



# NEEV ASSESSMENT POLICY

PYP, MYP AND DP

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## Neev's philosophy about assessment

At Neev we believe that assessment is a continuous process, which is inclusive (see inclusion policy) and which informs all stakeholders about the efficacy of the learning programmes at Neev. It allows for valid feedback to students, parents and institutions of further education. The data from assessment is meant to enhance student learning, inform teaching, parent action and curriculum design. The assessment process is transparent with the intention of having students take ownership of their learning.

### 1.1 Assessment and Reporting in the PYP

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of the dispositions and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage.

#### 1.1.1 Assessments at PYP

Our Assessment designs are;

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

#### 1.1.2 Recording of Assessments in PYP

Assessment at PYP involves generation and collection of data and evidence as well as collaborative analysis.

It has four dimensions: **monitoring, documenting, measuring and reporting** on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The emphasis is on monitoring and documenting

learning as these dimensions are critical in providing actionable feedback for the learner. These happen through observations in the class environment, designing open-ended tasks, oral presentations, performance assessments, rubrics, checklists, anecdotal records continuums, peer and self assessments.



## **Portfolios**

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

### **1.1.3 Reporting in the PYP**

- A parent teacher conference is scheduled after the Baseline PTM in the beginning of the academic year.
- Three Gallery walks are scheduled in an academic year for students to present their learning journey to the parents.
- Students are assessed on an on-going basis in the subjects of Language, Math, Units of Inquiry, Additional Languages (Spanish/French/Hindi), Sports (P.E), P.S.P.E (Personal, Social, Physical Education) and Arts.

- Grades 4 and 5 follow a trimester system for the Arts (Visual, Drama and Music) during the academic year. The term report cards will report the assessment done for the respective area of Art done during the trimester.
- There will be two reports published in an academic year for grades 1 to 5.
- One report will be published at the end of term 1 and the other at the end of term 2.
- The first term & second term reports consist of reporting student performance based on a scale. This scale rates developmental readiness and progress rather than academic ability.

## **Key/Indicators-**

### **A-Almost always**

Indicates that your child demonstrates proficiency of the concept or skill confidently and independently

### **R-On a regular basis**

Indicates that your child demonstrates the concept or skill frequently and is beginning to initiate tasks independently. Your child's performance is improving with additional practice.

### **S-Some of the time**

Indicates that your child is developing the concepts or skills. These efforts show that your child has an initial understanding of tasks and indicates that your child's performance is improving with additional practice

### **N-Not ready at this time**

Indicates that your child is still not ready for the concept or skill that was introduced. Your child will be able to grasp the same at a later stage.

The rating of the scale is awarded based on-

- i. the formative assessments (on-going) conducted in the units of study for each of the terms
- ii. the summative tasks (end of unit assessment) conducted in the units of study for each of the terms

The report includes written comments on the overall performance of the student by the home room teacher.

## **Assessment and Reporting in the MYP**

### **2 Assessment in the MYP**

2.1 Assessment is of two types in the MYP at Neev: formative and summative.

2.1.1 Formative assessment at Neev is understood to be continuous assessment that is meant to aid learning and inform teaching. Feedback is a necessary part of formative assessment as this is used to improve student performance. It is also referred to as assessment *for* learning.

2.1.2 Summative assessment at Neev is understood to be a culminating assessment that comes at the end of any period of study such as a unit, term or academic year. Its purpose is to provide information on achievement against the objectives of a particular course. It is also referred to as assessment *of* learning.

2.2 Learning is divided in five years of study (grades 6 to 10) into units in each subject. There will be two formative assessments during each unit and one summative assessment called a summative task, usually at the end of the unit. These three assessments will be reported at the end of each term

2.3 Summative tasks that are not submitted on time (without adequate explanation) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements

2.4 For grades 8, 9, and 10 there will be an end-of-term examination. This end-of-term examination will be considered an end-of-unit summative task for the unit of study that coincides with the end-of-term examination.

2.5 Where the end-of-term examination does not coincide with a unit of study, it will be conducted on all units of study that have preceded this examination and the unit of study will have a separate end-of-unit summative task.

2.6 The achievement levels obtained in the end-of-term examination will also be reported.

2.7 Grade 10 students will have two assessment components from the IB:

- a. a compulsory personal project, which is externally graded. The school provides a predicted grade for this project.
- b. An e-Assessment at the end of Grade 10. This is completely administered as per MYP regulations.

2.8 The Assessments in the MYP are recorded on Google Drive and Managebac.

### 3. Reporting in the MYP

3.1 There will be two reports published in an academic year for grades 6, 7, 8 and 9. One report will be published at the end of term 1 and one at the end of term 2.

3.2 For grade 10, there will be one report published at the end of term 1. Grade 10 students will do a mock examination in the month of February. A report based on the mock examination will be published.

### 3.3. The first term report will consist of

- a. achievement levels, which range from 1 to 8, obtained in:
  - i. the formative assessments conducted in the units of study in the first term
  - ii. the summative tasks conducted in the units of study in the first term
  - iii. the end-of-term examination
- b. written reports by the subject teachers for each of a student's subjects of study
- c. e-Assessment, which the IB considers optional, but is not optional at Neev. However, the school may recommend that a student takes fewer subjects for e-Assessment based on consultations with teachers and in discussion with parents and the student concerned.
- d. a written report by the form tutor.

3.4 The second term report will, in addition, include the overall achievement in each of the four criteria for the entire year determined by the 'best-fit' approach.

## Assessment and Reporting in the DP

### 4. Assessment in the DP

4.1 Assessment is of two types in the DP at Neev: formative and summative.

4.1.1 Formative assessment at Neev is understood to be and also referred to as continuous assessment that is meant to aid learning and inform teaching. Feedback is a necessary part of formative assessment as this is used to improve student performance. It is also referred to as assessment *for* learning.

4.1.2 Summative assessment for the DP at Neev is understood to a culminating assessment that comes at the end of a period of learning. Its purpose is to provide information on achievement against the objectives of a particular course. It is also referred to as assessment of learning.

