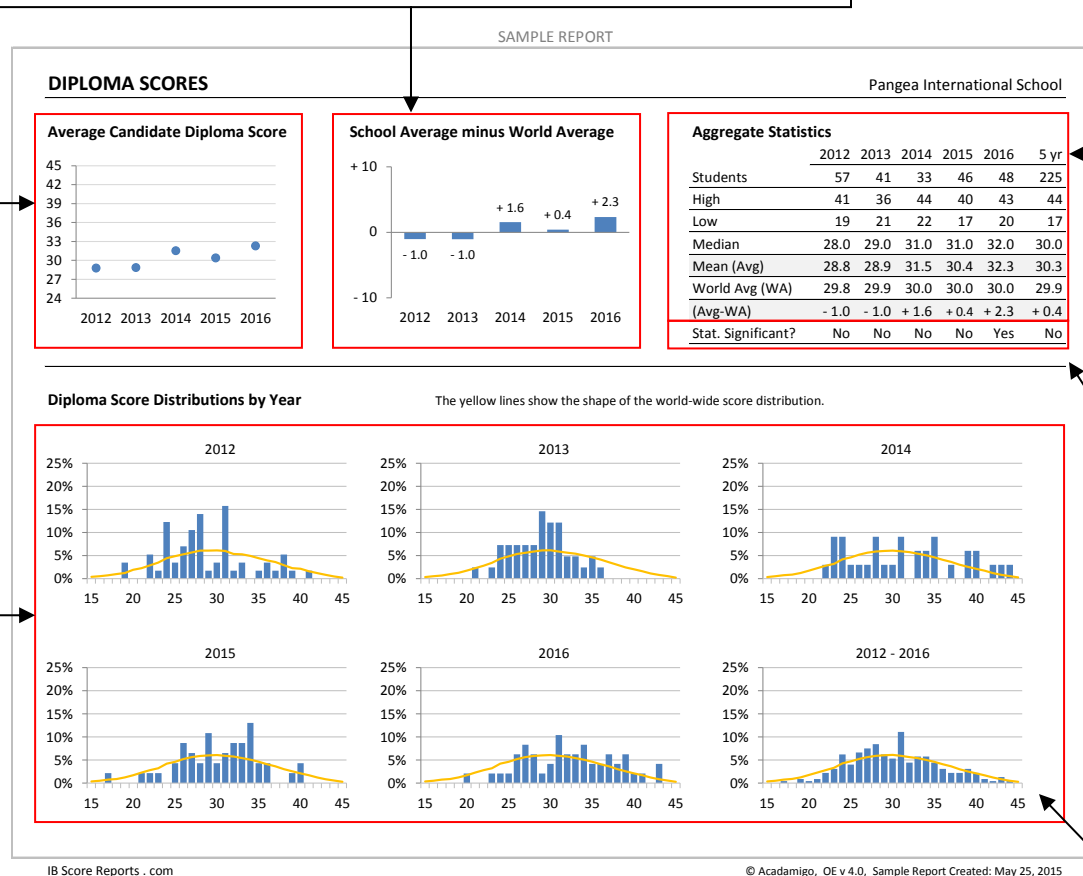
The blue columns show the distribution of diploma scores at your school. Each yellow line indicates the worldwide diploma score distribution for that particular year. **Diploma scores below 15 are not shown on these graphs.**

Note: We include all diploma candidates -- both successful and unsuccessful -- when calculating your school averages. In contrast, IBIS Statistics Reports show the average diploma score for successful candidates only. Whenever you have students who were not awarded a diploma, your school's average score on our reports may be lower than the average of your successful students only, as shown on your IBIS reports.

The Aggregate Statistics table shows, for each year as well as a 5-year aggregate: the number of students at your school receiving diploma scores; the high, low, median and mean diploma scores at your school; the worldwide average diploma score; and your school's average minus the world average.

The last line of the table indicates whether the difference between your school's average and the world average is statistically significant. Statistical significance is determined using a correlational chi-square test with  $\alpha=0.05$ .

The graph on the bottom right shows the 5-year aggregate distribution of diploma scores for your school and the world.





# DIPLOMA POINTS – PREDICTED VS. AWARDED DISPLAY

# INTERPRETIVE GUIDE

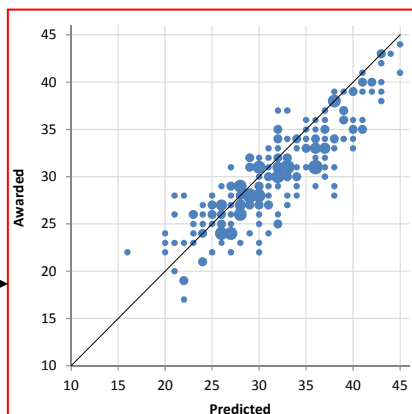
This report shows predicted vs. awarded diploma scores at your school over the last 5-years. We calculate the predicted diploma score for each candidate at your school ourselves, by summing the individual subject score predictions and adding the relevant bonus points based on the EE and ToK grade predictions.

SAMPLE REPORT

Diploma - Predicted vs. Awarded - 2012-2016

Pangea International School

This bubble chart compares your school's predicted diploma scores to awarded diploma scores. Bubbles on the diagonal line indicate students who were predicted and awarded the same diploma score. Bubbles above the diagonal line indicate students for whom the awarded score was higher than the predicted score. Bubbles below the diagonal line indicate students for whom the awarded score was lower than the predicted score. For this particular school, this chart reveals a tendency to over-predict.



Bubbles on the diagonal line indicate candidates who were predicted and awarded the same total points. Bubbles above the diagonal line indicate candidates for whom the awarded score was higher than the predicted score. Bubbles below the diagonal line indicate candidates for whom the awarded score was lower than the predicted score.

Correlation 0.87  
t-value 26.58  
p-value 0.00

This correlation is statistically significant.

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This table shows the correlation between predicted and awarded diploma scores at your school, and whether the correlation is statistically significant. Note: neither a strong nor statistically significant correlation guarantees accuracy, only that as predicted scores rise, so do awarded scores. The tables on the right side of this report summarize degrees of accuracy.

Awarded minus Predicted pts.	Count	Students %
< -6	11	5%
- 6	7	3%
- 5	19	8%
- 4	15	7%
- 3	25	11%
- 2	36	16%
- 1	32	14%
0	26	12%
+ 1	22	10%
+ 2	14	6%
+ 3	10	4%
+ 4	3	1%
+ 5	2	1%
+ 6	2	1%
> +6	1	0%
Total	225	100%

\* Negative values indicate that Awarded was lower than Predicted

Accuracy of Prediction	%
perfect	12%
± 1	36%
± 2	58%
± 3	73%
± 4	81%
± 5	91%
± 6	95%
above ± 6	100%

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This table shows the distribution of prediction accuracy, by count and percentages. The bar chart provides a visual representation of the distribution.

This table shows the percentage of predictions within each accuracy range. In this case, 12% of all diploma score predictions were perfectly accurate, 36% of all predicted diploma scores were within 1 point of the awarded total (in either direction), and so on.

Students do not receive predicted scores for self-taught subjects. Thus, we use the awarded score for the predicated score when calculating predicted diploma points.

