



ManageBac

Reporting in the Diploma Programme
IB Asia-Pacific



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Taiwan

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

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

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

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

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

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

- **Beijing City International School**
- **International School Ho Chi Minh City**
- **Mercedes College**

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

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

We are looking forward to working with you this year!

Best regards,

A handwritten signature in black ink that reads 'R. Venus Lai'.

R. Venus Lai
Regional Director
Asia-Pacific

rvenus@managebac.com
+852 8175 8152

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



Student Name: Chloe Epelbaum

Grade: Grade 12

Homeroom Advisor: Richard Chandler

Dear Parents,

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

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

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

Kind regards,
John Walden
Head of School

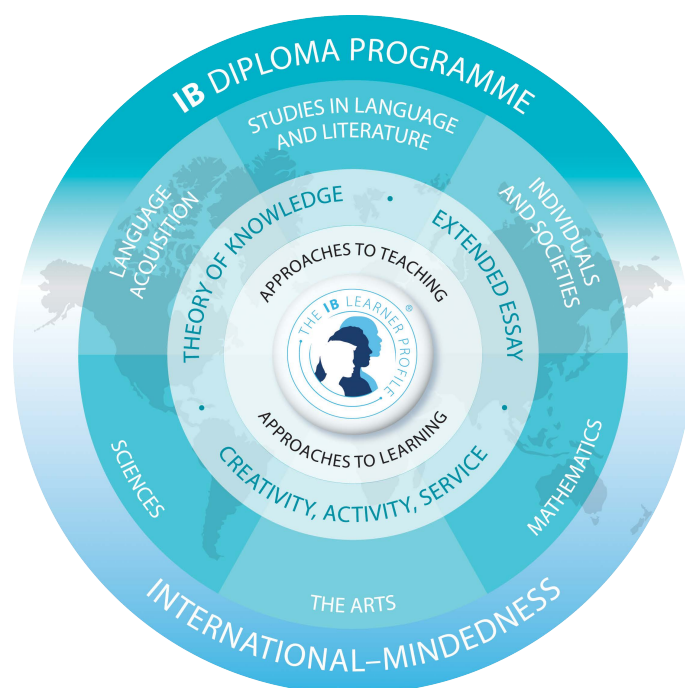
Attendance

Absent	Present	Late
2	85	4

John Walden
Head of School

Sharon Arese
DP Coordinator

IB Learner Profile



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

Summary of Achievement

Term 1

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

IB Diploma Core



CAS:

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

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

Comments: Great Job Chloe

Key Activities:

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



Extended Essay

Supervisor: *James Hendrick*

English: Business organization and Environment



ToK Paper

Teacher: *Richard Chandler*

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

Grade Descriptors

Grade Descriptor

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

Participation

Grade Descriptor

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

Beijing City International School

 **ManageBac** school since 2012

Introduction

Beijing City International School (BCIS) is a not-for-profit, independent, co-educational day school offering an international curriculum for Nursery to Grade 12 students.

The school occupies a first-class, purpose-built facility in Beijing's central business district. BCIS students come from more than 50 different countries and regions of the world. The school is authorized to teach the IB Diploma, Middle Years and Primary Years Programmes.

The BCIS' mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.

Contact Information

Allen Lambert
Director of Technology
allen.lambert@bcis.cn

Beijing City International School
Diploma Programme Semester 2 2016-2017

Prepared: June 9, 2017

Student Name: Mackenzie

Student ID: 563467528

Date of Birth: September 17, 2001

Grade: Grade 11

Advisor: Ruby

Dear Parent,

The BCIS mission is to educate and empower students to be compassionate and inspired people, who act for the good of all and the sustainable development of the world.

BCIS students in Grades 11 and 12 follow the pre-university IB Diploma Programme (IBDP) of the International Baccalaureate. Students in Grades 11 and 12 study a Language A (Korean, English or Chinese), a Language B (English, Mandarin or Spanish), a Humanities (Business & Management, History or Psychology), a Science (Physics, Chemistry, Biology or Design Technology), a Mathematics (Higher, Standard or Studies) and an Arts subject (Music, Visual Arts or Theatre) – or an appropriate combination of these, according to the needs and interests of the student.

