



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

WEBINAR WEDNESDAY

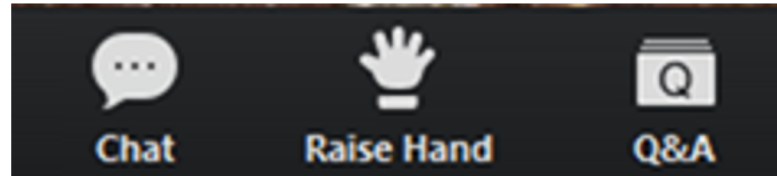
Cracking Open the Crystal Ball of IB Predictions

March 4, 2020, 7:00 PM EST



Zoom Familiarity:

Your toolbar:



- **Q & A**
 - Please enter all questions for panelists using this tool
 - Questions can be asked anonymously
- **Raise Hand**
 - This tool may be used for informal polling
- **Chat**
 - Messaging tool - we will not be monitoring this for questions

Panelists

Name: Marie Vivas
Institution: International Baccalaureate Organization
Title: Senior Development Manager
Location: Washington DC



Name: Panetha Theodosia Nychis Ott
Institution: Brown University
Title: Director of Admission, International Recruitment
Location: Providence, Rhode Island



Name: Brandy M. Fransen
Institution: Rollins College
Title: Senior Associate Director of International Admission
Location: Winter Park, Florida



Name: Robbie Jefferiss
Institution: United World College of South East Asia
Title: University Advisor
Location: Singapore



Name: Piotr Kocyk
Institution: Seoul Foreign School
Title: IB Diploma Coordinator
Location: Seoul, Korea



Name: Joachim (Kim) Ekstrom
Institution: Seoul Foreign School
Title: Director of College Counseling
Location: Seoul, Korea



Polls: Understanding Who is Here





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Introduction and Overview

In the spring of 2019, Joachim (Kim) Ekstrom and Robbie Jefferiss conducted a comprehensive study on predicted (IB) grades involving both international school teachers and university representatives. The aim was to gain a better understanding of how predicted grades are produced by teachers and how they are used by admissions officers in the application process.

Representatives from 155 universities (mainly in the US) and 396 IB teachers from 34 international schools took part in the study. An overview of the study was presented at the International ACAC Conference in London, Ontario in July 2019, and at the CIS/EARCOS Conference in Bangkok in September 2019.

Introduction and Overview

1. Guidelines from IBO
2. Teacher Survey
3. University Survey and Changes in PG Process at UWC
4. Changes in PG Process at SFS
5. How PGs are reviewed at Brown
6. How PGs are reviewed at Rollins



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Guidelines from IBO

What are predicted grades?

Predicted grades are a prediction of what students will earn on the final examination that qualifies them for a high school diploma.

Why are they important?

- Student mobility to universities outside of their home country is growing more than ever.
- Many national systems only award grades after a final examination which determines whether students will receive their high school diploma.
- IB Diploma provides sufficiency for admissions over regular US diploma
- Predicted grades and language proficiency are usually the only credentials required in the application process.

Who needs to do predicted grades

- Applicants to highly selective and internationally focused US universities.
- Applicants to universities all over the world (UK, Australia, Canada, Europe, etc).
- IB Students/IB World Schools who do not have four year transcripts.
- Students who are applying to a university outside of their home country.

Who needs to do predicted grades

- **IB (internal) predicted grades**
 - Required by IB as a quality assurance measure
 - Submitted in April/October of exam year
 - School based grades
 - Not shared externally by IB
 - Usually counselors are not exposed to this
- **IB final grades**
 - Determined by IB based on all internal and external assessments in each subject.
 - Released by IB 5 weeks after the end of the assessment period.
 - Not school based

Getting familiar with nomenclature

- **IB predicted grades (for universities)...let's call them *anticipated***
 - Sent out in November – January of senior year.
 - Not the same as a mid-year grade which is simply a statement of how the student has actually performed to date.

How do you determine predicted grades

- **There are many ways to do this:**

1. Use your magic 8 ball or consult your astrologer (not the best way to do it)
2. Use the junior year final grade
3. Use the mid-year report grade
4. Consult with teachers and have them issue a predicted grade



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Teacher Survey

www.predicted-grades-study.com





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Participating Schools

Asia Pacific

1. American Embassy School – Delhi
2. American International School - Chennai
3. Bangkok Patana School
4. British International School, Phuket
5. Canadian International School of Hong Kong
6. Hong Kong Academy
7. International School Bangkok
8. International School, Ho Chi Minh City
9. International School Manila
10. International School of Beijing
11. International School of Kuala Lumpur
12. Jakarta Intercultural School
13. Nagoya International School
14. Seoul Foreign School
15. Shanghai American School, Puxi
16. Shanghai American School (Pudong Campus)
17. Taipei American School
18. United Nations International School of Hanoi
19. United World College of South East Asia - Dover Campus
20. United World College of South East Asia- East Campus
21. Western Academy of Beijing
22. Yokohama International School

Europe and Middle-East

1. American Community School Abu Dhabi
2. American International School Vienna
3. American International School of Johannesburg
4. American School of Doha
5. American School of the Hague
6. American School of Paris
7. Anglo-American School of Moscow
8. Antwerp International School
9. Berlin Brandenburg International School
10. Inter-Community School Zürich
11. International School of Lausanne
12. Oslo International School

396 teachers
from 34 international schools

Please describe the training you have received regarding predicted grades at your current school

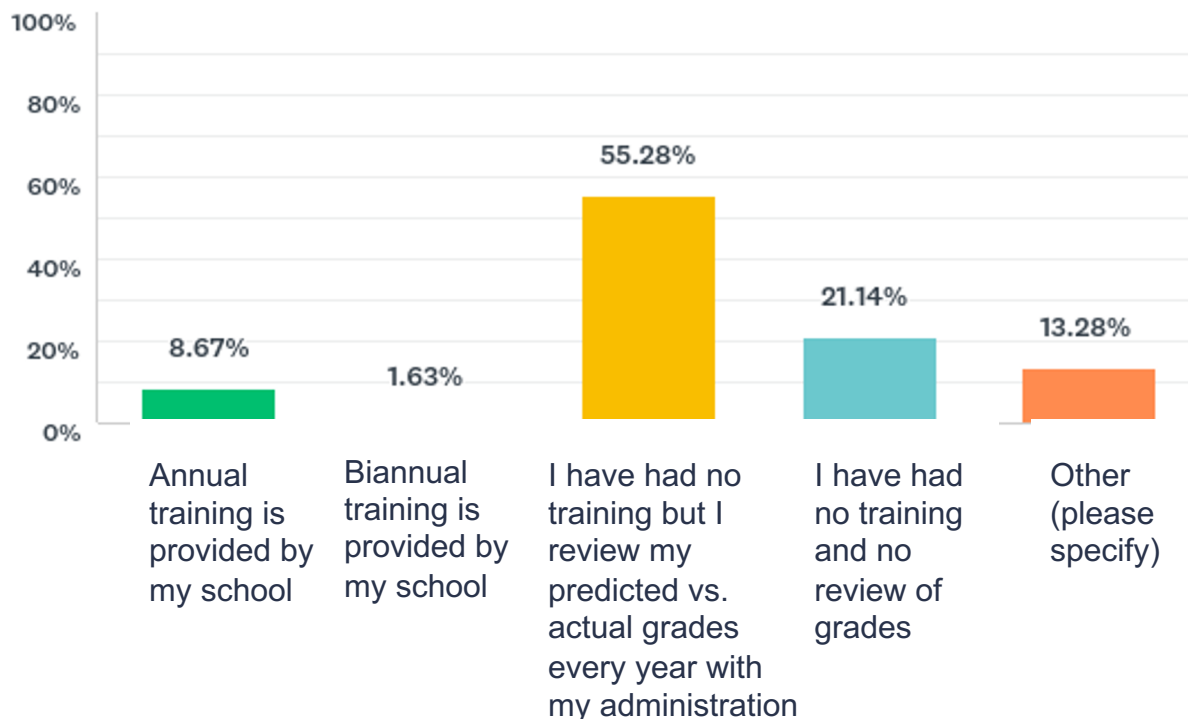
Other:

