



**ManageBac**

Reporting in the Middle Years Programme  
IB Asia-Pacific



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**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:

- **Beijing World Youth Academy**
- **École Mondiale World School**
- **ISS International School**
- **Utahloy International School Guangzhou**

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,

R. Venus Lai  
**Regional Director**  
Asia-Pacific

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

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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*

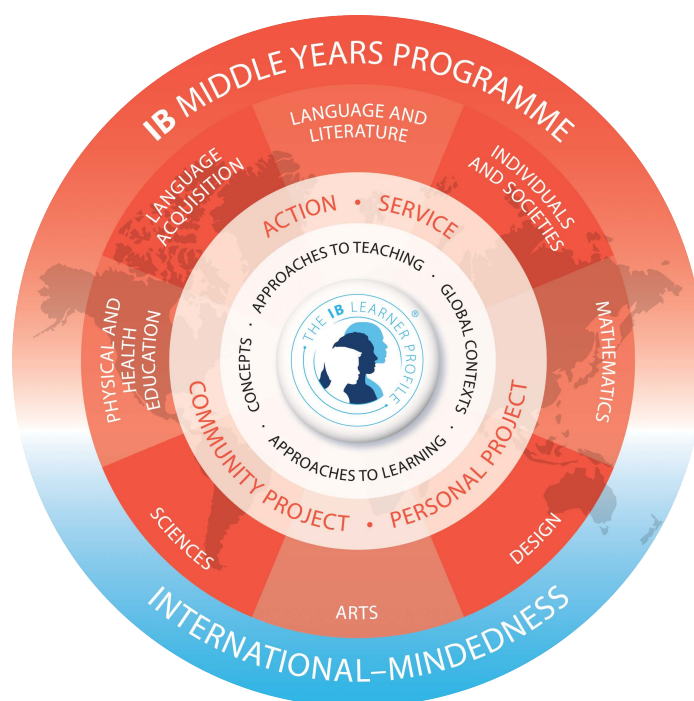
## Attendance

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

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### C: Communicating

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

6

8

### 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.

## Beijing World Youth Academy



ManageBac school since 2011

### Introduction

Beijing World Youth Academy (BWYA) is based in Beijing, China. The school offers both English and Chinese as the primary language of instruction.

The school started with a small core of IB Diploma students in 2001 and is now authorized to provide the International Primary Curriculum, IB Middle Years and IB Diploma Programmes.

BWYA values holistic education and seeks to give students ample opportunity to develop as globally-aware critical thinkers. The school's aim is to encourage students to apply what they learn in the classroom to real-world issues and problems, and to help them to develop into inquiring, knowledgeable and caring young people, active and compassionate lifelong learners.

### Contact Information

Contact Information

Juan Xia

MYP Coordinator

[xiajuan@ibwya.net](mailto:xiajuan@ibwya.net)