4.1.3 The following assessments constitute the summative assessments in the DP at Neev:

- a. first terminal examination
- b. second terminal examination
- c. mock examination
- d. final IBDP examination conducted by the IB in May of an examining year

4.2 Formative assessments or continuous assessments are calendared so that three groups of subjects out of the six groups of subjects conduct assessments every alternate week, allowing for holidays and other disruptions.

4.3 Assignments that are not submitted on time (without adequate explanation) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements.

4.4 The Assessments in the DP are recorded on Google Drive and Managebac.

## 5. Reporting in the DP

5.1 There will be a total of four reports published in the diploma programme at Neev:

- a. at the end of term 1 in grade 11
- b. at the end of term 2 of grade 11
- c. at the end of term 1 of grade 12
- d. after the mock exam conducted in the second term of grade 12

5.1.1 Features of the report published:

a. this report will contain an achievement grade (1-7) for each subject based on the formative assessments conducted during the term. This grade is labelled the 'continuous assessment' grade.

b. this report will also contain an achievement grade (1-7) for each subject based on the assessment components tested during the first terminal examination. This grade is labelled the 'examination grade'.

c. this report will contain an effort grade (A-D) for each subject, which indicates the effort made by the student in the course of the term.

d. this report will contain a written report on a student's progress in each subject in the course of the term

e. the report will also contain a form tutor's comment.

## 6. Core components

6.1 Theory of Knowledge: Theory of knowledge will be reported in the form of anecdotal comments in every report published by the school. These comments will be based on in-class participation, research work and reading.

6.2 Extended essay: Progress on the extended essay is reported in the report generated at the end of the first term in grade 12 and in the report generated after the mock examination. These reports are anecdotal in nature.

6.3. Creativity, Activity and Service (CAS): A student's progress in CAS is reported in all published reports in the form of labels indicative of achievement of the seven CAS learning outcomes and in the detailing of the key CAS experiences of the student.

## 7. Predicted grades

7.1 The school will generate one set of predicted grades for each of a student's subjects of study in the first term of grade 12. These predicted grades are intended for university application and not for the examining board.

7.1.2. These predicted grades generated in the first term of grade 12 will continue to be used for university applications until the first term report of grade 12 is generated. Once this report has been generated, the actual grades on the report will be used for all university applications processed after the generation of this report.



7.2. The school will generate another set of predicted grades in the second term of grade 12. These predicted grades are intended for the examining board and will be sent to the IB via the International Baccalaureate Information System (IBIS).

7.3. Students will not have access to any predicted grades and should not seek to gain access to these grades while they continue to be a student of Neev.

7.4 Final award of marks by the teachers in Internal Assessments are not disclosed to students since it is subject to External Moderation.

## 8.Academic honesty

In the event of a student being involved with malpractice consult the school's Academic Honesty Policy for guidance.

## 9.Inclusion Policy

Accommodations provided will be as outlined in the *Access and Inclusion Policy* of the School based on the supporting evidence provided.

## **References**

"The PYP Framework." *IBO*, [resources.ibo.org/pyp/framework/The-PYP-Framework/works/pyp\\_11162-51465?root=1.6.2.16.5.3](https://resources.ibo.org/pyp/framework/The-PYP-Framework/works/pyp_11162-51465?root=1.6.2.16.5.3).

## **Appendix**

PTO



## **PYP Report Card Sample**



## **Feedback for Term 1**

**November 2018**

This report is an evaluation of the personal progress of your child at Neev Academy. Our transdisciplinary curriculum is designed to develop the whole child using the skills and knowledge derived from six subject areas- Language, Mathematics, Science, Social Studies, Arts and Physical, Personal and Social Education. The following key indicates the degree of progress your child has made. Please note that this scale rates developmental readiness and progress rather than academic ability.

### **A-Almost always**

Indicates that your child demonstrates proficiency of the concept or skill confidently and independently

### **R-On a regular basis**


Indicates that your child demonstrates the concept or skill frequently and is beginning to initiate tasks independently. Your child's performance is improving with additional practice.

### **S-Some of the time**

Indicates that your child is developing the concepts or skills. These efforts show that your child has an initial understanding of tasks and indicates that your child's performance is improving with additional practice

### **N-Not ready at this time**

Indicates that your child is still not ready for the concept or skill that was introduced. Your child will be able to grasp the same at a later stage.

<b>Term 1 Feedback 18-19</b>				
Grade 2A				
Name: Name of the student				
<b>Key:    A    almost always                      R    on a regular basis</b>				
<b>                         S    some of the time                      N    not ready at this time</b>				
<b>Language</b>				
<b>Listening and Speaking</b>				
Listens to and enjoys stories read aloud, showing understanding by responding in oral, written or visual form.	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Listens to different media, recalls key points or identifies learning	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Speaks clearly and confidently in front of an audience	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Listens and responds in small or large groups for increased period of time	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Takes turn to speak and listen to each other's views and preferences	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses tone and intonation when reading aloud	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Memorises and joins in with poems, rhymes and songs	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Tells real, imagined or traditional stories with clarity using the conventions of familiar story language	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Begins to communicate in more than one language at a basic level celebrating diversity in the community	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Listens to and follows instructions accurately, asking for help and clarification if necessary	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
<b>Viewing and Presenting</b>				
Observes illustrations in picture books and simple reference books and discusses impact on the information presented	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Uses a variety of tools and skills to practice and develop presentation skills	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Presents confidently to familiar audiences	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Makes personal connections to visual texts	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Realises that shapes, symbols or colours have meaning and includes them in presentation	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Reading</b>				
Identifies and describes the main events of a story, characters and setting	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Finds relevant information, in a range of text types	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Recognises different organisational features of varied text sources and know its significance	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Uses a range of strategies to read words in texts	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Recognises a range of prefixes and suffixes to support decoding of words	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N

