



**ManageBac**

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

**ManageBac** report cards for the Middle Years Programme are designed for flexibility and customisation, reflecting the wide diversity of assessment approaches at IB MYP schools.

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

- Final IB MYP, local grades and teacher comments
- Achievement levels for subject-specific criteria
- Customisable subject-specific rubrics and options
- Approaches to Learning using customized criteria
- Service as Action and Personal Projects

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:

- **Bavarian International School e.V.**
- **International School of Central Switzerland**
- **International School of London - Qatar**
- **Raha International School**

At the end of the booklet, we've included a PDF QuickStart guide to MYP 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

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



Faria  
International  
School

# Faria International School Sample MYP Report

Prepared: December 15, 2017

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Student Name: Rachel Epelbaum

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Grade: Grade 10

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Homeroom Advisor: Richard Chandler

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Dear Parents,

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

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

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

Kind regards,

John Walden  
*Principal*

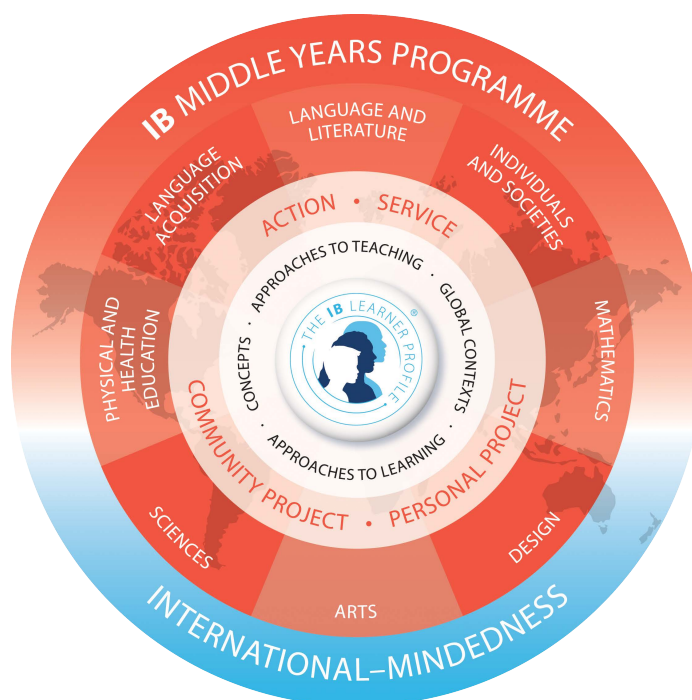
## Attendance

Absent	Present	Late
1	86	0

John Walden  
Principal

Sharon Arese  
MYP Coordinator

# IB Learner Profile



<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</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 recognize 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.

# Summary of Achievement

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

## Approaches to Learning

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

## Homeroom Advisor Comments

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

Richard Chandler  
Homeroom Advisor

## Personal Project



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

## Personal Project Assessment

Criteria	Achievement Level		Maximum				
A: Investigating	8		8				
Rachel is able to define a clear and highly challenging goal and context for the project, based on personal interests, identify prior learning and subject-specific knowledge that is consistently highly relevant to the project, demonstrate excellent research skills.							
B: Planning	8		8				
Rachel is able to develop rigorous criteria for the product/outcome, present a detailed and accurate plan and record of the development process of the project and demonstrate excellent self-management skills.							
C: Taking action	7		8				
Rachel is able to create an excellent product/outcome in response to the goal, global context and criteria, demonstrate excellent thinking skills and demonstrate excellent communication and social skills							
D: Reflecting	8		8				
Rachel is able to present an excellent evaluation of the quality of the product/outcome against his or her criteria, present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context and present excellent reflection on his or her development as an IB learner through the project.							
Grade: 7	Totals:		3132				
Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

### Comments:

Rachel has done a fantastic job with her project!

# Class Reports

## Language and literature: English

Year 5 — James Hendrick

### MYP Assessment Criteria

### Achievement Level Maximum

#### A: Analysing

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

8

8

#### B: Organizing

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

7

8

#### C: Producing text

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

8

8

#### D: Using language

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

8

8

**Totals:**

**31**

**32**

#### Final Grade Local Grade

**7**

**A+**

## Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration		✓		
Communication	✓			

## Comments

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

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



**A: Comprehending spoken and visual text**

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

6 8

**B: Comprehending written and visual text**

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

6 8

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

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

7 8

**D: Using language in spoken and written form**

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

8 8

**Totals: 27 32**

**Final Grade Local Grade**

6 A

**Approaches to Learning**

ATL	EE	ME	AE	BE
Collaboration	✓			
Communication	✓			

**Comments**

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

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

### A: Knowing and understanding

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

7

8

### B: Investigating

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

8

8

### C: Communicating

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

6

8

### D: Thinking critically

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

8

8

**Totals:**
**29**
**32**

### Final Grade Local Grade

7

A+

## Approaches to Learning

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

## Comments

Good analysis. Participates actively in class discussions.

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

## A: Knowing and understanding

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

8

8

## B: Investigating patterns

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

7

8

## C: Communicating

Rachel is able to consistently use appropriate mathematical language, use appropriate forms of mathematical representation to consistently present information correctly, move effectively between different forms of mathematical representation, communicate through lines of reasoning that are complete, coherent and concise, present work that is consistently organized using a logical structure.

7

8

## D: Applying mathematics in real-life contexts

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

6

8

**Totals:**

**28**

**32**

**Final Grade** **Local Grade**

**7**

**A+**

## Approaches to Learning

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

## Comments

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

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

**A: Knowing and understanding**

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

5

8

**B: Developing skills**

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

6

8

**C: Thinking creatively**

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

5

8

**D: Responding**

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

7

8

**Totals:****23****32****Final Grade Local Grade****5****B+****Approaches to Learning**

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

**Comments**

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

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

**A: Knowing and understanding**

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

7 8

**B: Planning for performance**

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

7 8

**C: Applying and performing**

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

6 8

**D: Reflecting and improving performance**

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

8 8

**Totals: 28 32**

**Final Grade Local Grade**

7

A+

**Approaches to Learning**

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

**Comments**

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

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

**A: Inquiring and analysing**

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

7 8

**B: Developing ideas**

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

7 8

**C: Creating the solution**

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

6 8

**D: Evaluating**

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

7 8

**Totals: 27 32**

**Final Grade Local Grade**

6

A

**Approaches to Learning**

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

**Comments**

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

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

# Grade Descriptors

## Final Grade Local Grade Descriptor

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

## Approaches to Learning

### Grade Descriptor

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

## Bavarian International School e.V.

 **ManageBac** school since 2008

### Introduction

The Bavarian International School (BIS) was established in 1990 to offer an English-language based education to children from the international community in the north of Munich, Germany. The school opened officially on February 19, 1991 offering Pre-school to Grade 1 with only 6 students and one teacher, Ms. Pam Sonntag. The following year, classes from Pre-school to Grade 5 opened, and the school kept adding classes each year until reaching the milestone of having its first graduating class of 17 students in 1997.

The school's present-day enrollment of approximately 1,000 students represents over 45 nationalities. BIS is an International Baccalaureate World School offering the full IB continuum.

BIS strives to develop motivated, responsible life-long learners who make a difference in the world. The school's mission is to inspire and challenge young minds as a caring and committed international community to achieve excellence, assume responsibility and pursue life-long learning.

### Contact Information

Adrian von Wrede-Jervis  
Director of Continuum Learning  
[a.vwjervis@bis-school.com](mailto:a.vwjervis@bis-school.com)





BAVARIAN  
INTERNATIONAL  
SCHOOL e.V.

*“Inspiring and challenging young minds as a caring and committed international community to achieve excellence, assume responsibility and pursue life-long learning”*

Bavarian International School e.V.  
**IB MYP - Interim Report - Effort Grades**

Prepared: December 19, 2016

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Student Name: Emma

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Grade: Grade 10

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Mentor: Lukas

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**BAVARIAN  
INTERNATIONAL  
SCHOOL e.V.**

Bavarian International School e.V.  
Schloss Haimhausen

Hauptstraße 1  
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Fax +49 (0)8133/917-135  
[www.bis-school.com](http://www.bis-school.com)

English Language  
I.B. World School Pre K-12

19 December 2016

Dear Parents,

**RE: MYP Effort Reports**

Please find enclosed your child's third interim effort report. It shows student attainment against three descriptors – meeting deadlines, engagement in learning and organisation. These reports are graded on a 4-1 scale and there are clear rubrics to explain what these grades represent.