41 comments and 6

Clusters:

1. Review in Department (14)
2. Individual Review (8)
3. Limited Training (8)
4. Faculty Meetings (6)
5. IB Training (3)
6. Review with Counselors (2)

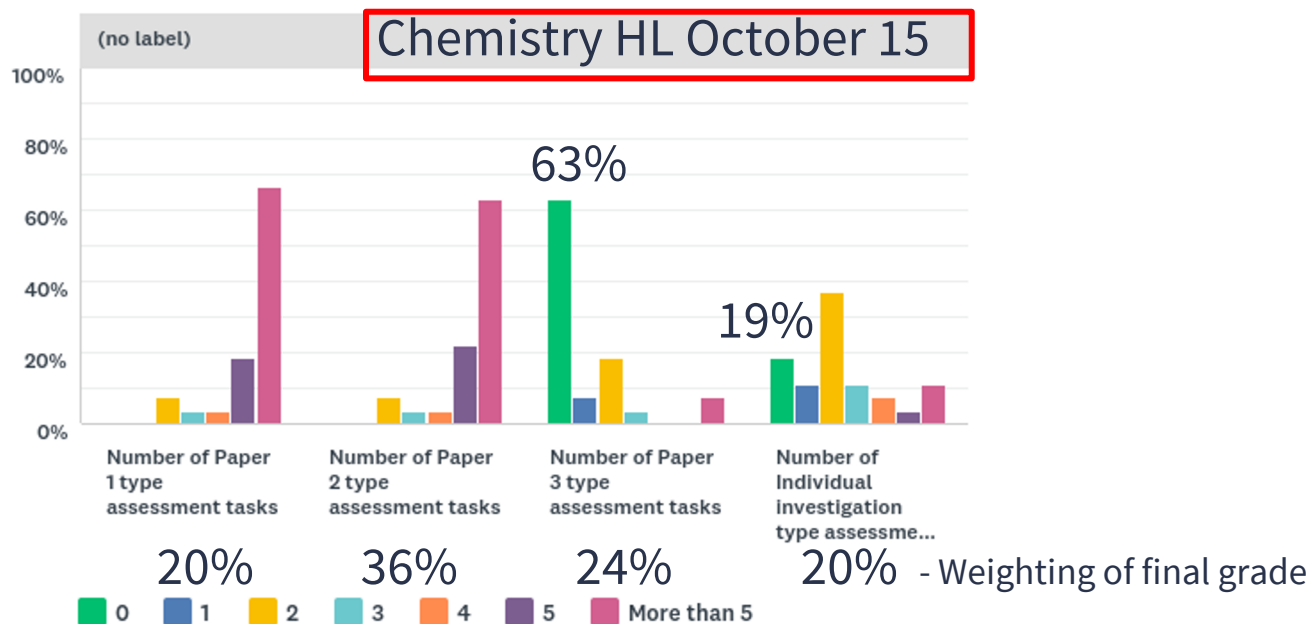
IB Teacher Survey



IB Teacher Survey

What type of assessment data would you have available if you were to submit predicted grades for your Year 2 students on

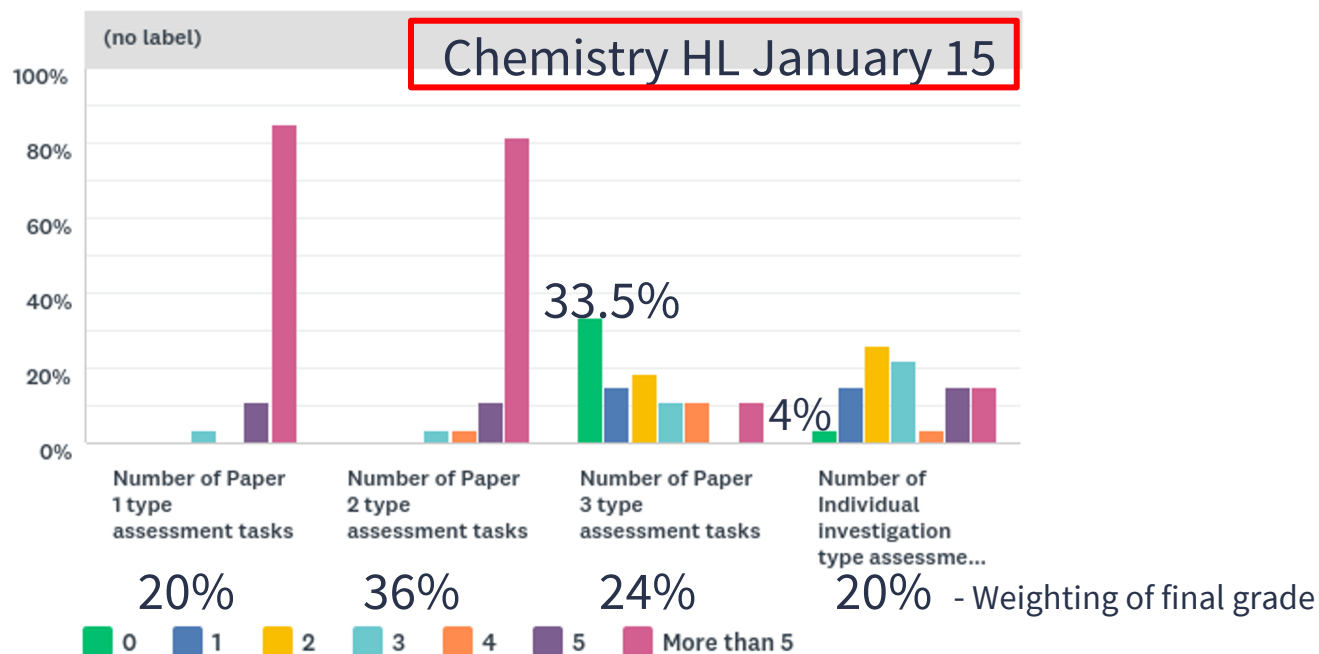
27 Chemistry HL Teachers responded



IB Teacher Survey

What type of assessment data would you have available if you were to submit predicted grades for your Year 2 students on