# Beijing World Youth Academy 2016-2017 MYP Term 1 Report Card

Prepared: November 21, 2016

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Student Name: Irene

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Grade: Grade 8

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Homeroom Advisor: Biao

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# Summary of Achievement

	Achievement Levels				Final Grade
<b>Language and literature: English</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Harry</b>	6	6	5	4	5
Irene has had a good first term in English 8 Language and Literature. She is very engaged in class and contributes often. Irene's work would be of a higher quality if she slowed down and took more care and time on it; sometimes she does things quite quickly and compromises the quality of what she is writing or saying. A proactive effort to use a wider variety of vocabulary would also benefit Irene. One other area that Irene could improve in is thinking about literature in a deeper way; at times she shows a bit of a superficial understand of texts.					
Attendance: 0 Absent 27 Present 1 Late 0 Dress Code 0 Dismissed 2 Health 1 Fieldtrip 1 Other					
<b>Language and literature: Chinese</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Su</b>	5	7	7	5	6
书面表达能力强，思路清晰，富有思想见地，想象力丰富，小组合作能力强。希望今后在口头表达方面加以注重，积极参与讨论。					
Attendance: 0 Absent 32 Present 0 Late 0 Dress Code 0 Dismissed 1 Health 0 Fieldtrip 0 Other					
<b>Individuals and societies: E8D Ind&amp;Soc</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Brett</b>	6	6	5	6	5
Irene is very active. She is inquisitive and outgoing. She is always volunteering answers and is excited in class. Her energy enlivens the class and encourages other students to also be more active.					
Attendance: 0 Absent 19 Present 0 Late 0 Dress Code 0 Dismissed 0 Health 1 Fieldtrip 1 Other					
<b>Sciences: E8D Sciences</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Gary</b>	6	5	4	7	5
Irene is a very capable Science student, although, at times, she struggled to maintain her focus on set tasks in class. Having said this her outgoing approach can help other students understanding of key ideas, via her questioning and desire to solve problems that she feels are important. Irene needs to balance this situation to help her overall development in science. There is also a need for a deeper understanding of command terms which are critical to her assessments in all MYP classes.					
Attendance: 0 Absent 33 Present 0 Late 0 Dress Code 0 Dismissed 0 Health 0 Fieldtrip 0 Other					
<b>Mathematics: E8D Maths</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Sandra</b>	5	4	5	4	4
Irene is making steady progress in her math studies. In order to improve more, after each math class she might ask herself the following questions: What did I learn about today? What don't I yet understand? What questions do I have now? What can I already do? What will I work on next?					
Attendance: 0 Absent 30 Present 0 Late 0 Dress Code 0 Dismissed 0 Health 1 Fieldtrip 1 Other					
<b>Arts: E8D Visual Arts</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Israel</b>	7	7	6	5	6
Irene has done some creative and successful work this term. She worked efficiently in class and completed all of her work. She has talent in illustration and painting. To improve she could spend more time during the brainstorming and sketching process and push herself to try new and different, creative ideas.					
Attendance: 0 Absent 32 Present 0 Late 0 Dress Code 0 Dismissed 1 Health 0 Fieldtrip 0 Other					
<b>Physical and health education: E8D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Andy, Boris, Jim</b>	7	6	6	7	6
Irene works hard to improve every aspect of her performance and has completed each unit tasks set this term. Overall she has shown great determination, diligence and consistency on her part. These behaviors are exactly what we are looking for in students. Areas of improvement for the future should focus on her technical abilities fitness and skills.					
Attendance: 0 Absent 31 Present 0 Late 0 Dress Code 0 Dismissed 0 Health 1 Fieldtrip 1 Other					

Achievement Levels					Final Grade
Design: E8D Product Design	A	B	C	D	
Fatima	4	5	6	4	5
Irene is a vibrant and outspoken member of PD class; sometimes a bit too outspoken. She is intelligent and should direct her energy into producing outstanding work by showing perseverance and a desire to constantly improve her work.					
Attendance: 0 Absent 18 Present 0 Late 0 Dress Code 0 Dismissed 1 Health 1 Fieldtrip 1 Other					

## Homeroom Advisor Comments

Irene is a critical thinker and communicator. She is also a polite and respectful student. She usually wears the school uniform properly. She has a good study habit and she uses the school planner properly. She has a perfect attendance record in Term 1. She is cooperative with her teammates. She participated in 1school 1 book 1 month and answered the daily quiz questions. She also participated in a massive, 168-student forensics tournament at the Western Academy of Beijing. Wonderful job!

## Attendance

Absent	Present	Late	Dress Code	Dismissed	Health	Fieldtrip	Other
0	52	1	0	0	1	0	0

Biao  
Homeroom Advisor

## École Mondiale World School



ManageBac school since 2011

### Introduction

École Mondiale World School was ranked the No. 1 international school in Mumbai by The Times of India in 2014.

The school is authorized to offer the IB Primary Years Programme, Middle Years Programme and Diploma Programme. It is also authorized to offer the International General Certificate for Secondary Education (IGCSE) from the University of Cambridge International Examinations Syndicate.

One of École Mondiale's prime purposes is to develop international mindedness, along with valuing local traditions and culture. The school aims to offer a dynamic environment where each student is challenged and supported to become a critical and compassionate thinker, dedicated learner for life, with respect and understanding for other cultures and acknowledging that others can be different and also right, and a contributing member of local and global community.

### Contact Information

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# Ecole Mondiale World School End Semester Report - Dec '2016