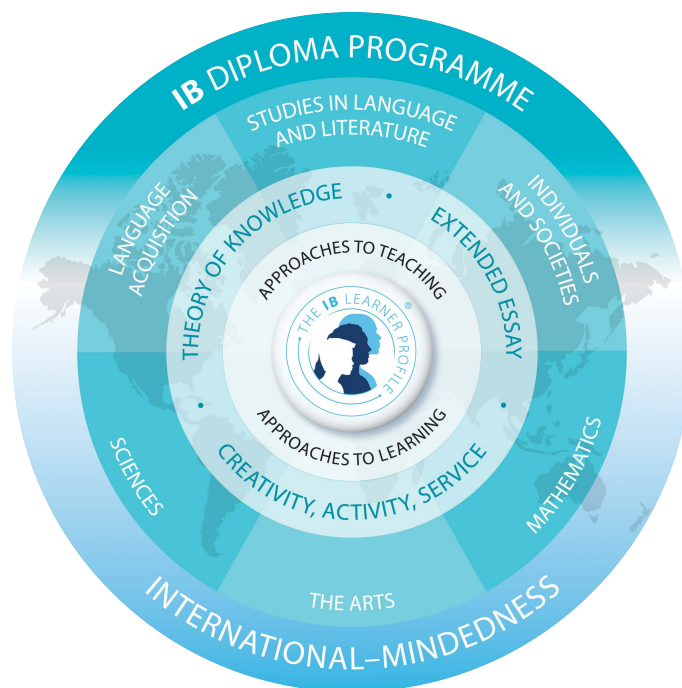
In addition, all students undertake extracurricular activities for the Creativity, Action and Service (CAS) component of the IB Diploma. Full IB Diploma students are also required to take Theory of Knowledge and complete an Extended Essay.

The semester reports provide a summary of your son / daughter's current achievement across all subjects, including Theory of Knowledge. In addition to the report, teachers also provide information about criteria and mark schemes, and give ongoing feedback on assignments. The report should be read alongside the subject criteria and completed assignments, so that you have a full understanding of the value of a numerical grade.

We encourage you to read this report carefully with your son / daughter. We invite you to celebrate her/his successes, plan strategies for improvement and to set new learning challenges. Please communicate directly with your son / daughter's teachers if you have any questions. You can access ongoing information about your son / daughter's achievement using ManageBac at bcis.managebac.com. If you need further assistance with accessing ManageBac accounts, please contact the Secondary School Office.

Bryce
Secondary School Principal

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
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Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers (Courageous)	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

Semester 2

Subject	Final Grade	Meets Deadlines
Chinese A Language and Literature SL Anchi <p>在这个学期G11Chinese A Language and Literature 课程重点学习了“文学—文本与环境”这一单元，总结性评估为论文写作，学生用到学过的两部文学作品完成一篇论文。同学在这个单元的学习中表现出了很强的学习主动性和学科热情，严格要求自己完成每次的练笔任务，并能在课下主动跟老师沟通，查漏补缺，在审题和思路方面，有很显著的提高；自身较为扎实的文学底蕴和文字功底，也极大地帮助了论文写作的篇幅和发挥。希望学生再接再厉，可以更多拓展思路，在回应题目前提下不妨在文中体现富有个人风格的思考。</p>	6	A
English B HL Jayne <p>Mackenzie has made good progress this semester in her writing and speaking but still needs to be more confident in expressing her opinions and participating in class discussions. Her oral presentations have been of a good standard. She needs to continue to build her language skills, both vocabulary and syntax, while developing her 'voice'. Her work is thoughtful and neatly presented. Careful planning is essential to ensure that her work is logical, well structured and completely addressing the task. She is encouraged to continue to use the assessment criteria and writing guide when planning her answers to ensure that she completes all requirements of her assignments. By focusing on audience and purpose, she will be able to develop and use the most appropriate register for the task. Over the break she should read widely and seek advice to ensure that her reading material is appropriately challenging.</p>	6	U
Business & Management SL Shirley <p>Mackenzie has had a very solid second semester. She is a strong writer who completes her work to a very high standard. In her end of semester assessment, Mackenzie used proper structure that demonstrated a clear understanding of command terms as well as solid judgement and critical thinking skills. Her case papers were well organized and showed an ability to analyze diverse scenarios in the business environment. Mackenzie is able to examine situations objectively and show the balance required to make decisions. She assisted her peers in the Accounts and Finance unit by demonstrating the payback period and accounting rate of return calculations. I encourage her to continue to participate in class discussions as both she and her classmates can benefit from her contributions. Over the summer months, she should work on her written commentary for the Internal Assessment. Congratulations on a strong semester Mackenzie.</p>	7	U
Physics HL Shauna, Kendrick <p>Mackenzie has had a successful semester as she has gained more confidence by becoming more active in class and sharing her ideas. Mackenzie improved her time-management skills and has worked hard to solve a lot of past paper questions for revision. To maintain good results, Mackenzie needs to practice IB questions and review notes frequently. To improve lab reports, she should read some IB sample lab reports released by the IBO to familiarize herself with the criteria and standards. A deep understanding of the concepts is needed to write a lab report, which should be achieved by diverse reading of the related concepts in textbooks or online. It has been great working with her and I look forward to continuing to work with her again next semester.</p>	7	A
Chemistry SL Tyrell, Yvonne <p>Mackenzie has been a dedicated student in Chemistry over this year. She places a large amount of time and effort into her studies and her grades reflect her ability. Although Mackenzie has done well this year, she has not always been attentive in class. Mackenzie does a lot of work outside of class, but not always the work expected of her in class. This is not allowing Mackenzie to gain feedback about her learning or ensuring that she learns the analytical skills she may need in the final DP exams. The lack of feedback has limited her progress in her practical work, where she has not developed her skills. I hope she could complete the work expected of her so that she can gain more valuable feedback and gain more from her learning experiences. I would like to wish Mackenzie all the best in the year to come.</p>	7	U

