



SBC Grading Guidance (with U.S. Grade Conversation Appendix)

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Table of Contents

<i>SBC Grading Guidance (with U.S. Grade Conversation Appendix)</i>	1
<i>SBC Grading Guidance (with U.S. Grade Conversation Appendix)</i>	3
<i>SBC Responsibilities</i>	3
<i>Step 1: Accessing the Required Evidence</i>	4
<i>Step 2: Key Evidence To Review</i>	4
<i>Step 3: Determining whether a grade can be issued</i>	5
<i>Appendix A: Translate IB Data into Your Local Grade (U.S. Conversion Guidance)</i> ..	6
<i>Example Situations</i>	6
<i>Appendix B: Platform Views (Supporting Detail for Step 1)</i>	7
<i>Where to Find Key Information</i>	7
<i>Appendix C: Understanding Dashboard Indicators (Supporting Detail for Step 2)</i>	9
<i>Need Help?</i>	9

SBC Grading Guidance (with U.S. Grade Conversion Appendix)

Purpose: This guidance outlines how Site-Based Coordinators (SBCs) should interpret Pamoja dashboard evidence to assign grades required by their school or region. It applies in all situations where:

- A school requires a grade outside of Pamoja’s standard reporting periods,
- An IB grade is not available.
- A school requires a local grade format (e.g. letter grade, percentage) in addition to IB data.

The SBC is responsible for determining the appropriate grade using available dashboard information.

A U.S. specific appendix is included for schools that need IB-to-U.S. grade conversions or additional regulatory alignment.

SBC Responsibilities

All SBCs, regardless of region, are responsible for:

- Monitoring student progress using the Pamoja dashboard
- Reviewing assignment evidence when a grade is required
- Determining whether sufficient evidence exists to assign a grade
- Applying their school or region’s grading rules
- Keeping internal notes if a grade is based on partial or estimated evidence

It is the SBC, not the Pamoja teacher, who uses the platform and available data to determine any local grades for school reporting.

Step 1: Accessing the Required Evidence

To review student performance:

1. Sign in to your Pamoja SBC Portal ([Canvas](#), [ManageBac](#)).
2. Select the **relevant course** from your dashboard to review:
 1. Summative scores
 2. Formative submissions
 3. Completion status
 4. Oral conversation attendance (language courses)
 5. Quizzes (*Note: Quizzes are low-stakes learning checks and do not follow the IB grading. They should not be used as indicators of IB-level performance, but may give supporting context on engagement and understanding.*)

Platform-specific guidance is available in Appendix B.

Step 2: Key Evidence To Review

When determining a grade, SBCs should review the student's available performance evidence across the following areas:

1. **Assignment Completion**
 - a. Whether the student has completed the required formative and summative tasks, as shown in the dashboard.
2. **Summative Assessment Performance**
 - a. Results on summative assessments, which provide the strongest indication of achievement and may appear as raw marks or IB 1-7 scores.
3. **Engagement and Participation**
 - a. Patterns of participation, including logins, lesson progress, submission patterns, and, where relevant, required oral conversations (language courses).
4. **Evidence Across Core Skill Areas (Languages Courses)**
 - a. Evidence of student performance in reading, writing, listening and speaking.

A grade may not be possible without evidence in these areas.

Step 3: Determining whether a grade can be issued

1. **If most summative work is complete:**
 - a. Use summative performance as the primary indicator.
 - b. Consider completion/engagement required reporting format.
 - c. Assign a grade into the school's required reporting format.
2. **If some summative tasks are missing:**
 - a. Use available evidence to estimate a reasonable grade.
 - b. Keep an internal note to explain the rationale if needed.
3. **If there is minimal or no evidence:**
 - a. Minimal/ no summative work and low engagement → Follow your school or regional policy (e.g. No Grade, Incomplete, Not Passed).

Appendix A: Translate IB Data into Your Local Grade (U.S. Conversion Guidance)

Translate the IB scale or performance evidence into the format your school or district uses for official reporting. This may include:

- Letter grades (A-F)
- GPA equivalents
- Credit/ No credit
- Incomplete with a remediation plan

Where grades are based on limited or estimated evidence, we recommend keeping a brief internal note to explain the rationale. This may support transparency if your school or district follows up later.

Example Situations

Example 1: Sarah has submitted 85% of all tasks, scored mostly 5s on summatives, and attended 3 out of 4 oral conversation sessions.

→ Report as a **B or 5**, depending on district guidelines.

Example 2: Marcus submitted only 2 summative assessments (50% completion.) His scores on these tasks suggest performance around the IB3-4 range.

→ Based on limited evidence, an estimated 3 (or C-) may be reasonable, or issue an **Incomplete** depending on district guidance.

Example 3: Taylor hasn't submitted any summatives, only a few formatives, and has been inactive for 6 weeks.

→ Report as **No Credit (NC)** or escalate for internal follow-up.

Quick Grade Estimator

Completion Level	Avg Summative Score	Suggested Grade Range	Notes
90–100%	Mostly 6–7	A	Confident assignment
80–89%	Mostly 5–6	B	Confident assignment
70–79%	Mostly 3–4	C	Use judgment
<69%	Missing major tasks	NC	Follow district policy

Appendix B: Platform Views (Supporting Detail for Step 1)

This appendix provides additional context on where SBCs can view assignment evidence depending on whether the student is enrolled in a Year 1 (Canvas) or a Year 2 (ManageBac) course.








Screenshots are included to support SBCs who are new to either platform.

Canvas (Year 1 students).