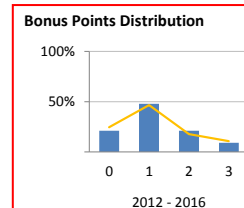
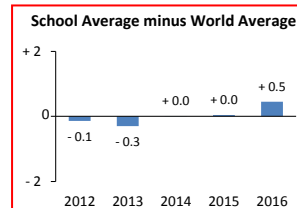
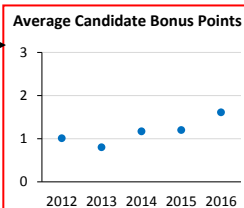
This chart shows the difference between your school's average bonus points and the world average bonus points for each year. Positive values indicate that your school's average is above the world average. Negative values indicate that your school's average is below the world average.

SAMPLE REPORT

## BONUS POINTS

Pangea International School

This graph shows your school's average bonus points in each of the last 5 years.



The yellow line shows the shape of the world-wide score distribution.

The Bonus Points Distribution chart shows the 5-year aggregate distribution of bonus points for your school. The yellow line shows the shape of the worldwide distribution of bonus points for those years.

The Aggregate Statistics table displays, for each year: the number of students at your school eligible for bonus points, the median and average bonus points at your school, the worldwide average bonus points, your school's average minus the world average (reflected in the top center chart), as well as 5-year aggregate statistics.

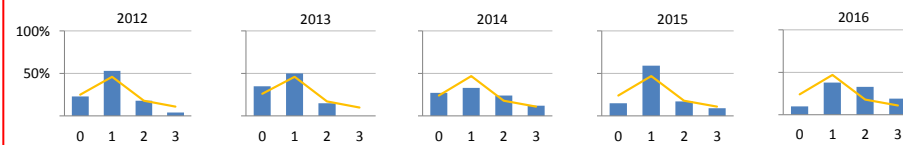
## Aggregate Statistics

	2012	2013	2014	2015	2016	5 yr
Students	57	40	33	46	48	224
Median	1.0	1.0	1.0	1.0	2.0	1.0
Average (Avg)	1.0	0.8	1.2	1.2	1.6	1.2
World Avg (WA)	1.2	1.1	1.2	1.2	1.2	1.1
(Avg - WA)	-0.1	-0.3	+0.0	+0.0	+0.5	+0.0

## Bonus Points Distributions

Percentages							Counts						
	2012	2013	2014	2015	2016	5 yr		2012	2013	2014	2015	2016	5 yr
3	4%		12%	9%	19%	9%		2		4	4	9	20
2	18%	15%	24%	17%	33%	21%		10	6	8	8	16	47
1	53%	50%	33%	59%	38%	48%		30	20	11	27	18	108
0	23%	35%	27%	15%	10%	21%		13	14	9	7	5	47
FC	4%		3%			1%		2		1			2

## Bonus Points Distributions by Year



The yellow lines show the shape of the world-wide score distribution.

The Bonus Points Distributions table shows percentages and counts for your school's bonus points for each year, as well as the 5-year aggregate.

The blue columns show the distribution of bonus points at your school. Each yellow line indicates the worldwide bonus point distribution for that particular year.

# BONUS POINTS – TOK AND EE GRADE MATRICES

# INTERPRETIVE GUIDE

SAMPLE REPORT

## Bonus Points and ToK / EE Grades by Student Percentages

Pangea International School

This table shows a 5-year aggregate of Extended Essay, ToK, and bonus point data.

The table for each year shows the percentage of students who earned each combination of EE and ToK grades. The colors denote the bonus points earned by that combination. (See the explanation on the right side of this page, middle box, or in the bottom right corner of the report itself.) The percentage of students awarded each grade at this school in that year are shown in the margins of the table.

This box shows that in 2014, 12% of students at this school earned a B on their Extended Essay and a B in ToK. That combination of grades earned them 2 Bonus Points (hence the blue shading).

2012 - 2016 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			3%	7%	6%	2%	18%
B			6%	10%	10%	1%	27%
C			7%	14%	12%	2%	35%
D		1%	4%	10%	6%		21%
E							
N							
Total		1%	20%	41%	34%	5%	

2016 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			2%	13%	8%	6%	29%
B				10%	15%	4%	29%
C				15%	10%	4%	29%
D				10%	2%		12%
E							
N							
Total			2%	48%	35%	14%	

2014 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			3%	6%	12%		21%
B			6%	3%	12%		21%
C			6%	3%	15%	3%	27%
D		3%	6%	15%	6%		30%
E							
N							
Total		3%	21%	27%	45%	3%	

2012 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			5%	5%	4%		14%
B			12%	7%	5%		24%
C		2%	12%	18%	12%		46%
D		2%	7%	4%	4%		17%
E							
N							
Total		4%	36%	34%	25%	2%	

Note  
See the IB Diploma Points Matrix for an explanation of "Failing Condition".  
Small discrepancies can arise from rounding.

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## Bonus Points

Pts.	2012	2013	2014	2015	2016	5 yr
3	4%		12%	9%	19%	9%
2	18%	15%	24%	17%	33%	21%
1	53%	50%	33%	59%	38%	48%
0	23%	35%	27%	15%	10%	21%
FC	4%		3%			1%
N						
Students	57	40	33	46	48	224
Average	1.0	0.8	1.2	1.2	1.6	1.2

2015 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			2%	2%	7%	2%	13%
B			2%	13%	13%		28%
C			7%	13%	15%		35%
D			2%	7%	15%		24%
E							
N							
Total			13%	35%	50%	2%	

2013 ToK Grades							
EE Grades	N	E	D	C	B	A	Total
A			3%	8%			11%
B			10%	15%	5%		30%
C			10%	18%	5%		33%
D			8%	18%	3%		29%
E							
N							
Total			31%	59%	13%		

## \* How to Read These Tables

In each table, each column/row intersection shows the percentage of students in that year with that ToK/EE grade combination. The color coding represents the bonus points earned. The tables at the top aggregate all five years.

Green	3
Blue	2
Peach	1
White	0 or N
Pink	Failing Condition

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The Bonus Points table shows, for each year as well as a 5-year aggregate: the distribution of bonus points at your school, the number of students who were eligible for bonus points, and the average number of bonus points earned per student.

Throughout this report, color coding indicates the number of bonus points earned.