Reading				
Recognises an increasing number of high-frequency and high-interest words	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Uses the dictionary to find words and their meaning	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Develops reading stamina and increasing fluency to widen reading across a range of genre for pleasure and information	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Displays progression in vocabulary and knowledge through reading different texts	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
During read-alouds or novel study, shows understanding by making prediction or posing and responding to questions	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses strategies of re-reading, and visualisation to understand text	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Writing				
Writes for a purpose showing basic features of a text type	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Independently chooses what to write and formats it, meeting the features of a text type	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Writes using simple sentences, logically sequenced into short paragraphs	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Enjoys writing about own ideas, experiences and feelings	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Plans, drafts and redrafts writing	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Participates in shared and guided writing, observing the teacher model	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Consistently uses grammar concepts taught while writing	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Shows awareness of the importance of accurate spelling	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Uses past, present and future tenses consistently	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Begins to make note of key points from a text, visuals or talks	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Demonstrates an awareness of the conventions of written text	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Writes and punctuates sentences appropriately	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Second Language: Hindi				
Listening and Speaking				
Builds vocabulary of Hindi words with and without matra 'aa' , 'I' , 'ee' and 'u'	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Demonstrates an understanding of words and uses them appropriately while speaking	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Counts numbers from 1 to 30	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Viewing and Presenting				
Presents two to three sentences on a given topic	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Presents poems with rhythm	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Relates to different contexts in visual text based on their own experiences	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Reading and Writing				
Writes the alphabet (vowels and consonants)	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N

Reading and Writing				
Recognises, reads and comprehends matras, “aa, i, ee, u” in words	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Recognises, reads and comprehends matras, “aa, i, ee, u” in simple sentences	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Identifies and writes matras, “aa, i, ee, u” in words	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Writes matras, “aa, i, ee, u” in simple sentences	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Reads and writes numbers 1 to 30	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Mathematics				
Mathematics				
Reads, writes and models whole numbers up to 1000 using groups of 10s and 100s	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands and identifies place value up to 1000	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Reads and writes money correctly in dollars and cents	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Makes exchanges between coins and bills	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Collects, organises, interprets and represents data	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Describes events using appropriate language of probability	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Writes and solves number stories	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Adds and subtracts using a variety of strategies for two digit numbers	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Tells and shows time to the nearest quarter on an analog clock	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Creates, describes and extends number, visual and concrete patterns	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Reads, writes and explains number sentences using algebraic symbols	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Recognises numbers as odd and even	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Reads temperature on Fahrenheit and Celsius scale	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Measures length to the nearest inch and centimetre	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Draws line segments to a specific length	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Identifies, describes and models 2D shapes	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Units of Inquiry				
Unit 1: Who We Are				
Understands that exercise, rest, play and balanced diet keeps us healthy	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Identifies different food groups and the need for a balanced diet	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains the importance of regular exercise in maintaining a healthy lifestyle	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Describes how our food choices can affect our health	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands that maintaining good hygiene can help prevent illness	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N

<b>Units of Inquiry</b>				
<b>Unit 1: Who We Are</b>				
Understands that balance of all aspects of our life contribute to our well-being	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Unit 2: How the World Works</b>				
Describes force (push and pull) and how it works	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains gravity and how it influences our daily life	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains friction and magnetism and how it influences our daily life	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands and explains the relationship between forces, speed and resistance	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains the ways in which forces and energy enable simple machines to work and make our life easier	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Unit 3: Where We Are in Place and Time</b>				
Understands and explains the term geography	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Lists and explains different landforms	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands that lifestyle differs depending on the geography of a place	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
States the geographical features by plotting the landforms on the map of our country	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains a place in India with regard to its people, geography, clothing, language and food	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Recognises the use of legends, symbols and cardinal directions on the map of India	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explains how geography influences our lifestyle	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Personal, Social and Physical Education</b>				
<b>Identity</b>				
Identifies that emotions, attitudes and beliefs influence the way we act	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands that a positive attitude helps us overcome challenges and approach problems	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Demonstrates that positive thoughts help us develop a positive attitude	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Active Living</b>				
Understands that our daily practices can have an impact on our well-being	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands that safe participation requires sharing space and following rules	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Recognises that regular exercise is part of a healthy lifestyle	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Makes right food choice to maintain health	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Maintains good hygiene to prevent illness	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands that use of responsible practices in physical environment contributes to personal and others safety	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
<b>Interaction</b>				
Understands that our relationship with others contributes to our well-being	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N

<b>Interaction</b>				
Recognises that accepting others into a group builds open-mindedness	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
Participates in group activities and takes on different roles and responsibilities	<input type="checkbox"/> A	<input type="checkbox"/> R	<input checked="" type="checkbox"/> S	<input type="checkbox"/> N
<b>Sports (P.E.)</b>				
<b>Sports (P.E.)</b>				
Develops and follows different movements for creating sequences	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Understands the need to act responsibly to help ensure safety	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Recognises the importance of regular exercise for well-being	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Values interacting, playing and learning with others	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Celebrates the accomplishment of the group	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses and adapts basic movement skills in a variety of activities	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Creative Arts</b>				
<b>Drama</b>				
Uses voice, body and imagination to create art	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Applies basic skills of an actor (body, voice and imagination) for character development	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses and reflects upon production elements to enhance performance	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses basic ensemble skills to collaborate with others	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses the creative cycle for character development	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Realises the ability to create using voice, body and imagination	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Explores how body, voice and imagination contributes to creating theatre	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Music</b>				
Recognises different sources of music in daily life	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Listens to music and creates own work in response	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Recognises that sound can be notated in a variety of ways	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Sings individually and in unison	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Recognises music from a basic range of cultures and styles	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Expresses responses to music from different cultures and styles	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Participates in performing and creating music both individually and collectively	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Records personal, visual interpretation of elements of sound	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
<b>Visual Arts</b>				
Sharpens the power of observation	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N