In some instances there may be grades missing from your children's reports. There are a number of reasons for this including:

- Students may have recently changed classes
- Students may have been absent for extended periods of time
- Physical and Health Education (PHE) classes may not assess for deadlines
- In PHE students may not have been able to show engagement due to injury
- Changes in the Arts rotations in MYP 1-3

Please understand that this report is intended to form the basis of a discussion at home, teachers will communicate directly if there are major concerns. If you are unsure why your child may not have received a grade in a certain subject, please follow the contact guide and email the subject teacher directly. Where there are concerns over a range of subjects, please contact the class mentor directly.

Yours faithfully

Deputy Principal - Secondary School

# Summary of Effort

	Meets Deadlines (max 4)	Engaged In Learning (max 4)	Organisation (max 4)	Effort GPA
Language and literature: English <b>Hannah</b>	3	4	4	3.7
Language acquisition: German Language acquisition Phase 3 <b>Jakob</b>	4	4	4	4.0
Language acquisition: French Phase 3 <b>Marie</b>	4	4	4	4.0
Individuals and societies: Humanities <b>Louis</b>	4	4	4	4.0
Sciences: Chemistry <b>Jeanne</b>	4	3	4	3.7
Sciences: Biology <b>Anastasia</b>	4	4	4	4.0
Mathematics: Standard Mathematics <b>Katie</b>	4	4	4	4.0
Arts: Art <b>Miriam</b>	4	4	4	4.0
Physical and health education: Physical Education <b>Olivia</b>	3	4	4	3.7
Design: Design <b>Noah</b>	4	3	4	3.7
<b>Overall Effort GPA</b>				<b>3.88</b>

Tarik  
Deputy Principal

Oscar  
Secondary School Principal

## Meets Deadlines (max 4)

### Grade Descriptor

4	Always meets deadlines without the need for teacher prompting
3	Usually meets deadlines
2	Sometimes meets deadlines
1	Rarely meets deadlines despite teacher prompting

## Engaged In Learning (max 4)

### Grade Descriptor

4	Always actively engaged and takes full ownership of learning activities
3	Usually participates in learning activities and stays on task
2	Sometimes follows the lesson and regularly needs teacher intervention
1	Rarely participates in learning activities and shows resistance to learning

## Organisation (max 4)

### Grade Descriptor

4	Always uses homework diary, and always arrives punctually, and is always equipped for lessons
3	Usually uses homework diary, and usually arrives punctually, and is usually equipped for lessons
2	Sometimes uses homework diary, and sometimes arrives punctually, and is sometimes equipped for lessons
1	Rarely uses homework diary, and rarely arrives punctually, and is rarely equipped for lessons

## International School of Central Switzerland



ManageBac school since 2013

### Introduction

The International School of Central Switzerland (ISOCS) was founded by leading International Baccalaureate educators in 2008. The school is located in the beautiful, Swiss-German, lakeside town of Cham on the outskirts of Zug within 20 minutes of Zurich and Lucerne.

Although small, ISOCS is one of a few schools in the area authorized to offer the IB Primary Years Programme. It is also a candidate school for the Middle Years Programme and plans to have its first Diploma Programme class graduate in June 2018.

### Contact Information

Tobin Bechtel

Director of Education, Secondary School Principal, IB Diploma Coordinator

[tobin.bechtel@isocs.ch](mailto:tobin.bechtel@isocs.ch)



# ISOCs



## International School of Central Switzerland Secondary School First Term Report

Prepared: December 12, 2016

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Student Name: Miranda

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Grade: Grade 6

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Dear Parents,

This report is the first summative report for the academic year 2016/17. Previously, you received a mid-term report that looked at your child's holistic effort in terms of approaches to learning / effort and formative comments.

In this report, the grades recorded here represent the achievement levels attained by your child in relation to subject objectives and include a term grade in each subject. These numerical grades are based upon at least two judgements against each criteria wherever this was possible. As the year proceeds, students will continue to have opportunities to demonstrate their achievements against all these criteria.

Each subject has four MYP prescribed criteria (A-D), each marked out of a maximum of 8, for any assigned task. The final judgement for each of these criteria on the work submitted over the entire term is then converted to a holistic IB Grade on a 1-7 scale, which is published in full at the end of this report. In the IB, less than 5% of students world-wide attain a level of 7 in any given subject, which may differ from many cultural norms. By studying the achievement levels in each of the assessment criteria in each subject, it is possible to see where your child's academic strengths lie and which areas could be improved upon in the coming terms.

We welcome your feedback and are happy to answer any questions you may have about your child's achievements to date. Please email the Advisor teacher (Mr Mayer for Grades 6 & 7, Ms Zoubi for Grades 8 & 9) if you would like to arrange a meeting.

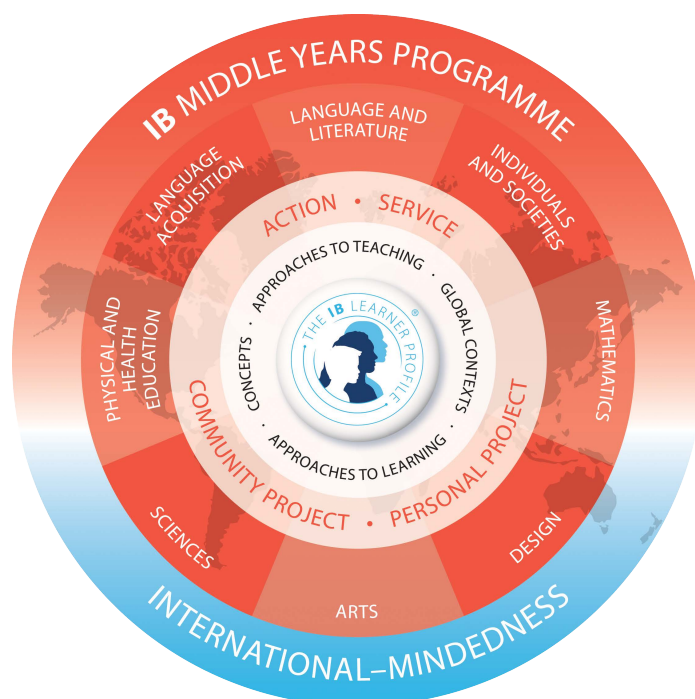
Best regards,

Gary  
Deputy Director / Secondary  
School Principal

Agatha  
Grade 8 - 9 Advisor

George  
Grade 6 - 7 Advisor

# 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</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 recognize 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.

# Summary of Achievement

	Achievement Levels				Final Grade	Effort
Language and literature: English <b>Gary</b>	A 7	B 7	C 6	D 7	6	B
Language acquisition: Spanish A Phase 1 <b>Selma, Iraiza</b>	A 4	B 5	C 5	D 4	4	B
Language acquisition: German Phase 4 <b>Dwayne, Bianca</b>	A 6	B 5	C 5	D 5	5	B
Individuals and societies: Humanities <b>Gary</b>	A 7	B 4	C 6	D 7	6	B
Sciences: Sciences <b>Jo</b>	A 6	B 5	C 6	D 7	6	A
Mathematics: Standard mathematics <b>Jo</b>	A 6	B 6	C 6	D 6	6	A
Arts: Visual arts <b>Conrad</b>	A 7	B 7	C 8	D 8	7	A
Physical and health education: Physical Education <b>Will</b>	A 5	B 5	C 6	D 6	5	A
Design: Design & Technology <b>George</b>	A 5	B 6	C 6	D 5	5	B

Gary  
Deputy Director / Secondary  
School Principal

Agatha  
Grade 8 - 9 Advisor

George  
Grade 6 - 7 Advisor



# Class Reports

Language and literature: English

Grade 6 — Gary

## Units Covered

### How does language make us?

Key Concepts: Communication

Global Contexts: Identities and relationships

### Autobiography - Who Am I?

Key Concepts: Identity, Perspective

Global Contexts: Identities and relationships

Statement of Inquiry: The genre of biography is important in reflecting on and understanding our collective experiences from different perspectives in forming our own identities.

## MYP Assessment Criteria

## Achievement Level Maximum

### A: Analysing

Miranda provides perceptive identification and comment upon significant aspects of texts, provides perceptive identification and comment upon the creator's choices, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, compares and contrasts features within and between texts.

7

8

### B: Organizing

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

7

8

### C: Producing text

Miranda produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas, makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, selects sufficient relevant details and examples to support ideas.

6

8

### D: Using language

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

7

8

**Totals:**

**27**

**32**

## Final Grade

**6**

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

## Units Covered

## Unit 1

Key Concepts: Communication

Global Contexts: Identities and relationships

Statement of Inquiry: Language is a tool for developing relationships

## MYP Assessment Criteria

## Achievement Level Maximum

## A: Comprehending spoken and visual text

Miranda identifies some basic facts, messages, main ideas and supporting details, has some awareness of basic conventions, engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.

