



ManageBac

Reporting in the Diploma Programme
IB Africa, Europe, Middle East



Faria
Systems

ManageBac report cards for the Diploma Programme are designed for flexibility and customisation, reflecting the wide diversity of assessment approaches at IB DP schools.

Our reports are based on the most common forms of DP assessment. They include:

- Final IB Diploma assessment
- Customisable, subject-specific rubrics and options
- Achievement in CAS, Extended Essay and Theory of Knowledge

Once generated, PDF report cards are available immediately on **ManageBac** for students, parents, and teachers to view and download.

This booklet includes a sample fictional report card from Faria International School, followed by real sample report cards* generated by **ManageBac** schools. We hope this range of examples allows you to see new possibilities in your assessment practices.

We are grateful to the following schools for allowing us to showcase their report cards:

- **Amsterdam International Community School**
- **American International School of Bucharest**
- **Danube International School Vienna**
- **Luanda International School**

At the end of the booklet, we've included a PDF QuickStart guide to DP reporting on **ManageBac**.

If you're interested in exploring our reporting functions further, call or e-mail us to enable the functions on your account.

We are looking forward to working with you this year!

Best regards,

Kevin Piersialla

Kevin Piersialla
Regional Director
Europe, Africa & the Middle East

kevin@managebac.com
+44 208 133 7489

*All personally identifiable student and teacher information, including names, birthdates, photos, and ID numbers, have been altered to ensure anonymity.



Student Name: Chloe Epelbaum

Grade: Grade 12

Homeroom Advisor: Richard Chandler

Dear Parents,

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

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

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

Kind regards,
John Walden
Head of School

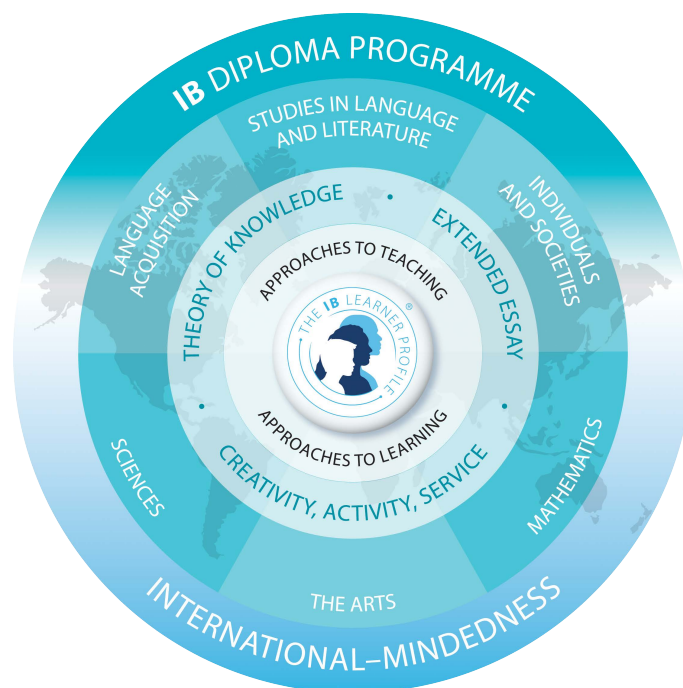
Attendance

Absent	Present	Late
2	85	4

John Walden
Head of School

Sharon Arese
DP Coordinator

IB Learner Profile



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

Summary of Achievement

Term 1

Subject	Final Grade	Participation
English A Literature and Performance HL Richard Chandler, Sharon Arese <i>Mr. Chandler's English A class.</i> Chloe consistently shows a strong passion for literature, and always seeks to learn the additional context that frames a work beyond the text itself. I am continually impressed by her eagerness in class and her ability to engage other students in the works as we discuss them. Her contributions to group work are always readily apparent, and she is a clear leader willing to spearhead group projects and ensure that work is completed thoroughly, all while holding herself and her group members to standards of excellence. This was particularly evident in our end of term presentations. Beyond developing skills of literary analysis, Chloe has also continued to progress in her vocabulary and writing structure.	6	A
French B HL Maxine Reed <i>Ms. Reed's French B class.</i> Chloe has done outstanding this term! I am very pleased with the amount of effort she has put into her presentations and projects, and am extremely excited about her interest in travelling to Paris for advanced study. She is consistently prepared for class and turns in her assignments on time without question. Her extracurricular study of French culture outside of class is also admirable, and she continues to do well as the president of the French Honor Society.	7	A
Biology HL Risa Aoki <i>Mrs. Aoki's Biology class.</i> This semester has seen some of our most challenging work yet as we have moved beyond basic lab technique and have started to apply this foundational knowledge to larger and more complex investigations. Chloe has completed all of her labs with very well developed techniques and a solid understanding of the principles and elements required to carry out well controlled scientific investigations. Chloe shows wonderful attention to detail and consistently strives to obtain accurate data. She is never one to cut corners and always appropriately prepares her prelab work and asks questions about areas she is unsure of. Her questions show a truly inquisitive scientific mind, and I am pleased to have Chloe as a student.	6	A
Mathematics SL Bess Levin <i>Mrs. Levin's Mathematics class.</i> Chloe is continuing to build her confidence with maths. She put in long hours meeting with tutors and with me to cover critical concepts. Her exam scores consistently improved over the term, and I was impressed with her diligence on the daily homework assignments. She always came to class well prepared with thoughtful questions. If she continues to put in the time, hard work, and effort, I have no doubt that she will soon reach mastery in the subject during our second term together.	6	A
Theory of Knowledge Richard Chandler <i>Mr. Chandler's TOK class.</i> This term students were challenged to think more deeply about the ethics of real-life situations, and to consider the different critical theories put forth by historical thinkers on the subject. Students have also begun working towards their final papers and presentations, giving and receiving feedback on drafts of both. Chloe has excelled throughout the term. She is an ideal student for this subject, offering intelligent, reasoned responses to class discussions, and always willing to listen to other students' points of view.	7	A

IB Diploma Core



CAS:

CAS Progress: **E**. Overall Progress: **Excellent**

8 of 8 learning outcomes planned with 8 out of 8 outcomes completed. Completed 81 Creativity, 30 Activity and 41 Service hours.

Comments: Great Job Chloe

Key Activities:

Cross Country Team, Painting Club, Bake Sale , Jazz Swingers Band, Entrepreneurship Center, Snow Run, Film Club, Alauddin Orphanage, Kabul Support Program, Cooking Club, Gulf of Mexico Clean Up, Design Club, Macbeth, Poverty Simulation, Orchestra, Band Practice



Extended Essay

Supervisor: *James Hendrick*

English: Business organization and Environment



ToK Paper

Teacher: *Richard Chandler*

“The possession of knowledge carries an ethical responsibility.” Evaluate this claim.

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Participation

Grade Descriptor

A+	Insightful and thought-provoking
A	Excellent
B	Good
C	Satisfactory
D	Below average
E	Does not participate at all

Amsterdam International Community School

 **ManageBac** school since 2012

Introduction

The Amsterdam International Community School (AICS) is a Dutch international Primary and Secondary School offering international education in English.