Year 1 courses run on Canvas. After logging in and selecting the student's course, SBCs should click the **Feedback** tab. This displays all tasks and the associated assessment information in one view.

Where to Find Key Information

- **Task List:** Shows all formative and summative tasks in chronological order.
- **Summative Tasks:** Marked with a **star icon**.
- **Submission Status:** Displays whether tasks are submitted late, missing or pending.
- **Teacher feedback:**
 - Click the **chat bubble icon** to view the teacher comments on the task.
 - Click the **clipboard icon** to view the rubric.

Name	Due	Submitted	Status	Score	
★ W1 - Academic Integrity Contract Assignments	17 Sep by 5:59	16 Sep at 14:53	✓	①	 1
★ W1 - Learning background survey Assignments	17 Sep by 5:59	11 Sep at 10:47	✓	①	 1
★ W1 - Meet your teacher Assignments	17 Sep by 5:59		✓	①	
W1 - Online Translator Activity Assignments	17 Sep by 5:59	16 Sep at 14:46	✓	①	 1
★ W3 - Writing an Email to an Exchange Student Assignments	1 Oct by 7:59	29 Sep at 14:32	15 / 15		  1 !
W3 - Listening Quiz on Numbers Assignments	1 Oct by 7:59	24 Sep at 9:17	10 / 10		
★ W2 - Self Introduction Sentence Writing Assignments	8 Oct by 7:59	18 Sep at 11:37	12 / 12		  1 !



Click here for Rubric Feedback



[Click here for Teacher Comments](#)

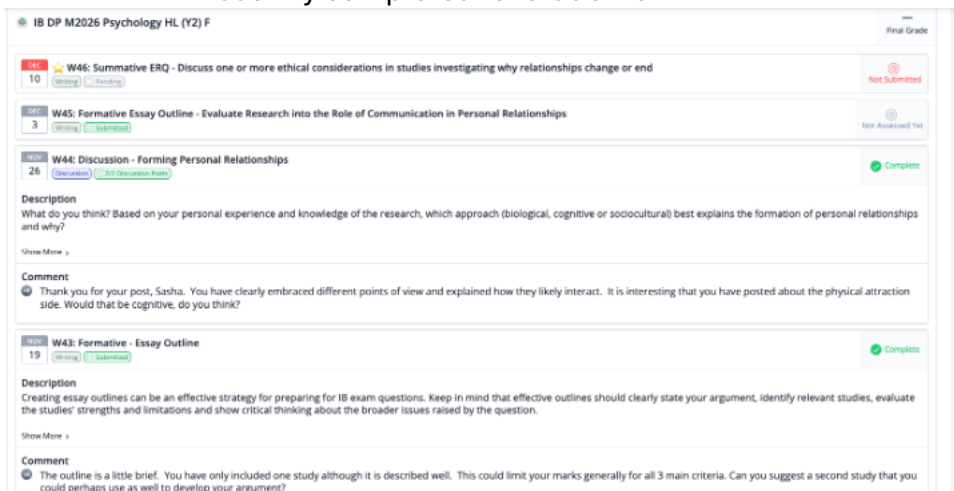
ManageBac (Year 2 Students)

Year 2 courses run on ManageBac. SBCs can review evidence from both the dashboard and the class task pages.

Dashboard Overview

Provides quick visibility of:

- Upcoming tasks
- Recently completed/ overdue work



IB DP M2026 Psychology HL (V2) F

Task	Status	Completion
W46: Summative ERQ - Discuss one or more ethical considerations in studies investigating why relationships change or end	Not Submitted	Not Submitted
W45: Formative Essay Outline - Evaluate Research into the Role of Communication in Personal Relationships	Submitted	Not Assessed Yet
W44: Discussion - Forming Personal Relationships	Complete	Complete
W43: Formative - Essay Outline	Submitted	Complete

Description
What do you think? Based on your personal experience and knowledge of the research, which approach (biological, cognitive or sociocultural) best explains the formation of personal relationships and why?

Comment
Thank you for your post, Sasha. You have clearly embraced different points of view and explained how they likely interact. It is interesting that you have posted about the physical attraction side. Would that be cognitive, do you think?

Description
Creating essay outlines can be an effective strategy for preparing for IB exam questions. Keep in mind that effective outlines should clearly state your argument, identify relevant studies, evaluate the studies' strengths and limitations and show critical thinking about the broader issues raised by the question.

Comment
The outline is a little brief. You have only included one study although it is described well. This could limit your marks generally for all 3 main criteria. Can you suggest a second study that you could perhaps use as well to develop your argument?

Canvas: Class Page → Tasks & Assignments

Displays:

- All assignments for the course
- Submission status
- Teacher comments and annotation
- Marks/ Scores

Appendix C: Understanding Dashboard Indicators (Supporting Detail for Step 2)

Assignment Completion Indicators

- All formative and summative tasks appear in the dashboard.
- Orange or grey indicators highlight late, missing, or pending submissions.
- High volumes of missing work may limit the accuracy of any grade issued.

Identifying Summative Tasks

- Summative tasks are marked with a star symbol.
- These tasks provide the strongest evidence for grading decisions.
- Summatives may be scored using the IB 1-7 scale or as raw marks, depending on task design.

Engagement and Participation

SBC may refer to:

- Login frequency and lesson progress
- Submission patterns
- Attendance at required oral conversations (language courses)

Engagement data helps confirm whether the student is participating consistently enough to support a grade judgment.

Need Help?



Email the School Services Team: courses@pamojaeducation.com



Contact the class teacher via the messaging system for clarification on missing tasks or grade context.