



ManageBac

Powering Your Curriculum



Sample MYP Report Card

IB Americas



Faria
Education
Group

www.managebac.com



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

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
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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
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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
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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
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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

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

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

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

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.

The English School of Bogota

 ManageBac school since 2013

Introduction

The English School of Bogota was founded in 1961 by Elizabeth Masson and is a private, non-profit institution now owned by the Fundación Educativa de Inglaterra

The school offers the full International Baccalaureate (IB) continuum, having gained authorization for Primary Years Programme in 2008, the Middle Years Programme in 2009 and the Diploma Programme in 1981.

The English School strives for academic excellence, delivering high-quality learning in a happy environment and creating confident leaders who act with integrity.

Contact Information

Over Wilson González Álvarez

MYP Coordinator

mypcoordinator@englishschool.edu.co



The English School MYP Term 2 Report

Prepared: March 17, 2016

Student Name: Sofia

Grade: Grade 5

Homeroom Advisor: Catalina

Bogotá, 17 de marzo de 2016

Apreciados Padres de familia y/o acudientes:

A continuación encontrarán el informe del segundo trimestre del año lectivo 2015 – 2016. En él se describe el progreso del proceso de aprendizaje de sus hijos(as) en las diferentes asignaturas.

Notaran que en las clases de Diseño y Tecnología la nota final del lado izquierdo aparece como N/A. Esta nota no debe ser tomada en consideración, ya que la nota final que aparece al lado derecho es la nota final de sus hijos/hijas para este trimestre.

Aprovechamos la oportunidad para agradecerles su apoyo y colaboración. Esperamos contar con su valiosa presencia en el Open Day del próximo 25 de marzo de 2016, el cual, tendrá énfasis en la reuniones con los profesores de cada asignatura.

Cordialmente,

Dear Parents and guardians:

In this document you will find the report for Trimester 2, academic year 2015-2016. Here you will find your son's and daughter's academic progress in different subjects.

You will notice in Design Technology the final grade on the left appears as N/A. It should not be taken into account as the final grade on the right hand side is the final grade for your sons/daughters this trimester.

We would like to take this opportunity to thank you for your support and collaboration. We hope we can count on your presence at Open Day, on the 25th of March, 2016 with the focus being meetings with the subject teachers.

Regards,

Thomas
Head of Middle and Upper School

Abigail
Headmistress

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.
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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.

Class Reports/Reporte por Materia

Language and literature: English / Inglés

Grade 5 — LAURA

Learner Profile: Thinkers, Caring

Final Grade	EFFORT / ESFUERZO
3	D

Comments

Sofia is a very caring and intelligent student however she struggles in analysis and producing text. Sofia needs to focus on her approaches to learning put more effort into her classwork and homework. In analysis, she must work on identifying parts of a text and providing examples and explanations of her answers while producing text.

Sofia presents has a great attitude in class and has been placed in academic support where she will receive reinforcements on topics presented in class. With more hard work and dedication, I am sure she will be successful in the next term.

Language and literature: Spanish / Espa

Grade 5 — MARTINA

Learner Profile: Communicators

Final Grade	EFFORT / ESFUERZO
5	B

Comments

Mejoraste tu interés y responsabilidad, es muy importante el seguimiento de instrucciones. No desmejores tu disciplina.

Language acquisition: French / Frances Phase 1

Grade 5 — CAMILA

Learner Profile: Communicators

Final Grade	EFFORT / ESFUERZO
5	B

Comments

Bon travail! Has trabajado bastante bien este trimestre y tus notas reflejan tu esfuerzo. Tienes que mejorar los verbos (pasado, presente, futuro) y la parte escrita para mejorar tus notas. Te recomiendo practicar en: www.doddelearn.co.uk o www.languagesonline.org.uk o www.lepointdufle.net

Individuals and societies: Global Humanities / Humanidades Global

Grade 5 — GORDON

Learner Profile: Reflective

Final Grade	EFFORT / ESFUERZO
5	A

Individuals and societies: Humanidades Regional

Grade 5 — CAROLINA

Learner Profile: Knowledgeable

Final Grade	EFFORT / ESFUERZO
6	B

Sciences: Sciences / Ciencias

Grade 5 — FRANCISCO

Learner Profile: Communicators

Final Grade	EFFORT / ESFUERZO
4	C

Comments

Sofia debe repasar:

1. Variables de un experimento (Independiente, dependiente y constantes), hipotesis, graficos lineales y conclusiones a partir de los resultados obtenidos.
2. Caracteristicas y representacion de Fuerzas.
3. Medicion de fuerzas
4. Peso, fuerza de friccion y fuerza de empuje en liquidos.
5. Maquinas simples (Polea, Plano inclinado y palanca).