27 Chemistry HL Teachers responded



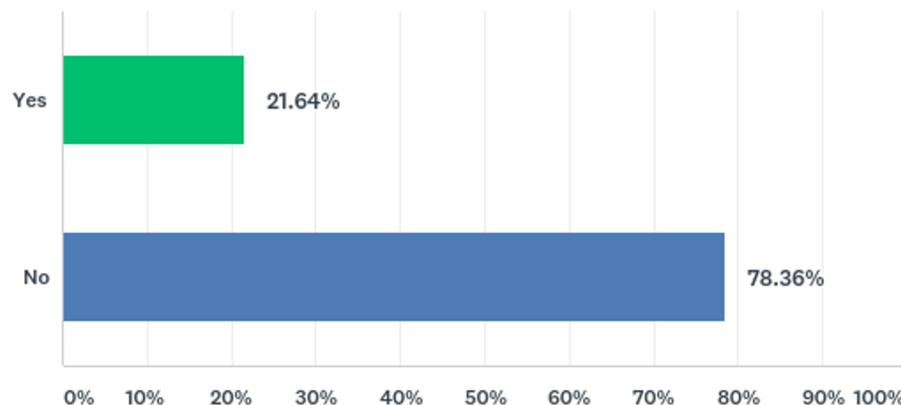
IB Teacher Survey

Do you base your predicted grades solely on mock exams (full or partial) and internal assessments?

If your answer is no, what other factors are you incorporating when you make predictions?

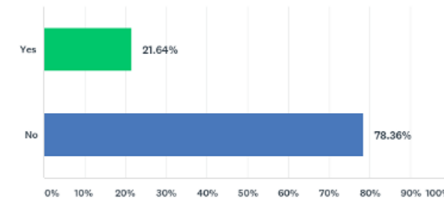
235 comments and 6 Clusters:

1. Potential and Work Ethic (70)
2. Exams and Assessments (55)
3. Performance Over Time (36)
4. Holistic Approach (33)
5. Professional Judgement (25)
6. No Mocks (16)



If your answer is no, what other factors are you incorporating when you make predictions?

IB Teacher Survey

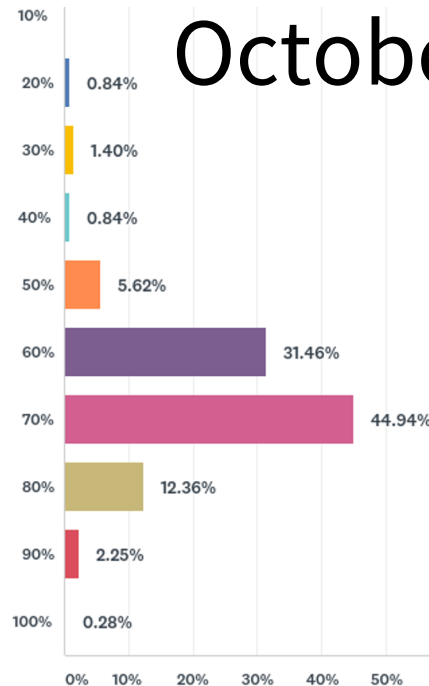


- Internal exams
- Regular assessments
- Unit tests and Assignments
- Class work and Homework
- Active engagement in the subject
- Participation in class discussions
- In class contributions
- Face to face discussions
- A plethora of other indicators of student understanding of the core concepts
- The student's potential to learn
- The student's diligence to work hard
- The student's ability to learn necessary theory
- The student's level of resilience and motivation
- Estimation of student likelihood of revising

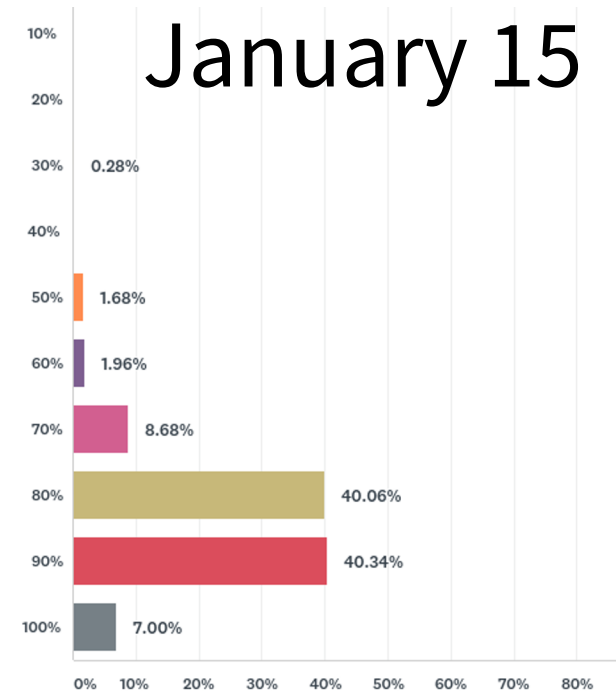
*“In our school, **mock exams can't count as summatives if given outside of class time.** As such, mock exams are primarily for student use. Not all students take them as seriously as they could. It would be **unfair** to base a prediction solely on their mock performance”*

IB Teacher Survey

October 15



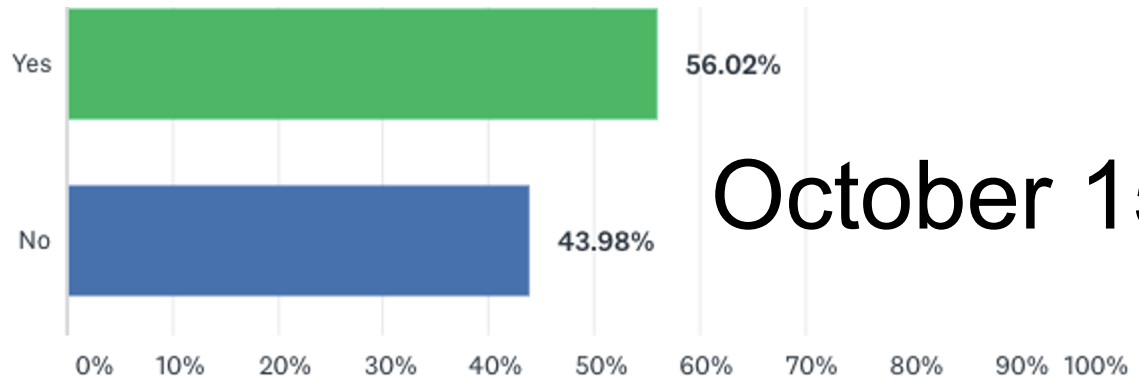
January 15



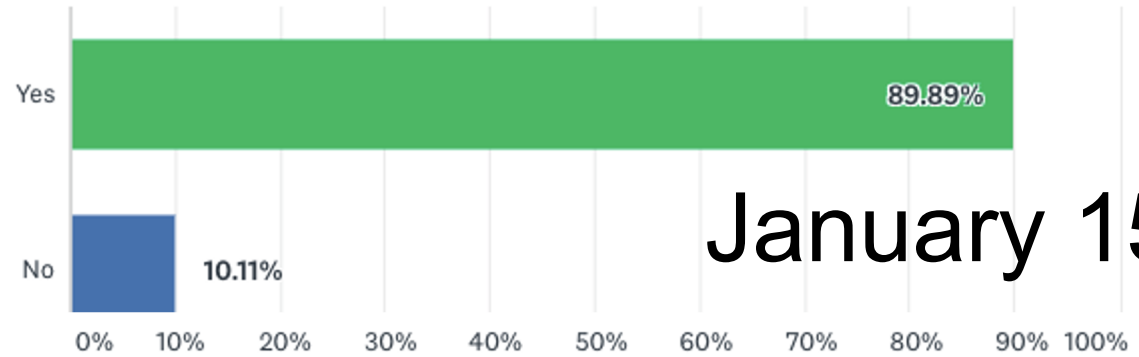
Approximately what percentage of the syllabus content and skills taught in this subject and at this level has been covered and assessed by ...?