Subject	Final Grade	Meets Deadlines
Mathematics HL Hiro Mackenzie has made excellent progress during the semester. She scored well in all tests and the semester examination, hence this grade. She has a solid background in Mathematics which she demonstrates regularly in class discussions. She is very quick to grasp new ideas and will always ask questions if she is unsure of what to do. She enjoys challenges and will persevere with a problem until it is solved or she has found out how to solve it. Mackenzie should continue taking good notes in class and ensure she thoroughly reviews them throughout the course. I would like to encourage her to continue being enthusiastic about the subject throughout the two year period. Mackenzie should also continue to seek help whenever she needs it, as this ensures consistency in the acquisition of the concepts and skills in the subject. I also encourage Mackenzie to continue planning and working on her Mathematics Exploration project during the summer holidays as this constitutes 20% of her final grade.	7	A
Theory of Knowledge Liz, Borisa Mackenzie has made obvious progress throughout this semester. She has made great effort in attending class and handing in homework within the deadline. She showed more willingness in participating in both individual and group projects and took initiative in seeking more feedback from the teacher. Her TOK essay practice on "Numbers are beautiful" managed to link to such different areas of knowledge as Science, Maths and History, supported by some real life examples. However, links to ways of knowing as well as counterclaims are encouraged to be specified more in the essay. While Mackenzie was away on the day we attended the Theory of Knowledge workshop experience in May, there are resources collected electronically for all the schools to share. She is encouraged to take part in the on-line forum established on the day for the students from all the schools to share and learn from. Improvement in English writing is also necessary for greater success. I look forward to seeing greater progress in her next academic year.	C	U
HS Classes		
Subject		
11FC Ruby, Liz, Alper		

IB Diploma Core



CAS:

Key Activities:

8 of 8 learning outcomes planned with 0 out of 8 outcomes completed.

maths competition at HISB, banana art exhibition , climbing the Dashu mountain , roots and shoots, cross-stitch , playing violin , tutoring maths and english, creating campaign for world water day , ECW week



Extended Essay

Supervisor: Anchi

Chinese: Zhang Ailing's attitude towards love 张爱玲的爱情观

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

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

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

The criteria may be modified to suit the work the student is working with throughout the semester. However, for the final assessment in Grade 12, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

IB Diploma Core

The IB Diploma Core includes CAS, TOK and Extended Essay. Grade 11 student reports will show the types of CAS activities the student has participated in from the beginning of the IB Diploma. Students will continue to engage in Creativity, Action and Service throughout the Diploma Programme. Grade 11 reports will also indicate if a student has submitted an EE topic and this is usually finalized in the first semester of the IB Diploma. Students will receive a TOK written report from the TOK teacher and a summary of achievement.

Grade 12 student reports will indicate the number of CAS learning outcomes the student has completed. Grade 12 reports will also indicate if a student has submitted their EE essay. Students will receive a TOK written report from the TOK teacher and a summary of achievement.

Final assessment

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

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

Grade Descriptors

Grade Descriptor

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

Grade Descriptor

- | | |
|-----|---|
| 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. |
-

Meets Deadlines

Grade Descriptor

- | | |
|---|---------|
| A | Always |
| U | Usually |
| R | Rarely |
| N | Never |
-

International School Ho Chi Minh City

 **ManageBac** school since 2011

Introduction

International School Ho Chi Minh City (ISHCMC) in Vietnam educates students to construct an understanding of knowledge and of their world through carefully developed learning and social skills.

As an IB World School, ISHCMC constructs a Culture of Achievement in an environment where students are energized, engaged and empowered to become active participants in their communities.

Contact Information

David Hunt
Technology Director
TechDirector@ishcmc.edu.vn



International School Ho Chi Minh City

Evaluation of Learning

Semester 1 2016-2017

Prepared: January 20, 2017

Student Name: Leanna

Grade: Grade 11

Homeroom Advisor: Paco

Dear Parents,

Please find below the Evaluation of Learning for Semester One. We have provided below an explanation of the document in order to widen your understanding of its content and purpose.

Students receive an overall grade for their academic work this Semester in each subject area.

Students also receive an engagement grade which is based on their work habits within each subject.