Mathematics: Mathematics / Matematicas

Grade 5 — DIEGO, ANGELA

Learner Profile: Knowledgeable

Final Grade	EFFORT / ESFUERZO
4	C

Comments

She is a good student maybe improve the study habits and the attention in class good job.

Arts: Arts / Arte

Grade 5 — VALERY

Learner Profile: Caring

Final Grade	EFFORT / ESFUERZO
4	C

Arts: Drama

Grade 5 — MATEO

Learner Profile: Caring

Final Grade	EFFORT / ESFUERZO
7	A

Arts: Music / Musica

Grade 5 — LUISA

Learner Profile: Inquirers, Knowledgeable

Final Grade	EFFORT / ESFUERZO
6	A

Comments

Buen trabajo!

Physical and health education: Physical Education / Educacion Fisica

Grade 5 — CESAR

Learner Profile: Caring

Final Grade	EFFORT / ESFUERZO
5	A

Design: Design Technology / Tecnologia del Diseno

Grade 5 — MARIA DANIELA

Learner Profile: Caring

Final Grade	EFFORT / ESFUERZO	Final Grade
N/A	C	4

EFFORT / ESFUERZO

B

Comments

Esta nota es producto de un ejercicio de autoevaluación en torno a la participación, comportamiento, puntualidad y manejo y uso de la “Bitácora de viaje” y cuaderno. Este trimestre has terminado el primer nivel de Consentidos! Felicitaciones! Tu participación es muy valiosa.

Grade Descriptors

Final Grade Descriptor

7	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	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	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	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	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	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	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

EFFORT / ESFUERZO

Grade Descriptor

A	Excellent effort / Esfuerzo excelente
B	Very good effort / Muy buen esfuerzo
C	Good effort / Buen esfuerzo
D	Satisfactory effort / Esfuerzo aceptable
E	Insufficient effort / Esfuerzo insuficiente
F	No effort / No hay esfuerzo

British School of Washington

 ManageBac school since 2012

Introduction

The British School of Washington (BSW) is a private international school situated in downtown Washington D.C. The school has over 440 students representing more than 60 nationalities.

The school is authorized to teach the International Primary Curriculum (IPC), International Middle Years Curriculum (IMYC), International General Certificate of Secondary Education (IGCSE) and the IB Diploma Programme.

BSW's global, interactive learning perspective encourages its pupils to gain a meaningful understanding of the local, national and global contexts within which they live, learn and succeed.

Contact Information

Gareth Hall
Technology Director
G.Hall@wclschools.org

Student Name: Candice

Grade: Yr10 IGCSE

Form Tutor: Vera

Dear IGCSE Students:

The purpose of this summary is to collate information about the academic progress you are making. So that: a) you can continue to improve and b) you can discuss how you plan to improve with your parents.

This half term's progress summary includes the following information

- The IB Learner Profile.

Progress Summary page:

- A Summary for each subject as to whether you are Beginning (B), Developing (D) or at Mastering (M) at a specific level of attainment.
- A Progress Level which is generated using several key indicators such as the work formally assessed and recorded on MB as well as work completed in class, homework, your lesson contributions and your teachers' observations and judgments about what level they feel you are currently working at within their subject.
- An effort grade.
- An end of year Academic Target Grade. (This Grade is fixed for the year)
- Year 11 will also see a mock exam grade. The mock exams mirror the terminal exams that students will sit at the end of the IB course. These are taken under exam conditions and the results provide staff with an understanding of where your child's strengths and weaknesses are within that subject.
- Attendance for each class.
- Please note that Form group attendance is taken using a different school system and is not recorded here.
- Form Tutor Comment: Your Personal Progress Target.

Progress Summary & Learning target:

- Description of the work covered this half term.
- A specific "Progress Learning Target" that appears in the comment section that helps you to further your progress and improve your attainment in each of the subjects you are studying.

At BSW we believe that personal progress is as important as academic progress, please do take the time with your parents and form tutor to review your Record of Achievement at the end of the half term to assess what areas you will need to work on in the next term.

To Parents:

Please be aware that as we are in the digital age: a) there will be no paper copies of these progress summaries. And b) the above format will be used for all progress summaries this year.

There will be no written summative report. All parents are encouraged to follow and discuss the progress of their children on ManageBac or in discussion with subject staff. We believe this is the most efficient way to support young people's learning and progress.

Kindest Regards,

Heath | Head of Secondary School

Stephanie | Secondary Leader for Student Experience

Rod | Secondary Leader Personal Progress

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.