AICS is authorized to provide the International Baccalaureate Middle Years Programme and Diploma Programme, while its Primary School follows the International Primary Curriculum. AICS is accredited by the Council of International Schools and is a member of the Dutch International Schools.

The school aims to facilitate high-quality, accessible, community-based international learning for students of all nationalities and be a community where learning is at the heart of everything.

Contact Information

Stavros Melachroinos

DP Coordinator

s.melachroinos@aics.espritscholen.nl



Amsterdam International Community
School
**End-of-Year Report Diploma
Programme**

Prepared: July 7, 2017

Student Name: Bree

Grade: DP 1

Mentor: Edward

Dear Parents / Guardians,

This is the final report for academic year 2016 – 2017. We are very pleased with the progress of all our students this year and we hope that this report gives you a good insight into what they have achieved.

It is important to note that we continue to try to improve our services to both parents and students and we have decided to give parents their own personal codes in order to access Managebac for next academic year. We feel that this will increase and improve communication about assignments, assessments and results. We hope this will be a good step forward for everyone.

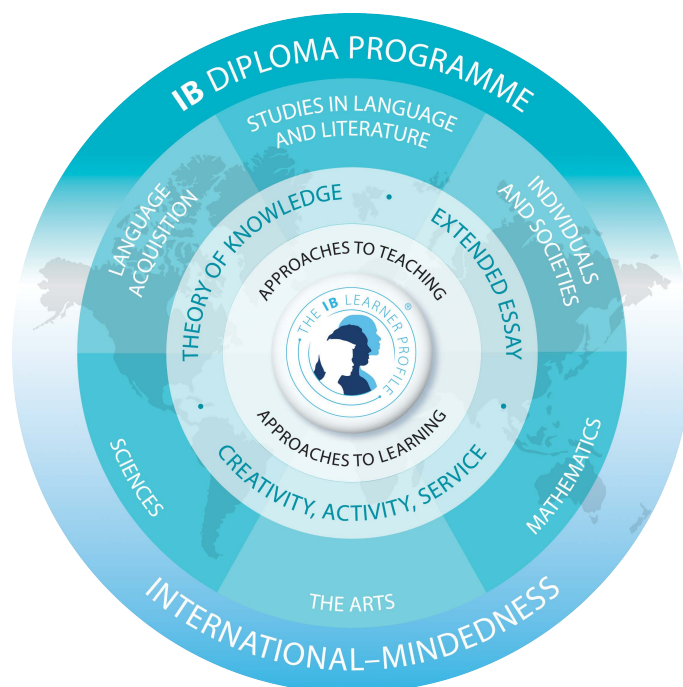
To those of you who have to leave the school, we wish you all the best and a bright future. To those returning, we look forward to welcoming you back on Tuesday 27 August. You will receive information about the first weeks of school, the new School Calendar and your new Mentor Groups early next week. We would like to take this opportunity to wish you all happy, healthy and restful summer holidays with your children.

Yours sincerely,

William, MYP Leader for Learning

Priscilla, DP Leader for Learning

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Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

Fourth Term

Subject	Final Grade	Attends class punctually, equipped and ready to work.	Participates actively in lessons, works cooperatively and asks relevant questions.	Hands in assignments complete and on time
English A Language and Literature HL Priscilla, Andrea, Martine, Erica Bree has done well this term, but should study more next year to improve her grade. Additionally, while Bree has good attendance, she rarely participates in class discussions. Next year she should work on this as it will help progress her knowledge and understanding of the subject matter.	5	G	G	G
Spanish ab initio SL Asuncion, Mariana Bree's work in Spanish has been excellent the whole year. She has always shown interest and her Spanish has improved lesson after lesson. Fantastic!	7	E	E	E
Geography HL Tomas Dear Bree, Your last test result was not what I expected. Make sure to read the questions thoroughly and to take your time to answer them.	4	E	E	E
Economics HL Nir Bree is no doubt a good student; one that every teacher would like to have in class. She is in this sense a model student. However, I need say that, while she started very well in DP 1, in the last quarter or so she seems to have lost the momentum and enthusiasm that would propel her to success. I hope she will pick up strongly in DP 2.	5	E	G	G
Chemistry SL Frank <i>DP1 Chemistry SL</i> There is little doubt that Bree will pass Chemistry, at any level that she chooses. When she keeps up the good work and attends classes like she is doing now, she will have no troubles next year too!	4	E	E	G
Mathematics SL Fay Bree has managed to get a 5 for the test week's test. Although I am very pleased with her performance and her work attitude during lessons, I want to encourage her to put more effort into her homework: it is time for the extra step which will lead her from the direct application of the formulae to the solution of more challenging exercises. I have high expectations from Bree and I want to make sure that her final test result in maths will make her and us proud!	6	E	E	G

Subject	Final Grade	Attends class punctually, equipped and ready to work.	Participates actively in lessons, works cooperatively and asks relevant questions.	Hands in assignments complete and on time
Theory of Knowledge Mark, Andrea, Margot <i>DP1 Theory of Knowledge</i>	B	E	E	E

Bree knows how to voice her opinions in basically every single lesson, which is an incredibly good thing to do. This way, she doesn't only practice her own abilities, but she also helps others to contribute. Well done!

Mentor Comments

Dear Bree

Congratulations, you have been promoted to DP1. Your teachers are all very pleased with your effort and results. If you keep up this good work you will get your diploma for sure. Enjoy the holiday.

IB Diploma Core



CAS: 8 of 8 learning outcomes met.
Completed 0 Creativity, 0 Action and 0 Service hours.

Key Activities: InSite South Africa , InSite Leadership Training 1 "What is an Everyday Leader"?, InSite Leadership Training 2 "The Golden Rule", InSite Weekend Retreat, InSite Leadership Training 6 "Fairness", InSite Training Lesson 7 "Caring and Local Citizenship", DP City Tour to Lisbon September 2015

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

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

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

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

Final assessment

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

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

How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has different numbers of criteria, i.e. Language A has three, Science has six, and Physical Education has four.
3. Subjects may have different numerical bands for the criteria, i.e. 1-8, or 1-10. Even within one subject the criteria may have different numerical bands, i.e. criterion A 1-8, criterion B 1-4.
4. Grading is based on the level of achievements for each criterion.
5. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
6. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

Grade Descriptor

4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Attends class punctually, equipped and ready to work.

Grade Descriptor

E	Excellent. Comes to class with books ready and homework done.
G	Good. Nearly always comes to class with books ready and homework done.
S	Satisfactory. Books and homework are usually present, absence doesn't influence performance too much.
NI	Needs improvement. Books and homework are usually absent, this influences performance.
U	Unsatisfactory.
N/A	...