Visual Arts				
Recognises and identifies stages of own and other's creative processes	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Identifies the formal elements of an artwork (line and shape)	<input checked="" type="checkbox"/> A	<input type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Uses appropriate terminology to discuss an artwork	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Displays patience and perseverance in completion of work	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Demonstrates control of tools, materials and processes	<input type="checkbox"/> A	<input checked="" type="checkbox"/> R	<input type="checkbox"/> S	<input type="checkbox"/> N
Attendance				
Number of days absent during the term till (23/11/18)	25			
Teachers' Remarks:				
<p>the student is a caring and an active learner who enjoys school in all its myriad experiences. He applies his knowledge and understanding and enjoys more of hands-on learning. He is showing signs of independence while at task and during class discussions. With assistance and support, he is able to self-check his writing for basic conventions of spelling, punctuation and grammar. He is learning to summarize what he has read and would benefit from regular reading practice. the Student needs to develop a greater sense of responsibility, and ask questions when in doubt, which will help him, complete assignments with ease. He needs regular practice in solving math problems. As he develops focus, simple mistakes in his work will reduce and the quality of the work will improve. He should work on time management skills when it comes writing to complete his class work tasks and be regular in submissions of his assignments and homework tasks. the student has shown great progress in music. He is very responsive in class, and takes responsibility in getting the work done in music class. The effort he puts in learning the songs and concepts in class is improving his skills in music. In PE, the Student actively participates in all physical activities. He has shown progress in running technique in fitness class. the student is very innovative with his ideas and a very good team player when it comes to drama. He should pay more attention to the task given as he tends to get distracted at times. He must also work towards enhancing his body language. We are working with the student to enhance his confidence to tackle new challenges with a positive attitude and time management skills. the student has shown potential with his efforts, however, we would like to see him be more confident and stay focused on the task, in the next term. Regularity in attendance will help in the student's over all progress. We enjoy having the student in our class!</p>				

Date: 23-Nov-2018

Class Teacher: Teacher 1, Teacher 2

This report is system generated and does not require a signature.



## **MYP Report Card Sample**



## Neev Academy Second Term Report - AY 2018-19

Prepared: May 10, 2019

Student Name:	Student Name	Student ID:	NT0433
Grade:	Grade 08		
Advisor:	teacher name		

### Message from Head of School

Neev Academy has seen growth in our students. We have put in place some systems, including a system for students and the faculty to monitor and gain an overview of the students' formative and summative learning in each subject group. Putting in a system for where we are in place and time in our subject groups supports the development of the Approaches to Learning skills. Through the daily tracking of their assignments, students can organize themselves; set goals, monitor progress, evaluate their own approaches and choose effective approaches to move forward in their learning.

Being able to speak about one's own learning is an approach to learning which allows for self-directedness. In the MYP, the goal of each student overall is to become independent inquirers, who are able to self-monitor, self-modify and self-assess their learning. One of the ways to achieve this is through the language of learning, getting to know the success criteria of each subject group and using that language for goal setting, monitoring progress, evaluating own approaches to learning and choosing effective approaches.

Each day spent engaged in class allows for learners to increase independence through the Neev Academy approach to learning how to learn.

We wish our students a productive, engaging and successful next academic year.

**HOS Name**  
Head of School

# IB Learner Profile



<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers (Courageous)</b>	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.
<b>Balanced</b>	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 recognise our interdependence with other people and with the world in which we live.
<b>Reflective</b>	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.

## Student Name

Neev Academy — Second Term Report - AY 2018-19

Sy.No.16, Yemalur - Kempapura Road, Bangalore, Karnataka, India, 560037 — Tel.: +91 8071 101 700

# Summary of Achievement

## Second Term

	Achievement Levels				Final Grade
Language and literature: Language and literature Teacher name	A 6	B 6	C 7	D 7	6
Language acquisition: French Phase 2 Teacher name	A 6	B 6	C 5	D 6	5
Individuals and societies: Individuals and societies Teacher name	A 7	B 6	C 7	D 7	6
Sciences: Sciences Teacher name	A 6	B 4	C 6	D 6	5
Mathematics: Mathematics Teacher name	A 5	B 6	C 5	D 6	5
Arts: Drama Teacher name	A 5	B 6	C 6	D 6	5
Arts: Visual Arts Teacher name	A 4	B 7	C 7	D 6	6
Physical and health education: Physical and health education Teacher name	A 4	B 4	C 5	D 2	4
Design: Design Teacher name	A 2	B 4	C 3	D 4	3

Teacher name  
Advisor

Student Name

Neev Academy — Second Term Report - AY 2018-19

Sy.No.16, Yemalur - Kempapura Road, Bangalore, Karnataka, India, 560037 — Tel.: +91 8071 101 700

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# Reflections

## Teacher name

Form Tutor

**The student** displays a keen sense of humour and that adds colour to the class. If he works seriously on his organization of work besides self and time management, he can show consistent improvement. His participation in various other activities is highly appreciated by all.

Total no. of working days: 101

Total no. of days present : 89

## CoordinatorName

Coordinator

At Neev Academy, our aim is to provide students with enriching and challenging learning experiences to help them think critically and creatively, always encouraging them to connect classroom learning to the complex functioning of the world around them – whether through the lens of Individuals and Societies, Science, Math, Languages or that of arts, sports and other co-curricular areas. Grit, honour and grace are our core values which we strive to inculcate amongst our students.

We believe in partnership with the parents in a student's learning journey. Have a wonderful break and all the best for next academic year.

The enclosed report follows the IB-MYP methodology of assessment.

## Student Name

Neev Academy — Second Term Report - AY 2018-19

Sy.No.16, Yemalur - Kempapura Road, Bangalore, Karnataka, India, 560037 — Tel.: +91 8071 101 700

# Class Reports

## Language and literature: Language and literature

Grade 08 — Teacher name

MYP Assessment Criteria

Achievement Level Maximum

### A: Analysing

#### The student

- i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts
- ii. provides substantial identification and explanation of the effects of the creator's choices on an audience
- iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology
- iv. competently interprets similarities and differences in features within and between genres and texts.

6

8

### B: Organizing

#### The student

- i. makes competent use of organizational structures that serve the context and intention
- ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other
- iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.