4

8

## B: Comprehending written and visual text

Miranda identifies most basic facts, messages, main ideas and supporting details, has considerable awareness of basic aspects of format and style, and author's purpose for writing, engages considerably with the written and visual text by identifying most ideas, opinions and by making a personal response to the text.

5

8

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

Miranda responds appropriately to simple short phrases and basic information in spoken, written and visual text, interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language, uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics, communicates with a considerable sense of audience.

5

8

## D: Using language in spoken and written form

Miranda writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult, organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately, uses language to suit the context to some degree.

4

8

**Totals:****18****32**

## Final Grade

**4**

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

## Units Covered

### Leuten begegnen und sich kennenlernen [Meeting people and getting to know them]

Key Concepts: Communication, Connections

Global Contexts: Identities and relationships

Statement of Inquiry: Jeden Tag begegnen wir Menschen zuhause, in der Schule und im öffentlichen Raum. Wir lernen diese Leute kennen, tauschen uns mit ihnen aus und treffen uns wieder. Leuten kennenlernen ist eine zentrale Aktivität in unserer globalen, vernetzten Gesellschaft. Wir weben ein soziales Netzwerk und lernen von anderen. Aber wir sollten uns auch selber immer besser kennenlernen. (Every day we meet people at home, at school and in public. We get to know these people and meet them again. Getting to know people is a central activity in our society. We weave a social network and learn from others. But we should also constantly get to know ourselves better.)

#### MYP Assessment Criteria

#### Achievement Level Maximum

#### A: Comprehending spoken and visual text

Miranda constructs considerable meaning and draws conclusions from information, main ideas and supporting details. Miranda interprets most conventions. Miranda 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.

6

8

#### B: Comprehending written and visual text

Miranda constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions. Miranda interprets most basic conventions including aspects of format and style, and author's purpose for writing. Miranda 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.

5

8

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

Miranda responds appropriately to spoken, written and visual text. Miranda engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. Miranda expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed. Miranda communicates with a considerable sense of audience and purpose.

5

8

#### D: Using language in spoken and written form

Miranda writes/speaks making good use of a 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, organizes information and ideas well, and uses a limited range of cohesive devices accurately, usually uses language to suit the context.

5

8

**Totals:**

21

32

#### Final Grade

5

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

## Units Covered

**Borders & Boundaries**

Key Concepts: Communities, Global interaction

Global Contexts: Orientation in space and time

Statement of Inquiry: Students will understand that interactions between human communities and the natural world define borders.

## MYP Assessment Criteria

## Achievement Level Maximum

**A: Knowing and understanding**

Miranda consistently uses relevant vocabulary accurately, demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

7

8

**B: Investigating**

Miranda describes the choice of a research question, partially follows an action plan to explore a research question, uses a method or methods to collect and record some relevant information, with guidance, reflects on the research process and results with some depth.

4

8

**C: Communicating**

Miranda communicates information and ideas in a way that is mostly clear, mostly organizes information and ideas, lists sources in a way that often follows the task instructions.

6

8

**D: Thinking critically**

Miranda identifies in detail the main points of ideas, events, visual representation or arguments, uses information to give detailed opinions, consistently identifies and analyses a range of sources/data in terms of origin and purpose, consistently identifies different views and their implications.

7

8

**Totals:****24****32****Final Grade****6**

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

## Units Covered

### What makes me me?

Key Concepts: Change, Identity

Global Contexts: Identities and relationships

Statement of Inquiry: Our inherited genetic code and environment affect our personal attributes and behaviours.

### What is Science ?

Key Concepts: Development, Logic, Systems

Global Contexts: Scientific and technical innovation, Globalization and sustainability

Statement of Inquiry: How can I work like a scientist?

MYP Assessment Criteria	Achievement Level Maximum	
<b>A: Knowing and understanding</b>		
Miranda is able to state scientific knowledge, apply scientific knowledge and understanding to solve problems set in familiar situations, apply information to make scientifically supported judgments.	6	8
<b>B: Inquiring and designing</b>		
Miranda is able to state a problem or question to be tested by a scientific investigation, outline a testable prediction, outline how to manipulate the variables, and state how relevant data will be collected, design a complete and safe method in which he or she selects appropriate materials and equipment.	5	8
<b>C: Processing and evaluating</b>		
Miranda is able to correctly collect, organize and present data in numerical and/or visual forms, accurately interpret data and outline results using scientific reasoning, outline the validity of a prediction based on the outcome of a scientific investigation, outline the validity of the method based on the outcome of a scientific investigation, outline improvements or extensions to the method that would benefit the scientific investigation.	6	8
<b>D: Reflecting on the impacts of science</b>		
Miranda is able to summarize the ways in which science is applied and used to address a specific problem or issue, describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor, consistently apply scientific language to communicate understanding clearly and precisely, document sources completely.	7	8
<b>Totals:</b>	<b>24</b>	<b>32</b>

### Final Grade

6

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

## Units Covered

**What's the chance of that?**Key Concepts: LogicGlobal Contexts: Scientific and technical innovation**Geometry**Key Concepts: Change, Creativity, Logic, SystemsGlobal Contexts: Scientific and technical innovationStatement of Inquiry: Geometry empowers us to create our worlds.

## MYP Assessment Criteria

## Achievement Level Maximum

**A: Knowing and understanding**

Miranda is able to select appropriate mathematics when solving challenging problems in familiar situations, apply the selected mathematics successfully when solving these problems, generally solve these problems correctly.

6

8

**B: Investigating patterns**

Miranda is able to apply mathematical problem-solving techniques to recognize patterns, suggest relationships or general rules consistent with findings, verify whether patterns work for another example.

6

8

**C: Communicating**

Miranda is able to usually use appropriate mathematical language, usually use different forms of mathematical representation to present information correctly, communicate through lines of reasoning that are usually coherent, present work that is usually organized using a logical structure.

6

8

**D: Applying mathematics in real-life contexts**

Miranda is able to identify the relevant elements of the authentic real-life situation, select adequate mathematical strategies to model the authentic real-life situation, apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation, describe the degree of accuracy of the solution, state correctly whether the solution makes sense in the context of the authentic real-life situation.

6

8

**Totals:****24****32****Final Grade****6**

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

## Units Covered

### Cartooning

Key Concepts: Change, Communication, Communities, Creativity, Culture

Global Contexts: Personal and cultural expression

Statement of Inquiry: The artist can communicate ideas and tell stories through comic and pop art.

### Bag of Tricks

AOI: Community and service

### Unit 2: Landscape Painting

Significant Concepts: In painting artists can represent form, texture and utilise colour in a variety of ways, which evoke different responses.

AOI: Environments

Unit Question: What techniques can I use to show what I feel about and see in a landscape?

### Symbolism and Storytelling

Key Concepts: Communication, Culture, Relationships

Global Contexts: Orientation in space and time, Personal and cultural expression

Statement of Inquiry: We transmit message, meaning and feelings through symbolism.

### Landscape Painting 2013

Significant Concepts: Artists employ a combination of art principles to create an effective landscape painting.

AOI: Environments

Unit Question: What art principles can I utilise to create an effective landscape painting?

### Sound and Movement

AOI: Health and social education

## MYP Assessment Criteria

## Achievement Level Maximum

### A: Knowing and understanding

Miranda demonstrates excellent awareness of the art form studied, including excellent use of appropriate language, demonstrates excellent awareness of the relationship between the art form and its context, demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

7

8

### B: Developing skills

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

7

8

### C: Thinking creatively

Miranda identifies an excellent artistic intention, identifies excellent alternatives and perspectives, demonstrates excellent exploration of ideas.

8

8

### D: Responding

Miranda identifies excellent connections between art forms, art and context, or art and prior learning, demonstrates excellent recognition that the world contains inspiration or influence for art, presents an excellent evaluation of certain elements or principles of artwork.