Hands in assignments complete and on time

Grade Descriptor

E	Excellent. The work is always top quality and handed in before the deadline.
G	Good. The work is of sufficient quality, handed in before the deadline.
S	Satisfactory. The work is of average quality, the deadline is not always observed.
NI	Needs improvement. The work is not always of sufficient quality, the deadline is not always observed.
U	Unsatisfactory.
N/A	...

Participates actively in lessons, works cooperatively and asks relevant questions.

Grade Descriptor

E	Excellent. The student is very much involved in the lessons.
G	Good. The student is involved in the lessons, with sufficient attitude towards learning.
S	Satisfactory. The student is involved in the lessons, with an average attitude towards learning.
NI	Needs improvement. The student is insufficiently involved in the lessons.
U	Unsatisfactory.
N/A	...

American International School of Bucharest

 **ManageBac** school since 2011

Introduction

The American International School of Bucharest (AISB) is currently Bucharest's largest international school. It is a not-for-profit, independent, secular, coeducational school and was founded in 1962 by the US Embassy in Romania to serve the educational needs of the American and international expatriate community.

AISB has a richly diversified population of approximately 830 students from around 53 nationalities attending Early Childhood 3 through Grade 12. The school is accredited by the New England Association of Schools and Colleges and the Council of International Schools for grades K-12, and is authorized by the International Baccalaureate Organization to offer the IB Primary Years, Middle Years and Diploma Programmes.

AISB promotes a healthy and well-balanced perspective on life in its mix of curricular and co-curricular activities, with programs that reach beyond the classroom into the community. It is committed to preparing students for a life of responsible world citizenship who are able to meet the challenges of an increasingly complex 21st century.

Contact Information

Laura Amza
Secondary School Registrar
lamza@aisb.ro



American International School of Bucharest Quarter 1 Report Card 2016

Student Name: Heather

Grade: Grade 11

Homeroom Advisor: Kristoff

November 14, 2016

Dear Students and Parents/Guardians,

As you know, the Secondary School has transitioned to Managebac for reporting. We have also made changes in how we report based upon new expectations from the IB Middle Years Program for students in Grades 6-10. For Quarter 1 MYP report cards, we will not assign an overall 1-7 academic grade as we have done in the past. The 1-7 academic grades will be formally noted on report cards beginning in Semester 1. For Grades 11 & 12, students will be assigned an overall 1-7 academic grade based on DP assessment criteria and weightings for Q1.

Quarter 1 report cards include:

1. A summary page noting your child's classes and achievement levels.

- MYP courses: you will find the criteria scores for each criterion assessed in Q1. If a given criterion has not been assessed, you will see N/A. Achievement levels for each criterion range from 0-8.
- DP Courses: you will see an overall 1-7 grade for each subject.

2. Individual detailed reports by class that are comprised of:

- A course description;
- Achievement levels for each criteria (for MYP);
- Approaches to Learning (ATL) marks delineated by Consistently, Occasionally, or Rarely. ATL marks reflect the student's learning habits in the respective descriptors as seen over the first quarter, and
- An individualized student comment.

Please note the following:

- Carefully read the comments, as they highlight strengths, and identify areas in need of improvement. Please use the comments to fuel discussion at home to identify ways to improve over the second quarter.
- The Academic Honor Roll will be awarded at the end of Semester 1 for students in Grades 6-10. There will be a Q1 Academic Honor Roll for DP students in Grades 11 & 12.
- Please be sure to come to the Parent-Student-Teacher Conferences on November 18th from 08:00—16:15. If you have not scheduled your appointment please be sure to contact Ms. Frunza. Students are encouraged to attend these meetings with parents.
- During the Parent-Teacher conferences, you are encouraged to inquire as to how achievement levels were earned. Teachers keep records of student assessments and will be able to easily clarify any questions.

Kind regards,

Alba Carollo, MS Principal
Lorne Bird, HS Principal

Summary of Achievement

Quarter 1

Subject	Final Grade
English Lang & Lit SL	6
Spanish ab initio	4
History HL	5
Chemistry HL	5
Biology HL	4
Mathematics SL	3

HS Classes

Subject	Final Grade
PE 11	P

Class Reports

English Lang & Lit SL

During Part 1: Language in a Cultural Context, students investigated how language is a key part of defining both our individual identity and our relationship with the world. We examined the role it plays in defining power relations and how it reflects innate cultural values. Students came to an appreciation that language is fluid, it evolves and its connotations can change according to the context in which it is used. We established that language can therefore include and exclude people within societies.

Final Grade	6
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	C
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	C

Comments

Heather has had a positive start to the Language and Literature course as she is actively engaged in class discussions and has produced work that is imaginatively linked to the course objectives. Our first unit, Part 1: Language in a Cultural Context, allowed Heather to explore the relatively modern form of communication, SMS messaging. She collaborated with her partner well to create a survey of texting habits of students from among the AISB community which was fantastic, but the data set she analyzed was rather narrow and the depth of the content knowledge would have benefited from confirming the tendencies noted in the student survey with other data from authoritative linguists. Her written task on the same issue was successful to a certain extent but Heather did not establish a clear audience, which in turn affected the clarity of purpose in writing. The Works Cited section of the task revealed that authoritative sources were consulted which was an improvement, but you could refer to them within the task itself as you were writing from the point of view of an academic. Both the FOA and Written

Task will be repeated within Part 2: Language and Mass Communication, so Heather will have a chance to improve upon these within the coming weeks.

Spanish ab initio

During this quarter, the students have completed three units: Introduction to the course; Personal Details, Appearance & Character; Daily Routine at School & Schedules. On their summative assessments, the students have been assessed against the Criteria A, B and C corresponding to the three categories: Paper 1 (Receptive skills-Text-handling), Paper 2 (Written Productive skills) and Individual Oral Presentation respectively. They have also been given formative assessments on a regular basis.

Final Grade	4
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	C
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	C

Comments

Heather participates in class, regularly asks questions and collaborates effectively with her classmates. She has had some difficulty in effectively expressing her ideas in oral and written language. She would show more improvement with a regular study schedule at home with review of both current and past grammar and vocabulary topics. In addition, she should refer to task specific feedback on individual assessment rubrics.

History HL

This first quarter of Grade 11 students have investigated the collapse of the autocratic regime in Russia at the start of the 20th century, and Lenin's rise to power in, and rule of, Russia from 1917 to 1924. Skill development has included working on essays and developing thesis statements, as well as developing specific skills for Paper 1 (the document paper).

Final Grade	5
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	C
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	O

Comments

Heather has adopted a positive attitude towards the course, even though she has found some of the required tasks challenging. She must continue to volunteer more ideas and responses in class discussion; this will enable her to develop her quick thinking under time pressure - essential for examination success. Her extended writing must become her top priority as she prepares for the rest of the course. Heather needs to ensure that she delivers a tightly focussed essay that is clearly structured around the relevant themes. She will need to practice drafting thesis statements. Careful proof reading should enable Heather to avoid narrative and develop her argument. Document analysis has provided some challenges and Heather must look closely at the purpose of a piece of evidence in order to evaluate its use to an historian. She is thoughtful and engages with the advice given. Continued reading of good quality history is an essential component of success at this level, and the school library is well stocked with suitable material.