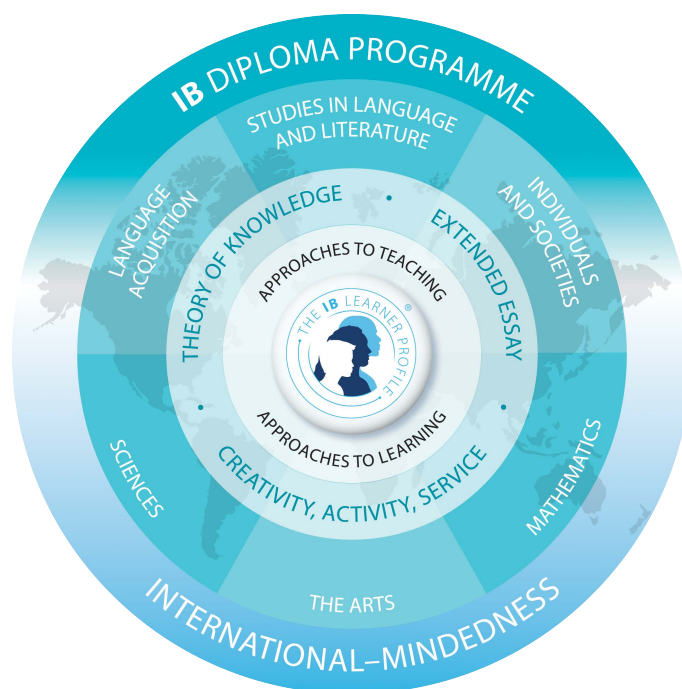
At the end of the Evaluation of Learning, you will find an explanation of the abbreviations used within and a copy of the effort grading rubric.

I thank you for all your support in this process.

Yours sincerely

Michael Roberts
Secondary Principal

IB Learner Profile



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Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers (Courageous)	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Evaluation of Learning

First Semester 2016-2017

Subject	Final Grade	Engagement Grade
English B HL	6	EE
Attendance: 0 Absent 49 Present 0 Late		
Business & Management SL	6	ME
Attendance: 0 Absent 34 Present 0 Late		
Physics	6	EE
Attendance: 0 Absent 52 Present 0 Late		
Mathematics HL	6	EE
Attendance: 0 Absent 50 Present 0 Late		
Visual Arts SL	6	EE
Attendance: 0 Absent 32 Present 0 Late		
Theory of Knowledge	A	EE
Attendance: 0 Absent 26 Present 0 Late		

Attendance

Absent	Present	Late	Excused
1	84	0	0

Paco
Homeroom Advisor

IB Diploma Core



CAS:

Key Activities:

8 of 8 learning outcomes planned with 0 out of 8 outcomes completed.

Muralism, Saigon Sport Academy Basketball, Celebration of Culture



ToK Paper

No prescribed title has been selected.

Grade Descriptors

Grade Descriptor

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

CAS Progress

Grade Descriptor

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

Engagement Grade

Grade Descriptor

EE	Exceeding Expectations - shows active and positive interest in learning → Actively and willingly volunteers ideas and insights → Offers thoughtful and well-considered questions and answers → Always has a positive and enthusiastic attitude → Care is taken to produce the student's highest quality work → Extra effort in presentation is obvious → Always brings correct materials to class → Always ready to begin work at the start of class → Always asks for help when necessary → Always catches up work after absence → Always uses class time effectively → Critical reflection on own achievements → Sets appropriate goals and takes action towards achieving them. → Always focused and on-task → Always meets deadlines → Homework is always submitted on the due date → Answers are extremely detailed and thorough
ME	Meeting Expectations - shows positive interest in learning → Often volunteers ideas and insights → Usually offers thoughtful and appropriate questions and answers → Participates in discussions willingly → Usually has a positive attitude → Care is taken to produce quality work → Some extra effort in presentation is noticeable → Usually brings correct materials to class → Usually ready to begin work at the start of class → Usually asks for help when necessary → Usually catches up on work after absence → Usually uses class time effectively → Good reflection on own achievements → Sets appropriate goals and takes some action towards achieving them. → Usually well focused and on-task → Usually meets deadlines → Usually submits homework on the due date → Answers are usually detailed and thorough
BE	Beginning to meet Expectations - sometimes concerned about learning → Sometimes gives ideas and insights, but generally only when directly asked → Sometimes offers questions and answers → Sometimes participates in discussions → Attitude fluctuates → Some pride is apparent in the work → Work is sometimes untidy and careless → Sometimes brings correct materials to class → Sometimes ready to begin work at the start of class → Sometimes asks for help when it is needed → Sometimes catches up on work after absence → Often uses class time ineffectively → Satisfactory reflection on own achievements → Usually sets appropriate goals but may need encouragement to take action towards achieving them → Sometimes distracted and needs to be refocused → Sometimes meets deadlines → Sometimes submits homework on the due date → Answers are sometimes detailed and thorough
NYM	Not Yet Meeting Expectations - shows little interest in learning → Only gives ideas and insights when directly called upon → Rarely offers questions or answers → Comments are frequently irrelevant or inappropriate → Very little / no participation in discussions → Negative attitude → Very little / no pride is apparent in the work → Presentation is often untidy and careless → Rarely brings correct materials to class → Rarely ready to begin work at the start of class → Rarely asks for help → Rarely catches up work after absence → Regularly uses class time ineffectively → Difficulty in reflecting on their achievements and in setting and taking action to achieve goals. → Often distracted and needs to be refocused → Rarely meets deadlines → Rarely submits homework on the due date → Answers are rarely detailed or thorough

Mercedes College

 **ManageBac** school since 2012

Introduction

Mercedes College was established in 1954 by the Sisters of Mercy and today offers contemporary quality learning facilities with wide open spaces and beautiful gardens.