Progress Summary

Autumn 2 (2016)

Subject	Learning Level & IGCSE Grade	IGCSE Effort Grade	IGCSE Year Target Grade	IGCSE Mock Exam Grade
English Language Edexcel 4EA0 Wanda	D-C	A	D-B	N/A
Attendance: 0 Absent 12 Present 0 Late 0 Other				
English Literature Edexcel 4ET0 Wanda	D-C	A	D-B	N/A
Attendance: 0 Absent 13 Present 0 Late 0 Other				
Spanish Edexcel 4SP0 Camilla	B-B	A	M-B	N/A
Attendance: 0 Absent 21 Present 0 Late 0 Other				
Geography CIE 0406 Dee	D-C	A	M-C	N/A
Attendance: 1 Absent 12 Present 0 Late 1 Other				
Global Perspectives CIE 0457 Shauna	M-C	A	B-B	N/A
Attendance: 0 Absent 15 Present 0 Late 0 Other				
Biology Edexcel 4SCO Lucille	B-C	A	B-B	N/A
Attendance: 0 Absent 16 Present 1 Late 0 Other				
Chemistry Edexcel 4SC0 Rosie	M-D	B	D-C	N/A
Attendance: 0 Absent 16 Present 0 Late 0 Other				
Physics EdExcel 4SCO Fiona	B-C	B	D-C	N/A
Attendance: 0 Absent 19 Present 0 Late 0 Other				
Maths Edexcel 4MA0 Maria	B-D	B	M-D	N/A
Attendance: 0 Absent 25 Present 0 Late 0 Other				
PE Core Mike, Sabine	N/A	A	N/A	N/A
Attendance: 0 Absent 9 Present 0 Late 0 Other				
Drama CIE 0411 Sabine	D-C	A	D-B	N/A
Attendance: 0 Absent 19 Present 0 Late 0 Other				
Art Edexcel 4FA0 Aled	D-B	A	B-A	N/A
Attendance: 0 Absent 17 Present 0 Late 0 Other				

Form Tutor Comments

Candice, you have continued to grow as a thoughtful and independent student. You have been open minded and reflective with your challenges of balancing your social life and homework. You have set yourself the target of being more patient and tolerant of things you don't originally agree with or find easy.

Progress Summary & Learning Target

English Language Edexcel 4EA0

Wanda

This half term we will be exploring a range of non-fiction texts from the Edexcel IGCSE Anthology and writing some of our own non-fiction texts.

Learning Level & IGCSE Grade	D-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	D-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 12 Present 0 Late 0 Other

Comments

In your writing, experiment with different structures and how they impact on the reader.

English Literature Edexcel 4ET0

Wanda

This term we will be studying the play 'A View from the Bridge' by Arthur Miller, which is one of our IGCSE examination texts.

Learning Level & IGCSE Grade	D-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	D-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 13 Present 0 Late 0 Other

Comments

Develop your analysis by incorporating relevant social and historical contextual information.

Spanish Edexcel 4SP0

Camilla

During this half term students will develop their vocabulary on the topics of food and home. They will sharpen their past tense knowledge and will look in depth at the irregular verbs in this tense. They will develop their reading skills by tackling texts of increasing length and complexity. Students will become familiar with the IGCSE exam format and will understand the requirements of writing at IGCSE standard.

Learning Level & IGCSE Grade	B-B
IGCSE Effort Grade	A
IGCSE Year Target Grade	M-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 21 Present 0 Late 0 Other

Comments

Candice, you have shown a good understanding of the past tense this term, and the accuracy of your writing has really developed. You are still getting confused about how to use verbs like "me encanta" and "me gusta". Do some research on this and if it still seems confusing then come and ask me and I will explain.

Geography CIE 0406

Dee

Year 10 are focusing on 'Population and Settlement' – sections 1.1 – 1.7 of the syllabus. During the first half term, they will study the factors affecting the growth, structure and distribution of population, the impact of population policies and HIV/AIDS, population pyramids, the Demographic Transition Model and migration. During the second half of the term, they will focus on 'Settlement' section syllabus. In this topic, they will study settlement patterns and functions; the growth of settlements and the problems associated with this; land use zones and the impacts of urbanization in both LEDC's and MEDC's. The knowledge gained this term will enable them to answer the questions one and two on Paper 1 of their final exam. Through the use of case studies, students will gain a greater understanding of the range of factors that impact population change in LEDCs and MEDCs as well as being able to compare the challenges that face the growing urban areas of the world. Throughout this term, students will make use of statistics, graphs, diagrams and maps as preparation for Paper 2, which is a more skills based paper.