IB Teacher Survey

If requested, would you have enough assessment data to be able to produce **reliable predicted grades** for your Year 2 students in this subject and at this level on ...?



October 15



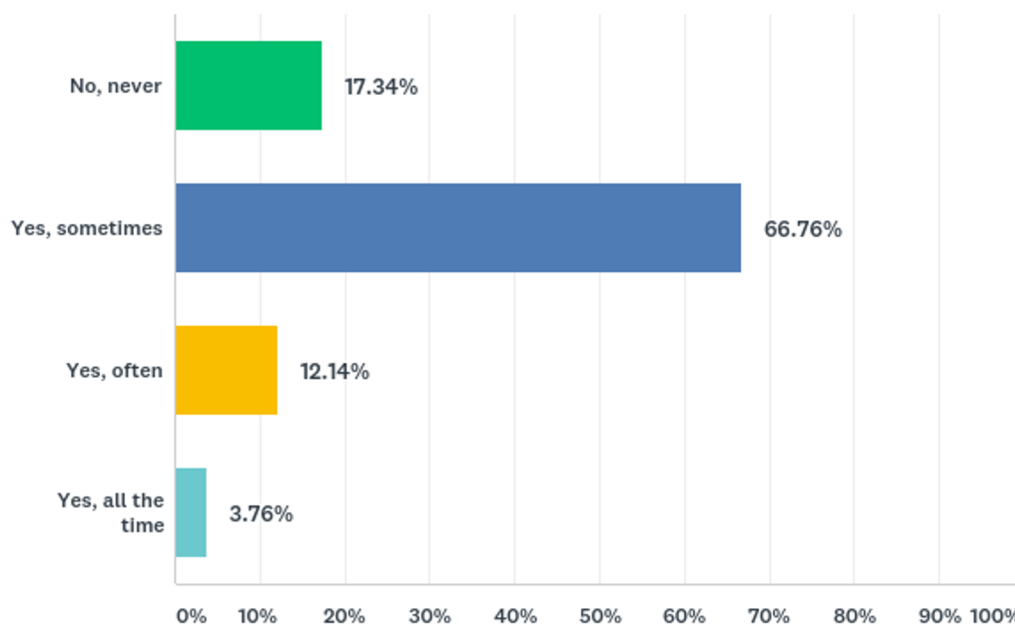
January 15

IB Teacher Survey

Do you feel pressured by students and/or parents to inflate your grades?

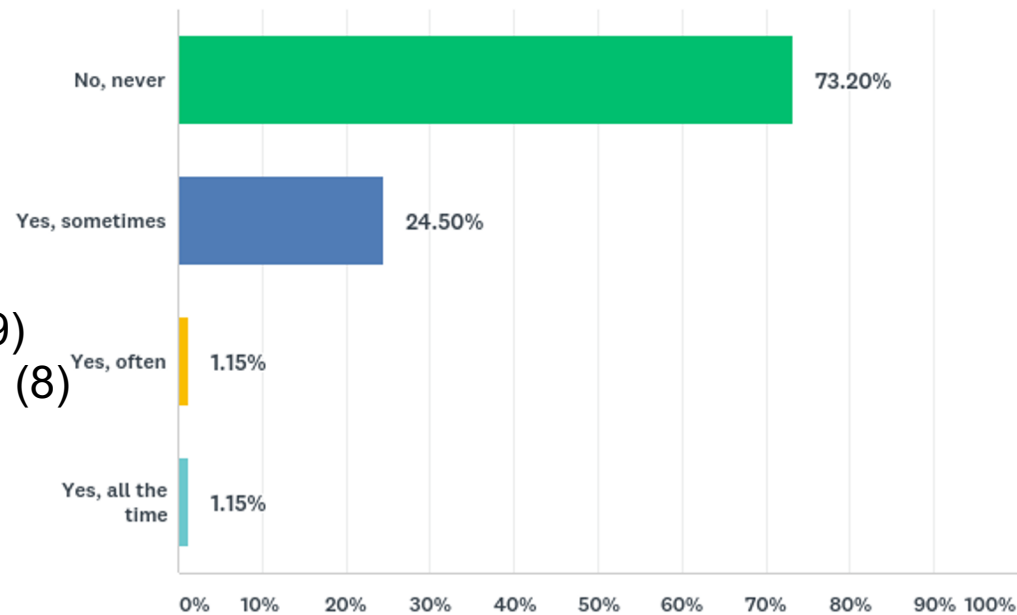
95 comments and 5 Clusters:

1. Pressure (26)
2. Bargaining/Begging/Threatening (22)
3. Other (20)
4. School Support (18)
5. Using Evidence (9)



IB Teacher Survey

Do you feel pressured by counselors and/or admin to inflate your grades?



38 comments and 5 Clusters:

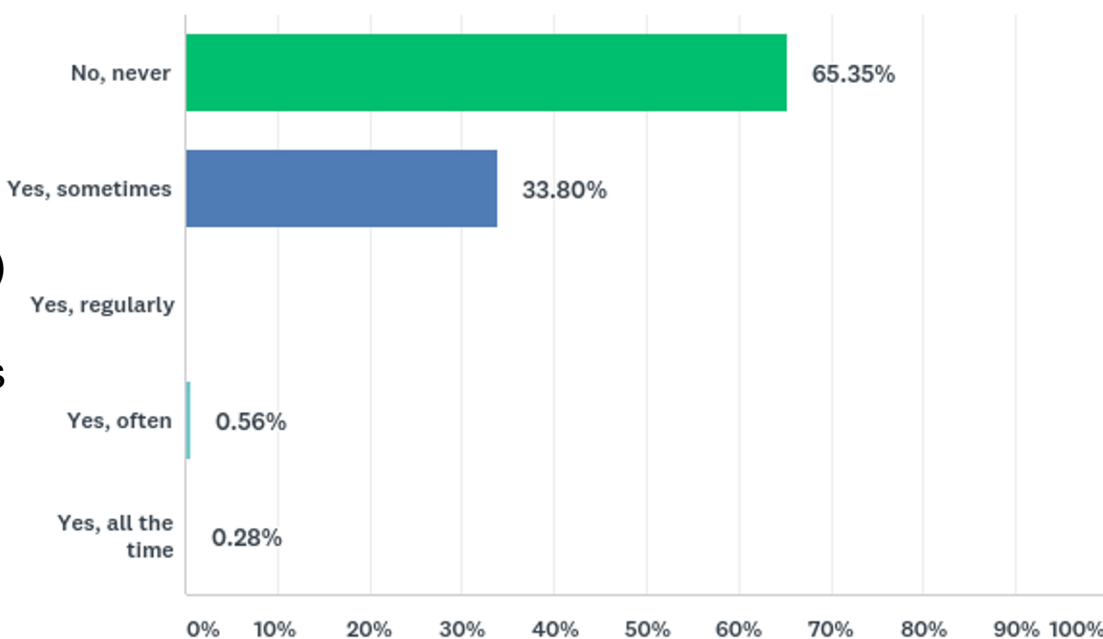
1. Admin/Counselor Support (9)
2. Admin/Counselors Pressure (8)
3. "On a Good Day" Policy (8)
4. General Pressure (7)
5. Inflate for University Applications (6)

IB Teacher Survey

Do you inflate your predicted grades?