As an internationally focussed, coeducational school in the Mercy tradition, Mercedes College aspires to develop global citizens, committed to living with responsibility, integrity, compassion, loyalty, mutual respect and dedicated to justice, whose passion is to make a positive difference in the world.

Contact Information

Adrian Chiarolli

Diploma Coordinator

achiarolli@mercedes.catholic.edu.au



MERCEDES COLLEGE

Mercedes College Year 11 Report Term 3

Prepared: September 22, 2017

Student Name: Gina

Grade: Year 11

Home Group Teacher: Larry

Reporting at Mercedes College reflects our commitment to accountability and our support for the partnership between teachers, students and parents in learning together.

Reporting consists of a number of components:

- Formal reporting with printed Reports sent home to parents
- Learning Reviews among staff, student and parents
- Other informal opportunities such as feedback on assessment tasks.

It is important that the components of reporting should be viewed as parts of a journey, rather than considered on their own out of this context. The type and timing of each component is centred on guiding students in taking responsibility for their learning.

This Interim Report includes a written statement by subject teachers of the students' approach to learning (ATL).

This can be evidenced by factors such as:

- Preparation for lessons
- Efficient and effective use of time
- Care and attention given to learning activities
- Personal involvement in lessons
- Ability to work independently and in groups
- Critical use of information.

A progress grade for each Year 11 subject is also provided. IB Diploma subjects are graded on a scale of 1 to 7 (7 being the highest) while SACE subjects are graded from E- to A+.

Home Group tutors also provide a written comment reflecting the student's overall application and participation as a member of the home group.

Mr Adrian Chiarolli

Director of Curriculum and Learning
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CRICOS CODE
00365D

Assessment Explanation

Assessment in the South Australian Certificate of Education (SACE)

Assessment of student work in the SACE is underpinned by the use of performance standards. Teachers use the performance standards to decide how well a student has demonstrated his or her learning across a number of assessment types and tasks comprising the school assessment component.

The weighting of the grades for the school assessment component is 70% and the weighting of the grade for the external assessment component is 30%.

Grading in SACE is based on an E- to A+ scale.

Assessment in the International Baccalaureate (IB) Diploma

IB Diploma assessment is criterion referenced. Student work is assessed as direct evidence of achievement against stated goals of the Diploma Programme courses. Performance criteria are clearly set out for each assessment task in each subject, and the extent to which these criteria are met determines the grade awarded to each candidate. Student results are therefore determined by performance against set standards, not by each student's position in the overall rank order.

The grades awarded for each subject course range from 1 (lowest) to 7 (highest).

General Grade descriptors for the IB Diploma are displayed below.

Theory of Knowledge and the Extended Essay are graded E to A based on band descriptors determined by achievements in assessment components. Assessments are not undertaken until Year 12 and therefore grading is not applicable in Year 11.

IB Diploma Grade Descriptors

Grade Descriptor

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

Summary of Achievement

Term 3

Subject	Progress Grade
English A: Literature Terry	6
Gina has continued her diligent approach to her English Studies this semester. She demonstrates a solid understanding of the texts we study in class and is able to appreciate the stylistic decisions made by authors. Gina is confident in her abilities to use textual references and comment on the literary features incorporated in novels and poems. She is able to organise her ideas into a coherent, logical response and is familiarising herself with appropriate critical terminology. It would be beneficial for Gina to begin her preparation for next year by undertaking an initial reading of the set texts.	
French B Anticipated SL Jean	6
Gina has continued to impress me this term with her dedication and diligence. Her academic rigour and hard work have proved an outstanding combination. Her results have been exemplary in all areas. She shows enthusiasm and a willingness to take on board all advice given. Her practice examination was outstanding and if she continues to work hard she could achieve an excellent result in her final examination. I would like to congratulate Gina on all of her efforts in this subject over the past two years. Gina has been a joy to teach and I wish her every success for her future endeavours.	
Economics Francis	6
Gina has continued to achieve to a high standard in her studies in Economics this term. She has sought advice on completing all set tasks and consequently has been able to meet the stated criteria successfully. Gina has developed her abilities in essay writing over the course of the term also and this is a skill that will be important in her examinations. I encourage Gina to maintain her efforts in the upcoming term and to consolidate her knowledge of the topics studied thus far.	
Physics Daniela	7
Gina has demonstrated a reasonably high level of understanding of the concepts covered in Physics at this level. She has produced some quality practical reports which have helped strengthen her overall grade. Gina could ask more questions but is progressing well at this stage.	
Chemistry Nicola	7
Gina has been a consistently engaged and insightful member of the class with the willingness to ask questions and challenge herself to make progress. Gina has demonstrated through her test and assignment results that she has a thorough understanding of the core concepts covered thus far. Her answers to test questions have been erudite and concise. Gina has approached practical work in a mature manner and has refined her ability to address the internal assessment criteria to a high standard. She is well prepared for her Term 4 examination and next year's higher level material.	
Mathematics HL Quinn	6
Gina is a dedicated, organised and talented student who consistently achieves excellent results. She is a delight to teach. I encourage Gina to continue her diligent approach for the remainder of the Higher Level Mathematics course.	

