

# York Academy Regional Charter School

## Best Fit Grading Procedures

Links to Useful Resources: [Applying Best Fit](#) [York Academy Assessment Policy](#)

Looking forward: [DP Best Fit and Markbands](#)

---

### The “best-fit” approach

The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student’s achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Only the piece of work being assessed may be scored. *The teacher cannot adjust the achievement level a piece work has demonstrated because a piece of work was submitted late or for any reasons not addressed by the actual descriptor of student learning and understanding and performance described in the rubric.*

## How is the “best-fit” grade identified?

### **STEP ONE: Collection of information and evidence from the student’s work.**

Each subject area has its own criteria specific to them. Below are the criteria for Individuals and Societies, which we will use as an example.

- Criterion A: Knowledge
- Criterion B: Concepts
- Criterion C: Skills
- Criterion D: Organization and Presentation

An example of what these criteria look like for one of the criteria (criterion A) is shown below:

## Criterion A: Knowing and Understanding

Achievement Level	Level Descriptor
<b>0</b>	The student <b>does not</b> reach a standard described by any of the descriptors given below.
<b>1-2</b>	The student: <ul style="list-style-type: none"><li>● <b>Recognizes some</b> vocabulary</li><li>● Demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples</li></ul>
<b>3-4</b>	The student: <ul style="list-style-type: none"><li>● <b>uses some</b> vocabulary</li><li>● Demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples</li></ul>
<b>5-6</b>	The student: <ul style="list-style-type: none"><li>● <b>Uses considerable relevant</b> vocabulary, <b>often accurately</b></li><li>● Demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples</li></ul>
<b>7-8</b>	The student: <ul style="list-style-type: none"><li>● <b>Consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li><li>● Demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples</li></ul>

A teacher will give feedback on one or more of the criteria by finding the descriptors that best match the student's work. Students who demonstrate work that falls between bands, achieving some indicators in one band and some indicators in the next will receive the highest number score possible for the band level. For example, if student achieves two indicators in the 3-4 band and one indicator in the 5-6 band, they have earned a 4. If a student achieves two indicators in the 3-4 band and two indicators in the 5-6 band, they have earned a 5.

Next, a teacher records the scores in their gradebook (Sapphire) using these criteria.

This is what the teacher's gradebook looks like when they record the student's level of achievement. This table shows four assignments, one for each row. Some assignments use more than one criterion.

Student View						
MYP Humanitie..	MYP Humanitie..	MYP Humanitie..	MYP Humanitie..	MYP Humanitie..	MYP Humanitie..	MYP Humanitie..
MYP 10 point scal	MYP 10 point scal	MYP 10 point scal	MYP 10 point scal	MYP 10 point scal	MYP 10 point scal	MYP 8 point scal
NUM <b>A</b>	NUM <b>B</b>	NUM <b>C</b>	NUM <b>D</b>			
6 <b>F</b>						
8 <b>F</b>						
4 <b>F</b>	4 <b>F</b>				6 <b>F</b>	
3 <b>S</b>	5 <b>S</b>	6 <b>S</b>			5 <b>S</b>	

**F = Formative.** This is feedback given to support student improvement.

**S = Summative.** This is a judgement of a student's level of achievement.

Over the course of four different assignments, the student received the following scores:

- 6, 8, 4, and 3 on Criterion A.
- 4 and 5 on Criterion B.
- 6 on Criterion C.
- 6 and 5 on Criterion D.

Next, the teacher makes a final judgement for each criterion.

**STEP TWO: Final Judgement of each criterion.**

At the end of each trimester, the teacher uses all assessment data to determine the student's BEST FIT level of achievement for each criterion.

Teachers look at the progress of the student in each criterion, giving weight to the most recent, consistently achieved scores. Summative assessments carry more weight than formative.



The teacher then inputs the BEST FIT scores in their gradebook, which appears as pictured below:

Category	Assignment	Codes	Score	Grd
A: Knowledge	PACED: Box of Chocolate		6/10	4
Multi Criteria	Invention Convention Assessment		8/20	3
Multi Criteria	Dancing and the Black Death		14/18	6
Multi Criteria	Is College Worth It? Summative Assessment		19/38	4
A: Knowledge	Best Fit: Criterion A: Knowledge		Best Fit Score for Criterion A will go here → 4/10	
B: Concepts	Best Fit: Criterion B: Concepts		Best Fit Score for Criterion B will go here → 5/10	
C: Skills	Best Fit: Criterion C: Skills		Best Fit Score for Criterion C will go here → 6/10	
D: Org. & Pres.	Best Fit: Criterion D: Organization Presentation		Best Fit Score for Criterion D will go here → 5/8	

(additional examples of applying ‘best fit’ grading for student work can be found in the following document, [Applying Best Fit.](#))

### **STEP THREE: Adding up the final criterion total.**

The teacher’s gradebook then adds up the BEST FIT criterion scores. In this case, 4+5+6+5=20.

### **STEP FOUR: Determining the final grade.**

The teacher’s gradebook then compares the criterion total to the MYP Course Grade Scale in the [York Academy MYP/DP Assessment policy](#). This student achieves a total of 20 points. The student would have been awarded a 5 in the class. An achievement level of 5 can be defined as found in the following table:

MYP Criteria	IB Grade	General Grade Descriptor	Weighted GPA	Letter Grade
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	4.5	A
24-27	6	Produces high-quality, occasionally innovative work. Communicated extensive understanding of concepts and contexts. Demonstrated critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations often with independence.	4.0	A-
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts.	3.5	B

		Demonstrated critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.		
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	3.0	C
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	2.5	D
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	0.0	F
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	0.0	F
0	n/a		0.0	

This policy will be reviewed annually and posted for public viewing at our school website, [yorkacademy.com](http://yorkacademy.com).

Last updated: 2-20-20