6

8

### C: Producing text

#### The student

- i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas
- ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience
- iii. selects extensive relevant details and examples to develop ideas with precision.

7

8

### D: Using language

#### The student

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

7

8

**Totals:**

**26**

**32**

### Final Grade

6

### Effort

B

### Comments

**The student** has advanced analytical and creative skills. However, to achieve a better performance level, he needs to work hard on his organization. The practice of maintaining class notes and planning for his assignments will help him maintain consistency in his work.

Grade

1

2

3

4

5

6

7

### Student Name

Neev Academy — Second Term Report - AY 2018-19

Sy.No.16, Yemalur - Kempapura Road, Bangalore, Karnataka, India, 560037 — Tel.: +91 8071 101 700

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Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32
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# Student Name

Neev Academy — Second Term Report - AY 2018-19

Sy.No.16, Yemalur - Kempapura Road, Bangalore, Karnataka, India, 560037 — Tel.: +91 8071 101 700

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**A: Comprehending spoken and visual text****The student**

i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions

ii. has considerable understanding of conventions

6

8

iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**The student** shows considerable understanding of the content, context and concepts of the text as a whole.

**B: Comprehending written and visual text****The student**

i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions

ii. understands most basic conventions including aspects of format and style, and author's purpose for writing

6

8

iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

**The student** shows considerable understanding of the content, context and concepts of the text as a whole.

**C: Communicating in response to spoken and/or written and/or visual text****The student**

i. responds appropriately to spoken and/or written and/or visual text

ii. interacts considerably in rehearsed and unrehearsed exchanges

5

8

iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed

iv. communicates with a considerable sense of audience and purpose.

**D: Using language in spoken and/or written form****The student**

i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility

6

8

ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately

iii. usually uses language to suit the context.

**Totals:****23****32****Final Grade**

5

**Effort**

B

**Comments**

**The student** has put in considerable effort to improve his performance. His efforts to correct certain grammar concepts consciously are commendable. I would suggest that he continues to revise consistently. I would also suggest that he pays attention during the lesson and not get distracted, in order to excel. Being more organized and timely submissions of assignments will contribute to enhanced learning. His ideas are relevant and detailed. He communicates with a considerable sense of audience.

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****The student**

i. consistently uses a range of terminology accurately	7	8
ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.		

**B: Investigating****The student**

i. formulates/chooses a clear and focused research question and describes its relevance in detail	6	8
ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question		
iii. uses methods to collect and record appropriate relevant information		
iv. with guidance, evaluates on the research process and results.		

**C: Communicating****The student**

i. communicates information and ideas in a way that is completely appropriate to the audience and purpose	7	8
ii. structures information and ideas completely according to the task instructions		
iii. creates a complete reference list and always cites sources.		

**D: Thinking critically****The student**

i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories	7	8
ii. summarizes information to make consistent, well-supported arguments		
iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations		
iv. clearly recognizes different perspectives and consistently explains their implications.		

<b>Totals:</b>	<b>27</b>	<b>32</b>
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<b>Final Grade</b>	<b>6</b>
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Effort	B
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**Comments**

**The student** exhibits a positive outlook and attitude in her individuals and societies classroom. He has demonstrated a deep understanding of concepts and content through out term 2. He uses and applies the skills learnt in humanities and uses them to analyze and evaluate information. However, he has to work on his organisation skills. He has to put consistent effort and manage his time effectively to achieve a higher grade.

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****The student** is able to:

- |  |   |   |
|--|---|---|
| i. outline scientific knowledge  | 6 | 8 |
| ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations |   |   |
| iii. interpret information to make scientifically supported judgments.   |   |   |

**B: Inquiring and designing****The student** is able to:

- |   |   |   |
|---|---|---|
| i. state a problem or question to be tested by a scientific investigation                   | 4 | 8 |
| ii. outline a testable hypothesis using scientific reasoning                                |   |   |
| iii. outline how to manipulate the variables, and state how relevant data will be collected |   |   |
| iv. design a safe method in which he or she selects materials and equipment.                |   |   |

**C: Processing and evaluating****The student** is able to:

- |  |   |   |
|--|---|---|
| i. correctly collect, organize and present data in numerical and/or visual forms                     |   |   |
| ii. accurately interpret data and describe results using scientific reasoning                        | 6 | 8 |
| iii. outline the validity of a hypothesis based on the outcome of a scientific investigation         |   |   |
| iv. outline the validity of the method based on the outcome of a scientific investigation            |   |   |
| v. outline improvements or extensions to the method that would benefit the scientific investigation. |   |   |

**D: Reflecting on the impacts of science****The student** is able to:

- |  |   |   |
|--|---|---|
| i. summarize the ways in which science is applied and used to address a specific problem or issue                                  | 6 | 8 |
| ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor |   |   |
| iii. usually apply scientific language to communicate understanding clearly and precisely  |   |   |
| iv. usually document sources correctly.  |   |   |

<b>Totals:</b>	<b>22</b>	<b>32</b>
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**Final Grade**

5

**Effort**

B

**Comments**

"**Student Name** continued to show a natural inclination towards science and maintained consistency in his capacity to visualize the concepts. Though he is quick to learn new concepts he is only proactive to learn concepts of physics compared to the other sciences. He can identify the impact of science concepts on everyday life but needs to work in discussing the implications of science on society. He showed great improvement in the way his answer are presented but needs to work on mastering evaluative tasks.