Prepared: December 18, 2016

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Student Name: Raul

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Grade: Grade 8

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Homeroom Advisor: Sanjay

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# Summary of Achievement

	Achievement Levels	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
Language and literature: English-TB(2014-2015) <b>Edith</b>	A B C D 2 4 4 4	A	O	O	O	O
Language acquisition: Spanish-RA(2014-2015) Phase 2 <b>Miguel</b>	A B C D 5 4 5 4	A	A	A	A	S
Individuals and societies: RT(2014-2015) <b>Amir</b>	A B C D 4 4 5 3	A	O	O	O	A
Sciences: RS(2014-2015) <b>Jennifer</b>	A B C D 4 3 2 4	A	A	O	O	O
Mathematics: RR(2014-2015) <b>Sanjay</b>	A B C D 4 4 4 6	A	A	O	A	A
Arts: Visual Arts-SS(2014-2015) <b>Elena</b>	A B C D 3 4 4 4	A	O	S	O	S
Arts: Music-JS(2014-15) <b>Nathaniel</b>	A B C D 6 5 5 5	A	A	O	O	O
Arts: Drama-MK(2014-15) <b>Polly</b>	A B C D 5 4 4 4	A	S	O	S	O
Physical and health education: PA(2014-2015) <b>George</b>	A B C D 5 5 5 2	A	O	A	A	A
Design: Digital Design-FM(2014-2015) <b>Hope</b>	A B C D 4 5 5 6	A	O	O	O	O
Design: Product Design-SB(2014-2015) <b>Sonia</b>	A B C D 5 2 4 2	A	S	A	A	A

## Attendance

Absent	Present	Late	Other
2	84	1	0

Sanjay  
Homeroom Advisor

# Reflections

Sanjay

## Homeroom Advisor

Raul is punctual for his homeroom classes. He is prompt to render support whenever required towards IT related matters. However, he needs to take little initiative to complete and present his work on time.

Creative & House Activities		Level of Participation			
Name of Activity	Excellent	Good	Satisfactory	Unsatisfactory	
3D Max (After Effects)		√			
Swimming		√			

# Class Reports

## Language and literature: English-TB(2016-2017)

Grade 8 — Edith

Students have been studying the unit 'Star Crossed Lovers' through reading of the class text 'Romeo and Juliet' by William Shakespeare. During this unit they have discussed the conventions of the Elizabethan tragedy. As a warm up task, they created poster presentations based on the famous tragedies of Shakespeare – 'Hamlet', 'Othello', 'King Lear' and 'Macbeth' in groups, exploring the conventions of Shakespearean tragedy discussed in class. Students had the opportunity to debate on the topics - 'Is it possible to fall in love at first sight?' and 'Are you free to fall in love with whoever you want?' focusing on contemporary issues such as faith, gender, class struggle and caste. They also analyzed the prologue and Act I of the play in pairs and as a whole-class in order to understand the use of imagery, figures of speech and other conventions of Shakespearean language. This unit has formed part of an interdisciplinary unit with the IT department as part of which they are writing their modern versions of the prologue.

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	2	8
B: Organizing	4	8
C: Producing text	4	8
D: Using language	4	8
<b>Totals:</b>	<b>14</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>3</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>

## Comments

Raul is a principled learner and approaches his tasks with diligence and sincerity. He collaborates effectively with his peers and argues coherently during debates and discussions. However, his analysis of reading texts shows limitation in his ability to make connections with significant themes and global issues. During group presentations, he is encouraged to be more confident and expressive. In terms of writing, his ideas are clear and concise, but they need to be more organized. He is encouraged to edit and proof read his work before submitting. Reading extensively for enjoyment will help him develop a range of vocabulary and make connections while reading.

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



Work for this unit has addressed research and communication skills and has addressed and discussed how artists use their personal experiences and understanding of the world in order to create art that communicates messages about society, people, their culture and the meaning of social values. By using art-specific vocabulary and communication verbs in past tense, students have participated in engagements where they have reported on their observations.

MYP Assessment Criteria	Achievement Level	Maximum
A: Comprehending spoken and visual text	5	8
B: Comprehending written and visual text	4	8
C: Communicating in response to spoken, written and visual text	5	8
D: Using language in spoken and written form	4	8
<b>Totals:</b>	<b>18</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>S</b>

## Comments

Raul's engagement in this unit has been more sustained than in the last. He has demonstrated that he is able to handle texts with varied complexity, and to respond to different kinds of questions. Yet, he tends to focus on his tasks towards the end of the time allocated for them, and this causes him to leave some sections unfinished. His vocabulary recalling skills are improving, and he is encouraged now to combine different structures in a variety of contexts in order to demonstrate skills of the next phase.

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

As part of the unit 'Population and Migration', students learned about the factors influencing population growth and fertility. They explored the pull and push factors of migration and studied the types of migration and the reason for counter-urbanization. Through case studies, they looked at advantages and disadvantages of migration. They interviewed a migrant. Their assessment involved creating a newspaper article that summed up their learning about migration, using primary and secondary sources. For the unit 'Industrial Revolution', they learned about the causes and consequences of the revolution and presented it in class in groups. They wrote an in-class essay on the topic which required application of what they had learned.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	4	8
B: Investigating	4	8
C: Communicating	5	8
D: Thinking critically	3	8
<b>Totals:</b>	<b>16</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>A</b>

## Comments

Raul is a sincere student who pays attention in class. However, in both of his major assessments he failed to follow task instructions completely. This has impacted on grades for all criteria. He must work on documenting his research properly and then use the information in the task. On completing a task, he should go over it again and put a tick next to each completed component. This will make him aware of what has been left undone.