Learning Level & IGCSE Grade	D-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	M-C
IGCSE Mock Exam Grade	N/A

Attendance: 1 Absent 12 Present 0 Late 1 Other

Comments

You are still overcomplicating your case studies and your answers. Listen carefully to what is required and give straightforward, bullet pointed responses. Trust in your own ability; you are more than capable but often question your own answers.

Candice

The Global Perspectives course will commence with an in depth study of the belief system of a particular country where you will direct your own learning through an extended research task. You will develop the skills of evaluation, analysis and questioning that will be evidenced through your writing. In a complicated and challenging future characterized by a barrage of information, you will gain a sense of your own active place in the world and how you to cope with changes and challenges which will impact your future opportunities, chances and choices.

Learning Level & IGCSE Grade	M-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	B-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 15 Present 0 Late 0 Other

Comments

Candice, you are very self-reflective which helps make your responses more personal and analytical. You now need to make sure all of your points are supported with specific evidence and you evaluate the purposes of the sources that you use.

Biology Edexcel 4SCO

Lucille

This half term the nature & variety of living things(section 1), Gas exchange & respiration will be studied.

Within this students may be assessed in 3 areas that would provide different % of their final grade: AO1 Knowledge and understanding (50%), AO2 Application of knowledge and understanding, analysis and evaluation(30%) and AO3 Experimental skills, analysis & evaluation of data (20%).

Learning Level & IGCSE Grade	B-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	B-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 16 Present 1 Late 0 Other

Comments

You are still unsure of living thing characteristics. Re draw the cells as well as revisiting the flash cards as these ideas should be concrete before you move on. When writing an investigation you must think IV/DV & controlled variables. This is important for actual experimental work and the exam, it was on the osmosis paper.

Chemistry Edexcel 4SC0

Rosie

During the second half of this term we will be focusing on forming and testing gases and linking to the reactivity series.

Learning Level & IGCSE Grade	M-D
IGCSE Effort Grade	B
IGCSE Year Target Grade	D-C
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 16 Present 0 Late 0 Other

Comments

You lack confidence in your ability Candice, which hinders your progress. Have the confidence to suggest an answer and ask for support when required, especially when planning an experiment.

Physics EdExcel 4SCO

Fiona

This half term the class will continue work on the Forces and motion topic.
More detail can be found in the course syllabus document.

Learning Level & IGCSE Grade	B-C
IGCSE Effort Grade	B
IGCSE Year Target Grade	D-C
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 19 Present 0 Late 0 Other

Comments

Candice, I am pleased with the effort you have made this term, especially with the positive manner in which you took my previous suggestions for improvement.

To make even more progress, I would like to see you become more assertive in class by volunteering your opinions more often, as you have a very worthwhile contribution to make but seem to lack confidence in your ability. Also, don't be reluctant to ask for help and support when you are unsure about anything.

Mathematics: Maths Edexcel 4MA0

Maria

This half term we will start by looking at powers and indices and looking at simplifying powers. We will then move on to LCM, HCF and its link with prime factorisation and also look at standard form. After this the focus will change to look at transformation of shapes and we deal with reflection, enlargement, translation and rotation.

Learning Level & IGCSE Grade	B-D
IGCSE Effort Grade	B
IGCSE Year Target Grade	M-D
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 25 Present 0 Late 0 Other

Comments

Candice, please ensure you really focus in class so when we do something you have understood the process, the method and the reason for doing something in a particular way. Areas you need to practise are prime factorization, dividing fractions and expanding brackets. You will get to where you need to and I will get you there but it needs you to spend a little time outside of the classroom practising some concepts on myimaths.com.

Other Elective: PE Core

Mike, Sabine

Learning Level & IGCSE Grade	N/A
IGCSE Effort Grade	A
IGCSE Year Target Grade	N/A
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 9 Present 0 Late 0 Other

Other Elective: Drama CIE 0411

Sabine

This half term, year 10 IGCSE Drama students will be learning about the techniques developed by Constantin Stanislavski. They will be applying these techniques to a scripted performance from Arthur Miller's 'A View from the Bridge' as part of their coursework.

Learning Level & IGCSE Grade	D-C
IGCSE Effort Grade	A
IGCSE Year Target Grade	D-B
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 19 Present 0 Late 0 Other

Comments

Candice, your target now is to find ways to include pauses and moments of stillness in your performances to create tension and atmosphere for the audience. This is especially important in scripted performances where it can be tempting to say longer passages in one go without finding moments to pause.