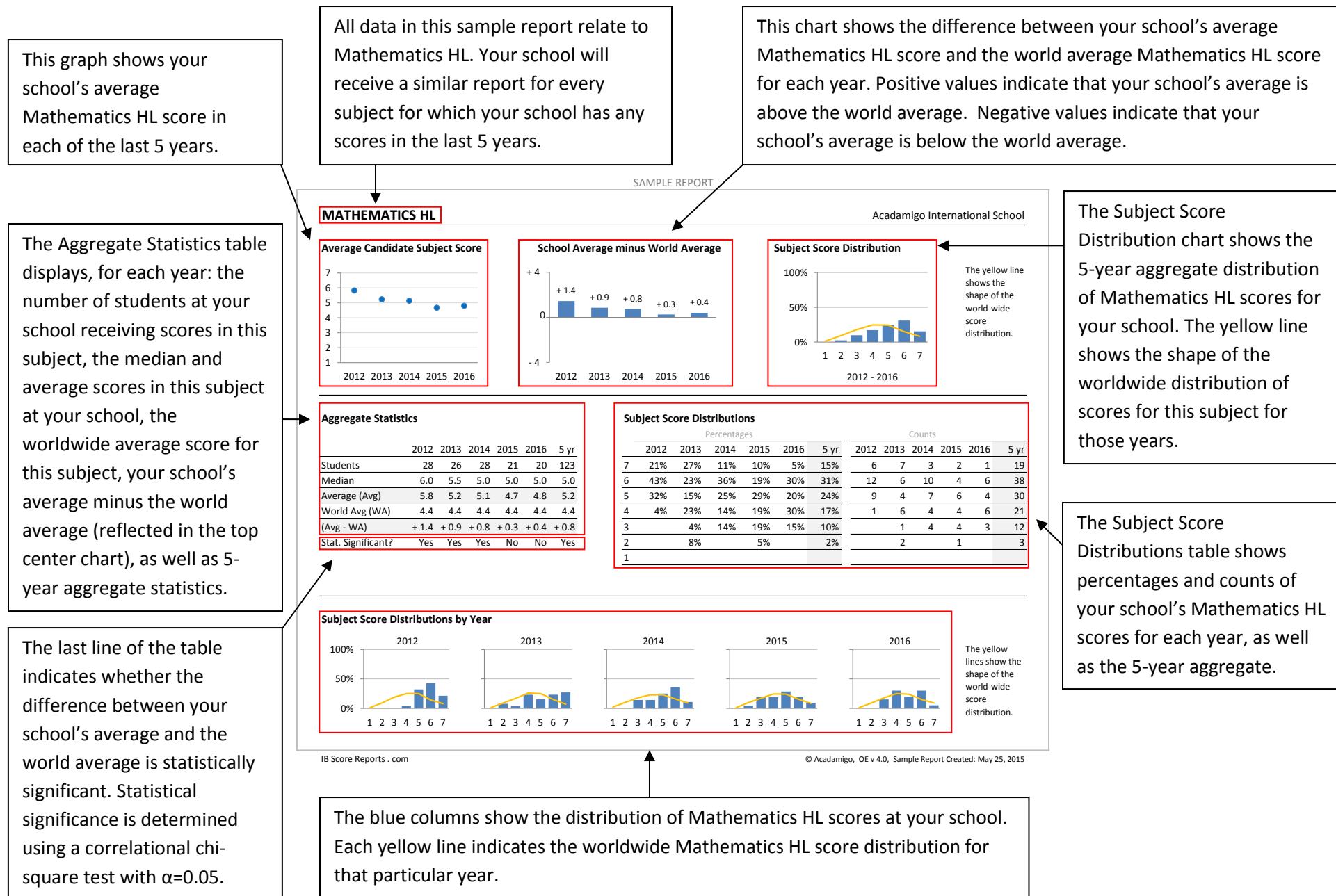
- 3 Green
- 2 Blue
- 1 Peach
- 0 White

Pink represents a Failing Condition.

The report itself contains instructions on how to read the tables.

# INDIVIDUAL SUBJECT – SCORE DISPLAY

# INTERPRETIVE GUIDE



# INDIVIDUAL SUBJECT – PREDICTED VS. AWARDED DISPLAY

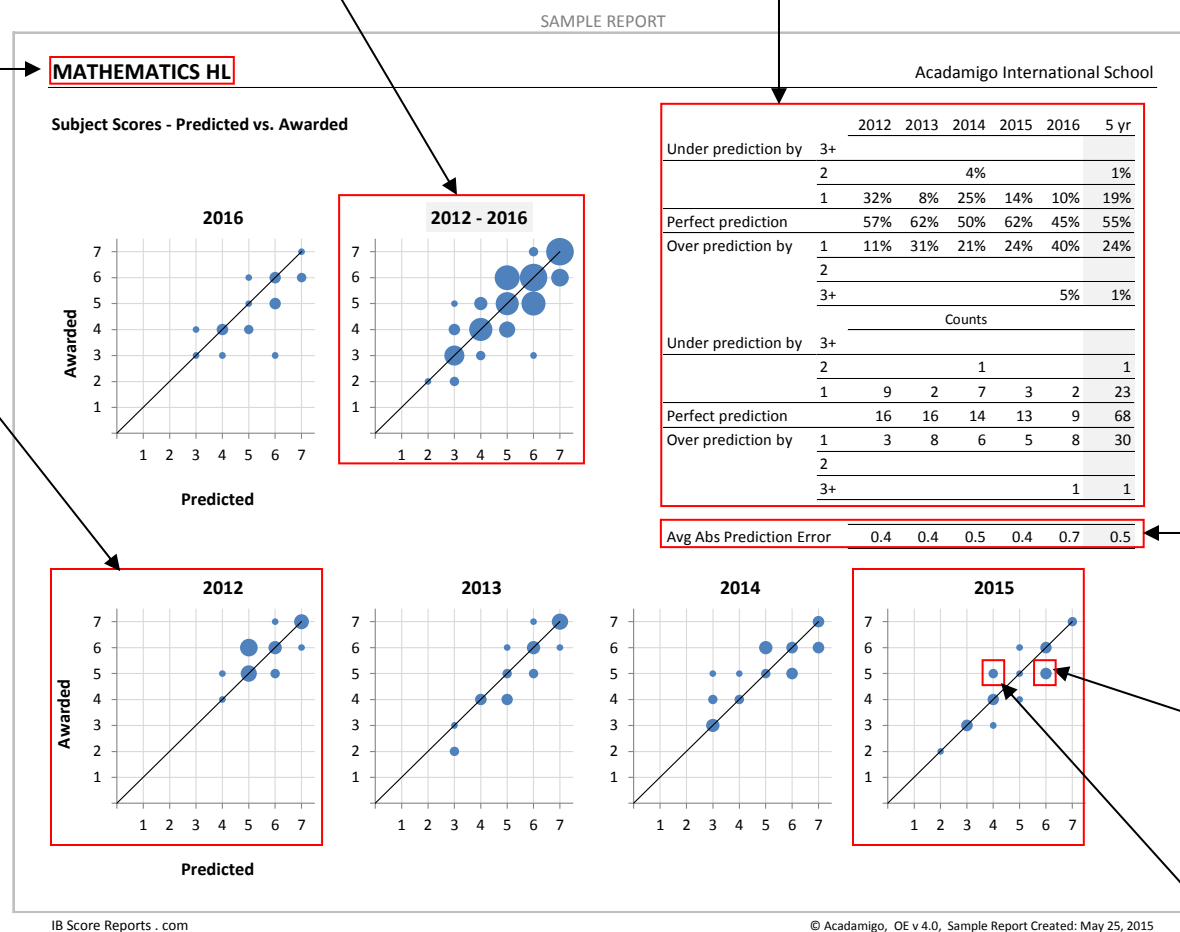
# INTERPRETIVE GUIDE

All data in this sample report relate to Mathematics HL. Your school will receive a similar report for every subject for which your school has scores in the last 5 years.

This chart shows the 5-year aggregate of predicted vs. awarded scores at your school for Mathematics HL.

This table provides percentages and counts for seven different categories of prediction success. The “perfect prediction” row corresponds to the diagonal line in the bubble charts. “Under prediction” means the awarded score was higher than the predicted score. “Over prediction” means the awarded score was lower than the predicted score.

Each bubble chart compares your school’s predicted scores to awarded scores in a given subject – in this case, Mathematics HL. Bubbles on the diagonal line indicate students who were predicted and awarded the same score. Bubbles above the diagonal line indicate students for whom the awarded score was higher than the predicted score. Bubbles below the diagonal line indicate students for whom the awarded score was lower than the predicted score.



This row shows the average absolute prediction error – i.e., the average difference between predicted scores and awarded scores, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one point, in either direction.