8

8

**Totals:**

30

32

## Final Grade

7

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

Learner Profile: Thinkers

## Units Covered

**Swimming**Key Concepts: Creativity, Time, place and spaceGlobal Contexts: OtherStatement of Inquiry: Swimming is a technique focus activity/sport. Improved technique will bring greater speed.**Athletics**Key Concepts: Change, CreativityGlobal Contexts: Identities and relationshipsStatement of Inquiry: Ability to set a goal and evaluate how much of this was achieved is the matter skill of success**Unihockey**Key Concepts: CommunicationGlobal Contexts: Identities and relationshipsStatement of Inquiry: Communication and adaptation are key components of successful teams.**Basketball**Key Concepts: Perspective, RelationshipsGlobal Contexts: Fairness and developmentStatement of Inquiry: Human ingenuity: Students will participate in enjoyable and challenging physical activities

MYP Assessment Criteria	Achievement Level Maximum	
<b>A: Knowing and understanding</b>		
Miranda states physical health education factual, procedural and conceptual knowledge, identifies physical and health education knowledge to outline issues and solve problems set in familiar situations, applies physical and health terminology to communicate understanding.	5	8
<b>B: Planning for performance</b>		
Miranda outlines a plan for improving health or physical activity, identifies the effectiveness of a plan based on the outcome.	5	8
<b>C: Applying and performing</b>		
Miranda recalls and applies skills and techniques, recalls and applies a range of strategies and movement concepts, applies information to perform effectively.	6	8
<b>D: Reflecting and improving performance</b>		
Miranda identifies strategies to enhance interpersonal skills, lists goals and applies strategies to enhance performance, outlines and summarizes performance.	6	8
<b>Totals:</b>	<b>22</b>	<b>32</b>

**Final Grade****5**

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



## Units Covered

### Rapid prototyping

Key Concepts: Development

Global Contexts: Scientific and technical innovation

Statement of Inquiry: We make therefore we are

#### MYP Assessment Criteria

#### Achievement Level Maximum

### A: Inquiring and analysing

Miranda explains the need for a solution to a problem, states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance, outlines the main features of an existing product that inspires a solution to the problem, outlines the main findings of relevant research.

5

8

### B: Developing ideas

Miranda develops a few success criteria for the solution, presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others, presents the chosen design stating the key features, creates a planning drawing/diagram and lists the main details for the creation of the chosen solution.

6

8

### C: Creating the solution

Miranda lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution, demonstrates competent technical skills when making the solution, creates the solution, which functions as intended and is presented appropriately, states one change made to the chosen design and plan when making the solution.

6

8

### D: Evaluating

Miranda defines relevant testing methods, which generate data, to measure the success of the solution, states the success of the solution against the design specification based on relevant product testing, outlines one way in which the solution could be improved, outlines the impact of the solution on the client/target audience, with guidance.

5

8

**Totals:**

22

32

### Final Grade

5

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

The IB 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 MYP year 5 (Grade 10 at ISOCS), teachers must use unaltered IB 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 7 (highest) to 1 (lowest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

### How the final grade is achieved in the IBO grading system

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

## Final Grade Descriptors

### Final Grade Descriptor

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

## Effort

### Grade Descriptor

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A	EXCELLENT: Always comes to class prepared in every way needed (including homework), and accomplishes this with no necessary outside monitoring needed. Always on task, engaged with and focused on assigned work without teacher influence necessary to accomplish this; indeed, seeks out additional learning opportunities beyond those immediately given in a lesson Always exhibits a positive attitude and is respectful of classroom rules and expectations, internally motivated to do so Is always on time for class and ready to begin when the teacher is; whenever late, always has a valid reason to justify such
B	GOOD: Almost always comes to class prepared in every way needed (including homework), and accomplishes this with little to no necessary outside monitoring needed Almost always on task, engaged with and focused on assigned work without teacher influence necessary to accomplish this; occasionally may seek out additional learning opportunities beyond those immediately given in a lesson Almost always exhibits a positive attitude and is respectful of classroom rules and expectations, and generally internally motivated to do so Is almost always on time for class and ready to begin when the teacher is; whenever late, has a valid reason to justify such
C	SATISFACTORY: Is generally and satisfactorily on task, engaged with and focused on assigned work without undue teacher influence necessary to accomplish this Generally exhibits a positive attitude and is respectful of classroom rules and expectations, whether internally or externally motivated to do so Generally comes to class prepared in every way needed (including homework), and accomplishes this with no undue degree of outside monitoring needed Is usually on time for class and ready to begin when the teacher is; whenever late, has a valid reason to justify such
D	MEDIOCRE: Although may at times meet this criterion, is not often enough on task, engaged with and focused on assigned work without undue teacher influence necessary to accomplish this Although may at times meet this criterion, does not often enough exhibit a positive attitude nor is respectful of classroom rules and expectations, whether internally or externally motivated to do so Does not often enough come to class prepared in every way needed (including homework), and requires outside monitoring to make this happen to a reasonable degree Is occasionally late for class and/or is usually not ready to begin when the teacher is; whenever late, does not always have a valid reason to justify such
F	VERY POOR: Rarely on task, engaged with and focused on assigned work even with teacher influence necessary to accomplish this Rarely exhibits a positive attitude and is not respectful of classroom rules and expectations Rarely comes to class prepared in every way needed (including homework), even with outside monitoring Is regularly late for class and not ready to begin when the teacher is; whenever late, regularly does not have a valid reason to justify such

## International School of London - Qatar

 **ManageBac** school since 2012

### Introduction

The International School of London (ISL) Group began in 1972 when the International School of London - Qatar was founded as a private co-educational school. It was one of the first schools to offer the IB Diploma, graduating its first Diploma students in 1978.

ISL Qatar now offers the IB Primary and Middle Years programmes in addition to the IB Diploma and is especially well-known for its world language programmes. Students receive mother tongue or foreign language literacy lessons from early childhood as part of the curriculum.

The school seeks to develop the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

### Contact Information

Helen Louise Jeffery  
MYP Coordinator  
[hjeffery@islqatar.org](mailto:hjeffery@islqatar.org)



# International School of London Qatar

*The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.*

# International School of London Qatar

## Mid Term Report

Prepared: November 10, 2016

Student Name: Maryam

National ID: 32597-954T

Grade: Grade 10

	Completes assignments and meets deadlines	Uses class time effectively	Attends class punctually, equipped and ready to work	Contributes to class discussion	Listens actively and follows written and oral directions	Gives and receives meaningful feedback	Takes responsibility for one's own actions	Cooperates with and shows respect for others
Language and literature: English <b>Anita</b>	ME	ME	ME	NE	ME	ME	NE	ME
Language and literature: Arabic <b>Omar</b>	NE	NE	EE	NI	NE	NE	ME	ME
Individuals and societies: Geography <b>Dirk</b>	NE	NE	ME	NE	ME	ME	ME	ME
Individuals and societies: Business <b>Dirk</b>	ME	ME	ME	NE	ME	ME	ME	ME
Sciences: Science D Physics <b>Florian</b>	ME	EE	EE	NE	ME	ME	ME	ME
Sciences: Chemistry <b>Declan</b>	NE	ME	ME	NI	ME	ME	ME	ME
Mathematics: Extended Mathematics <b>Patricia</b>	EE	EE	EE	NI	EE	NE	EE	EE
Arts: Visual Art <b>Zoe</b>	NI	NE	NE	NI	NE	NE	NE	ME
Physical and health education: PE <b>Adam</b>	NI	NE	NI	NE	ME	NE	ME	ME
Design: Technology <b>Abdul</b>	ME	NI	NE	ME	NE	NE	ME	EE

Maryam

International School of London Qatar — Mid Term Report

PO Box 18511, North Duhail, Doha, Qatar— Tel.: +974 44338600

## MS classes

	Completes assignments and meets deadlines	Uses class time effectively	Attends class punctually, equipped and ready to work	Contributes to class discussion	Listens actively and follows written and oral directions	Gives and receives meaningful feedback	Takes responsibility for one's own actions	Cooperates with and shows respect for others
Islamic Studies Ali	NE	ME	ME	NE	ME	NE	NE	ME

**Grace**  
Homeroom Teacher

## Personal Project



Outcomes:

Topic:

Inquiry Question:

Goal:

Supervisor:

Overall Progress: 🟢 **On-track**

**How to be a good public speaker.**

How can i improve on being a good public speaker?

My goal is for someone to pick up my leaflet and try out my tips.

**Irene**



## Completes assignments and meets deadlines

### Grade Descriptor

EE	Exceeds Expectations
ME	Meets Expectations
NE	Nears Expectations
NI	Needs Improvement
NA	Not Applicable

## Raha International School



ManageBac school since 2011

### Introduction

Raha International School, a co-educational, English-language school, opened in September 2006 in Abu Dhabi, the United Arab Emirates. It is officially recognized as one of the top schools in Abu Dhabi, having been classified as a “high performing school” by the Abu Dhabi Education Council in 2013.

It was the first school in Abu Dhabi to be authorized to offer the International Baccalaureate’s Primary, Middle Years and Diploma Programmes.

Raha International’s mission is to be the preferred school for students, parents and educators who seek excellence through an innovative IB education.

### Contact Information

Sharon Thompson

Assistant Head of Secondary DP Curriculum

sharon@ris.ae

# Raha International School

## Middle Years Programme

### Semester One Report

Prepared: February 17, 2017

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Student Name: Sarah

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Grade: Grade 10

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Homeroom Advisor: Amelia

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Dear Parents,

This is your child's Middle Years Programme report for Semester One, September 2016 – January 2017. Please take the time to read through this report, with your child, to celebrate their strengths and identify where improvements can be made.