Visual Arts: Art Edexcel 4FA0

Aled

Year 10 IGCSE Artists will be working on their second major independent project entitled 'Open'. They will interpret the theme in a personal way and consider a range of media during the term to express their ideas. They will also have the opportunity to experiment with a variety of materials such as clay, printmaking and photography.

Learning Level & IGCSE Grade	D-B
IGCSE Effort Grade	A
IGCSE Year Target Grade	B-A
IGCSE Mock Exam Grade	N/A

Attendance: 0 Absent 17 Present 0 Late 0 Other

Comments

You should focus on the A02 element of the course and try transforming some of your drawings into the style of artists you like. Make a note of the artists name when you come across a piece that captures your attention.

St Francis College

 ManageBac school since 2014

Introduction

St Francis College is an international school which strives for excellence, providing a warm and friendly community committed to the International Baccalaureate philosophy. It has offered the IB Diploma Programme since 2004, adding the Primary Years Programme to its curriculum in 2005 and completing the continuum in 2008 with the Middle Years Programme.

The school aims to provide a secure and caring community where a multiplicity of needs and interests are catered for and where pupils are encouraged to aim for excellence in everything they undertake.

To this end, the school aims to have its pupils develop a high degree of proficiency in both Portuguese and English, and equip them with the skills needed to function in the complex society of the 21st Century.

Contact Information

Fabrice Bidaury

MYP Coordinator

fabrice.bidaury@stfrancis.com.br



ST. FRANCIS COLLEGE



St Francis College March 2016 Grade Report

Prepared: March 20, 2016



Student Name: Jose

Date of Birth: December 13, 2000

Grade: MYP 5

Tutor: Owen

Summary of the IB MYP subject-specific assessment criteria

	Language & Literature /28	Language Acquisition /28	Individuals & Societies /28	Mathematics /28	Arts /28	PHE /28	Sciences /28	Design /28	Projects /28
Criterion									
A	Analyzing	Comprehending Spoken & Visual Texts	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Inquiring & Analyzing	Investigating
	8	8	8	8	8	8	8	8	8
B	Organising	Comprehending Written & Visual Texts	Investigating	Investigating Patterns	Developing Skills	Planning for Performance	Inquiring & Designing	Developing Ideas	Planning
	8	8	8	8	8	8	8	8	8
C	Producing Text	Communicating in Response to Spoken, Written and Visual Texts	Communicating	Communication	Thinking Creatively	Applying & Performing	Processing & Evaluating	Creating the Solution	Taking Action
	8	8	8	8	8	8	8	8	8
D	Using Language	Using Language in Spoken & Written Form	Thinking Critically	Applying Mathematics in Real-Life Contexts	Responding	Reflecting & Improving Performance	Reflection on the Impact of Science	Evaluating	Reflecting
	8	8	8	8	8	8	8	8	8

IB MYP Grade boundaries and final grades

MYP subjects and Projects	
Grade	Boundaries
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Summary of Achievement

	Achievement Levels				Effort	Grade
	A	B	C	D		
Language and literature: Portuguese Intermediate Matheus	5	5	5	6	B	5
Language and literature: English Molly	4	4	4	4	C	4
Individuals and societies: History Deborah	6	5	4	4	U	5
Individuals and societies: Historia & Geografia Santiago	5	N/A	5	8	A	5
Sciences: Sciences Core Matheus	5	4	6	4	B	5
Mathematics: Mathematics Extended Felipe	4	4	3	5	B	4
Arts: Visual Arts Valentina	4	5	5	4	B	5
Physical and health education: Physical & Health Education Jake	3	5	7	4	C	5
Design: Design Lewis	N/A	4	4	N/A	C	4

MS classes

	Final Grade	Effort
ISP Maya	N/A	A

Reflections

Owen
Tutor

Jose has gone from strength to strength this term - his application and his work ethic are exemplary. A creditable set of results is his by right, and he can be proud of his achievement. He continues to be a well-liked member of his peer group, an enthusiastic and dedicated student, and an inspiring role-model.

Alberto
Head of Secondary

.

Ella
College Principal

.

Personal Project



Outcomes:

Topic:

Inquiry Question:

Goal:

Supervisor:

Overall Progress: 🚩 **Concern**

To have a building that can help the problem that farms are taking to much area to grow crops plus buildings in São Paulo that have grass wall that help the problem of pollution

How can architecture contribute to environmental issues and farming?

Design an environment friendly vertical farming facility

J ulian

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

The IBO has developed assessment criteria against which the student's work will be assessed.