117 comments and 6 Clusters:

1. No, but "On a Good Day" (37)
2. Other (22)
3. Yes, to help with college apps (21)
4. Rounding up (19)
5. Yes, due to pressure (9)
6. No (9)





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

University Survey

www.predicted-grades-study.com

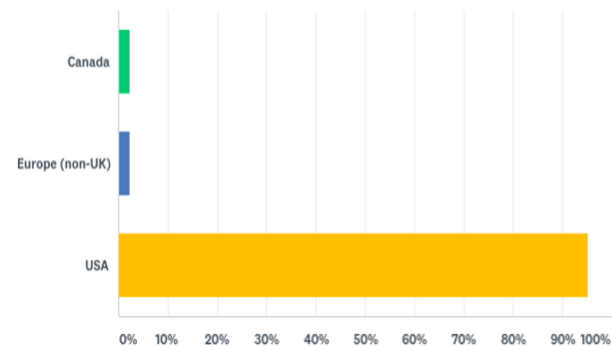


University Survey: Focus, Range, and Scope

- Purpose of the Survey : To establish an understanding of how universities are using IB Prediction, the value placed on them in the application review process, and the extent to which students and schools are held accountable for meeting actual IB scores, and what are universities response to lower final achieved scores.

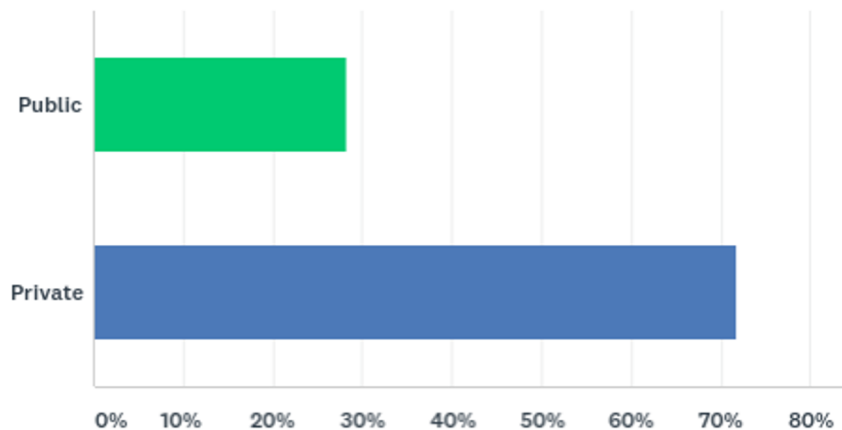
- [155 participating universities](#)
- Primarily US Universities
- Intentionally excluded UK

Q1 Where is your university located?

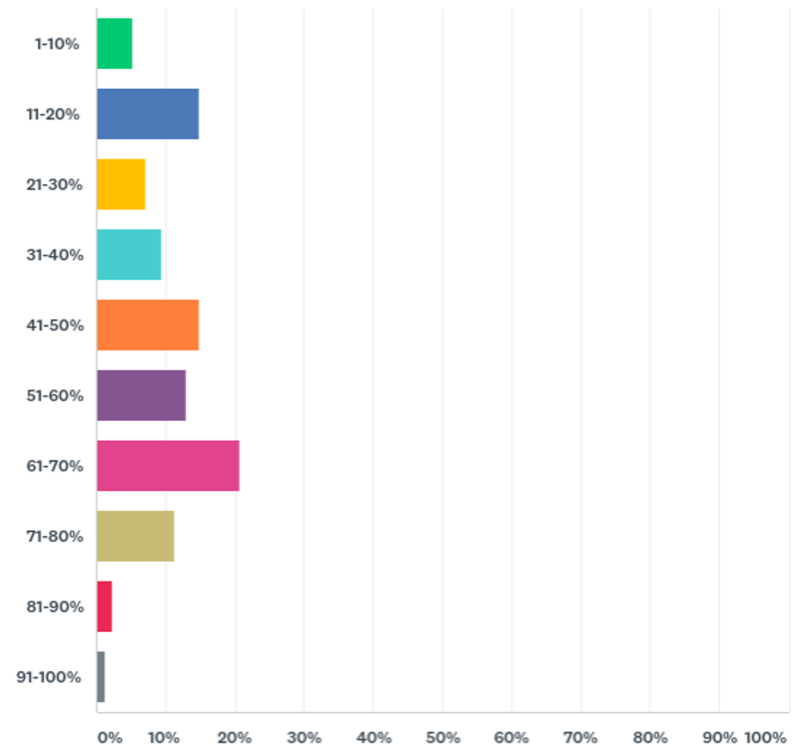


Respondents: Mostly Private and Balanced in Terms of Acceptance Rates

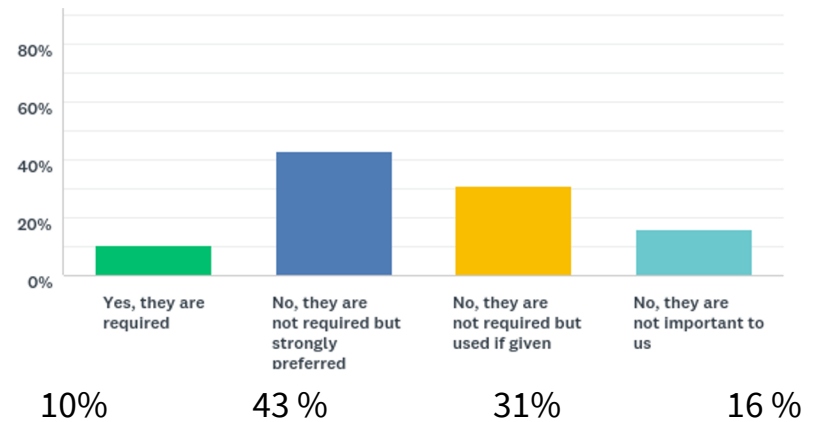
Q3 Type of institution?



Q4 Roughly, what is your university's admission rate?



Does your university require IB predicted grades from international IB students in order to complete their early application (EA, ED, REA)?