"

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

**Student Name** is able to:

- |  |   |   |
|--|---|---|
| i. select appropriate mathematics when solving challenging problems in familiar situations | 5 | 8 |
| ii. apply the selected mathematics successfully when solving these problems                |   |   |
| iii. generally solve these problems correctly in a variety of contexts.                    |   |   |

## B: Investigating patterns

**Student Name** is able to:

- |  |   |   |
|--|---|---|
| i. select and apply mathematical problem-solving techniques to discover complex patterns | 6 | 8 |
| ii. describe patterns as relationships and/or general rules consistent with findings     |   |   |
| iii. verify these relationships and/or general rules.                                    |   |   |

## C: Communicating

**Student Name** is able

- |  |   |   |
|--|---|---|
| i. usually use appropriate mathematical language   |   |   |
| ii. usually use appropriate forms of mathematical representation to present information correctly  | 5 | 8 |
| iii. move between different forms of mathematical representation with some success                 |   |   |
| iv. communicate through lines of reasoning that are clear although not always coherent or complete |   |   |
| v. present work that is usually organized using a logical structure.                               |   |   |

## D: Applying mathematics in real-life contexts

**Student Name** is able to:

- |  |   |   |
|--|---|---|
| i. identify the relevant elements of the authentic real-life situation   |   |   |
| ii. select adequate mathematical strategies to model the authentic real-life situation                         | 6 | 8 |
| iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation |   |   |
| iv. describe the degree of accuracy of the solution  |   |   |
| v. discuss whether the solution makes sense in the context of the authentic real-life situation.               |   |   |

<b>Totals:</b>	<b>22</b>	<b>32</b>
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Final Grade

5

Effort

B

## Comments

**Student Name** is able to select appropriate mathematical skills when solving challenging problems in both familiar and unfamiliar situations and also apply them successfully when solving these problems. However, he needs to participate more actively in classroom discussions. I wish him all the best for the next academic session .

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

**Student Name**

i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language	5	8
ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts		
iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.		

## B: Developing skills

**Student Name**

i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied	6	8
ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.		

## C: Thinking creatively

**Student Name**

i. presents a substantial outline of a clear and feasible artistic intention	6	8
ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions		
iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.		

## D: Responding

**Student Name**

i. presents a substantial outline of connections and regularly transfers learning to new settings	6	8
ii. creates a substantial artistic response that is considerably inspired by the world around him or her		
iii. presents a substantial evaluation of the artwork of self and others.		

<b>Totals:</b>	<b>23</b>	<b>32</b>
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**Final Grade**

5

**Effort**

D

## Comments

**Student Name** has significantly worked hard towards collaborating with diverse team in overcoming his inhibitions and initial judgement, which has helped him in putting up an entertaining and impactful improvisation. He has strengthened his comic timing and has improved significantly on is theatrical improvisation (on-the-go thinking skills). He should work on his scripting and editing skills with stronger understanding of craftsmanship, scene composition and manipulation of production elements to create complex acts. He must maintain a consistent drama journal, and enter his notes on his learning moments with regularity. This will help in improving on his submission of a strong process portfolio with significant evidence of his learning and artistic exploration

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

## Student Name

i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language	4	8
ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts		
iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.		

## B: Developing skills

## Student Name

i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied	7	8
ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.		

## C: Thinking creatively

## Student Name

i. presents an excellent outline of a clear and feasible artistic intention	7	8
ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions		
iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.		

## D: Responding

## Student Name

i. presents a substantial outline of connections and regularly transfers learning to new settings	6	8
ii. creates a substantial artistic response that is considerably inspired by the world around him or her		
iii. presents a substantial evaluation of the artwork of self and others.		

<b>Totals:</b>	<b>24</b>	<b>32</b>
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## Final Grade

6

## Effort

B

## Comments

**Student Name** demonstrates substantial knowledge of the art form studied, including concepts, processes, and proper use of appropriate language and acquired knowledge in original or displaced contexts. He demonstrates considerable acquisition and development of the skills and techniques of the art form studied and applies the skills and techniques to create, perform or present art. He presents a clear outline and feasible artistic intention of alternatives, perspectives, and imaginative solutions and demonstrates more than sufficient exploration of ideas through the developmental process to a point of realization. He presents a clear outline of connections and regularly transfers learning to new settings and is often inspired by the world around him.

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

## Student Name

# Physical and health education: Physical and health education

Grade 08 — Teacher name

MYP Assessment Criteria

Achievement Level Maximum

## A: Knowing and understanding

### Student Name

i. states physical and health education factual, procedural and conceptual knowledge	4	8
ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations		
iii. applies physical and health terminology to communicate understanding.		

## B: Planning for performance

### Student Name

i. lists goals to enhance performance	4	8
ii. outlines a plan for improving physical performance and health.		

## C: Applying and performing

### Student Name

i. demonstrates and applies skills and techniques	5	8
ii. demonstrates and applies strategies and movement concepts		
iii. identifies and applies information to perform effectively.		

## D: Reflecting and improving performance

### Student Name

i. identifies strategies to enhance interpersonal skills	2	8
ii. states the effectiveness of a plan		
iii. outlines performance.		

<b>Totals:</b>	<b>15</b>	<b>32</b>
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<b>Final Grade</b>	<b>4</b>
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<b>Effort</b>	<b>B</b>
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## Comments

**Student Name** has shown capability to apply knowledge about water polo skills and describe the activities related to the skills set in unfamiliar situations. He demonstrates and applies head up freestyle technique effectively during practice session. He can identify and apply verbal communication to perform effectively in 5 V 5 football match.

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

**Student Name**

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## A: Inquiring and analysing

**Student Name**

i. states the need for a solution to a problem

2

8

ii. states some of the main findings of relevant research.

## B: Developing ideas

**Student Name**

i. constructs a list of the success criteria for the design of a solution

4

8

ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others

iii. outlines the main reasons for choosing the design with reference to the design specification

iv. creates planning drawings/diagrams or lists requirements for the chosen solution.

## C: Creating the solution

**Student Name**

i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution

3

8

ii. demonstrates satisfactory technical skills when making the solution

iii. creates the solution, which partially functions and is adequately presented

iv. outlines changes made to the chosen design or plan when making the solution.

## D: Evaluating

**Student Name**

i. describes a relevant testing method, which generates data, to measure the success of the solution

4

8

ii. outlines the success of the solution against the design specification based on relevant product testing

iii. lists the ways in which the solution could be improved

iv. outlines the impact of the solution on the client/target audience.