The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

The criteria may be modified to suit the work the student is working with. However, for the final assessment in year 5, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

Effort

Grade Descriptor

A	Excellent
B	Good
C	Sound
D	Poor
U	Unacceptable

Strathcona-Tweedsmuir School

 **ManageBac** school since 2013

Introduction

Strathcona-Tweedsmuir School (STS) officially opened on a beautiful country campus in Okotoks, Alberta, in September 1971. Today, STS is a coeducational independent school community for Grades 1 -12 that develops well-balanced students for a life of purpose by inspiring excellence in scholarship, leadership, and character.

An International Baccalaureate school since it was authorized for the Diploma Programme in 2000, STS has offered the complete IB continuum since 2013, when it became an accredited Middle Years Programme school.

In addition to being an IB World School, STS is also a Round Square School and the philosophy, values and ideals that it shares with these organizations shape its unique learning environment.

Contact Information

Alanna Wellwood

Director of Academic Programing, MYP Coordinator

wellwoa@sts.ab.ca



Strathcona-Tweedsmuir School Mid-Year Report Card

Prepared: February 5, 2016

Student Name: Yujiro

Grade: Year 2/Grade 7

Homeroom Advisor: Antoine

Dear Middle School Parents:

Strathcona-Tweedsmuir School is pleased to present our Mid-Year Report, which will inform you of your child's academic progress to date. Learning is reported using MYP criteria and the overall achievement for each course has been reported as an achievement level with a maximum of 7 possible. A description of these levels can be found at the end of the report. Students will also be assessed using the Learning Skills Rubric for each of their classes. This rubric is designed to communicate cross-curricular competencies such as collaboration, communication and affective skills. The intent of this rubric is to communicate students' growth and development in areas other than academics. I encourage you to engage in a conversation with your son or daughter about their achievement.

Please read the teachers' comments, as they will help inform a student's progress in the course. We will be producing Honour rolls based on this report card. Honours certificates will be awarded for an MYP level average of 5 to 5.99 across all courses. First Class Honours certificates will be awarded for an average of 6 and above across all courses. Honour rolls will be produced again after the final report card in June. Descriptions of all assessment criteria for any subject can be found in the MYP Handbook which can be downloaded from the School website or found on Managebac. You can also view your child's specific assignment results on Managebac at any time.

Parent teacher interviews are not being scheduled in conjunction with this report. Please contact faculty directly if you would like to set up a meeting to discuss your son or daughter's progress. The next report card will be available on Thursday, March 5, 2016 and will be accompanied by parent teacher interviews on Tuesday, March 10, 2016 from 4:00–8:00 p.m. and on Thursday, March 12, 2015 from 1:00–6:00 p.m.

Please feel welcome to contact me at school to discuss your son or daughter's academic progress or any aspect of their STS experience.

Sincerely,

Carter
Middle School Principal

Summary of Achievement & Advisor Comment

	Achievement Levels				Final Grade	Collaboration Skills	Organization Skills	Affective Skills
Language and literature: English 7 Felicia	A 6	B 5	C 5	D 6	5	Dem	Dem	Dem
Language acquisition: Spanish 7 Phase 1 Julia	A 7	B 7	C 6	D 6	6	Dem	Dem	Dem
Individuals and societies: Social Studies 7 Antoine	A 6	B 5	C 6	D 6	5	Dem	Dem	Dem
Sciences: Science 7 Charles	A 8	B 6	C 7	D 6	6	Dem	Dev	Dem
Mathematics: math 7 Andrew	A 7	B 6	C 7	D 6	6	Dem	Dem	Dem
Arts: Visual Art 7 Ava	A 7	B 5	C 6	D 6	6	N/A	N/A	N/A
Arts: Instrumental Music 7 Raquel	A 8	B 8	C 8	D 8	7	Dem	Dem	Dem
Physical and health education: PE 7 & Health Noemi	A 6	B 6	C 6	D 6	6	Dem	Dem	Dev
Design: Design 7 Ava	A 6	B 7	C 6	D 6	6	Dem	Dem	Dem

Reflections

Antoine

Homeroom Advisor

You are continuing to have a great year, Yujiro. You are excelling in all of your classes. Your teachers, including myself, are all very happy with your level of commitment and determination to go above and beyond. Congratulations on making Honours this reporting period. Your marks are strong throughout your courses, which you can be very proud of. You have been involved in some scorekeeping during the volleyball season, though I would encourage you to continue to become involved in even more service initiatives this term. I wish you continued success for the remainder of the year.