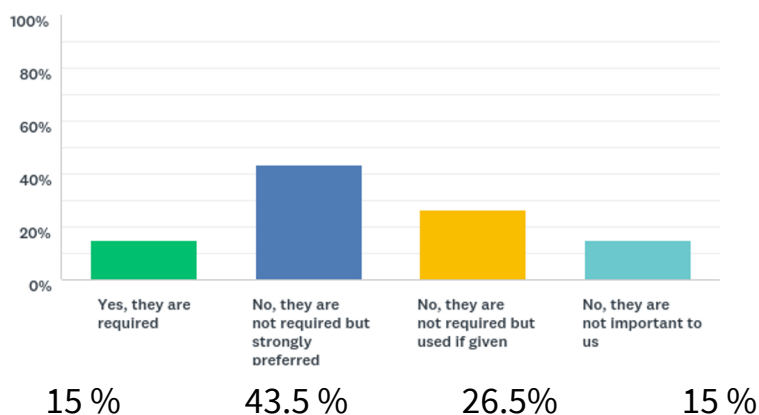


50 Comments and 5 Clusters

1. We don't offer early (14)
2. We don't feel they are accurate / don't use (10)
3. We want / need predictions on our review process (10)
4. We review them, but not terribly important / Gives G12 performance indicator (11)
5. Other (5)

Does your university
require IB predicted
grades from international
IB students in order to
complete their **regular**
application (RD)?

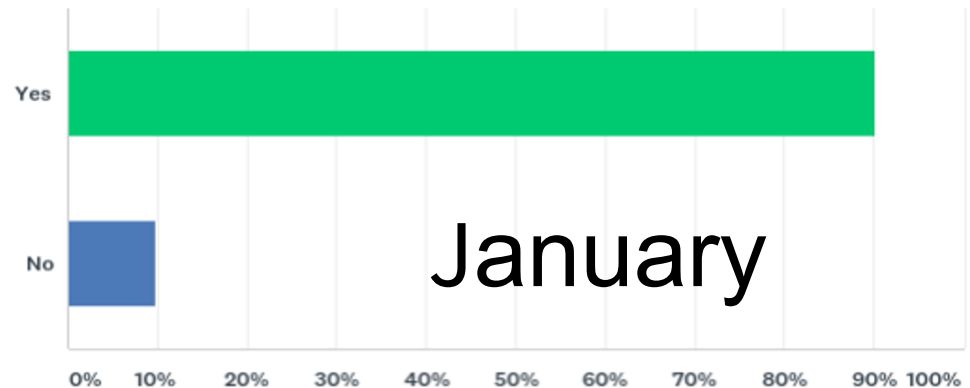
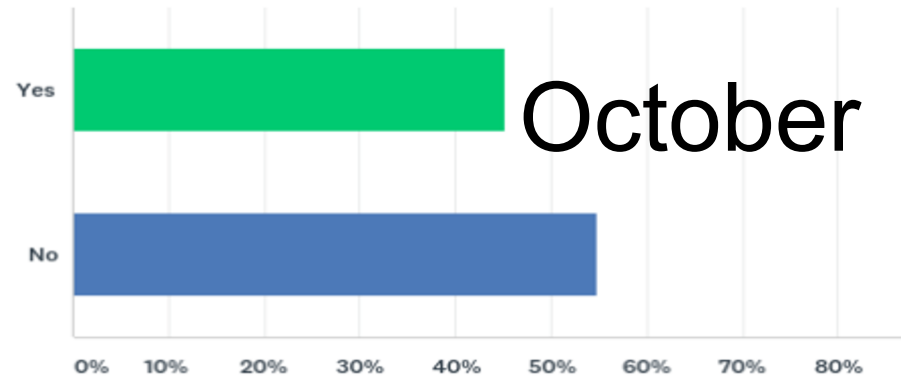
Q6 Does your university require IB predicted grades from international IB students in order to complete their regular application (RD)?



19 comments and 7 clusters:

1. Not Required or No Weight (7)
2. Used if Sent (4)
3. Required if no Mid-year Grades (4)
4. Required (1)
5. Asked for if Needed (1)
6. Used if no Test Scores (1)
7. Bonus Points (1)

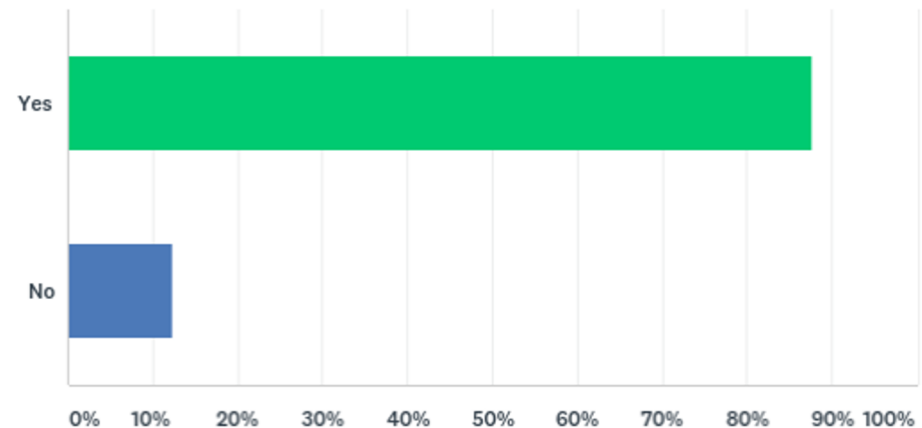
Do you think teachers generally have enough assessment data to be able to produce reliable predicted grades for IB Year 2 students in...



Does your university
require Students to send
their final IB Results?

42 comments in 4 Clusters:

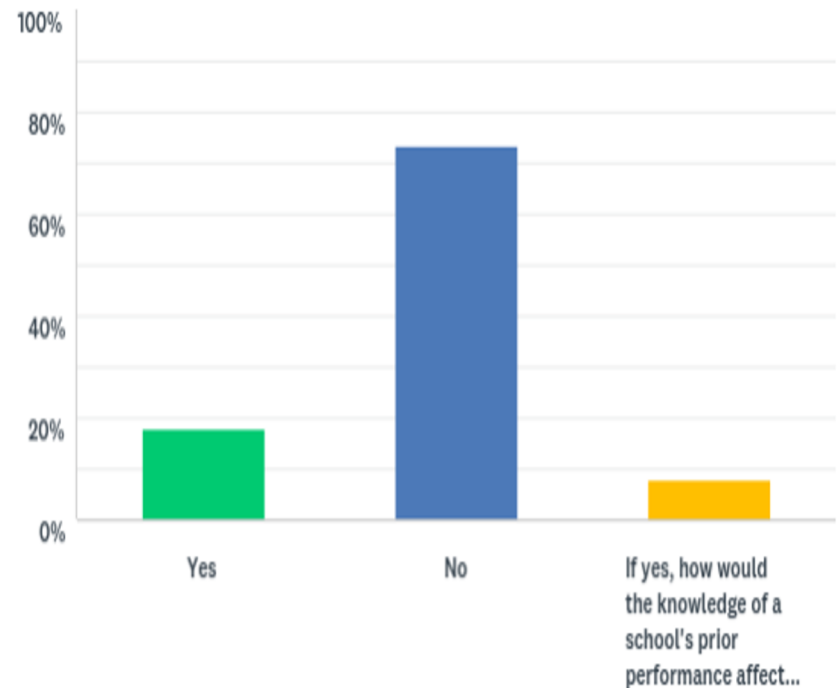
1. For IB Advanced Credit (17)
2. Primarily looking for HS Transcript (11)
3. Reviewed and important (10)
4. Other (3)



Are you collecting school data of predicted vs final IB scores over time?