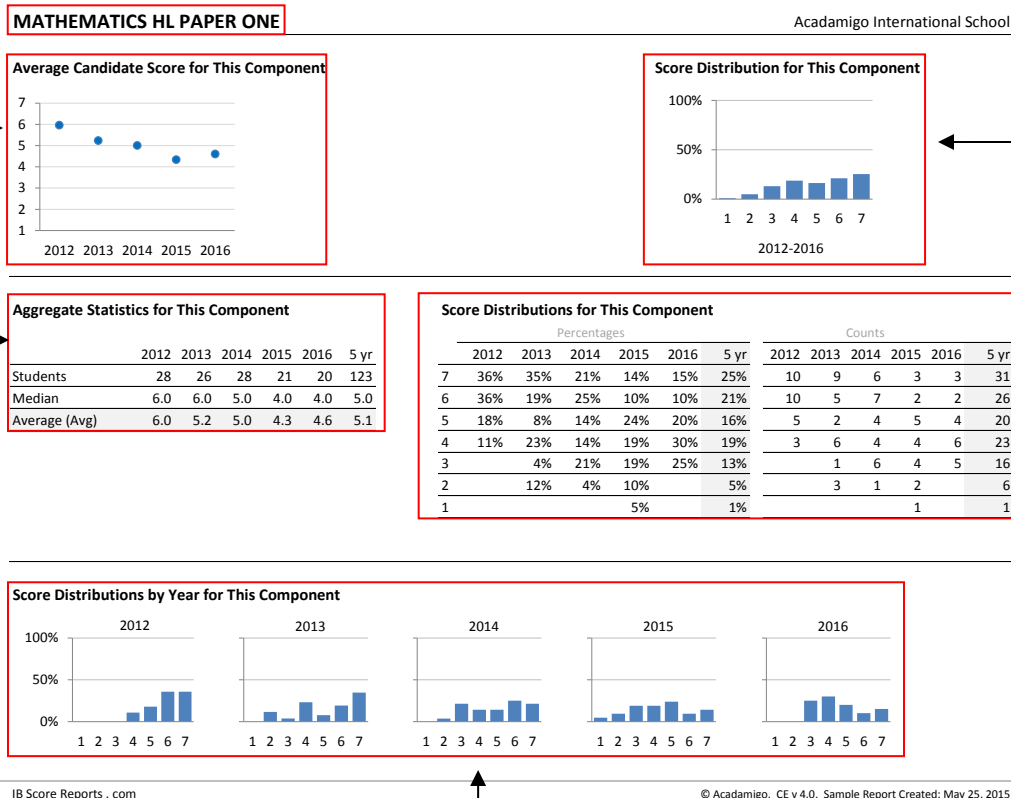
This bubble represents a number of students for whom a 6 was predicted, but a 5 was awarded.

This bubble represents a number of students for whom a 4 was predicted, but a 5 was awarded.

Bubble sizes reflect the number of students with that combination of predicted and awarded scores. The larger the bubble, the greater the number of students at that point. Bubble sizes are consistent between charts on this page.

All data in this sample report relate to Mathematics HL Paper One.  
Your school will receive a similar report for every component of every subject for which your school has any scores in the last 5 years.

## SAMPLE REPORT



This graph shows your school's average Math HL Paper One score in each of the last 5 years.

The Score Distribution chart shows the 5-year aggregate distribution of Math HL Paper One scores for your school.

The Aggregate Statistics table displays, for each year: the number of students at your school receiving scores for this component, the median and average scores for this component at your school, as well as 5-year aggregate statistics.

The Score Distributions table shows percentages and counts of your school's Math HL Paper One scores each year, as well as the 5-year aggregate.

Note: The IBO does not publish worldwide statistics for component scores.

The blue columns show the distribution of Math HL Paper One scores at your school.

# INTERNAL ASSESSMENT – MODERATION TABLE

# INTERPRETIVE GUIDE

SAMPLE REPORT

Moderation Summary Table

Acadamigo International School

## CHEMISTRY HL PRACTICAL WORK

Raw	2012	2013	2014	2015	2016
45	-5	0			
44	-5	0	-6		+1
43		0			
42	-4	0			
41	-4	+1	-5		+1
40	-4	+1	-5		0
39			-5	-1	
38		+1		-1	0
37	-3			-1	0
36	-3	+1	-4	-1	
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	

## \*How to Read This Table

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

All data in this sample report relate to the internal assessment Chemistry HL Practical Work. Your school will receive a similar report for every internal assessment for which your school has scores in the last five years.

Begin with the raw score at the far left of each row. Read across each row to see the moderation applied to that raw score at your school in each of the last five years. Red shading indicates downward moderation. Green shading indicates upward moderation.

This indicates that every raw score of 28 on this assessment at this school in 2013 was moderated up two points to 30.

This indicates that every raw score of 27 on this assessment at this school in 2014 was moderated down one point to 26.

This indicates that every raw score of 28 on this assessment at this school in 2015 was left unmoderated.

This blank cell indicates that no raw scores of 28 were awarded at this school on this assessment in 2016.

The report itself contains instructions on how to read the main table.

Internal assessments in different subjects have different possible total points. For each internal assessment, this report will begin with the highest raw score awarded at your school, and end with the lowest raw score awarded at your school.

This table shows the average absolute moderation – i.e., the average amount scores on this assessment at this school were moderated, **regardless of direction**. When comparing averages between subjects, it is important to remember that internal assessments in different subjects have different possible total points.

# ALL SUBJECTS COMBINED – SCORE DISPLAY

# INTERPRETIVE GUIDE

The data in this sample report relate to scores students received in all subjects combined.

This chart shows the difference between your school's average subject score and the world average subject score for each year. Positive values indicate that your school's average is above the world average. Negative values indicate that your school's average is below the world average.

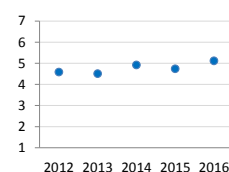
SAMPLE REPORT

## ALL SUBJECTS

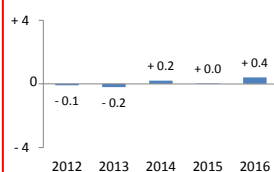
Pangea International School

This graph shows your school's average subject score in each of the last 5 years.

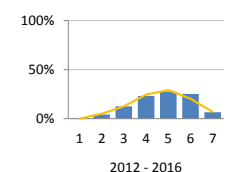
### Average Candidate Subject Score



### School Average minus World Average



### Subject Score Distribution



The yellow line shows the shape of the world-wide score distribution.

The Subject Score Distribution chart shows the 5-year aggregate distribution of subject scores for your school. The yellow line shows the shape of the worldwide distribution of scores for all subjects for those years.

The Aggregate Statistics table displays, for each year: the total number of scores received by students at your school, the median and average subject scores at your school, the worldwide average subject score, your school's average minus the world average (reflected in the top center chart), as well as 5-year aggregate statistics.

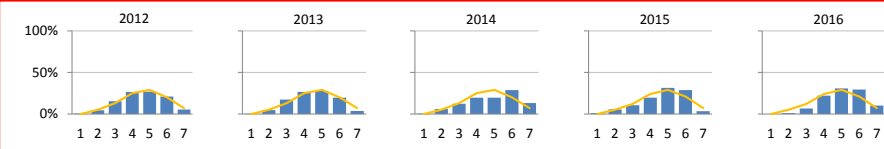
### Aggregate Statistics

	2012	2013	2014	2015	2016	5 yr
# of Scores	360	300	220	306	299	1485
Median	5.0	5.0	5.0	5.0	5.0	5.0
Average (Avg)	4.6	4.5	4.9	4.7	5.1	4.8
World Avg (WA)	4.7	4.7	4.7	4.7	4.7	4.7
(Avg - WA)	-0.1	-0.2	+0.2	+0.0	+0.4	+0.1

### Subject Score Distributions

	Percentages						Counts					
	2012	2013	2014	2015	2016	5 yr	2012	2013	2014	2015	2016	5 yr
7	5%	4%	13%	3%	10%	7%	19	11	29	10	30	99
6	21%	20%	29%	29%	29%	25%	75	59	63	88	88	373
5	27%	28%	20%	31%	31%	28%	96	83	43	96	92	410
4	27%	27%	20%	20%	22%	23%	95	80	43	60	66	344
3	15%	17%	12%	10%	7%	13%	55	52	27	32	20	186
2	4%	5%	6%	6%	1%	4%	16	14	13	17	3	63
1	1%	0%	0%	1%	0%	0%	2	1	1	3		7

### Subject Score Distributions by Year



The yellow lines show the shape of the world-wide score distribution.