Chemistry HL

This quarter, the DP Chemistry Higher Level class focused on the topics of Chemical Kinetics, Measurement and Uncertainty, and Atomic Structure. The first unit involved discussions related to reaction rates and rate laws. The students demonstrated their understandings of the concepts through a unit test that followed the syllabus statements from the DP Chemistry Guide, as well as a laboratory investigation related to the impact of concentration on reaction rate. During the Measurement and Uncertainty unit, the students developed laboratory skills related to applying the rules for recording measurements to the appropriate number of significant figures, assigning uncertainties to the correct precision, and propagating uncertainties in calculated results. This unit was completed through a quiz in which the students demonstrated their abilities to apply the concepts to calculation problems. For the third unit on Atomic Structure, the students investigated the historical progression of the history of the atom, discussed the presence of subatomic particles, described the electromagnetic spectrum, and applied orbital theory to writing electron configurations. The culminating assessment for the unit was the test following the syllabus statements from the DP Chemistry Guide.

Final Grade	5
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	C
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	C

Comments

Heather has demonstrated a high level of focus and commitment to her chemistry studies this quarter. Heather has struggled with addressing and describing the concepts on IB questions. She has progressed in terms of her ability to make connections between the applied questions and the chemistry theories. Heather needs to improve on identifying the main concepts in a question and provide more detailed explanations. She should first review the chemistry theory and ensure she can explain it in her own words. In parallel, she should consistently work on practice questions in order to develop her experience with the wording and the level of detail required for the answer. Heather's Kinetics Lab did depict some of her understandings of the reaction that she investigated, but the report lacked detail in terms of the errors that impacted the experiment. She should work on developing a more detailed discussion of the entire lab data set and the associated errors.

Biology HL

This first quarter in Biology 11, students were introduced to calculations related to analyzing data. Their first investigation gave them the opportunity to apply different tests such as chi square and standard deviation to be able to discuss the variability of data and how it affected reliability. Next, students began Topic 1 on the Cell, focusing on the concepts of differentiation relating to function, transport across membranes and cell division. Students have been asked to complete a Biology Review Booklet to help them organize their information in preparation for their examinations at the end of Grade 12. Laboratory investigations on finding correlation between two seemingly unrelated variables and testing how cell size affects diffusion rates have been completed. A continued area of focus will be improving students' ability to scientifically write and to apply the Diploma investigation assessment criteria.

Final Grade	4
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	O
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	O

Comments

Heather has shown herself to be a hard-working and dedicated student. She is proactive in asking for clarification when she needs it both in class and after. Heather has had a challenging first quarter, as she has had to adjust to the fast pace and numerous vocab terms of the course, however this has not negatively impacted her interest or engagement. Heather has begun creating an excellent Biology review booklet: it uses both diagrams and her unique style to organize her information for future use. In the next quarter, Heather should focus on finding the connection between information. By clustering material, rather than approaching it as discrete, she will better be able to recall information.

Mathematics SL

During the first quarter of their junior year in Standard Level Mathematics class, students covered the Algebra topic of the curriculum and started working on the Functions and Equations topic. They wrote quizzes on sequences and series, binomial expansion, functions composition and inverses, and quadratic functions. Students worked on assignments containing IB exam style problems. The semester will continue with finishing the Functions and Equations topic. Next topic of study will be Trigonometry.

Final Grade	3
Collaborates effectively with others	C
Communicates effectively and respectfully	C
Comes to class prepared	C
Effectively uses class time	O
Meets work deadlines	C
Is a proactive and independent learner	C
Demonstrates critical thinking and problem solving skills	O

Comments

Heather has worked hard this quarter in Math Standard Level, but is struggling to apply her knowledge to the IB style questions. One of the biggest differences between the Middle Years Program and the Diploma Program in mathematics is the level of the questions asked in the test. Students in IB mathematics are asked to learn concepts and skills and then apply these to questions written to measure their ability to apply what they have learned to questions with unfamiliar takes on the concept. The reason for this is to gauge what students have learned and not simply memorized. Heather needs to use homework and past paper questions as an opportunity to build the understanding necessary to achieve this goal. Encourage Heather to ask questions in class and take advantage of every opportunity to improve in the course.

PE 11

Students have been introduced to a new Grade 11 PE program that is divided into four sections; physical fitness, daily participation, an independent workout, and leadership. The physical fitness component includes achieving certain physical fitness standards. The daily participation requires students to be engaged in class and independently motivated to succeed. The independent workout section allows students to apply their learning in a personalized practical situation. The leadership component is divided into three assignments including a lesson plan, the teaching of that lesson and a fitness video to be used by AISB elementary school students.

Final Grade

P

Comments

Heather enjoys Physical Education and she has responded well to the challenge of completing various activities in class; however she needs to have the confidence to push herself to loftier goals. Heather always communicates effectively and respectfully with her peers. For the Teaching a Class assignment she kept the class motivated and focused.

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Danube International School Vienna



ManageBac school since 2011

Introduction

Danube International School Vienna (DISV) is situated in an elegant renovated old building in the heart of Vienna. It was founded in 1992 by parents and started with only nine students. It now enrolls 570 students from the ages of 3 to 18.

DISV successfully delivers the International Baccalaureate Primary, Middle Years and Diploma Programmes. In 2014, the school claimed the best DP results in Austria when all 34 candidates in its class of 2013-2014 successfully attempted the full Diploma Programme.

The school's mission is to provide a high-quality international education for children of all nationalities from Early Years to Grade 12, with English as the language of instruction.

Contact Information

Rachel Pernet

Secondary Principal

rpernet@danubeschool.com

Danube International School Vienna

1st semester report

2016-2017

Prepared: December 16, 2016

Student Name: Adriana

Grade: Grade 12

Homeroom Teacher: Coleen

Dear parents,

Attached is the report for the first semester 2016-2017.

In the Diploma programme there are 6 subjects, normally 3 at higher level and 3 at standard level. Please use the criteria at the end of this report to interpret these grades: a student who was awarded a 5D has a “good” level of achievement, but is not making enough effort and is probably underachieving; a student with a 3A is working very hard and deserves praise for this, but struggling to meet the requirements of the course. The teacher may have made a comment if the grade requires further explanation.

Please note that an average grade of 4 or above is needed to pass the school year. Students with an average grade of 5.5 or above (in the end-of-semester report) will be awarded a place on the school honour role.

The minimum attendance requirement in each class is 90%.

Diploma students need a total of 24 points across their 6 subjects (not including TOK) in order to pass the final Diploma. A student who is awarded a 3 will therefore not automatically fail the Diploma, so long as he/she has at least a 5 in another subject to make up the shortfall. Only outstanding students are awarded a 7 in the Diploma.