**Totals:****13****32****Final Grade**

3

**Effort**

C

## Comments

**Student Name** has adequately met the minimal level of expectations for MYP Design objectives, with room for further development and improvement. He needs to work on his analytical skills, research skills, critical thinking & creative thinking skills to meet design objectives. In this term, his work was of satisfactory quality with some attempt at meeting specific subject criteria. We wish him good luck for the next academic year.

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

All MYP candidates in year 5 complete an externally moderated personal project, but other IB assessments are optional for schools teaching the Middle Years Programme. Students must take a prescribed set of subjects to achieve the MYP certificate. Achievement in the overall MYP certificate is described by a point score whose maximum is 56. The core subjects of inter-disciplinary and personal project contribute equally with the other subject disciplines. Community service does not contribute to the total. For the IB designed summative assessments, each subject has only one component, and subjects are assessed either by e-portfolio or on-screen examination.

In order to achieve the IB MYP certificate, the student must have participated in the final year of the programme, with a recommended period of participation of two years, and:

- complete either an on-screen assessment or ePortfolio in six subjects consisting of: language and literature, language acquisition (or a second language and literature), individuals and societies, mathematics, sciences and one subject from arts, physical and health education or design
- achieve at least a grade 3 in each of the six subjects above
- complete the on-screen examination in interdisciplinary assessment and achieve at least a grade 3
- complete the personal project with at least a grade 3
- obtain a total of 28 points overall
- meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following:

- a second language and literature course (instead of a course in language acquisition)
- one (or more) science, individual and societies, or interdisciplinary examination in a language other than the student's chosen language and literature course.

## Grade Descriptors

### Final Grade Descriptor

7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of

### Student Name

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knowledge and skills, infrequently applying knowledge and skills.

- 1 Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

N/A Not Yet Assessed.

## Effort

### Grade Descriptor

- A The student is punctual to class and attends class regularly. When in class, the student is engaged and demonstrates this by taking notes in an organised manner and by focusing on the learning engagements taking place. There is respect shown for the ideas of others by listening to them and responding sensitively. This student works enthusiastically with peers at collaborative tasks and submits class work and homework that is to the student's personal best on time and regularly. In addition to this, this student is well organised with resources, comes prepared for class with materials and relevant reading and research when required. Outside the classroom, the student regularly seeks out new knowledge from peers, teachers and other sources.
- B The student is punctual and regular to class most of the time, and is often focused on learning engagements taking place in class and on making appropriate notes. During most collaborative tasks, the student listens to the ideas of others and responds appropriately. Class work and homework are at the student's personal best and are submitted on time most of the time. In general, this student is organised with resources, comes prepared to class with material and is able to meet expectations about required reading and research for class on most occasions. This student makes an attempt to seek out new knowledge from peers, teachers, and other sources
- C The student makes a satisfactory attempt to stay focused on the learning engagements taking place in class and on making basic notes when present in class as punctuality or attendance or both show room for improvement. While the student participates in collaborative tasks, it is often without enthusiasm or the level of involvement required to make the task a successful learning task. Class assignments and home assignments show satisfactory involvement in terms of their being at the student's personal best or in terms of their being submitted on time or just after the time when they are due. Required reading and research for class preparedness is carried out occasionally or partially. Preparedness in terms of materials for class or organisation of resources into an appropriate system is either occasional or partial. There are occasional attempts made to seek out new knowledge outside the classroom from a few sources among peers, teachers and other sources.
- D Punctuality and regularity in attendance is not a priority for this student. When in class, the student does not show engagement in the learning taking place. This is often visible in the absence of methodical notes and in an absence of focus. The student does not respond to or listen actively to the ideas of others, and demonstrates a lack of enthusiasm and cooperation when working collaboratively. Class work and homework is often characterised by an absence of effort amounting to the student's personal best and by an irregularity in turning in this work on time. It is also observed that the student comes to class without appropriate materials or without appropriate reading and research or both. There is minimal attempt or no attempt to seek out new knowledge from peers, teachers and other sources outside the classroom.



## **DP Report Card Sample**



## Neev Academy Second Term Report - AY 2018-19

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Student Name: **Student Name**

Student ID: NT0553

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Grade: Grade 11

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Form Tutor: **Teacher name**

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### Mission Statement

Building knowledge, self awareness  
and relationships with people  
and the environment to lead happy,  
healthy, impactful lives.

# IB Learner Profile



<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers (Courageous)</b>	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.
<b>Balanced</b>	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 recognise our interdependence with other people and with the world in which we live.
<b>Reflective</b>	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.