The blue columns show the distribution of subject scores at your school. Each yellow line indicates the worldwide subject score distribution for that particular year.



# ALL SUBJECTS COMBINED – PREDICTED VS. AWARDED DISPLAY

# INTERPRETIVE GUIDE

The data in this sample report relate to scores students received in all subjects combined.

This chart shows the 5-year aggregate of predicted vs. awarded scores at your school for all subjects combined.

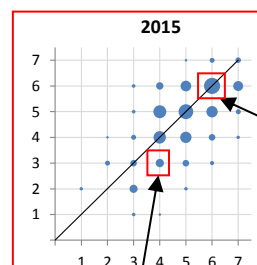
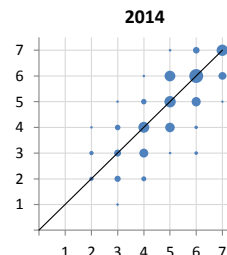
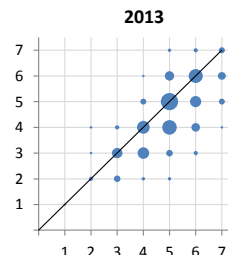
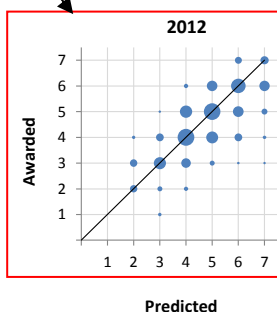
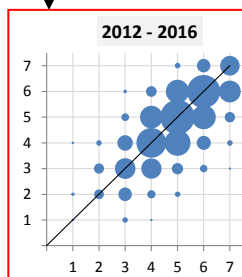
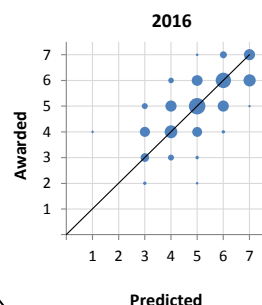
This table provides percentages and counts for seven different categories of prediction success. The “perfect prediction” row corresponds to the diagonal line in the bubble charts. “Under prediction” means the awarded score was higher than the predicted score. “Over prediction” means the awarded score was lower than the predicted score.

SAMPLE REPORT

Pangea International School

ALL SUBJECTS

Subject Scores - Predicted vs. Awarded



	2012	2013	2014	2015	2016	5 yr
Under prediction by						
3+				1%	0%	0%
2	2%	1%	2%	4%	4%	3%
1	20%	9%	18%	20%	22%	18%
Perfect prediction	48%	46%	48%	38%	48%	46%
Over prediction by						
1	22%	32%	27%	27%	23%	26%
2	7%	9%	4%	7%	2%	6%
3+	1%	2%	1%	3%	0%	1%
	Counts					
Under prediction by						
3+				2	1	3
2	6	4	4	13	12	39
1	70	27	39	60	64	260
Perfect prediction	169	135	104	115	141	664
Over prediction by						
1	79	94	58	80	68	379
2	25	27	9	22	5	88
3+	4	6	2	8	1	21
Avg Abs Prediction Error	0.6	0.7	0.6	0.8	0.6	0.7

This row shows the average absolute prediction error – i.e., the average difference between predicted scores and awarded scores, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one point, in either direction.

This bubble represents a number of students for whom a 6 was predicted, and a 6 was awarded.

This bubble represents a number of students for whom a 4 was predicted, but a 3 was awarded.

Bubble sizes reflect the number of students with that combination of predicted and awarded scores. The larger the bubble, the greater the number of students at that point. Bubble sizes are consistent between charts on this page.

# EXTENDED ESSAY SUBJECT – SCORE DISPLAY

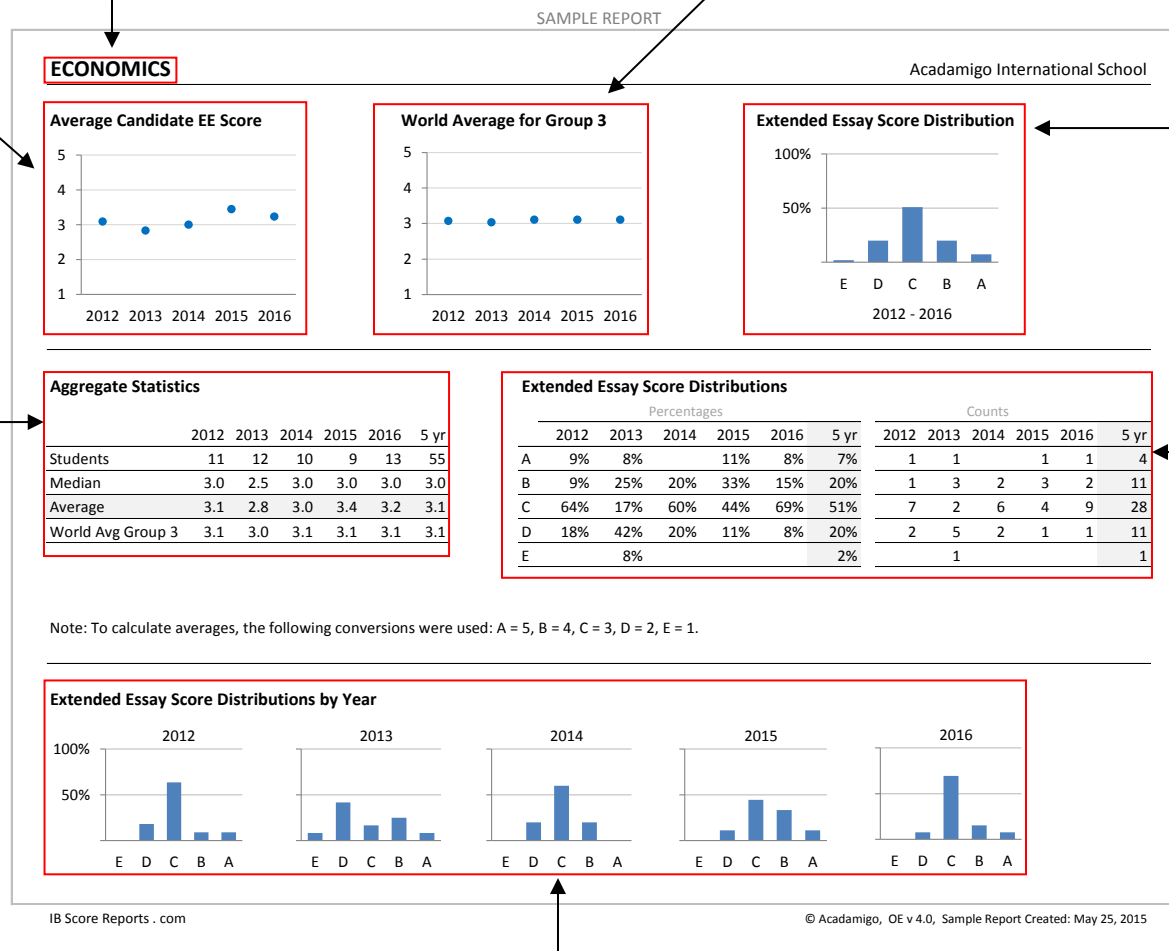
# INTERPRETIVE GUIDE

All data in this sample report relate to Extended Essays in Economics. Your school will receive a similar report for every EE subject for which your school has any scores in the last 5 years.

