



Student Name: Rachel Epelbaum

Grade: Grade 10

Homeroom Advisor: Richard Chandler

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,

John Walden
Principal

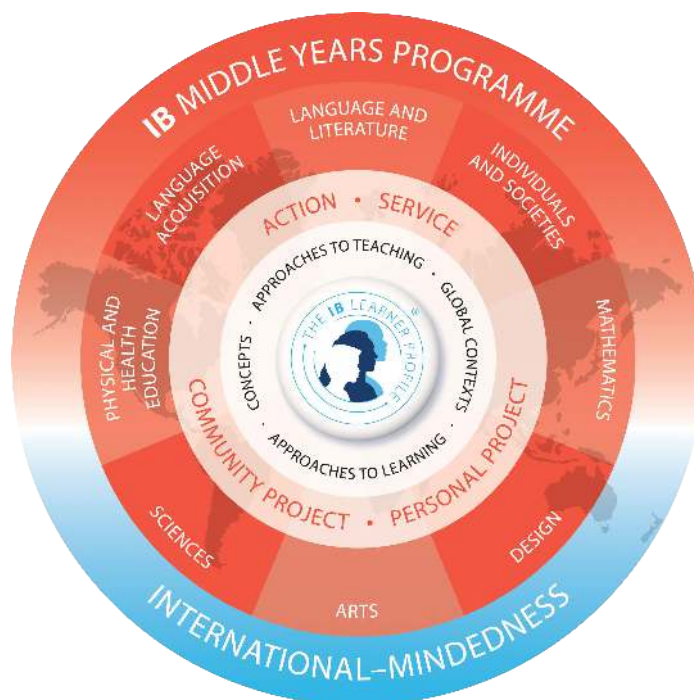
Attendance

Absent	Present	Late
1	86	0

John Walden
Principal

Sharon Arese
MYP Coordinator

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

	Achievement Levels				Final Grade	Local Grade
Language and literature: English James Hendrick	A 8	B 7	C 8	D 8	7	A+
<p>Rachel is showing a strong interest in the literature we have been reading this term. I'm glad to see her working on her vocabulary and improving the language she uses in her compositions.</p>						
Language acquisition: Chinese Phases 1, 2, 3 Risa Aoki	A 6	B 6	C 7	D 8	6	A
<p>Rachel has been doing well on our written work, but needs to work harder on her pronunciation. Jia you!</p>						
Individuals and societies: Economics Bess Levin	A 7	B 8	C 6	D 8	7	A+
<p>Good analysis. Participates actively in class discussions.</p>						
Mathematics: Standard Mathematics Jack Reacher	A 8	B 7	C 7	D 6	7	A+
<p>Rachel has been improving in class as the semester has progressed. I believe if she continues to work hard on her homework and actively asks questions when she doesn't understand, she will begin to excel.</p>						
Arts: Visual arts Richard Chandler	A 5	B 6	C 5	D 7	5	B+
<p>Rachel has shown herself to be quite inquisitive when it comes to the development of art over the past century. She is particularly interested in the changing notion of what is considered art, and how society has responded to this.</p>						
Physical and health education: Physical Education Richard Chandler	A 7	B 7	C 6	D 8	7	A+
<p>Rachel is a great team player and contributed effectively and consistently throughout this semester. She was a joy to have in class and I look forward to seeing her contributions in her Diploma years!</p>						
Design: Technology Maxine Reed	A 7	B 7	C 6	D 7	6	A
<p>Rachel continues to show a good attitude towards her coursework, and continues to actively participate in discussions. She is lively and animated, and always an active participant in discussions.</p>						

Approaches to Learning

Subject	Collaboration	Communication	Organization	Affective Reflection	Information Literacy	Media Literacy	Critical Thinking	Creative Thinking	Transfer
English	ME	EE							
Chinese	EE	EE							
Economics	EE		EE		ME		EE		
Standard Mathematics			AE		ME		ME		BE
Visual arts		ME		EE			ME		EE
Physical Education	EE	ME	EE		ME				
Technology		EE	ME	ME			EE		

Homeroom Advisor Comments

Rachel has done exceptionally well academically over the past term. In particular, her personal project received top marks and she has qualified to represent the school at the Siemens Westinghouse science competition. The entire faculty are incredibly proud of her work over the past term, well done!