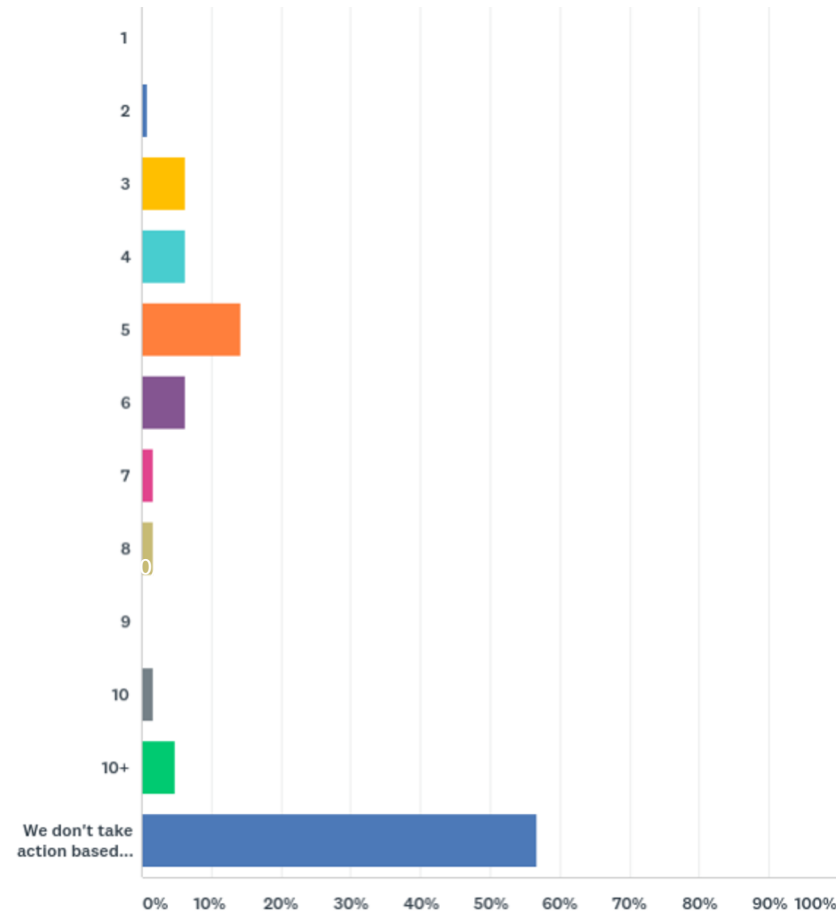
14 comments and 4 Clusters:

1. We Keep track; and it affects current applications (6)
2. Not Formally, but notice patterns (5)
3. Viewed just like grade inflation (2)
4. Other (3)

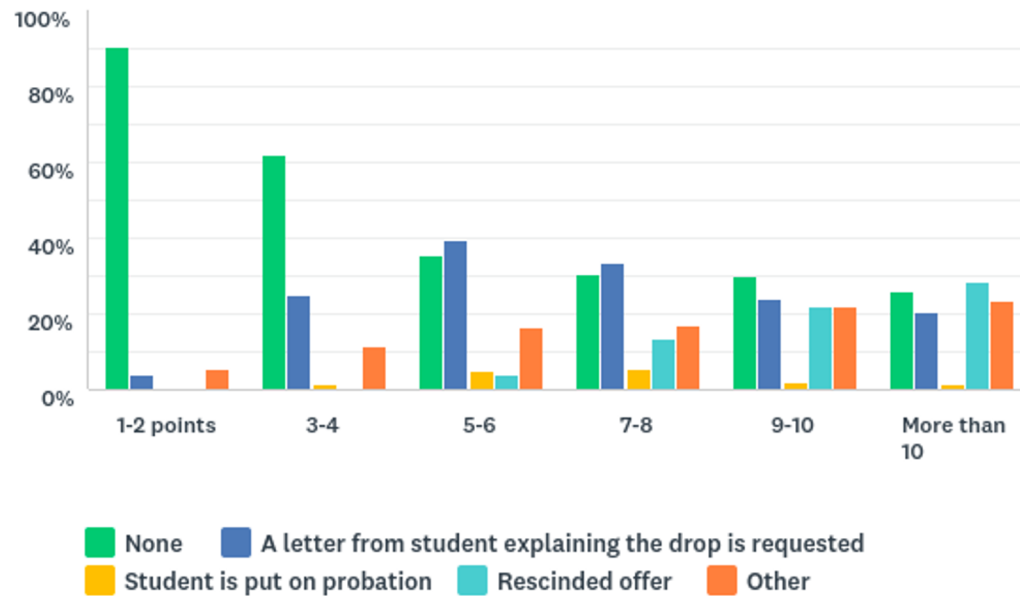


How many points must a student drop from predicted to final IB scores for your office to take action?

56% do not compare nor take action on discrepancies between predicted to actual.



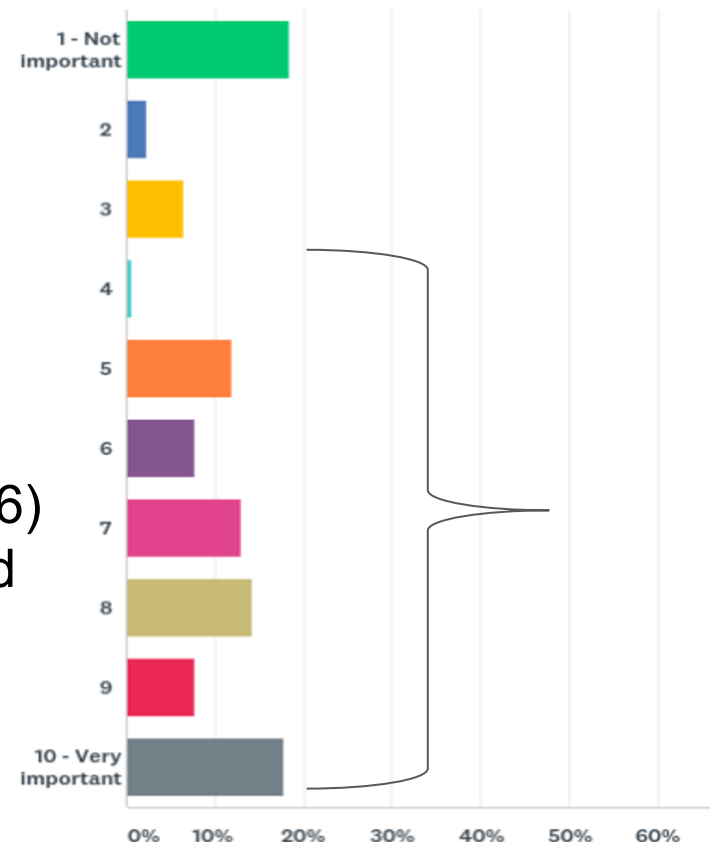
Q11 What response would a drop from predicted to final IB scores elicit from your institution?