This chart shows the world average EE score for this subject's Group for each year – in this case, Group 3. The IBO does not publish averages for EE scores at the subject level.

This graph shows your school's average EE scores in Economics in each of the last 5 years.

The Aggregate Statistics table shows, for each year: the number of students at your school receiving EE grades in this subject, the median and average scores for this EE subject at your school, and the worldwide average EE score for this subject's Group (in this case, Group 3). Since the IBO does not publish distributions for EE scores at the subject level, we cannot calculate statistical significance.



The Extended Essay Score Distribution chart shows the 5-year aggregate distribution of EE grades in Economics for your school.

The Extended Essay Score Distributions table shows percentages and counts of your school's Extended Essay grades in this subject for each year, as well as the 5-year aggregate.

To calculate averages and medians, the following conversions were used:

A = 5  
B = 4  
C = 3  
D = 2  
E = 1

The blue columns show the distribution of Economics EE scores at your school. There are no yellow lines representing the distribution of worldwide grades because the IBO does not publish distributions for EE grades at the subject level.

# EXTENDED ESSAY SUBJECT – PREDICTED VS. AWARDED DISPLAY

# INTERPRETIVE GUIDE

All data in this report relate to the Extended Essay in Economics. Your school will receive a similar report for every EE subject for which your school has grades in the last 5 years.

This chart shows the 5-year aggregate of predicted vs. awarded grades at your school for the Extended Essay in Economics.

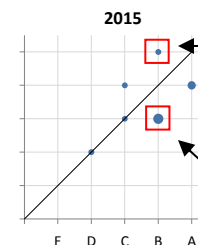
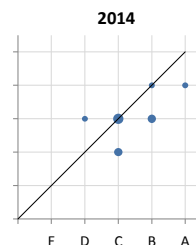
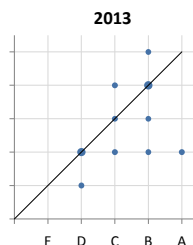
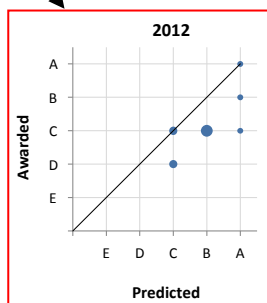
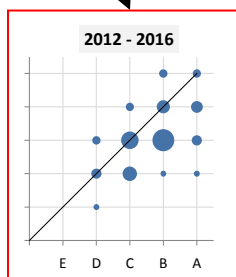
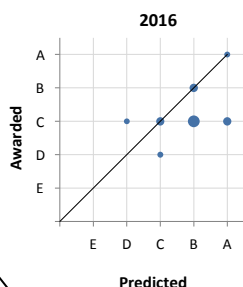
This table provides percentages and counts for seven different categories of prediction success. The “perfect prediction” row corresponds to the diagonal line in the bubble charts. “Under prediction” means the awarded grade was higher than the predicted grade. “Over prediction” means the awarded grade was lower than the predicted grade.

SAMPLE REPORT

**ECONOMICS**

Acadamigo International School

Extended Essay Grades - Predicted vs. Awarded



	2012	2013	2014	2015	2016	5 yr
Under prediction by	3+					
	2					
	1	17%	10%	22%	8%	11%
Perfect prediction		27%	42%	40%	22%	38%
Over prediction by	1	64%	25%	50%	56%	38%
	2	9%	8%		15%	7%
	3+		8%			2%
Counts						
Under prediction by	3+					
	2					
	1	2	1	2	1	6
Perfect prediction		3	5	4	2	19
Over prediction by	1	7	3	5	5	25
	2	1	1		2	4
	3+		1			1
Avg Abs Prediction Error		0.8	0.8	0.6	0.8	0.8

This row shows the average absolute prediction error – i.e., the average difference between predicted grades and awarded grades, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one letter grade, in either direction.

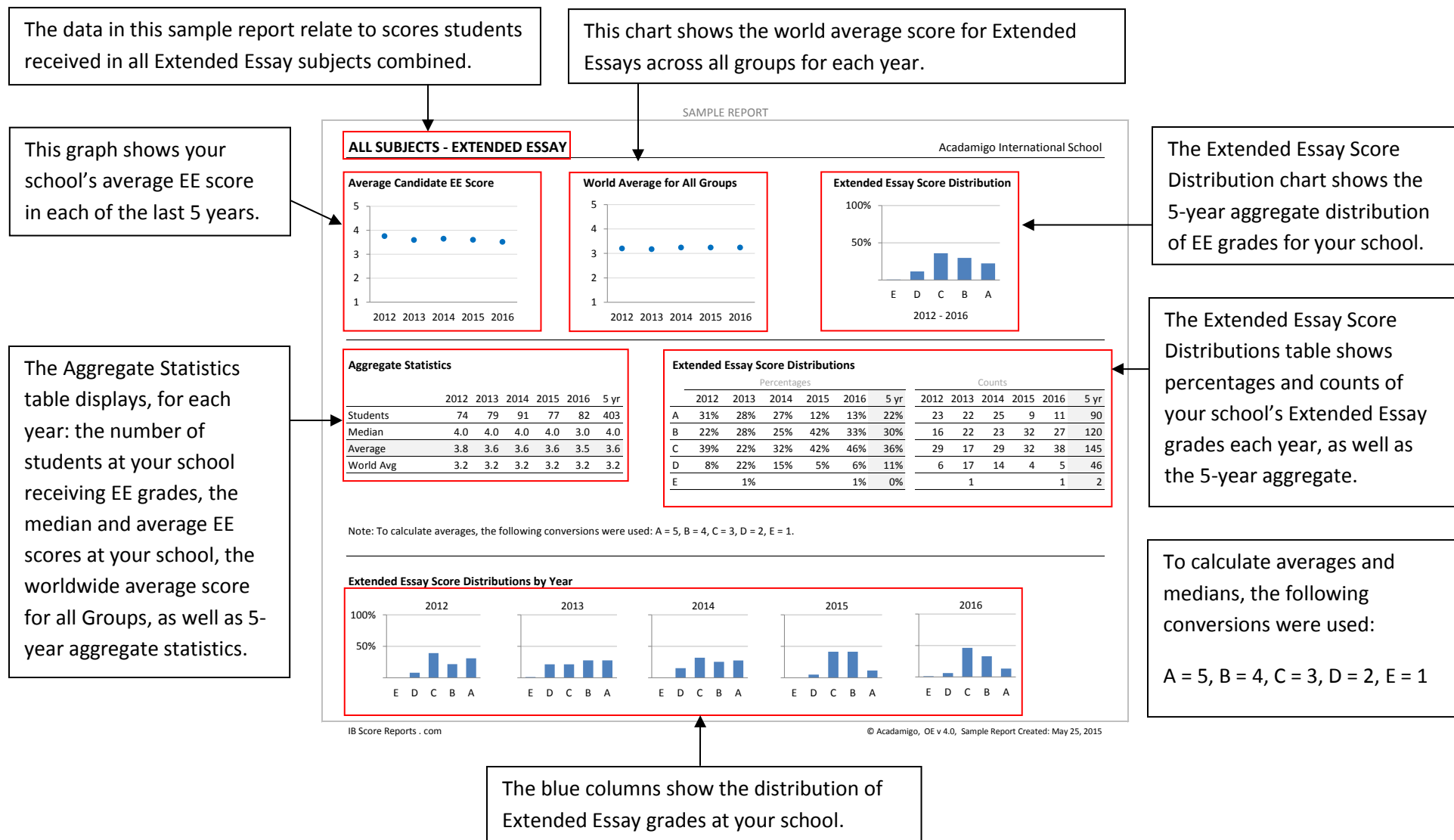
This bubble represents a single student for whom a B was predicted, but an A was awarded.