Richard Chandler
Homeroom Advisor

Personal Project



Topic: **Design and Technology**
Inquiry Question: What can replace kerosene lamps in developing nations?
Goal: Creating a solar-powered LED reading lamp
Supervisor: James Hendrick

Personal Project Assessment

Criteria	Achievement Level		Maximum				
A: Investigating	8		8				
Rachel is able to define a clear and highly challenging goal and context for the project, based on personal interests, identify prior learning and subject-specific knowledge that is consistently highly relevant to the project, demonstrate excellent research skills.							
B: Planning	8		8				
Rachel is able to develop rigorous criteria for the product/outcome, present a detailed and accurate plan and record of the development process of the project and demonstrate excellent self-management skills.							
C: Taking action	7		8				
Rachel is able to create an excellent product/outcome in response to the goal, global context and criteria, demonstrate excellent thinking skills and demonstrate excellent communication and social skills							
D: Reflecting	8		8				
Rachel is able to present an excellent evaluation of the quality of the product/outcome against his or her criteria, present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context and present excellent reflection on his or her development as an IB learner through the project.							
Grade: 7			Totals:	31	32		
Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Comments:

Rachel has done a fantastic job with her project!

Class Reports

Language and literature: English

Year 5 — James Hendrick

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Rachel provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, perceptively analyses the effects of the creator's choices on an audience, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

8 8

B: Organizing

Rachel makes sophisticated use of organizational structures that serve the context and intention effectively, effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way, makes excellent use of referencing and formatting tools to create an effective presentation style.

7 8

C: Producing text

Rachel produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, selects extensive relevant details and examples to develop ideas with precision.

8 8

D: Using language

Rachel effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, writes and speaks in a consistently appropriate register and style that serve the context and intention, uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective, spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective, makes effective use of appropriate non-verbal communication techniques.

8 8

Totals: 31 32

Final Grade Local Grade

7 A+

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration		✓		
Communication	✓			

Comments

Rachel is showing a strong interest in the literature we have been reading this term. I'm glad to see her working on her vocabulary and improving the language she uses in her compositions.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Comprehending spoken and visual text

Rachel analyses considerably and draws conclusions from information, main ideas and supporting details. Rachel analyses most conventions. Rachel engages considerably with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

6 8

B: Comprehending written and visual text

Rachel analyses considerably and draws conclusions from information, main ideas and supporting details. Rachel analyses most basic conventions including aspects of format and style, and author's purpose for writing. Rachel engages considerably with the written and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

6 8

C: Communicating in response to spoken, written and visual text

Rachel responds in detail and appropriately to spoken, written and visual text. Rachel engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance. Rachel effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of situations; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations. Rachel communicates with an excellent sense of register, purpose and style.

7 8

D: Using language in spoken and written form

Rachel writes/speaks effectively using a range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent intonation and fluency, making communication easy, organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately, enhancing the development of ideas, uses language effectively to suit the context.

8 8

Totals: 27 32

Final Grade	Local Grade
6	A

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration	✓			
Communication	✓			

Comments

Rachel has been doing well on our written work, but needs to work harder on her pronunciation. Jia you!

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Knowing and understanding

Rachel consistently uses a wide range of terminology effectively, demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples.

7 8

B: Investigating

Rachel formulates a clear and focused research question and justifies its relevance, formulates and effectively follows a comprehensive action plan to investigate a research question, uses research methods to collect and record appropriate, varied and relevant information, thoroughly evaluates the investigation process and results.

8 8

C: Communicating

Rachel communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, structures information and ideas in a way that is mostly appropriate to the specified format, often documents sources of information using a recognized convention.

6 8

D: Thinking critically

Rachel completes a detailed discussion of concepts, issues, models, visual representation and theories, synthesizes information to make valid, well-supported arguments, effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations, thoroughly interprets a range of different perspectives and their implications.