For MYP students, the report card includes an overall level in each subject as well as a breakdown of levels achieved in each of the subject criteria and a narrative paragraph written by the teacher that will include comments specific to your child's progress and achievement.

All MYP students set personal academic goals following the interim report cards in November and over the next couple of weeks, your child's subject teacher, advisory teacher and Dean will be revisiting these goals, evaluating their progress and establishing an updated action plan in response to their Semester One Report Card. Teachers will be working with your child to identify realistic goals and targets in each subject to improve their learning and success over the next semester. We hope to discuss these further at the upcoming Three Way Conferences.

Advisory teachers have also spent time with your child to collect assessments and completed work to place in their individual portfolios, as evidence of their progress and achievement.

Following the receipt of the reports, you may receive notification about the following:

a. Honour Roll Commendations:

Students who have achieved an overall average of 6 or higher, in all subjects, will receive an Honour Roll Commendation Letter.

b. Academic Probation Letter:

Students who have three or more Level 3 results, will receive a letter to inform you that they have been placed on Academic Probation. If you receive this letter, please read it carefully as it requires a follow-up action from you.

c. Notification of Failing Status Letter:

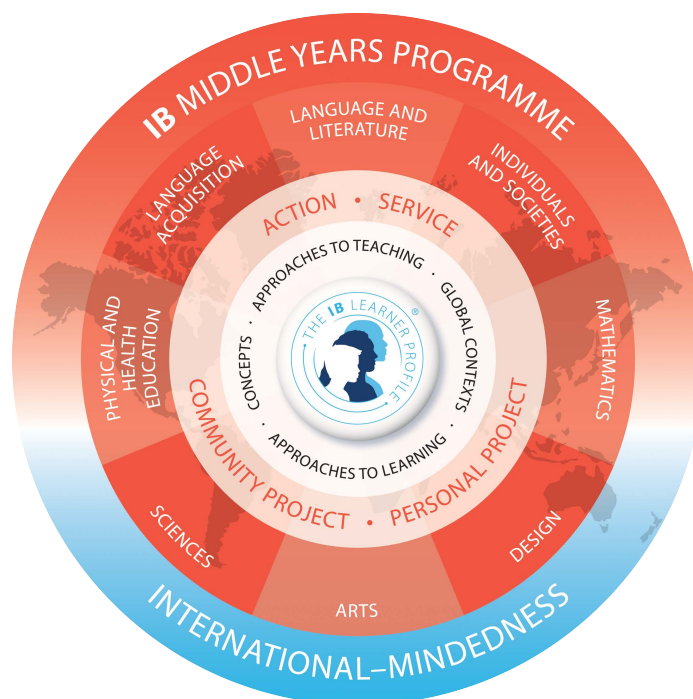
Students who have three or more Level 1-2 results, will receive a letter to inform you of their failing status. Please read this carefully as it requires follow-up action from you.

Thank you for taking the time to read through this information and I hope it has been helpful. As always, the Subject Teachers, Subject Leaders, Advisors, Deans and Leadership Team are available should you have any questions.

Kind regards,

Katya  
Head of Secondary 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 recognize 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.

# Summary of Achievement

	Achievement Levels				Final Grade
Language and literature: English <b>Jack</b>	A 5	B 5	C 7	D 6	5
Language and literature: Arabic A <b>Yusuf</b>	A 6	B 4	C 5	D 4	5
Individuals and societies: Humanities <b>Luca</b>	A 5	B 6	C 6	D 4	5
Sciences: Science <b>Gabriel</b>	A 3	B 5	C 5	D 6	5
Mathematics: Mathematics Standard <b>Matthew</b>	A 4	B 5	C 4	D 4	4
Arts: Visual Art <b>Paula</b>	A 7	B 6	C 7	D 8	7
Physical and health education: Physical Education Girls <b>Amelia</b>	A 3	B 6	C 3	D 3	4
Design: Design Technology Semester 1 <b>Vincent</b>	A 6	B 5	C 6	D 6	5

## MS classes

	Final Grade
Islamic Studies A <b>Aisha</b>	3
Personal Project <b>Martine</b>	

## Homeroom Advisor Comments

Sarah practices strong interpersonal skills and she interacts in a positive manner with her peers in the morning. She is usually on time, in proper uniform, and attentive during the announcements. She was enthusiastic in term one, signing up for Crossfit and Raha Runners, however she is encouraged to continue to join extracurricular programs or sports teams that are offered here at Raha. This, as well as increasing her service action, should help develop the time management skills which are necessary to be successful in the Diploma Programme.

Total late: 4

Total absent: 2

Amelia

Homeroom Advisor

## Service as Action



Outcomes:

Key Activities:

5 of 6 learning outcomes planned with 0 out of 5 outcomes completed.

The Film Festival Volunteering 2016, Looming club helper, Running Club, National Day Committee, YOGA ECP, 2016 September Orientation Volunteers, Film Festival Volunteering 2016

# Class Reports

## Language and literature: English

Grade 10 — Jack

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	5	8
B: Organizing	5	8
C: Producing text	7	8
D: Using language	6	8
<b>Totals:</b>	<b>23</b>	<b>32</b>

### Final Grade

5

## Comments

We began this year with an overview of archetypes, specifically the Hero's Journey, to introduce students to universal literary concepts that transcend time and culture, thus making literature written in a different time and place relevant to us. The next unit focused on the close reading of poetic texts, with students learning how to write a poem commentary in a timed setting as well as how to perform a poem for an audience. In the following unit, close reading continued as the class learnt how to analyze aspects of a novel; this also incorporated passage annotation for closer textual analysis. Sarah is a capable student who has shown she can identify a range of techniques. Her analytical paragraphs progress logically and are fluent and cogent. Sarah has also shown that she can select evidence competently. She does need to challenge herself to go into more detail about the effects of language. Sarah's presentation was structured, and showed competent and insightful knowledge of the themes, characters, and context of the novel. It stood out that Sarah was aware of how authors shape texts, as she put Bradbury at the forefront of her analysis.

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	6	8
B: Organizing	4	8
C: Producing text	5	8
D: Using language	4	8
<b>Totals:</b>	<b>19</b>	<b>32</b>
<b>Final Grade</b>		
<b>5</b>		

### Comments

سارة تلميذة متعاونة، ذات أدب وخلق، تحاول أداء واجباتها الصفية على أكمل وجه أثناء العملية التعليمية، وخلال هذا الفصل حققت سارة فهماً واضحاً في مهارات اللغة العربية ويظهر ذلك من خلال تطبيقها لتلك المهارات، فأعمالها الكتابية غالباً ما تظهر الترابط والتنظيم في الأفكار، إلا أنها مازالت بحاجة إلى المزيد الجهد في التقدم القواعد والاملاء. وقد تعرفت سارة على جملة من الموضوعات اللغوية في الفصل الأول منها: التحليل الأدبي لرواية (رجال في الشمس) ومن خلالها تعرفت على فن الرواية وعناصرها، وقد قدمت بالتعاون مع زملائها عرضاً تقديمياً حول أحداثها وشخصياتها وغير ذلك، كما أنها تقوم الآن بدراسة وحدة الشعر وقد تعرفت من خلالها على علم العروض بكافة تفاصيله. الخطوة التالية: تتمثل في الاستمرار في القراءة المنزلية اليومية، لأنها عنصر أساس في تطوير كل المهارات اللغوية، بالإضافة إلى الكتابة الأسبوعية المطلوبة. تمنياتي لها بالتوفيق ودوام النجاح

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

### Individuals and societies: Humanities

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	5	8
B: Investigating	6	8
C: Communicating	6	8
D: Thinking critically	4	8
<b>Totals:</b>	<b>21</b>	<b>32</b>
<b>Final Grade</b>		
<b>5</b>		

### Comments

In Humanities we have finished the unit on The Vietnam War. We used many examples of media to explore evaluating sources of information. Students analyzed photos and quotes from the Vietnam War to determine their value in understanding this conflict. Sarah has shown good analytical-evaluation of the sources of information we have looked at this term. Sarah would improve her performance from participating more regularly in class discussions.

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



MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	3	8
B: Inquiring and designing	5	8
C: Processing and evaluating	5	8
D: Reflecting on the impacts of science	6	8
<b>Totals:</b>	<b>19</b>	<b>32</b>

#### Final Grade

5

#### Comments

This semester in Science 10, students spent equal time learning content associated with Physics and Ecology. The Physics unit looked at concepts in 'Mechanics,' focusing on velocity, acceleration, forces and energy. The students had the chance to further their understanding of the scientific method by analysing and evaluating data associated with gravitational forces, as well as designing an investigation that looked at factors that affect projectile range.