Subject Reports

Language and literature: English 7

Felicia

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	6	8
B: Organizing	5	8
C: Producing text	5	8
D: Using language	6	8
Totals:	22	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
5	Dem	Dem	Dem

Comments

Yujiro is a strong reader, writer and thinker. He provides leadership within our class, for he offers insightful comments during class discussion and is always willing to challenge himself. As the year continues, and the complexity of the assignments increases, Yujiro will develop his writing and analytical skills even further. It is a pleasure to teach such a willing and capable learner. He is a charming young man. Speech Day is not far away; I am looking forward to Yujiro's selection.

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

Language acquisition: Spanish 7 Phase 1

Julia

MYP Assessment Criteria	Achievement Level	Maximum
A: Comprehending spoken and visual text	7	8
B: Comprehending written and visual text	7	8
C: Communicating in response to spoken, written and visual text	6	8
D: Using language in spoken and written form	6	8
Totals:	26	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	Dem	Dem	Dem

Comments

Yujiro has demonstrated a solid understanding of the topics explored thus far in Spanish 7 and is a pleasure to have in class. He is enthusiastic and inquisitive toward learning a second language and he is able to consistently communicate the basic phrases we have studied in the first term. Yujiro's comprehension of spoken and written texts is also strong, as he is able to identify the main ideas and supporting details, as well as, make connections between information. I look forward to his continued success in Term II.

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

Individuals and societies: Social Studies 7

Antonie

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	6	8
B: Investigating	5	8
C: Communicating	6	8
D: Thinking critically	6	8
Totals:	23	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
5	Dem	Dem	Dem

Comments

Yujiro has continued to have a good year in social studies. He has proven that he can be successful at conducting effective research. For each project that he has completed, he has often been able to collect and record information consistent with the research question or topic. He can identify connections within various styles of information in order to make a fairly well-supported opinion. Yujiro's writing is fair; however, I think he could add some expression to his descriptions and make sure that he fully explains his examples. I wish Yujiro all the best for the remainder of the year.

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	8	8
B: Inquiring and designing	6	8
C: Processing and evaluating	7	8
D: Reflecting on the impacts of science	6	8
Totals:	27	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	Dem	Dev	Dem

Comments

Yujiro is a strong science student. His quiet and polite disposition makes him a joy to teach. He is a mature and responsible student with a strong work ethic and advanced approaches to learning skills. Yujiro performs consistently well on quizzes that assess his knowledge in familiar and unfamiliar situations. When investigating and presenting on an issue, Yujiro would benefit from making cue cards to help him speak more confidently on the topic. I wish him much success in the second part of the year.

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

Mathematics: math 7

Andrew

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	7	8
B: Investigating patterns	6	8
C: Communicating	7	8
D: Applying mathematics in real-life contexts	6	8
Totals:	26	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	Dem	Dem	Dem

Comments

Yujiro is a keen mathematics student that always strives to master the concepts being covered. He enjoys a challenge and has improved his ability to investigate and prove patterns. Along with performing well on unit tests, Yujiro has shown a great ability to communicate his thought process in a clear and concise way. He is developing the skills needed to reflect on his mathematical findings and critique the accuracy of his solutions to real life situations. I am impressed with Yujiro's positivity and look forward to witnessing his continued growth in Math 7 in the second half of the year.

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

Arts: Visual Art 7

Ava

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	7	8
B: Developing skills	5	8
C: Thinking creatively	6	8
D: Responding	6	8
Totals:	24	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	N/A	N/A	N/A

Comments

Art 7 is taught as a combined course with Design 7. As our first two units of study focused on design, the assessment data provided here is based largely on formative work. Please see Design 7 for a full description of Yujiro's progress in this course, including feedback on the learning skills rubric.

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

Arts: Instrumental Music 7

Raquel

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	8	8
B: Developing skills	8	8
C: Thinking creatively	8	8
D: Responding	8	8
Totals:	32	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
7	Dem	Dem	Dem

Comments

Yujiro is an exceptional musician and an active participant in class. His knowledge of musical rhythms and pitches is outstanding and he demonstrates a high level of skill development on the bassoon. Yujiro's passion for music is evident and I look forward to his continued growth in band.

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

Physical and health education: PE 7 & Health

Noemi

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	6	8
B: Planning for performance	6	8
C: Applying and performing	6	8
D: Reflecting and improving performance	6	8
Totals:	24	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	Dem	Dem	Dev

Comments

I have appreciated Yujiro's enthusiasm for being physically active with his peers. In our activity units, Yujiro is able to demonstrate the required skills effectively but does not always do so consistently. Focusing on applying the specific coaching points will help him improve in this area. However, his experience in basketball enabled him to help others while still work on refining his skills. In his written work, Yujiro often has good ideas. Providing more supporting detail and examples will enable him to achieve the highest level. I look forward to Yujiro's continued growth in my class.