Achievement for Theory of Knowledge is graded on a scale of A-E. A indicates an excellent level of achievement; a minimum grade of D is required in the final diploma to pass. The final TOK and Extended Essay grades combined are worth up to 3 bonus points. The report on the CAS (Creativity, Action, Service) programme indicates which activities a student is involved in, and how many learning outcomes have been completed so far.

If you have any questions or concerns about the grades awarded, please contact the subject teacher by e-mail. For matters concerning student welfare, please contact the homeroom teacher. For concerns of a more serious nature, please contact us directly.

Important dates for the rest of the school year:

Semester break: 7th-15th February

Mock exams: 16th-24th February

Spring break: 28th March-12th April

Last day of school for grade 12: 24th April

Final IB Diploma exams: 4th-25th May

Clearance Day (return books and graduation rehearsal): 26th May

Austrian Matura History/Geography courses: 26th May-9th June

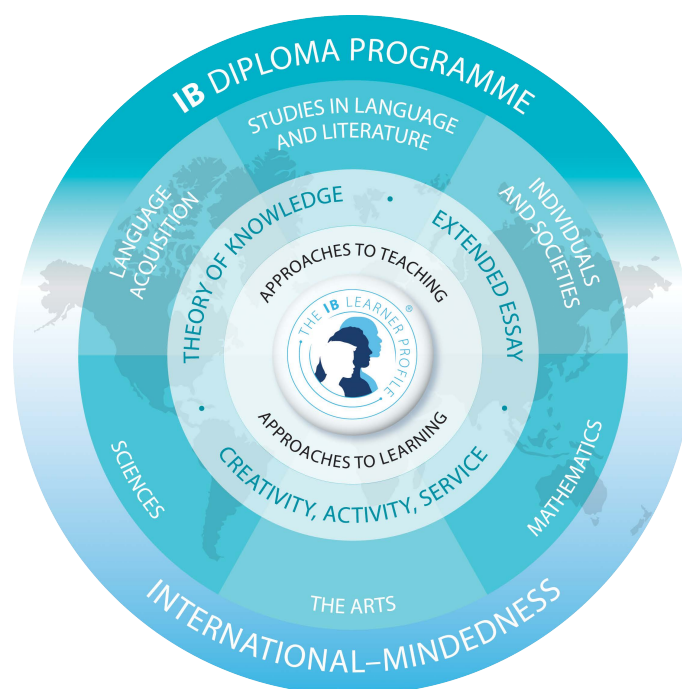
Graduation: 29th May

Best Wishes

Fred
Secondary Principal

Maura
IB Diploma Coordinator, Secondary Vice Principal

IB Learner Profile



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

Summary of Achievement

1st Semester 2016-2017

Subject	Final Grade	Effort Grade
Russian A Literature HL Katya Attendance: 0 Absent 44 Present	5	B
English B HL Kris Adriana communicates coherently but with regular errors and little range. The grade may be greatly affected by frequent absences! Attendance: 13 Absent 70 Present	4	B
Business & Management HL Raquel Adriana has an attendance rate of 84% in Business for this semester. She has however improved this year and submits work on time and has begun to participate more in class. She does however need to put more work into her internal assessment. Attendance: 18 Absent 72 Present	5	B
Biology SL Giselle Adriana has put a lot of effort to get this grade. Continue with the hard work for your exam preparation Adriana. Attendance: 13 Absent 46 Present	4	B
Mathematical Studies Francois The topics covered to date have not been the most challenging on the course so therefore the results might not be a reflection of students' future possible achievement. Attendance: 11 Absent 45 Present	6	A
Visual Arts SL Ricardo Attendance: 14 Absent 70 Present	4	B
Theory of Knowledge Renee Attendance: 4 Absent 18 Present	D	C

Homeroom Teacher Comments

Adriana's attendance is below the required 90% in most of her subjects. As a result Adriana is not able to acquire all the knowledge and information necessary to receive the grades she wishes. Adriana's CAS is a concern at the moment. Although she is taking part in a wide variety of activities, her reflections are not of the necessary length and standard. I wish Adriana all the best in her remaining semester.

IB Diploma Core



CAS:

8 of 8 learning outcomes planned with 1 out of 8 outcomes completed.

Key Activities:

MMA & Fitness, Chess, Fashion show, Tennis, Recycling, Driving lessons, Baby sitting

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
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4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Effort Grade

Grade Descriptor

A	Excellent: Is punctual to almost every lesson. Brings the correct equipment to every lesson, needs no prompting to get his/her equipment and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when she/he can and hands in all assignments punctually. Does more than an appropriate amount of work in nearly all his/her assignments. Is positive in almost all lessons and shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good: Is punctual to most lessons. Consistently brings the correct equipment to every lesson, rarely needs prompting to get his/her equipment out and is attentive and ready to start at the beginning of lessons. The student takes a demonstrably active part in lessons when he/she can and hands in almost all his/her assignments punctually. Does an appropriate amount of work in all his/her assignments and sometimes engages in more work. Is usually agreeable in class and supportive of students, teacher and aims of the subject.
C	Satisfactory: Is punctual to most lessons. Usually brings the correct equipment to every lesson but may occasionally have some equipment missing. Sometimes needs prompting to get his/her equipment out and to focus at the start of lessons. The student takes a demonstrably active part in many lessons when he/she can and completes and hands in almost all assignments punctually. Does an appropriate amount of work in all assignments. May be indifferent to the lesson but is generally cooperative when prompted.
D	Poor: Has unexcused lateness to some lessons. He/she regularly has one or more important pieces of equipment missing and needs frequent prompting to get his/her equipment and books out and to settle down at the beginning of lessons. The student is generally passive when there are opportunities to engage in the lesson. He/she does not always complete homework or hand it in punctually. He/she does not always do the appropriate amount of work in assignments. He/she can be antagonistic to his/her peers, teacher and/or the subject goals.
E	Very poor: Minimal achievement in terms of the objectives.

Luanda International School



ManageBac school since 2013

Introduction

The Luanda International School (LIS) in Angola is a private, non-profit, coeducational day school, which offering the three International Baccalaureate programmes from pre-school through to grade 12.

After just a few years of existence, LIS is already adding to an impressive list of facilities and is prepared to search the globe for professional, internationally-minded teachers with a proven ability to care, encourage and inspire. The school is dedicated to learning in its broadest sense where students are participating in a range of sporting, cultural and social activities designed to broaden outlooks and garner an appreciation of the world around them.

Driven by the IB philosophy, LIS builds the skills and attitudes of each member of our community, shaping adaptable and knowledgeable individuals who meet challenges with confidence.