Alternatively, the Ecology unit focused on the different levels of organization in the natural world, and the large variety of biological interactions occurring within a community. Students also designed an investigation, this time looking at how the population of a chosen species could be monitored over time or between different locations.

Sarah displays broad knowledge of factual information in the course content. She shows sound understanding of most concepts and principles and applies them in some contexts. She analyses and evaluates quantitative and/or qualitative data competently. Sarah constructs explanations of simple scenarios and solves most basic or familiar problems with some new or difficult quantitative and/or qualitative problems. She communicates clearly with little or no irrelevant material.

Sarah demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. She displays competence in a range of investigative techniques, paying attention to safety, and is capable of working independently.

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	4	8
B: Investigating patterns	5	8
C: Communicating	4	8
D: Applying mathematics in real-life contexts	4	8
<b>Totals:</b>	<b>17</b>	<b>32</b>

**Final Grade****4****Comments**

Students have explored a great variety of statistical methods and graphical representations. This was followed by an in-depth look at the nature of quadratics and their applications, leading into function theory. In the next unit, Trigonometry knowledge acquired in Grade 9 will be extended to include non-right angled triangles with obtuse and reflex angles. Probability and Logarithms will then further challenge the students and prepare them for the rigours of the Diploma Programme.

Sarah has a good work ethic and demonstrates some knowledge and understanding of content. Many of the new concepts have proved to be a challenge. The next step is a consistent review of the day's work, and preparing well in advance for all assessments is a necessity. The MyiMaths website should be used regularly for additional review. Sarah would be advised to select Mathematical Studies as her Diploma Programme course.

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	7	8
B: Developing skills	6	8
C: Thinking creatively	7	8
D: Responding	8	8
<b>Totals:</b>	<b>28</b>	<b>32</b>

**Final Grade****7****Comments**

Unit One, 'A Portrait of Self' explored drawing techniques using graphite pencils and chalk pastel. The students researched a variety of figures within their Process Journal which they felt represented their psychological personality. These were then designed and positioned into an unusual composition. Their drawing and tonal rendering skills were enhanced through two exercises observing paper ribbons and presented in one point perspective. An essay analyzing the exhibition, 'Seeing through Light', at Manarat Al Saadiyat was produced extending the students artistic terminology and contextual understanding.

Sarah was focused during her lessons. She was an organised student who submitted her exercises by due dates. In Unit One she explored personal symbols in which her choices demonstrated her creative breadth. Sarah's technical skills were very well developed and she demonstrated very good aesthetic judgment, expressing an awareness of refinement within her compositions. Further improvements can be made within this developmental stage of producing an artwork through carefully organizing her sketches, using labels and supplying analytical comments on her Process Journal pages. Sarah's written evaluations could have been further developed through the consistent use of the Art Principles.

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	3	8
B: Planning for performance	6	8
C: Applying and performing	3	8
D: Reflecting and improving performance	3	8
<b>Totals:</b>	<b>15</b>	<b>32</b>

**Final Grade****4****Comments**

Sarah is a socially minded student who occasionally finds it difficult to remain on task. She has demonstrated satisfactory growth in her knowledge of the skills, concepts and strategies relating to softball, cricket, volleyball and currently fitness. Unfortunately, Sarah has underachieved this semester due to a lack of effort in homework assignments and test preparation. In the upcoming semester Sarah is encouraged to put forth a greater effort into all components of this course, both outside the classroom and during practical sessions.

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

**Design: Design Technology Semester 1**

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	6	8
B: Developing ideas	5	8
C: Creating the solution	6	8
D: Evaluating	6	8
<b>Totals:</b>	<b>23</b>	<b>32</b>

**Final Grade****5****Comments**

Sarah has worked very hard on most tasks during the semester. She can explain the need for a solution to a project and create a plan for researching the subject in some depth, whilst prioritizing different types of information and analysing these in some detail. She can produce some design ideas that meet the specifications that she created, but these ideas could be more detail. Sarah produced an excellent final product that functioned very effectively, but her time management and planning could have been more effective. In future, Sarah needs to aim to plan ideas in more detail and plan how to use her time more efficiently in class when working on tasks.

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

## Comments

رت بها، وتطبق آداب تلاوة القرآن وأحكامها بشكل ضعيف من خلل تلاوة دا لستيعاب محاور الدروس التي مٌ محدوداً رقت من خللها طالبة مهذبة وخلوقة، ولكنها تبذل "جهداً من سورة لقمان ونع(12-19)، وكذلك البات "منزلة القرآن ووصف المؤمنين" من سورة لقمان، وتعرفت من خللها على (1-11) طاً يعبر عنالياتُ بسي الوقف في خدمة المجتمع" عن درس كمت سارة مشروعا وق.شكر النعمة وبر الوالدين وغيرها من النصائح الحكيم لبنه وعلى معنى "وصايا لقمان" والموضوع التالي الذي سيدرسه الطالب عن. أتمنى أن تزيد من اهتمامها والتزامها بآداب الصف وتفاعلها مناستيعاب محدود للدرس، بالضافة إلى تفاعلها الذي ل بأس به مع الموضوعات المتنوعة التي تم طرحها بالصف. ومفهومها وحدود العلاقة بين الجنسين قبل الزواج في السلم، وهو موضوع بالغ الهمة"العفة" بارك ال فيها.خلل مشاركتها الصفية واهتمامها بتلاوة الآيات المقررة وفهم معناها

## Personal Project

Martina

## Comments

The personal project's idea that Sarah submitted was a good one, because it shows her interest in the literature and poetry and how to it can enhance a child's social life in this technology driven age. Sarah will need to better organise her time in order to achieve her personal project goal.

Supervisor: Gabriel

# Grade Descriptors

## Final Grade Descriptor

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

## QuickStart Guide: MYP 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

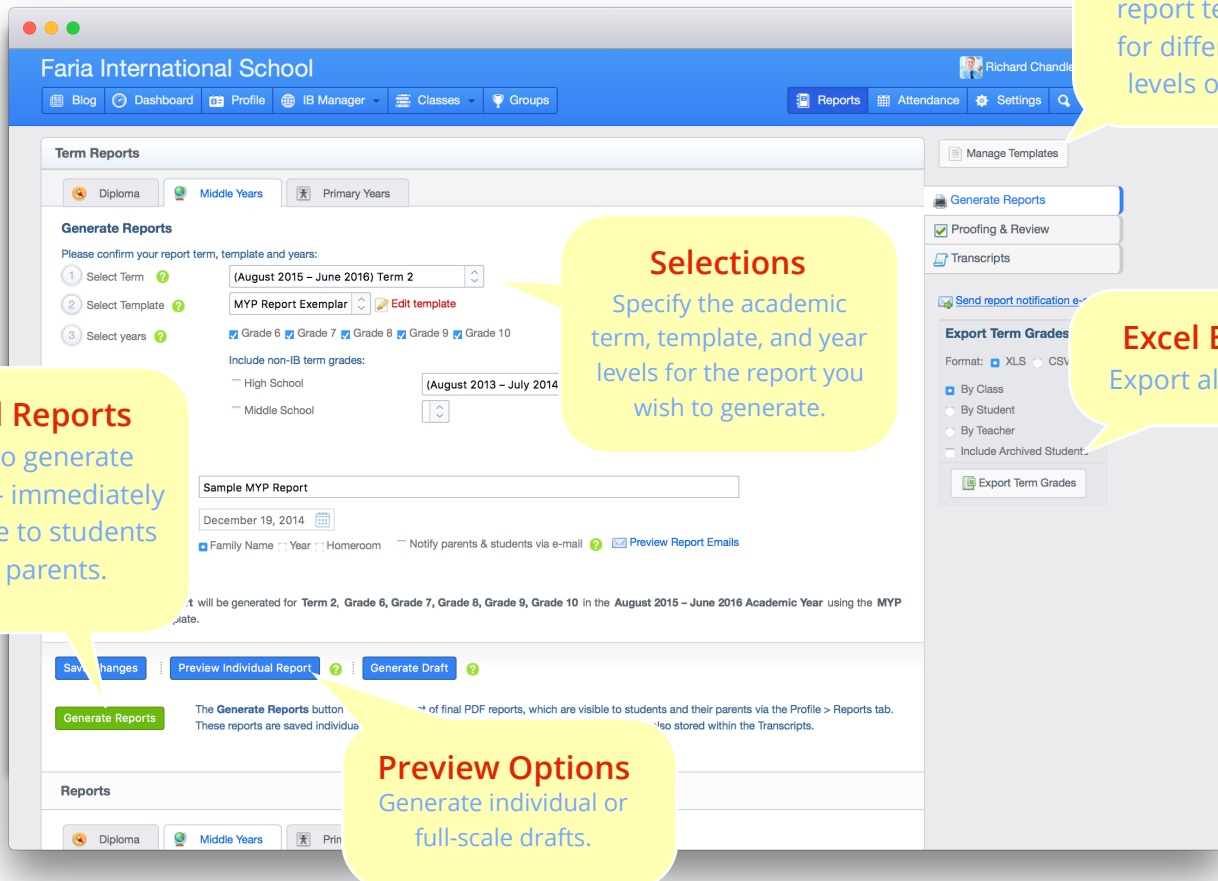
Further tutorials are available on our Online Support Center:  
<http://help.managebac.com>

# MYP Coordinator: Reports

## Introduction to ManageBac Report Cards

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

Click **Reports** to begin.