HS Classes

Subject	Progress Grade
Religious Education Desiree	A
Gina has been a delight to have in the class because she is so motivated, attentive and diligent in all aspects of her Religious Education studies. Her Term 2 essay, which analysed forces of good and evil in the film, 'Karol - A Man Who Became Pope', was exceedingly well written and capably supported with substantial evidence from the visual text. Gina's oral presentation on the bioethical issue of the death penalty, was outstanding in terms of the depth of her research and her consideration of many religious viewpoints, combined with excellent graphics and statistics. Gina's result is well deserved and she should be justly proud of her efforts.	

Home Group Teacher Comments

Gina is an absolute pleasure to have as part of our Tutor Group. She is always punctual to Tutor Group and is well-groomed. She has been consistently reliable in following through on Tutor Group duties and her contributions in class have been highly valued. As Gina is self-motivated and conscientious, her academic achievements are thoroughly deserved and are a direct result of her dedicated application and fantastic attitude towards all subjects across the curriculum. I look forward to seeing another successful term with Gina's achievement in Term 4.

Monica
Head of Senior School

Larry
Home Group Teacher

QuickStart Guide: DP Reports

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

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

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

Diploma Programme: Reports

Introduction to ManageBac Report Cards

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

Click **Reports** to begin.

Templates

Create different report templates based on year levels or terms.

Selections

Specify the academic term, template, and year levels.

Excel Export

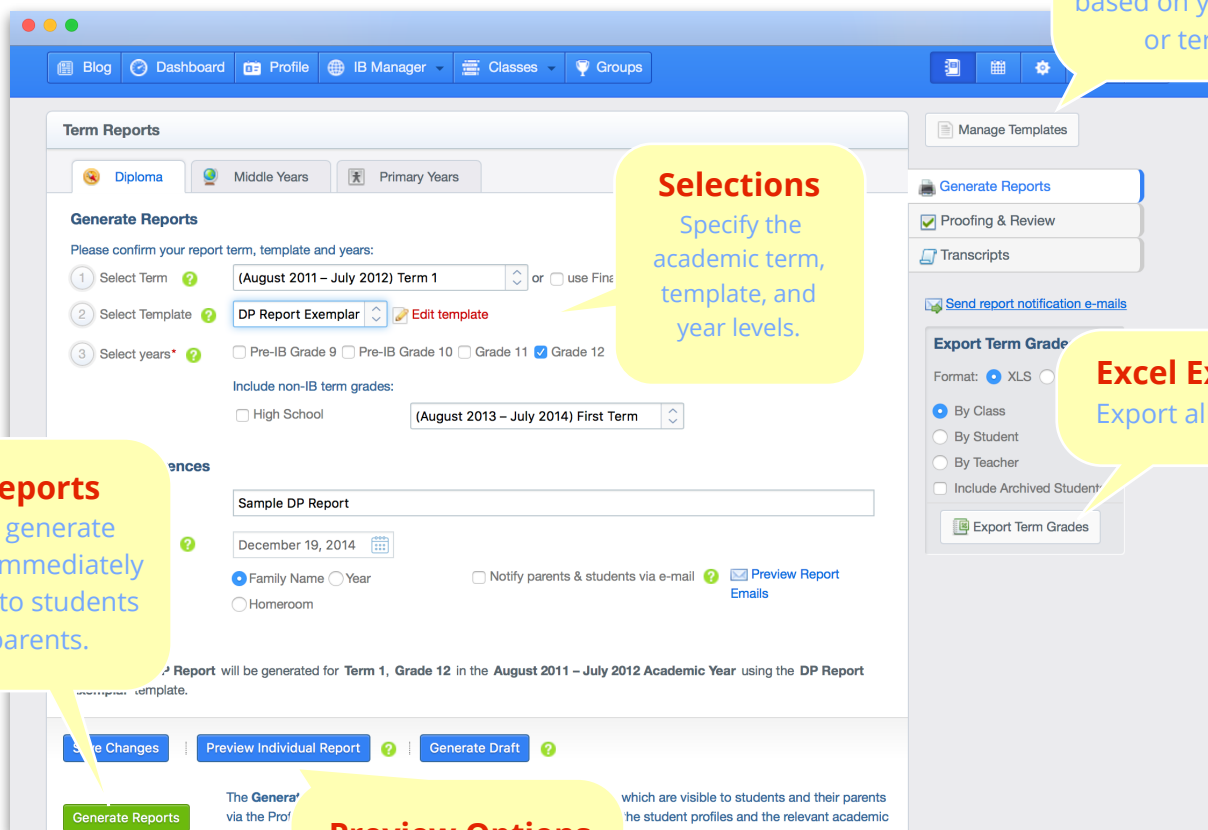
Export all grades.