## Student Name

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# Summary of Achievement

## Second Term

Subject	Continuous Assessment Grade	Exam Grade	Effort Grade
English A Lang. & Lit. SL (B1) (Grade 11) Teacher Name	4	4	B
<b>Student Name</b> work reflects the care she is taking to incorporate feedback given in the class in general, and in specific to her. This quality in her is much appreciated. Her performance in Paper 1, this Term End exam, also reflects this effort. This however needs to become a consistent practice. Some strategies that <b>Student Name</b> can put to use to better her quality of engagement with the subject are: multiple reading of the text, while annotating it for content and style; carefully considering these observations, to look at the larger context/idea that it can be linked to; framing an argument, with three or four such observations, substantiated with evidence, and discussing the specific effect of the authors' choices; and ensuring that non of her word choices or comments are generic in nature or abstract in meaning. I wish her the best in the next academic year!			
French Ab (B2) SL (Grade 11) Teacher Name	5	4	A
<b>Student Name</b> responds accurately and demonstrates good understanding in most interactive tasks. She understands registers and has a good grasp of basic vocabulary. She generally uses grammatical structures accurately. However, she must focus on improving her listening skills, in particular and revise concepts such as question words to help her. She is able to sustain participation in simple exchanges and the message is often clear. She must aim to improve accuracy of basic sentence structures, so as to improve productive skills.			
Geography (B6) HL (Grade 11) Teacher Name	6	6	A
<b>Student Name</b> demonstrates detailed knowledge and understanding, which is evident in her answers that are coherent and logically developed, with the use of appropriate terminology. However, they need to have specific examples of the issues discussed. She shows a tendency to be more descriptive rather than evaluative. She needs to focus on the commands terms and plan her answers accordingly. She has attained an adequate proficiency in analyzing and evaluating data.			
Physics (B4) HL (Grade 11) Teacher Name	5	5	B
<b>Student Name</b> displays very broad subject knowledge and a thorough understanding of concepts and principles. She is able to select and apply relevant information, concepts and principles in most contexts. She needs to analyse and evaluate quantitative and qualitative data with a high level of competence.			
Mathematics (B3) SL (Grade 11) Teacher Name	7	7	A
<b>Student Name</b> demonstrates a thorough knowledge and comprehensive understanding of Algebra, Geometry and Differential Calculus and able to apply these concepts at a sophisticated level in a wide variety of contexts; She successfully uses problem solving techniques in challenging situations; <b>Student Name</b> is capable of communicating mathematical logic in a clear, effective and concise manner, using correct techniques, notation and terminology; She is also efficient in using technology to calculate and analyze when required. I wish her all the best for the next academic year and hope she will continue to put her personal best.			
Visual Arts (B5) HL (Grade 11) Teacher Name	6	5	A
<b>Student Name</b> comparative study demonstrates good research skills which she has used to analyze and compare the two different artists. She has developed a better use of subject-specific terminology to express her understanding of visual arts in context and methods. Exhibition pieces demonstrates her Creative work/thinking and processes demonstrate good understanding of artistic ideas and intentions. Practical works(studio pieces) like, work on continuous drawing composition and clay sculpture demonstrates adequate application of skills and techniques, whereas some of the still life, architectural composition and cubist style of artwork demonstrate subject-specific skills, techniques, and competencies. <b>Student Name</b> developed critical reflection on both skill based artwork and conceptual artwork created and she needs to continue working on observational study based artworks to achieve higher grades.			

### Student Name

Subject	Continuous Assessment Grade	Exam Grade	Effort Grade
Theory of Knowledge (Grade 11)	N/A	N/A	B
Teacher Name			

**Student Name** has shown that she understands the difference between first and second order questions and how aspects of knowledge manifest themselves in different disciplines. However, much of this knowledge is not shared or made part of a continuing discourse in the classroom because of **Student Name** being reluctant to take part actively in class discussions. **Student Name** is advised to read about contemporary events as well as sources that discuss the nature of knowledge to be able to explore real-life situations from a distinctly ToK perspective.

## Form Tutor Comments

Working days: 101

Days present: 98

Despite a minor change in **Student Name** overall grade she has continued through this term with a level of independence and commitment that is commendable. Her grade in English language and literature, which was commented on in the last term's report has improved with **Student Name** taking appropriate action. **Student Name** will still need to work on her communication skills as this has multiple benefits across subjects and for college and career readiness. Evidence of **Student Name** taking action on her willingness to take part in sports is not visible. This is also an important area of learning for **Student Name** and she is encouraged to document this. Essentially, there is a need for **Student Name** to consider participating in activities beyond academics. This can also extend to reading beyond the curriculum and for pleasure.

# Reflections

## IB Diploma Core



CAS:

Advisor:

**Teacher Name**

Overall Progress: **On-track**

6 of 7 learning outcomes planned with 4 out of 7 outcomes completed.

**Key**

**Experiences:**

Participating at the NFSL competition, Photography Club, Reading aloud to children of a community school to familiarise them with english words, Volunteering at the Neev Literature Fest , Trip to Dhule, Maharashtra, Dzukou Valley Trek, Nagaland, History tour of Bangalore

## Numeric Grade Descriptors

### Grade Descriptor

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7 The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

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6 The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

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5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

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4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

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3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

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**Student Name**

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## Grade Descriptor

- 2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

- 1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

N/A Not Yet Assessed.

## Effort Grade

### Grade Descriptor

- A The student is punctual to class and attends class regularly. When in class, the student is engaged and demonstrates this by taking notes in an organised manner and by focusing on the learning engagements taking place. There is respect shown for the ideas of others by listening to them and responding sensitively. This student works enthusiastically with peers at collaborative tasks and submits class work and homework that is to the student's personal best on time and regularly. In addition to this, this student is well organised with resources, comes prepared for class with materials and relevant reading and research when required. Outside the classroom, the student regularly seeks out new knowledge from peers, teachers and other sources.

- B The student is punctual and regular to class most of the time, and is often focused on learning engagements taking place in class and on making appropriate notes. During most collaborative tasks, the student listens to the ideas of others and responds appropriately. Class work and homework are at the student's personal best and are mostly submitted on time. In general, this student is organised with resources, comes prepared to class with material and is able to meet expectations about required reading and research for class on most occasions. This student makes an attempt to seek out new knowledge from peers, teachers, and other sources.

- C The student makes a satisfactory attempt to stay focused on the learning engagements taking place in class and on making basic notes when present in class as punctuality or attendance or both show room for improvement. While the student participates in collaborative tasks, it is often without enthusiasm or the level of involvement required to make the task a successful learning task. Class assignments and home assignments show satisfactory involvement in terms of their being at the student's personal best or in terms of their being submitted on time or just after the time when they are due. Required reading and research for class preparedness is carried out occasionally or partially. Preparedness in terms of materials for class or organisation of resources into an appropriate system is either occasional or partial. There are occasional attempts made to seek out new knowledge outside the classroom from a few sources among peers, teachers and other sources.

- D Punctuality and regularity in attendance is not a priority for this student. When in class, the student does not show engagement in the learning taking place. This is often visible in the absence of methodical notes and in an absence of focus. The student does not respond to or listen actively to the ideas of others, and demonstrates a lack of enthusiasm and cooperation when working collaboratively. Class work and homework is often characterised by a poor show of the student's personal best and by an irregularity in turning in this work on time. It is also observed that the student comes to class without appropriate materials or without appropriate reading and research or both. There is minimal attempt or no attempt to seek out new knowledge from peers, teachers and other sources outside the classroom.