**Final Reports**  
Click to generate reports - immediately available to students and parents.

**Selections**  
Specify the academic term, template, and year levels for the report you wish to generate.

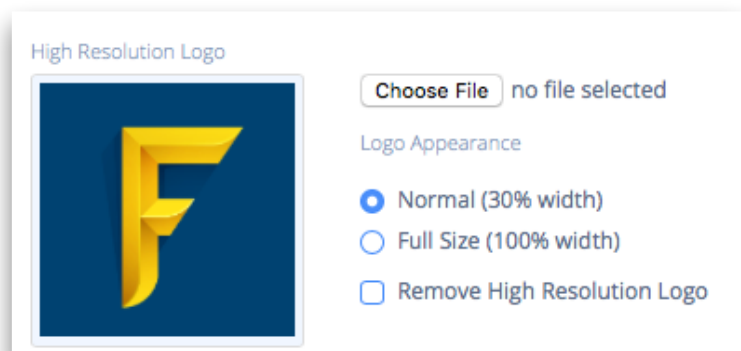
**Templates**  
Create different report templates for different year levels or terms.

**Excel Export**  
Export all grades.

**Preview Options**  
Generate individual or full-scale drafts.

## Step 1: Logo

Before customising your reports, please first navigate to **Settings > School Settings > Customise 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.



High Resolution Logo

Choose File no file selected

Logo Appearance

- ☒ Normal (30% width)
- ☐ Full Size (100% width)
- ☐ Remove High Resolution Logo



## 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. ATLs or Effort grades, please navigate to Settings > Middle Years > Rubrics & Options.

The top screenshot shows the 'Rubrics & Options' configuration page. The left sidebar has a red box around 'Rubrics & Options'. The main content area has a blue header 'Rubrics & Options' and a section 'Configuring Rubrics & Options'. Below this, there are checkboxes for 'Enable evaluation of:' with 'Service as Action' and 'Approaches to Learning' checked. A red arrow points to the 'Add Rubric' button. Below the button are tabs for 'SA', 'ATL', 'All Subjects', 'Sciences', 'Mathematics', and 'Arts'. The 'Evaluation' tab is selected, showing a 'Criteria' tab.

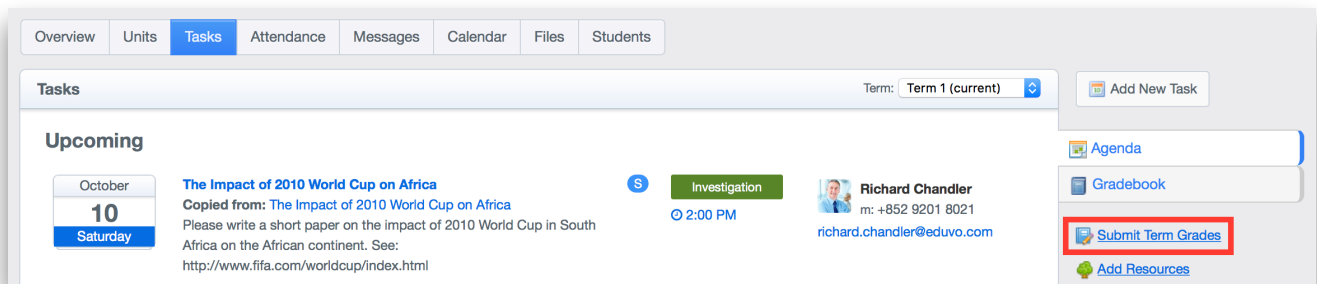
The bottom screenshot shows the 'Add New Rubric' form. The left sidebar has a red box around 'Rubrics & Options'. The main content area has a blue header 'Add New Rubric'. Below this, there is a 'Title' field, a 'Type' dropdown (set to 'Criteria'), and a 'Related Subject' dropdown (set to 'All Subjects'). Below these are 'Options' for 'Value' and 'Descriptor'. A table lists four options: 'EE' (Exceed Expectation), 'ME' (Meets Expectations), 'BE' (Below Expectations), and 'C' (Concerning). Each option has a 'Delete' button. At the bottom, there is an 'Add Option' button and a red box around the 'Create Rubric' button, with a 'Cancel' button next to it.

Enable ATL assessment by clicking on the the checkbox. We build in the ATLs.

You can edit the criteria and descriptors by hovering over the title and clicking Edit.

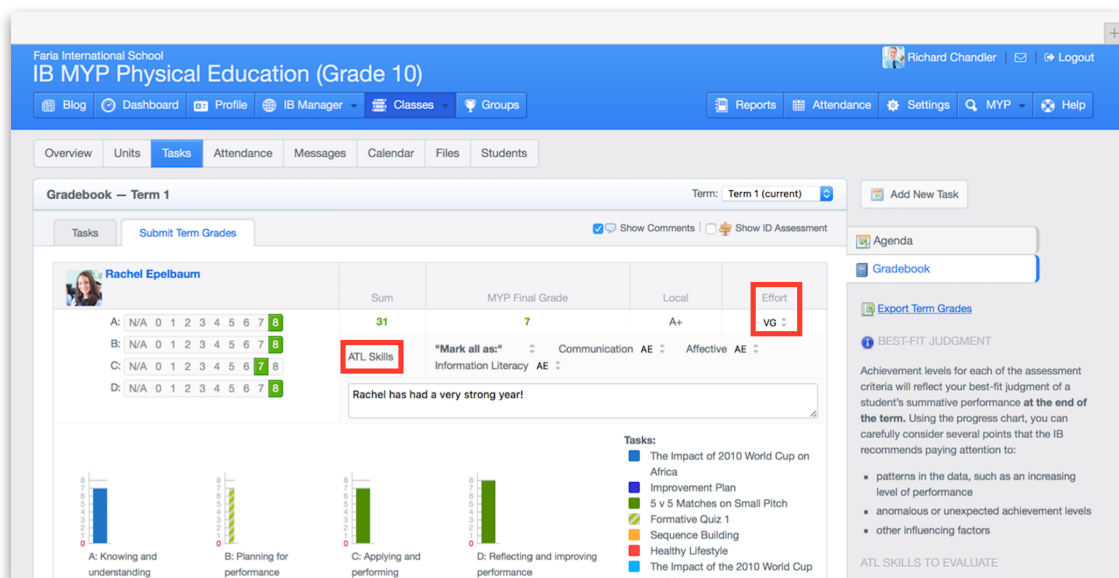
To add a new form of assessment, click Add Rubric. You can specify if this will apply to All Subjects or individual subjects, and set your criteria.

## Step 3: Teacher Gradebooks



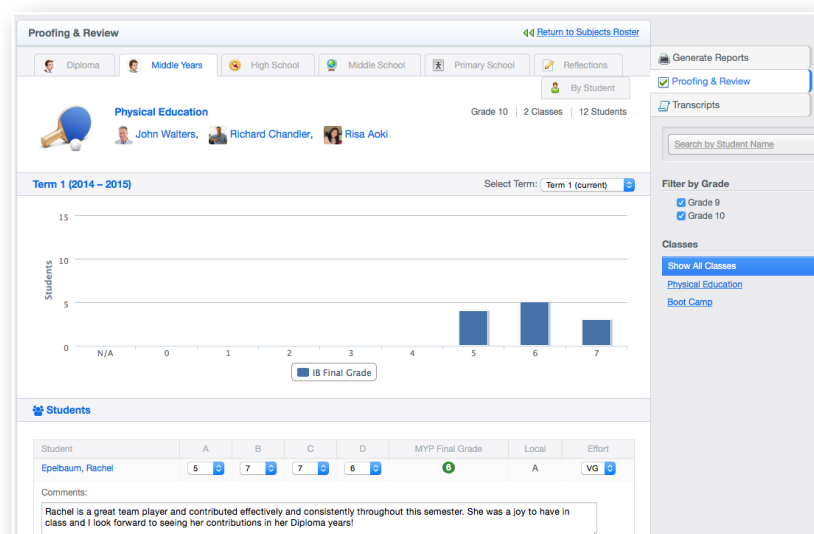
Under the Tasks tab of a class, teachers can Submit Term Grades.