This bubble represents a number of students for whom a B was predicted, but a C was awarded.

Bubble sizes reflect the number of students with that combination of predicted and awarded grades. The larger the bubble, the greater the number of students at that point. Bubble sizes are consistent between charts on this page.

# ALL EE SUBJECTS COMBINED – SCORE DISPLAY

# INTERPRETIVE GUIDE



# ALL EE SUBJECTS COMBINED – PREDICTED VS. AWARDED DISPLAY

# INTERPRETIVE GUIDE

The data in this sample report relate to grades students received in all Extended Essay subjects combined.

This chart shows the 5-year aggregate of predicted vs. awarded grades at your school for Extended Essays in all subjects.

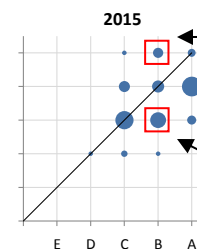
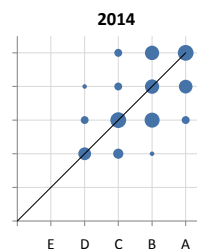
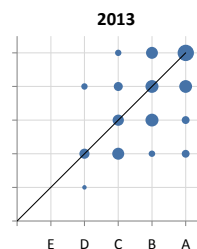
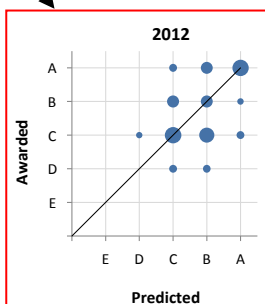
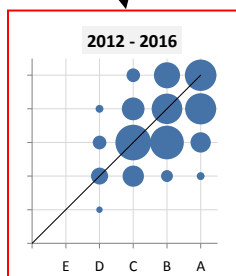
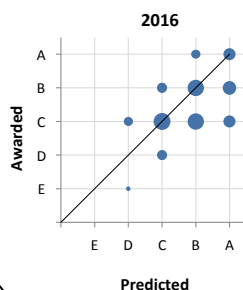
This table provides percentages and counts for seven different categories of prediction success. The “perfect prediction” row corresponds to the diagonal line in the bubble charts. “Under prediction” means the awarded grade was higher than the predicted grade. “Over prediction” means the awarded grade was lower than the predicted grade.

SAMPLE REPORT

Acadamigo International School

ALL SUBJECTS

Extended Essay Grades Predicted vs. Awarded



	2012	2013	2014	2015	2016	5 yr
Under prediction by	3+					
2	4%	5%	4%	1%		3%
1	22%	14%	18%	14%	16%	17%
Perfect prediction	45%	41%	46%	35%	41%	42%
Over prediction by	1	22%	30%	27%	43%	34%
2	8%	6%	4%	6%	9%	7%
3+		4%				1%
Counts						
Under prediction by	3+					
2	3	4	4	1		12
1	16	11	16	11	13	67
Perfect prediction	33	32	42	27	34	168
Over prediction by	1	16	24	25	33	126
2	6	5	4	5	7	27
3+		3				3
Avg Abs Prediction Error	0.7	0.8	0.6	0.7	0.7	0.7

This row shows the average absolute prediction error – i.e., the average difference between predicted grades and awarded grades, **regardless of direction**. An average absolute prediction error of 1.0 would mean that, on average, predictions were off by one letter grade, in either direction.

This bubble represents a number of students for whom a B was predicted, but an A was awarded.

This bubble represents a number of students for whom a B was predicted, but a C was awarded.

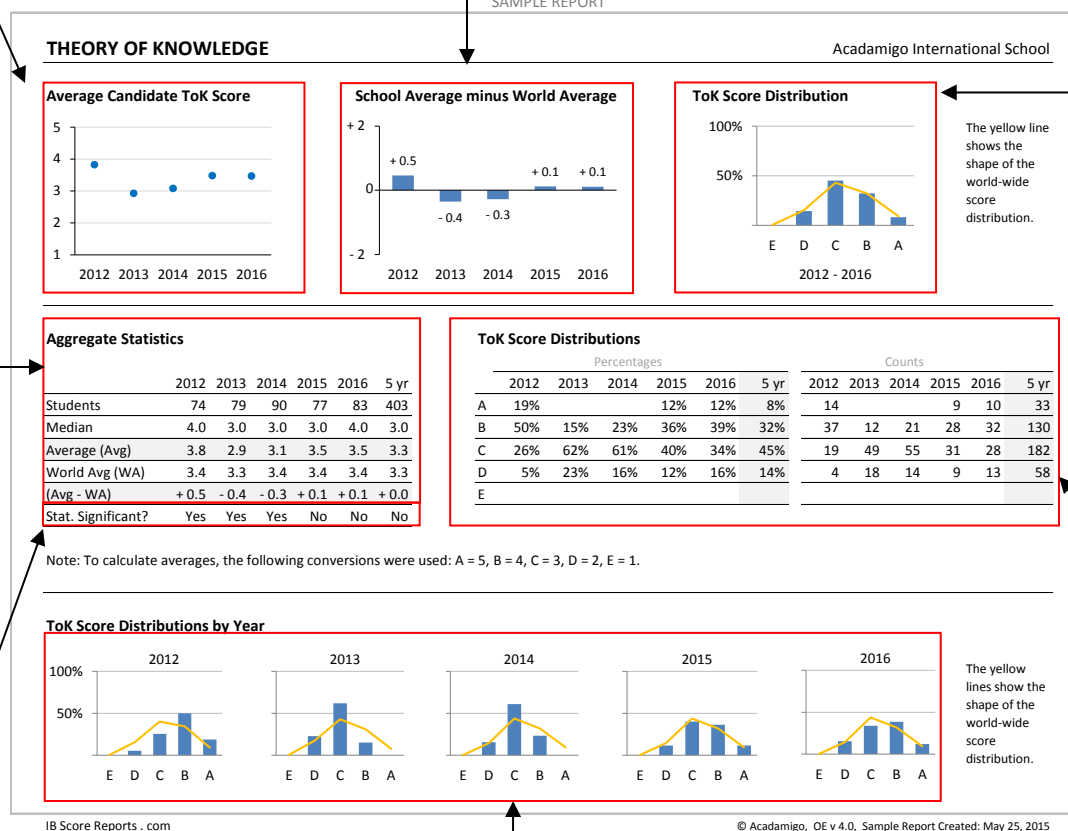
Bubble sizes reflect the number of students with that combination of predicted and awarded grades. The larger the bubble, the greater the number of students at that point. Bubble sizes are consistent between charts on this page.

This graph shows your school's average TOK score in each of the last 5 years.

This chart shows the difference between your school's average TOK score and the world average TOK score for each year. Positive values indicate that your school's average is above the world average. Negative values indicate that your school's average is below the world average.