8 8

Totals: 29 32

Final Grade Local Grade

7 A+

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration	✓			
Organization	✓			
Information Literacy		✓		
Critical Thinking	✓			

Comments

Good analysis. Participates actively in class discussions.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Knowing and understanding

Rachel is able to select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations, apply the selected mathematics successfully when solving these problems, generally solve these problems correctly.	8	8
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B: Investigating patterns

Rachel is able to select and apply mathematical problem-solving techniques to discover complex patterns, describe patterns as general rules consistent with correct findings, prove, or verify and justify, these general rules.	7	8
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C: Communicating

Rachel is able to consistently use appropriate mathematical language, use appropriate forms of mathematical representation to consistently present information correctly, move effectively between different forms of mathematical representation, communicate through lines of reasoning that are complete, coherent and concise, present work that is consistently organized using a logical structure.	7	8
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D: Applying mathematics in real-life contexts

Rachel is able to identify the relevant elements of the authentic real-life situation, select adequate mathematical strategies to model the authentic real-life situation, apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation, explain the degree of accuracy of the solution, explain whether the solution makes sense in the context of the authentic real-life situation.	6	8
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Totals: 28 32

Final Grade	Local Grade
7	A+

Approaches to Learning

ATL	EE	ME	AE	BE
Organization			✓	
Information Literacy		✓		
Critical Thinking		✓		
Transfer				✓

Comments

Rachel has been improving in class as the semester has progressed. I believe if she continues to work hard on her homework and actively asks questions when she doesn't understand, she will begin to excel.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Knowing and understanding

Rachel demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology, demonstrates substantial understanding of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.	5	8
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B: Developing skills

Rachel demonstrates substantial acquisition and development of the skills and techniques of the art form studied, demonstrates substantial application of skills and techniques to create, perform and/or present art.	6	8
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C: Thinking creatively

Rachel develops a substantial artistic intention, which is often feasible, clear, imaginative and coherent, demonstrates a substantial range and depth of creative-thinking behaviours, demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.	5	8
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D: Responding

Rachel constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response which intends to effectively reflect or impact on the world around him or her, presents an excellent critique of the artwork of self and others.	7	8
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Totals: 23 32

Final Grade Local Grade

5 B+

Approaches to Learning

ATL	EE	ME	AE	BE
Communication		✓		
Reflection	✓			
Critical Thinking		✓		
Transfer	✓			

Comments

Rachel has shown herself to be quite inquisitive when it comes to the development of art over the past century. She is particularly interested in the changing notion of what is considered art, and how society has responded to this.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Rachel explains physical and health education factual, procedural and conceptual knowledge, applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations, and applies physical and health terminology consistently and effectively to communicate understanding.

7 8

B: Planning for performance

Rachel designs, explains and justifies a plan to improve physical performance or health, and analyses and evaluates the effectiveness of a plan based on the outcome.

7 8

C: Applying and performing

Rachel demonstrates and applies a range of skills and techniques, demonstrates and applies a range of strategies and movement concepts, and analyses and applies information to perform.

6 8

D: Reflecting and improving performance

Rachel explains and demonstrates strategies to enhance interpersonal skills, develops goals and applies strategies to enhance performance, and analyses and evaluates performance.

8 8

Totals: 28 32

Final Grade Local Grade

7 A+

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration	✓			
Communication		✓		
Organization	✓			
Information Literacy		✓		

Comments

Rachel is a great team player and contributed effectively and consistently throughout this semester. She was a joy to have in class and I look forward to seeing her contributions in her Diploma years!

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Inquiring and analysing

Rachel explains and justifies the need for a solution to a problem for a client/target audience, constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently, analyses a range of existing products that inspire a solution to the problem in detail, develops a detailed design brief, which summarizes the analysis of relevant research.

7 8

B: Developing ideas

Rachel develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research, develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others, presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification, develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

7 8

C: Creating the solution

Rachel constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution, demonstrates competent technical skills when making the solution, creates the solution, which functions as intended and is presented appropriately, describes changes made to the chosen design and plan when making the solution.

6 8

D: Evaluating

Rachel designs detailed and relevant testing methods, which generate data, to measure the success of the solution, critically evaluates the success of the solution against the design specification based on authentic product testing, explains how the solution could be improved, explains the impact of the product on the client/target audience.

7 8

Totals: 27 32

Final Grade	Local Grade
6	A

Approaches to Learning

ATL	EE	ME	AE	BE
Communication	✓			
Organization		✓		
Reflection		✓		
Critical Thinking	✓			

Comments

Rachel continues to show a good attitude towards her coursework, and continues to actively participate in discussions. She is lively and animated, and always an active participant in discussions.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Grade Descriptors

Final Grade Local Grade Descriptor

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. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	A	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	B+	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	B	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	C+	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 to normal situations with support.
2	C	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	D	Minimal achievement in terms of the objectives.
N/A	F	Not Yet Assessed.

Approaches to Learning

Grade Descriptor

EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.