Contact Information

Rene Bradford

DP Coordinator

rbradford@lisluanda.com



Luanda International School

Luanda International School ATL Report Q1 Sep 2016-2017

Prepared: September 30, 2016

Student Name: Adriano

Grade: Year 13

Summary of Achievement

Semester 1

Subject	Works effectively in groups	Works independently	Organises belongings and self	Demonstrates active engagement in learning
Português A: Língua e Literatura HL	S	U	S	S
Year 13 English Language and Literature Standard Level Kyung	U	U	U	C
History HL Christa	U	U	U	C
Biology SL Kurt	U	U	U	U
13 Mathematical Studies SL Simon	U	U	U	U
Theatre HL McKenzie	U	U	C	C
Theory of Knowledge Brandon, Jon	U	U	U	C

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
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1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Works effectively in groups

Grade Descriptor

C	Consistently: Listens actively to others; Communicates effectively by sharing ideas and respecting others' contributions; Contributes constructively.
U	Usually: Listens actively to others; Communicates effectively by sharing ideas and respecting others' contributions; Contributes constructively.
S	Sometimes: Listens actively to others; Communicates effectively by sharing ideas and respecting others' contributions; Contributes constructively.
R	Rarely: Listens actively to others; Communicates effectively by sharing ideas and respecting others' contributions; Contributes constructively.

Demonstrates active engagement in learning

Grade Descriptor

C	Consistently: Takes risks by sharing ideas; Remains engaged and involved throughout the class; Asks questions and seeks to understand.
U	Usually: Takes risks by sharing ideas; Remains engaged and involved throughout the class; Asks questions and seeks to understand.
S	Sometimes: Takes risks by sharing ideas; Remains engaged and involved throughout the class; Asks questions and seeks to understand.
R	Rarely: Takes risks by sharing ideas; Remains engaged and involved throughout the class; Asks questions and seeks to understand.

Organises belongings and self

Grade Descriptor

C	Consistently: Comes prepared to class with all materials needed; Completes work on time to meet due dates; Punctual to class
U	Usually: Comes prepared to class with all materials needed; Completes work on time to meet due dates; Punctual to class.
S	Sometimes: Comes prepared to class with all materials needed; Completes work on time to meet due dates; Punctual to class.
R	Rarely: Comes prepared to class with all materials needed; Completes work on time to meet due dates; Punctual to class.

Works independently

Grade Descriptor

C	Consistently: Completes class work independently when required; Works without disrupting others; Seeks help only after attempting to complete tasks independently.
U	Usually: Completes class work independently when required; Works without disrupting others; Seeks help only after attempting to complete tasks independently.
S	Sometimes: Completes class work independently when required; Works without disrupting others; Seeks help only after attempting to complete tasks independently.
R	Rarely: Completes class work independently when required; Works without disrupting others; Seeks help only after attempting to complete tasks independently.

QuickStart Guide: DP Reports

Our QuickStart Guide provides step-by-step instructions to assist administrators with:

- Uploading a high-resolution logo
- Creating Rubrics & Options
- Submitting term grades
- Customising the report template
- Previewing and generating reports

Further tutorials are available on our Online Support Center:

<http://help.managebac.com>

Diploma Programme: Reports

Introduction to ManageBac Report Cards

Highly customisable, fully integrated with teacher gradebooks, and tailored for IB Diploma assessment, ManageBac report cards are generated in PDF and are instantly available for students and parents to view.

Click **Reports** to begin.

Templates

Create different report templates based on year levels or terms.

Selections

Specify the academic term, template, and year levels.

Excel Export

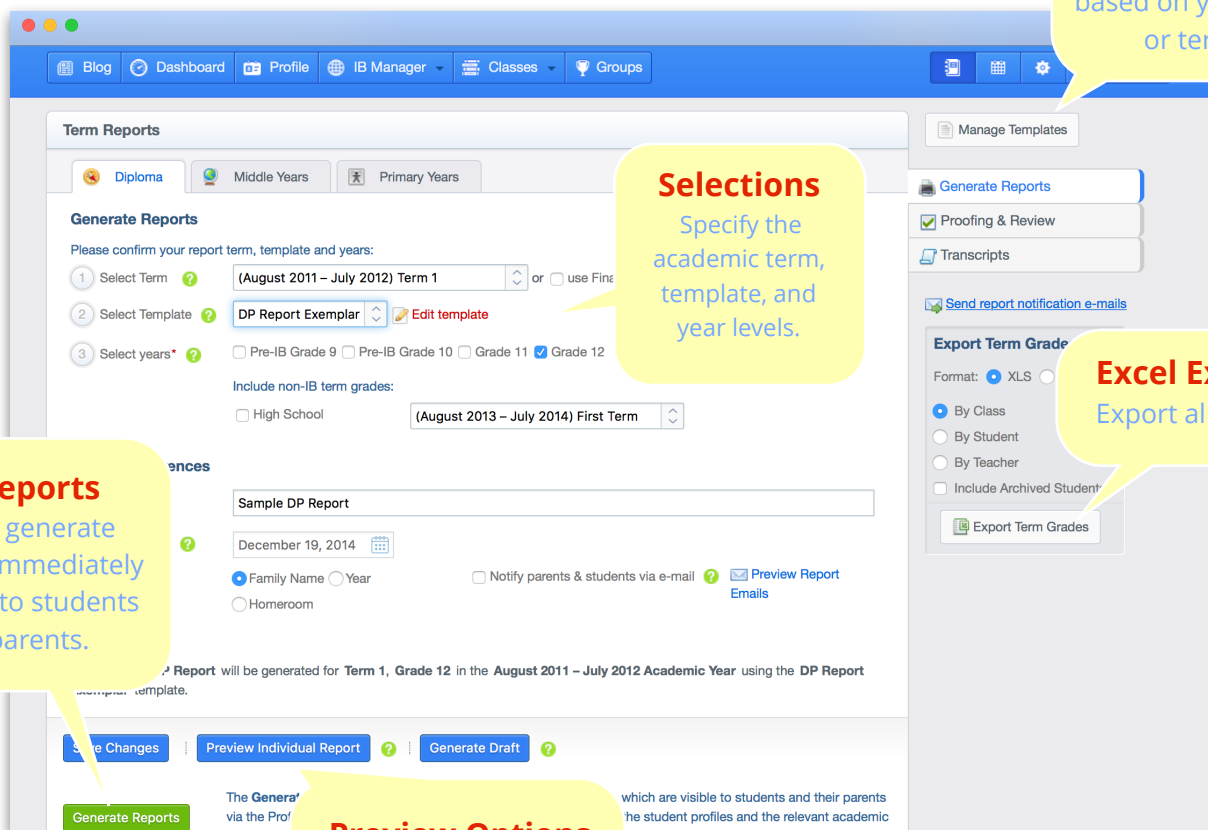
Export all grades.

Final Reports

Click to generate reports - immediately available to students and parents.