The Aggregate Statistics table displays, for each year: the number of students at your school receiving TOK grades, the median and average TOK scores at your school, the worldwide average TOK score, your school's average minus the world average (reflected in the top center chart), as well as 5-year aggregate statistics.

The last line of the table indicates whether the difference between your school's average and the world average is statistically significant. Statistical significance is determined using a correlational chi-square test with  $\alpha=0.05$ .



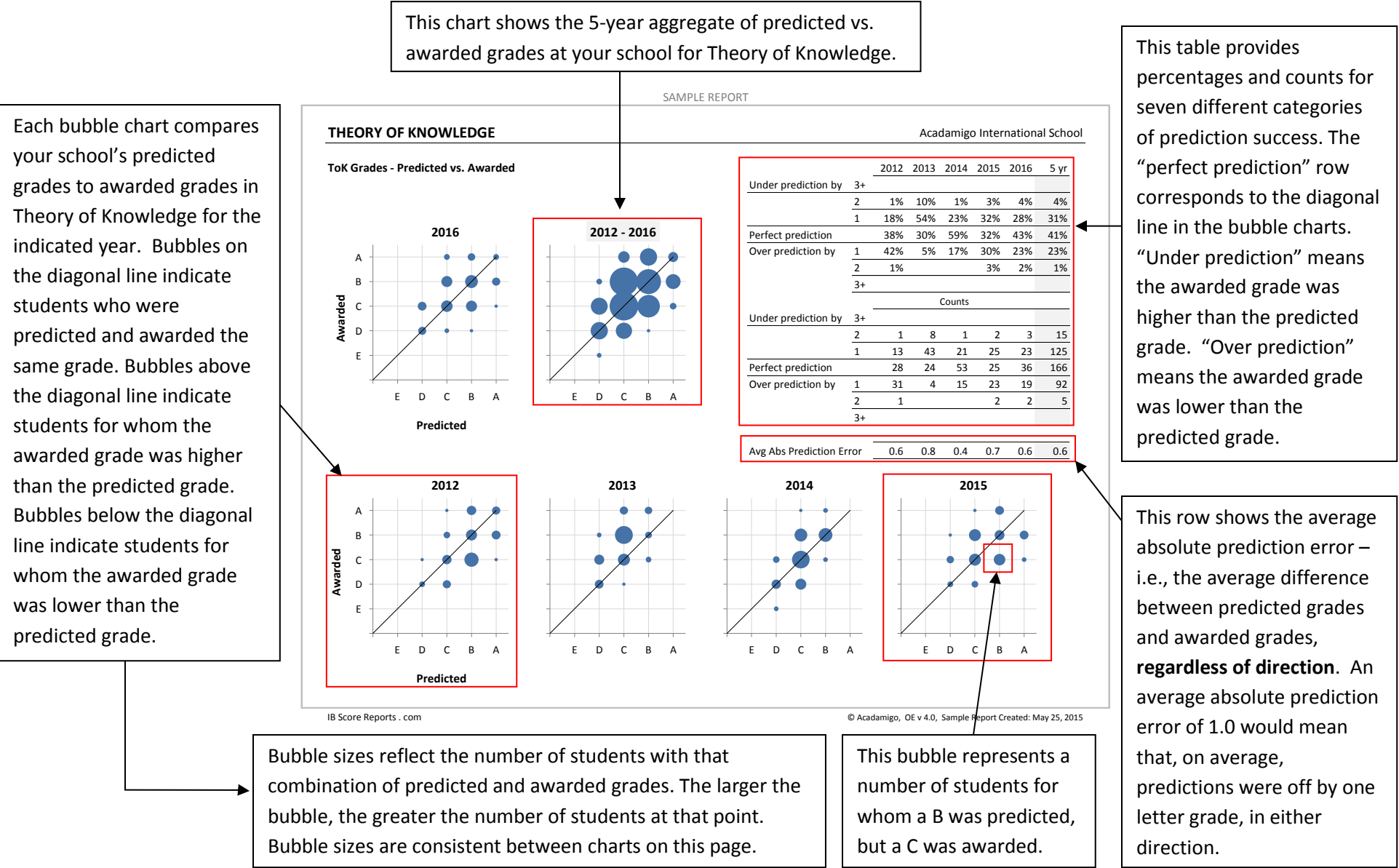
The TOK Score Distribution chart shows the 5-year aggregate distribution of TOK grades for your school and the world. The yellow line shows the shape of the worldwide grade distribution for TOK for those years.

The TOK Score Distributions table shows percentages and counts of your school's TOK grades each year, as well as the 5-year aggregate.

To calculate averages and medians, the following conversions were used:

A = 5, B = 4, C = 3, D = 2, E = 1

The blue columns show the distribution of TOK grades at your school. Each yellow line indicates the worldwide TOK grade distribution for that particular year.



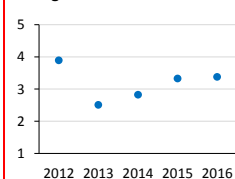
All the data in this sample report relate to the TOK Essay. Your school will receive a similar report for the TOK Presentation.

SAMPLE REPORT

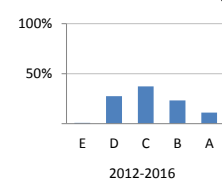
## THEORY OF KNOWLEDGE ESSAY

Acadamigo International School

### Average Candidate Score for This Component



### Score Distribution for This Component



### Aggregate Statistics for This Component

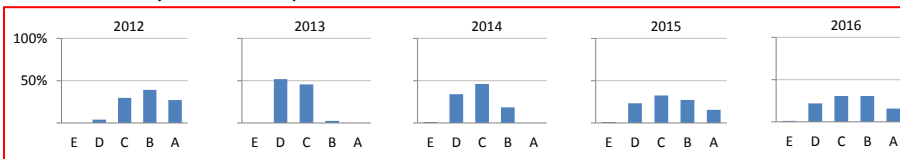
	2012	2013	2014	2015	2016	5 yr
Students	74	79	91	77	82	403
Median	4.0	2.0	3.0	3.0	3.0	3.0
Average (Avg)	3.9	2.5	2.8	3.3	3.4	3.2

### Score Distributions for This Component

	Percentages						Counts						
	2012	2013	2014	2015	2016	5 yr	2012	2013	2014	2015	2016	5 yr	
A	27%			16%	16%	11%	20			12	13	45	
B	39%	3%	19%	27%	30%	23%	29	2	17	21	25	94	
C	30%	46%	46%	32%	30%	37%	22	36	42	25	25	150	
D	4%	52%	34%	23%	22%	28%	3	41	31	18	18	111	
E			1%	1%	1%	1%			1	1	1	3	

Note: To calculate averages, the following conversions were used: A = 5, B = 4, C = 3, D = 2, E = 1.

### Score Distributions by Year for This Component



IB Score Reports . com

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The blue columns show the distribution of TOK Essay grades at your school.

This graph shows your school's average TOK Essay score in each of the last 5 years.

The Aggregate Statistics table displays, for each year: the number of students at your school receiving grades for this component, the median and average scores for this component at your school, as well as 5-year aggregate statistics.

Note: The IBO does not publish worldwide statistics for component scores.

The Score Distribution chart shows the 5-year aggregate distribution of TOK Essay grades for your school.

The Score Distributions table shows percentages and counts of your school's grades for this component for each year, as well as the 5-year aggregate.

To calculate averages and medians, the following conversions were used:

A = 5, B = 4, C = 3, D = 2, E = 1