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

Design: Design 7

Ava

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	6	8
B: Developing ideas	7	8
C: Creating the solution	6	8
D: Evaluating	6	8
Totals:	25	32

Final Grade	Collaboration Skills	Organization Skills	Affective Skills
6	Dem	Dem	Dem

Comments

Yujiro had a good start to the year in Art and Design 7, showing great interest in the subject area. This semester, the majority of Yujiro's work has been focused in the design discipline, where he is currently working on a long term project to design a 21st century school for a community in Canada's north. With a keen interest in architecture and a strong work ethic, he has established himself as a leader during this project, and he is often sought after by his peers for assistance and feedback. Yujiro's meticulous approach to each stage of the design process has led to an outstanding product so far. I notice that Yujiro's work often scores right below the highest achievement band. As such, it would be helpful for him to review the rubrics for his assignments before submitting them. This gives him a chance to refine his work such that it meets the criteria for Level 7-8. It is a pleasure to teach Yujiro and I know that he will continue to develop his abilities as an artist and a designer in Semester II.

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

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED IN THE MYP

The IB has developed assessment criteria against which student's work has been assessed.

Students should not be judged against the work of other students, but rather against assessment criteria which the teacher shows and explains to students. As work is assessed, both parents and students can track achievement against the criteria on Managebac. An explanation of how report card grades are calculated is below:

How a grade is calculated using the MYP grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has different numbers of criteria, i.e. Language A has three, Science has six, and Physical Education has four.
3. Subjects may have different numerical bands for the criteria, i.e. 1-8, or 1-10. Even within one subject the criteria may have different numerical bands, i.e. criterion A 1-8, criterion B 1-4.
4. Grading is based on the level of achievement for each criterion.
5. The final achievement level for all the different criteria is based on a student's *recent and consistent* performance
6. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject and this becomes a mark out of 7 for each subject. Please see below for a description of the 1-7 Grades.

Should you have any questions regarding the processes involved in MYP assessment practices, please contact the school's MYP Coordinator, *Mrs. Alanna Wellwood*, at wellwoa@sts.ab.ca or 403-995-5464.

Grade Descriptors

Final Grade Descriptor

7	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 analytical thinking, insight and problem solving skills. The student produces work of high quality. Corresponding % range = 95-100%
6	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 analytical thinking, insight, and problem solving skills. The student produces work of high quality. Corresponding % range = 88-94%
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates analytical thinking, insight, and problem solving skills. Corresponding % range = 78-87%
4	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. Corresponding % range = 65-77%
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 to normal situations with support. Corresponding % range = 56-64%
2	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. Corresponding % range = 41-55%
1	Minimal achievement in terms of the objectives. Corresponding % range = 0-40%
N/A	Not Yet Assessed.

Collaboration Skills

Grade Descriptor

- Beg Beginning: The student is becoming familiar with collaborative skills, strategies, and techniques by observing his or her teacher and peers in order to learn how to successfully work with others. He or she uses the skills in a limited amount of situations and/or requires guidance.
-
- Dev Developing: The student is developing collaborative skills, strategies and techniques in order to work successfully with others more frequently and with less guidance.
-
- Dem Demonstrating: The student employs collaborative skills, strategies and techniques to work successfully with others without prompting or guidance from the teacher in a variety of circumstances.
-

Organization Skills

Grade Descriptor

- Beg Beginning: The student is becoming familiar with organization skills, strategies, and techniques by observing his or her teacher and peers in order to learn how to effectively manage time, resources and information. A lack of organizational skills is currently impacting learning.
-
- Dev Developing: The student is developing organization skills, strategies, and techniques in order to effectively manage time, resources and information. The refinement of these skills is currently having some, though infrequent, impacts on learning.
-
- Dem Demonstrating: The student employs organizational skills, strategies, and techniques without guidance or prompting from the teacher in order to effectively manage time, resources and information.
-

Affective Skills

Grade Descriptor

- Beg Beginning: The student is becoming familiar with affective skills, strategies, and techniques by observing his or her teacher and peers in order to learn how to manage oneself. A lack of maturation of these skills is currently impacting learning.
-
- Dev Developing: The student is developing affective skills, strategies and techniques in order manage oneself in. The student needs frequent prompting from the teacher in order to remain focused on learning.
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- Dem Demonstrating: The student employs affective skills, strategies and techniques without guidance or prompting from the teacher in order to manage himself or herself.
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