Final Reports

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

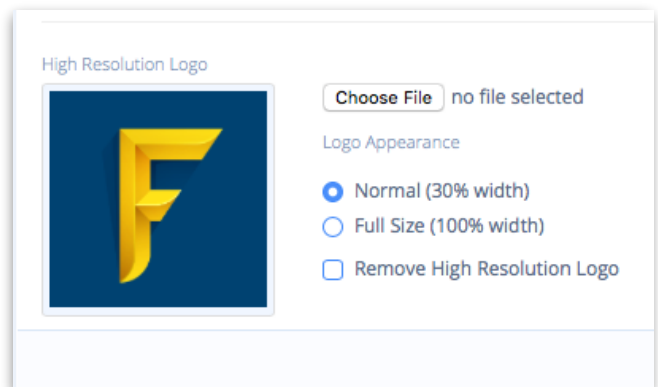
Preview Options

Generate individual or full-scale drafts.



Step 1: Logo

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



Step 2: Rubrics and Options

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

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

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

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

The image shows a screenshot of the 'Rubrics & Options' configuration page in the ManageBac system, with a modal window open for adding a new rubric.

Main Page: Rubrics & Options

Settings > Academic Programmes & Curriculum > Diploma

Configuring Rubrics & Options

These rubrics and options will appear on all term gradebooks. Teachers will be able to complete these alongside their regular academic marks and comments. Please note that these will apply to all terms.

Common rubrics & options include:

- Effort grades
- Participation

Enable evaluation of:

☒ CAS ☒ Extended Essay

Top Align

☐ All Subjects ☒ Subject-specific Rubrics

Rubrics

CAS EE All Subjects

Participation **Criteria**

Add Rubric

Modal: Add New Rubric

Settings > Academic Programmes & Curriculum > Diploma

Add New Rubric

Title *
CAS Progress

Type:
☒ Criteria ☐ Custom Field ☐ Formula

Options
Related Subject:
All Subjects

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

Add Option **Create Rubric** or **Cancel**

Step 3: Teacher Gradebooks

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

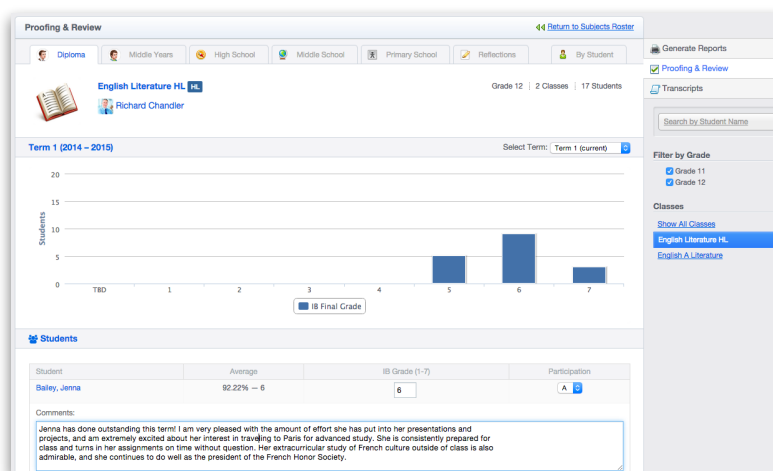
The screenshot displays the ManageBac interface for a teacher. The top navigation bar includes links for Blog, Dashboard, Profile, IB Manager, Classes, Groups, Reports, Attendance, Settings, DP, and Help. The main content area is divided into tabs: Overview, Units, Assignments, Orals, Attendance, Messages,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

