

1-7 Grading Descriptors: What Do They Really Mean?

AISV will adopt an IB-based 1-7 grading system for 11th grade next year if we are authorized to offer the IB.

Having a shared understanding of the meaning of the 1-7 scale is a vital part of standardizing assessment, and therefore avoiding unprofessional situations where students achieve at similar levels yet receive different marks.

This document provides two versions of the 1-7 scale: Official and Teacher-Friendly. Included at the end are some key notes about points which have arisen in recent discussions about the meaning of 1-7.

Official- The IB's Descriptors for 1-7

Grade	Descriptors
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Teacher Friendly

Grade	Descriptors
<p style="text-align: center;">1 Very Poor</p>	<p>The student understands very little of the taught content and is unable to use the taught skills.</p>
<p style="text-align: center;">2 Poor</p>	<p>The student understands a little, but not much, of the taught content. The student cannot use the taught skills, even when the teacher assists.</p>
<p style="text-align: center;">3 Mediocre</p>	<p>The student has limited understanding of most of the taught content, OR has mixed understanding, with some areas being a level 2, and others being acceptable (level 4 or above). The student can only use the taught skills fully if the teacher assists.</p>
<p style="text-align: center;">4 Satisfactory</p>	<p>Overall, the student understands the taught content, and can use the taught skills in the types of situations which were practiced in class. There may be some content or skill which is weaker, but there are no areas of major concern. In situations involving the taught content and skills, the student occasionally analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data.</p>
<p style="text-align: center;">5 Good</p>	<p>The student fully understands the taught content, and can use the taught skills in a few different types of situations. In situations involving the taught content and skills, the student <i>usually</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>occasionally</i> provides their own creative solutions, useful ideas, and new ways of looking at things.</p>
<p style="text-align: center;">6 Very Good</p>	<p>The student fully understands the taught content, and can use the taught skills in many <i>different</i> types of situations. In situations involving the taught content and skills, the student <i>always</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student <i>usually</i> provides their own creative solutions, useful ideas, and new ways of looking at things.</p>
<p style="text-align: center;">7 Excellent</p>	<p>The student fully understands the taught content, and can use the taught skills in many <i>different</i> types of situations, hardly ever making mistakes or omissions. In situations involving the taught content and skills, the student <i>always</i> analyzes situations, combines different content and skills, and makes conclusions based on evaluation of all available data. The student always provides their own creative solutions, useful ideas, and new ways of looking at things. They delve deeper and apply higher order thinking consistently. The student always produces work of high quality.</p>

Important Notes

Holistic Judgments: These descriptors are meant to describe the student's achievement over a large range of content and skills. The teacher must select the grade which **best** describes the student's overall achievement, even though achievement on individual benchmarks might be higher or lower. It is neither the highest nor the lowest achievement which determines the grade- it is the big picture view.

Achieving Above Grade Level: A student who has mastered their standards and benchmarks should receive a mark between 4 and 7, depending on how much they can do with the content and skills. It is not required that a student demonstrate ability above their current grade level in order to receive the highest mark for that grade level. While it is likely that a student receiving a 6 or a 7 is working above grade level in some areas, it is not required.

Difference between "Satisfactory" and "Excellent": For the higher bands, it's not a question of whether the student knows the content and skills, but how much the student can do with the content and skills. If the student just knows the basic requirement and can use them in basic situations, that's a satisfactory level of achievement, and that's a 4. If the student can use higher-order thinking skills to do more with the knowledge and skills, that's a higher level of achievement, and a higher mark.

Giving a 7 in Quarter 1: It is perfectly acceptable to record a 7 in any quarter. A mark of 7 indicates very high achievement with whatever has been taught up to that point.