On a scale from 1 to 10, how important are IB predicted grades when your institution evaluates a student's application?

50 comments and 5 Clusters:

1. Important! Gives G12 Performance (16)
2. Used in Context of internal grades and context of the school (15)
3. Predictions are invalid; not used (9)
4. Used especially if G12 scores unavailable (4)
5. Other (6)





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

On a scale from 1 to 10, how important are IB predicted grades when your institution evaluates a student's application?

50 comments and 5 Clusters:

1. Important! Gives G12 Performance (16)
2. Used in Context of internal grades and context of the school (15)
3. Predictions are invalid; not used (9)
4. Used especially if G12 scores unavailable (4)
5. Other (6)

Overall, HUGE variation on how these are being used by universities:

“We don't feel that predicted grades accurately reflect a student's ability to receive that grade so we only use finalized grades when completing recalculations of GPAs”

“In context, they are important. We understand where a student is in school and what predicted scores might mean for that particular school and how they might be used for them (midterms, supplement to transcript, replacement for grades, etc.) and try to use them accordingly.”

“As I understand it, the predicts at this point (Oct) probably won't offer all that much more information than the IB year 1 grades. And predicts that are significantly higher than the school performance might raise an eyebrow...the committee would probably say “ok, let's defer and see what happens at the midyear”



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Changes Made in the PG Process at UWCSEA for Class of 2021 after release of this study.

1. We will provide predicted grades in **September ONLY** to students applying to Oxford / Cambridge / or UK Medical Programs.
1. ALL other students will receive a predicted grades on November 6. We will update an “EARLY” applications with a Predicted grade after November 6. This provides our teachers with **5 more teaching weeks!** to gather data on student performance and make more accurate predictions. Response from faculty has been very positive!
1. Predictions have been **removed from the transcript.**



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Changes in PG Process at SFS

www.predicted-grades-study.com





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Beginning with the **2020-2021 Academic Year**, SFS will send predicted grades for EA/REA/ED applications to US universities **only upon direct request to the high school counselors**. The request will be submitted easily through an online form, and a link will be included in the school profile as well as counselor recommendation letters. The predicted grades will be sent to university within 5 work days after the request has been submitted. This new policy will be in place for Regular Applications as well as SFS provides Year 2 First Semester (Mid-year) Grades as part of the Midyear Report.

www.predicted-grades-study.com



Mindset shift challenge

- **Purpose of predicted grades**
- **Definition of predicted grades**

*Evidence-based predictions determined by the comprehensive and collaborative analysis of students' summative tasks.
Predicted grades should be indicators of the current academic standing of students.*

- **Procedures**

Accuracy + Accountability + Responsibility

Adherence to the DP assessment practices

Step 1

Collate the summative tasks from G11 and G12 that will be used in determining the predicted grade.

Use professional judgment to decide which tasks should be taken into account during this process.



Step 2

Determine the overall grade for each DP assessment component based on chosen summative tasks.

This step should be done collaboratively.



Step 3

Calculate the predicted grade using the weights for the chosen DP assessment components.



Step 4

Share the predicted grade with students and parents.

Mindset shift challenge

- Feedback from teachers and administrators
 - A significant decrease of complaints and emails from students/parents
 - Increase of awareness of assessment procedures in DP

- Feedback from students

'I appreciate new system that is clear and simple to understand. It encourages me to systematically work on my academic performance and focused on my weakness'

Spencer (G12 student)



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

How PGs are reviewed at Brown



www.predicted-grades-study.com



Brown University Admission

- Highly Selective Admission
- Admission to highly selective private institutions is **qualitative**
- **Quantitative** measures are important relative to the context - While the transcript and all scores are the cornerstone of the application, other factors influence the decision, such as family and school context
- Indicators of academic ability can be reflected in other parts of the application, such as essays and teacher recommendations
- We look for **patterns**

Brown University Admission

THE ISSUES

- Expectations of Predicted grades vs Anticipated grades
- If a school overpredicts - How do we track accuracy over time?
- Universities tend to receive anticipated grades from schools outside US
- Universities don't get AP anticipated grades, so should we require IB anticipated grades?
- How can universities use anticipated grades?
- Should students be required to send their final IB scores?

Brown University Admission

Expectations prior to matriculation

“Prior to your enrollment next fall we expect you to maintain academic and social records of the same high quality that you have demonstrated in your career thus far.”

Brown University Admission

The Mild Letter

We have received your final IB results and are concerned that they are noticeably lower than the predictions from your school earlier this year. As you remember from your acceptance letter, we expected you to conclude your academic performance at a level commensurate with the quality of work upon which we based our admission decision. Your willingness to sustain work of that quality will be critical to your success at Brown.

While the Board of Admission does not plan to take any action in regard to your acceptance, we want to notify you and your high school counselor of our concerns about your IB results. In addition, we urge you to reflect carefully on the special demands of the Brown curriculum, a curriculum in which you are expected to be a thoughtful, active participant. Our offer of admission was based upon our belief that you possess the maturity and intellectual ability necessary to handle this academic challenge.

(Letter goes on to point the student to resources available on campus)



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Brown University Admission

The Severe Letter, potentially leading to our rescinding our offer:

The Board of Admission recently received and reviewed your final IB results, which has prompted this letter.

As you remember from your acceptance letter, we expected you to conclude your academic performance at a level commensurate with the work upon which we based our admission decision. Your IB results show a significant and serious disparity with the results predicted for you by your school earlier this year – a disparity of sufficient concern to us that the Board of Admission has voted to reconvene to review its decision to admit you to the Class of 2023.

The Board of Admission requests that you provide any information or explanation you feel would be helpful to us prior to our reconsideration of your admission offer. We ask that you write to us Immediately...

www.predicted-grades-study.com





INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

How PGs are reviewed at Rollins



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

How predicted IB scores are reviewed at Rollins:

- We don't believe that predicted grades accurately reflect a student's ability to receive that grade so we only use finalized grades when completing recalculations of GPAs.
- We only use predicted IB scores when evaluating trends in a student's GPA over the last 3 - 4 years of high school.



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Rollins uses final IB scores for college level credit:

Credit for IB course work is granted for students with an IB diploma, on a course by course basis. Students with an IB Diploma and a score of thirty (30) or better will be awarded one year (thirty-two [32] semester hours) of credit. Students without the Diploma, or with the Diploma and a score of less than thirty (30), will be awarded eight (8) semester hours for each higher-level score of five (5) or better and four (4) semester hours for each score of four (4) or better (on a higher or subsidiary level), to a maximum of twenty-four (24) semester hours. *Students who present both IB and AP work in the same subject area will not be awarded double credit.

https://www.rollins.edu/registrar/documents/International_Baccalaureate_201509.pdf



INTERNATIONAL ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

Resources:

- www.predicted-grades-study.com

Questions & Discussion

Thank you!

Webinar Wednesday will return in April...