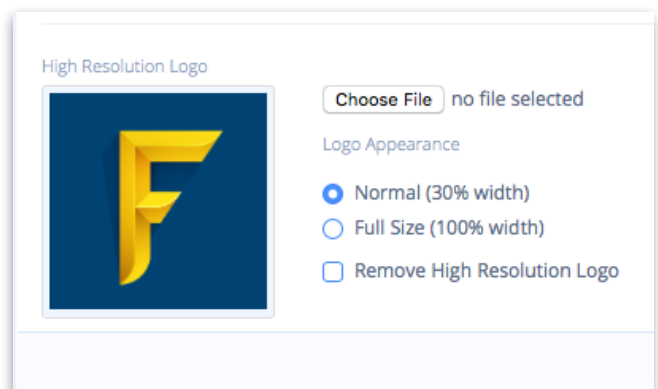
Preview Options

Generate individual or full-scale drafts.



Step 1: Logo

Before customising your reports, please first navigate to **Settings > School Settings > Customise School Logo**. Here you can upload a high resolution logo for the reports. For best results, the logo should be between 1,000 to 1,500 pixels wide, and in PNG format.



Step 2: Rubrics and Options

Teacher gradebooks are pre-built with spaces for Term Grades and Comments. However, if you would like to include additional forms of assessment, e.g. Participation or Effort grades, please navigate to **Settings > Diploma > Rubrics & Options**.

For the Diploma Core, term comments and progress indicators may be enabled for CAS and EE.

The default descriptors may be edited by hovering over the title and clicking **Edit**.

To add a new form of assessment, click **Add Rubric**. You can specify if this will apply to All Subjects or individual subjects, and set your criteria.

The screenshot shows the 'Rubrics & Options' configuration page in the ManageBac system. The page is titled 'Configuring Rubrics & Options' and includes instructions: 'These rubrics and options will appear on all term gradebooks. Teachers will be able to complete these alongside their regular academic marks and comments. Please note that these will apply to all terms.'

Common rubrics & options include:

- Effort grades
- Participation

Enable evaluation of:

- ☒ CAS
- ☒ Extended Essay

Top Align

- ☐ All Subjects
- ☒ Subject-specific Rubrics

Rubrics

CAS EE All Subjects

Participation Criteria

Add New Rubric

Title *
CAS Progress

Type:
☒ Criteria
☐ Custom Field
☐ Formula

Options
Value Descriptor Delete

E	The student's CAS progress is excellent	Remove
O	The student's CAS progress is on-track	Remove
C	The student's CAS progress is concerning	Remove

[Add Option](#) [Create Rubric](#) or [Cancel](#)

Step 3: Teacher Gradebooks

Under the Assignments tab of a class, teachers can Submit Term Grades.

The screenshot displays the ManageBac interface for a teacher. The top navigation bar includes links for Blog, Dashboard, Profile, IB Manager, Classes, Groups, Reports, Attendance, Settings, DP, and Help. The main content area is divided into tabs: Overview, Units, Assignments, Orals, Attendance, Messages, Calendar, Files, and Students. The 'Assignments' tab is active, showing a list of upcoming assignments with dates and descriptions. A 'Submit Term Grades' button is highlighted in a red box. An inset window shows the 'Gradebook - Term 1' view, which includes a table of student data and a 'Submit Term Grades' button.

Student	Average	IB Grade (1-7)	Participation	Effort
Bailey, Jenna	92.50% - 6	7	A	EE
Boyd, Kristin	90.00% - 6	6	B	

The teacher can submit the final IB grade and term comments. The newly created Effort grade is also visible.

Under **Settings > Reports > Proofing & Review**, you can view programmes and subjects to see which teachers have submitted their term grades.

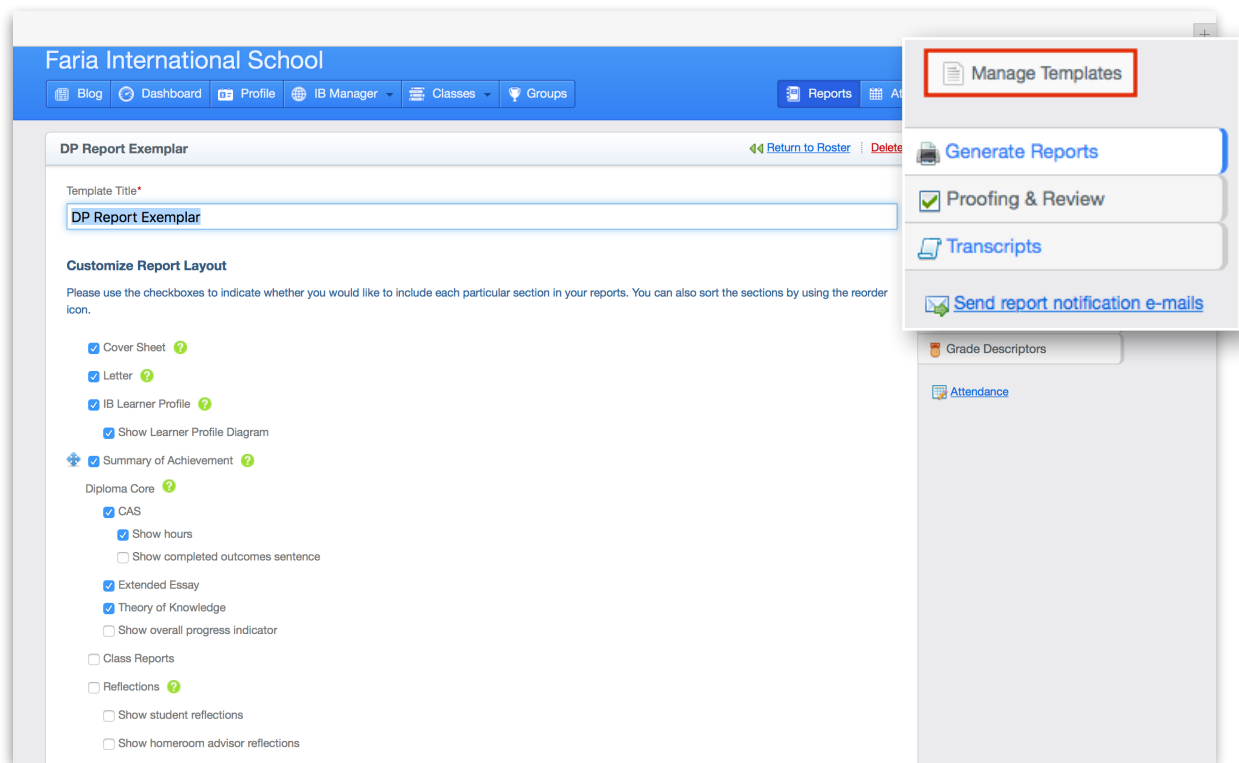
As an admin user, you can directly edit these grades here.

The screenshot displays the 'Proofing & Review' section of the ManageBac interface. It shows a bar chart of student grades and a table of student data. The 'IB Final Grade' is highlighted in the bar chart. The table shows student data for Bailey, Jenna, including her average score, IB grade, and participation level.