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

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

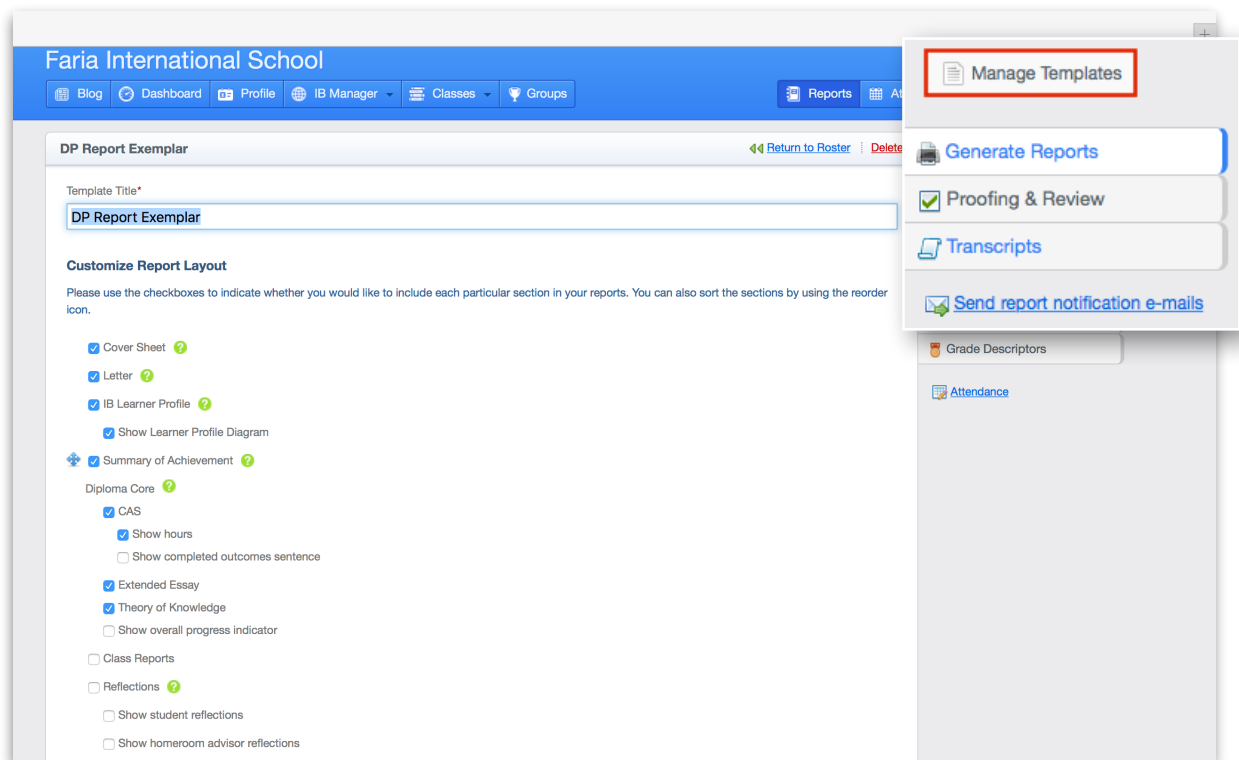
Under **Settings > Reports > Proofing & Review**, you can view programmes and subjects to see which teachers have submitted their term grades.

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



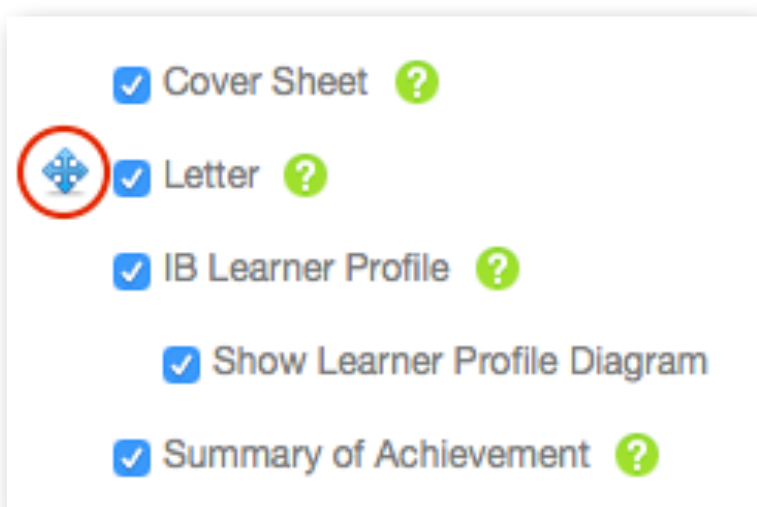
Step 4: Customise Templates

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



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

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



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

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

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

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

Step 5: Preview and Generate Reports

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

Generate Reports

Please confirm your report term, template and years:

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

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

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

Include non-IB term grades:
☒ High School

Report Preferences

Report Title ? Sample DP Report

Preparation Date: ? December 31, 2016

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

Confirmation

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

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

[Generate Reports](#)

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

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

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

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

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

Faria International School

Dashboard Profile IB Manager Classes Groups

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

Personal Information **Exam Registration Information**

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

Academics Timetables Portfolio Reflections **Reports**

2015 - 2016 Academic Year

Sample_DP_Report.pdf
Generated: October 17, 2015



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