Here the teacher can set achievement levels, final IB grade, and term comments. Note the ATLs are available as well as the newly created Effort grade.



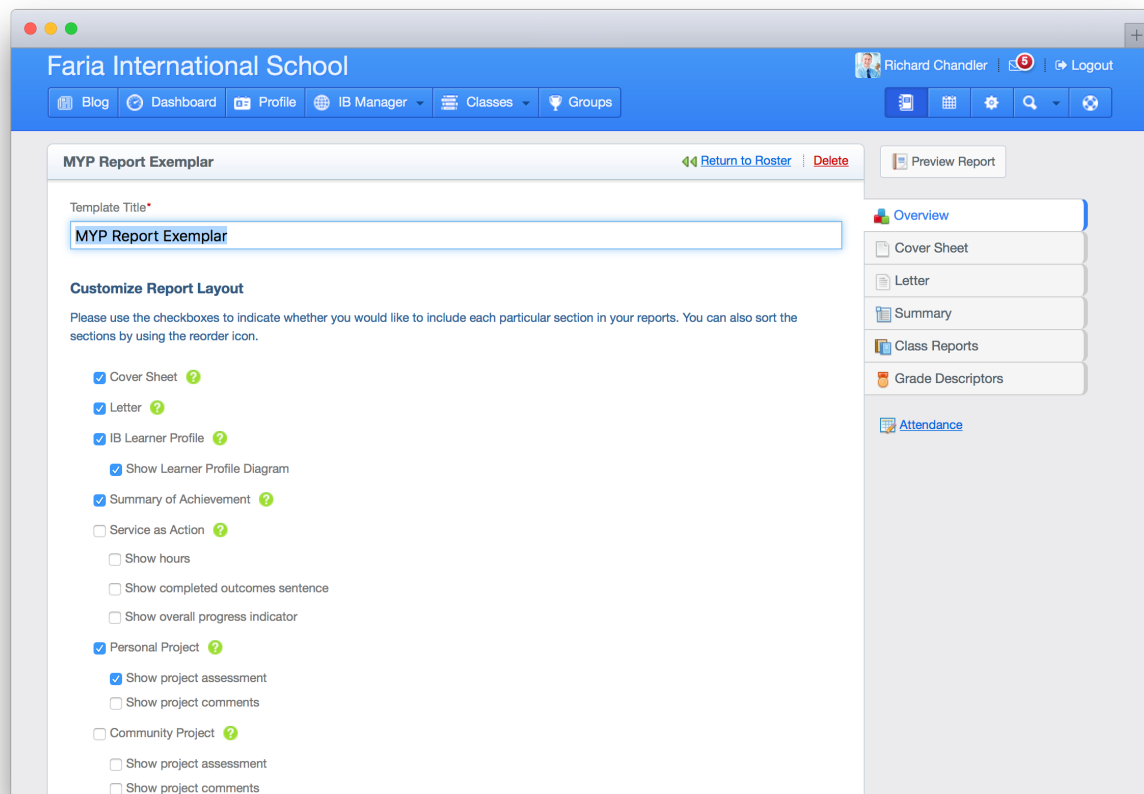
Under Reports > Proofing & Review, you can view programmes and subjects to see which teachers have submitted their term grades.

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



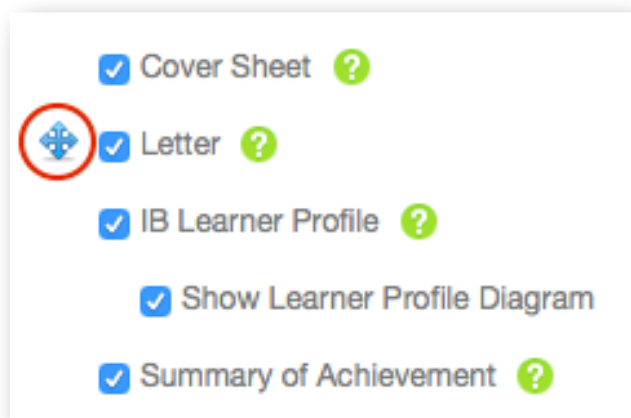
## Step 4: Customize Templates

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.

**MYP Report Exemplar** [Return to Roster](#) [Delete](#) [Preview Report](#)

**Letter**

Dear Parents,

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

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

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

Kind regards,  
John Walden  
Principal

The letter is: ☒ Textile or ☐ HTML

[Preview](#) [Save Changes](#) [Next](#) or [Cancel](#)

**Overview**  
Cover Sheet  
**Letter**  
Summary  
Class Reports  
Grade Descriptors  
Attendance

Customize 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.

**Faria International School** [Blog](#) [Dashboard](#) [Profile](#) [IB Manager](#) [Classes](#) [Groups](#) [Users](#) [Settings](#) [MYP](#) [Help](#)

[General](#) [Diploma](#) [Middle Years](#) [Primary Years](#) [Non-IB](#) **[Reports](#)** [Guides](#) [Attendance](#) [Integrations](#)

**MYP Report Exemplar** [Return to Roster](#) [Delete](#) [Preview Report](#)

Summary Section Title:

**Customize Summary Layout**

Please select the key fields to include:

- ☒ MYP Assessment
  - ☒ Achievement Levels
  - ☒ Final Grade
  - ☐ Non-IB Final Grade
- ☒ Local Grade
- ☒ Options & Rubrics [Edit](#)
- ☐ Effort
- ☐ AVG of  Label:  [Suffix](#)
- ☐ SUM of  Label:  [Suffix](#)
- ☐ Class Description
- ☒ Teacher Comments
- ☒ ATL Evaluation

**Options**

- ☒ Advisor Comments

Signatures:

- ☒ Advisor
- ☐ Signer One

**Overview**  
Cover Sheet  
Letter  
**Summary**  
Class Reports  
Grade Descriptors  
Attendance

The Class Reports option will add one page for each class. If you include achievement levels and grade descriptors, we will automatically include personalized grade descriptors.

**MYP Report Exemplar** [Return to Roster](#) [Delete](#) [Preview Report](#)

Class Reports Title:

**Customize Class Reports Layout**

Please select the key fields to include:

- ☐ Description
- ☐ Units Covered
  - ☐ Show Unit Start Date
- ☒ MYP Assessment
  - ☒ Achievement Levels
    - ☒ Show Criterion Descriptors
    - ☐ Use Preferred Name for Criterion Descriptors
  - ☒ Final Grade
  - ☐ Non-IB Final Grade
  - ☒ Grade Boundaries
- ☒ Local Grade
- ☐ Rubrics & Options [Edit](#)
  - ☐ Stack rubrics vertically (one rubric per line)

**Overview**  
Cover Sheet  
Letter  
Summary  
**Class Reports**  
Grade Descriptors  
Attendance

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.

## 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.

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 email. Preview reports via the two blue buttons, and when you are satisfied, click the green Generate Reports button.

**Generate Reports**

Please confirm your report term, template and years:

- 1 Select Term
- 2 Select Template  [Edit template](#)
- 3 Select years ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10

Include non-IB term grades:

☐ High School

☐ Middle School

**Report Preferences**

Report Title

Preparation Date:

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

☐ Homeroom

**Confirmation**

Your **Sample MYP Report** will be generated for **Term 1, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10** in the **2015 - 2016 Academic Year** using the **MYP 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.

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

Report Title	Academic Term	Date Generated	Type	Download	Delete?
<a href="#">Sample MYP Report</a> 16 Students from <b>Grade 6, Grade 7, Grade 8, Grade 9, Grade 10</b>	(August 2015 - June 2016) Term 2	Oct 17, 2015 at 10:58 PM by Richard Chandler	<input checked="" type="radio"/> Final <input type="radio"/> Interim	<a href="#">Download</a>	<a href="#">Delete?</a>

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

**Rachel Epelbaum**  
IB MYP Class of 2018 (Grade 10)

First Name: Rachel  
Last Name: Epelbaum  
Preferred Name: -

Date of Birth: January 12, 2000  
Gender: Female

E-mail: [rachel.epelbaum@eduvo.com](mailto:rachel.epelbaum@eduvo.com)  
Student ID: 10011

[Academics](#) [Timetables](#) [Portfolio](#) [Reflections](#) [Reports](#)

**2015 - 2016 Academic Year**

[Sample\\_MYP\\_Report.pdf](#)  
Generated: October 17, 2015



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