Student	Average	IB Grade (1-7)	Participation
Bailey, Jenna	92.22% - 6	6	A

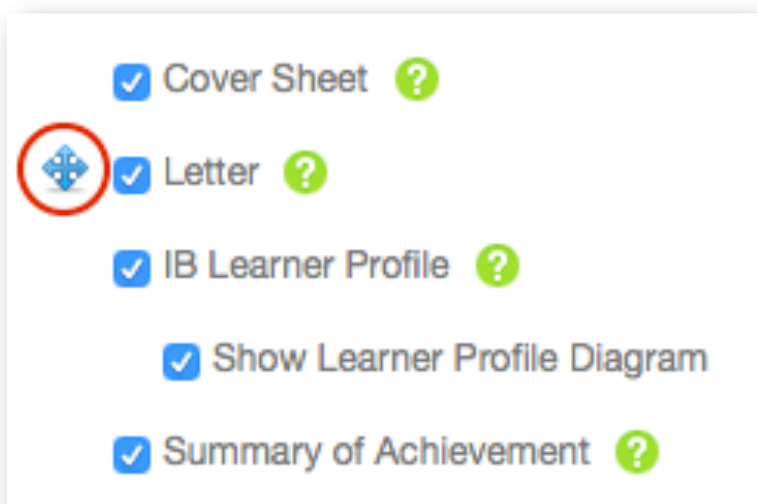
Step 4: Customise Templates

Under **Reports**, click **Manage Templates** to begin. Edit an existing template or add a new one.



In the template **Overview**, you can give your template a title, select items to include on the report, and drag and drop to re-order items. When satisfied, click **Save Changes** and **Next**.

For more information about different items, hover over the green question mark.



Next, your **Letter** may be formatted using Textile or HTML. Please note that if you copy and paste from Word, formatting will not be preserved.

The screenshot shows the 'DP Report Exemplar' interface with the 'Letter' section selected in the sidebar. The main content area displays a sample letter to parents, signed by John Walden, Head of School. The letter discusses the school's commitment to academic rigor and student development. At the bottom, there are buttons for 'Preview', 'Save Changes', 'Next', and 'Cancel'. The sidebar on the right includes links to 'Overview', 'Cover Sheet', 'Letter' (highlighted), 'Summary', 'Class Reports', 'Grade Descriptors', and 'Attendance'.

The screenshot shows the 'DP Report Exemplar' interface with the 'Summary' section selected in the sidebar. The main content area allows customization of the 'Summary of Achievement' section. It includes options to select key fields to include (Final Grade, Non-IB Final Grade, Options & Rubrics, Effort) and to choose how to display the final grade (AVG of, SUM of). There are also checkboxes for Class Description, Teacher Comments, and Options. The sidebar on the right includes links to 'Overview', 'Cover Sheet', 'Letter', 'Summary' (highlighted), 'Class Reports', 'Grade Descriptors', and 'Attendance'.

Customise your **Summary of Achievement** by selecting and re-ordering the information you would like to include. The grades and comments will automatically pull from the teacher gradebooks.

The **Class Reports** option will add one page for each class the student is taking. For Diploma, we recommend this only if the course description and comments are very long. You can also enable additional rubrics.

Attendance data from ManageBac's **Attendance** feature integrates seamlessly with report cards. Note you can include student attendance on the cover sheet, summary of achievement, or in the class reports.

The screenshot shows the 'DP Report Exemplar' interface with the 'Class Reports' section selected in the sidebar. The main content area allows customization of the 'Class Reports' section. It includes options to select key fields to include (Description, Final Grade, Rubrics & Options) and to choose how to display the final grade (All Subjects, Effort). There are also checkboxes for Attendance and Teacher Comments. The sidebar on the right includes links to 'Overview', 'Cover Sheet', 'Letter', 'Summary', 'Class Reports' (highlighted), 'Grade Descriptors', and 'Attendance'.

Step 5: Preview and Generate Reports

When you are satisfied with your report template(s), navigate back to **Reports**. From here, select your **Term**, **Template**, and **Years**.

Generate Reports

Please confirm your report term, template and years:

1 Select Term ? (August 2015 – June 2016) Term 2 or ☐ use Final average

2 Select Template ? DP Report Exemplar [Edit template](#)

3 Select years* ? ☐ Pre-IB Grade 9 ☐ Pre-IB Grade 10 ☐ Grade 11 ☒ Grade 12

Include non-IB term grades:
☒ High School

Report Preferences

Report Title ? Sample DP Report

Preparation Date: ? December 31, 2016

Sort Order: ☒ Family Name ☐ Year ☐ Homeroom ☐ Notify parents & students via e-mail ? [Preview Report Emails](#)

Confirmation

Your Sample DP Report will be generated for Term 2, Grade 12 in the August 2015 – June 2016 Academic Year using the DP Report Exemplar template.

[Save Changes](#) | [Preview Individual Report](#) ? | [Generate Draft](#) ?

[Generate Reports](#)

The **Generate Reports** button creates a full set of final PDF reports, which are visible to students and their parents via the Profile > Reports tab. These reports are saved individually on the student profiles and the relevant academic data is also stored within the Transcripts.

Give your report an official title (this will display on the report), indicate your preparation date, sort order, and whether you'd like to **Notify parents & students via e-mail**. Preview reports via the two blue buttons, and when you are satisfied, click the green **Generate Reports** button.

Report Title	Academic Term	Date Generated	Type	Download	Delete?
DP Sample Report 17 Students from Grade 12	(2015 – 2016) Diploma Candidate Term Report	Jun 22, 2015 at 11:14 AM by Richard Chandler	<input checked="" type="radio"/> Final <input type="radio"/> Interim		

A master copy of the report cards will save under **Reports** and individual reports will be accessible via a ZIP file.

Individual report cards will also be available for students, teachers, and parents via the **Student Profile > Reports** tab.

Faria International School

Dashboard Profile IB Manager Classes Groups

Chloe Epelbaum
 IB Diploma Class of 2016 (Grade 12) 000001-dx123

Personal Information **Exam Registration Information**

First Name Chloe	Gender Female	1st Nationality United States US	Spoken Language English
Last Name Epelbaum	1st Language English	2nd Nationality France FR	Race/Ethnicity White
Preferred Name -	Student ID 10015	Email chloe@eduvo.com	English Proficiency Fluent
Date of Birth April 01, 1997	Free/Reduced Lunch? No	Candidate Session Number N/A	Social Security Number (Last 4 digits) -

Academics Timetables Portfolio Reflections **Reports**

2015 - 2016 Academic Year

Sample_DP_Report.pdf
Generated: October 17, 2015



The Trusted choice of 4 in 5
IB Diploma students



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for International Education

Telephone



+1 866 297 7022



+44 208 133 7489



+852 8175 8152



+61 2 8006 2335


E-mail

sales@managebac.com

Website

<http://managebac.com>

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Office Address

Faria Systems Inc.
548 Market St. #40438
San Francisco, CA 94104
USA

Taipei Branch Office
6F.-1, No.263
Sec. 1 Dunhua S. Rd.
Da'an Dist., Taipei City 10689
Taiwan