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

After studying “Challenges and Changes: Sensitivity to Vision & Hearing Compromises”. (light and sound) Students had an opportunity to explore the natural world through the unit ‘Forests, Our Lifeline’. Students understood the concept of an ecosystem and the interdependence of members of an ecosystem. They explored various forest ecosystems using several strategies. During the Science fest they demonstrated their intercultural understanding worldwide conservation of forests. Students also debated on the need to save forests. They concluded that one of the purposes for deforestation was to create space for agriculture. Based on the statement of inquiry they did soil analysis which will be assessed for criteria C and an essay on Sustainable Agriculture: the Ethical Choice for the Future for Criterion D.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	4	8
B: Inquiring and designing	3	8
C: Processing and evaluating	2	8
D: Reflecting on the impacts of science	4	8
<b>Totals:</b>	<b>13</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>3</b>	<b>A</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>

## Comments

Raul is a capable student. He demonstrates good collaborative skills. He must participate actively in all class activities to work on his high order thinking skills. He is encouraged to develop time management skills to ensure completion of work on time.

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

At the start of the first semester the students revised basic mathematical concepts learnt last year. The first unit was application of numbers which consisted of absolute value, constant of proportion, evaluating numbers with integer exponents. The second unit was Algebraic manipulation which involved expanding and simplifying expressions, factorising linear and quadratic expressions. The third unit was Pythagoras theorem and the current unit is surface area and volume. We are doing a project based on the unit surface area and volume reflecting on usage of finite resources responsibly.

Students were assessed on all the 4 criteria: Criterion A (Knowing & Understanding), Criterion B (Investigating patterns), Criterion C (Communicating), Criterion D (Applying mathematics in real life contexts). The students use [www.mymaths.com](http://www.mymaths.com) for practice and revision and were given homework books for additional practice at home.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	4	8
B: Investigating patterns	4	8
C: Communicating	4	8
D: Applying mathematics in real-life contexts	6	8
<b>Totals:</b>	<b>18</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>A</b>	<b>O</b>	<b>A</b>	<b>A</b>

## Comments

Raul is a sincere student. He has demonstrated good information literacy skills. Critical Thinking skills need to be developed and also he has to improve his investigating skills.

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

This semester the first unit focused on Cubism through practical and research work. Students went through a practical journey from realistic object drawing to abstraction using musical instruments as their main focus. They considered proportion, use of space, shape, depth, perspective and construction in their realistic observation drawings. Criterion B (Developing skills) was used for assessing this formative task. As a summative task they commented on cubist artwork considering elements like line, colors, shapes, composition.

By using knowledge and understandings of Cubism students have created a composition in mixed media as a summative task for this unit. Students evaluated their work at different stages and identified strategies to develop, improve and document these artistic processes in the process journal regularly.

We have started a unit on art installation titled “ Invisible Cities”.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	3	8
B: Developing skills	4	8
C: Thinking creatively	4	8
D: Responding	4	8
<b>Totals:</b>	<b>15</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>S</b>

## Comments

Raul has developed a basic understanding of the skills and concepts taught so far. He puts in satisfactory effort into his work but does not plan his tasks in detail and that was evident in his observation drawings. Raul needs to organize his class time wisely in order to meet the deadlines and update his process journal regularly.

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

This semester the students studied and researched on the topic 'How do we maintain vocal health?', as well as 'factors affecting vocal health'. They were introduced to the concept that our instrument lies inside our body and how to take care of the voice. They also learnt the basics of harmony in music. Their next topic was an introduction to the 'Elements of music' in which they learned to sing popular classics as well as attempted to sing songs in different languages in unison and harmony. They also played wind and contemporary instruments and eventually worked towards performing for the Winter Concert.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	6	8
B: Developing skills	5	8
C: Thinking creatively	5	8
D: Responding	5	8
<b>Totals:</b>	<b>21</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>5</b>	<b>A</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>

## Comments

Raul has learnt the entire repertoire for the winter concert. He is developing his vocal range. He should practice daily in order to improve his skill as well as be more interactive in class.

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

This semester the students learnt about 'Elements of Drama'. They learned to identify the elements of drama in 'Red Riding Hood' and 'Goldilocks and the three Bears'. In the next unit students learnt about Elements of performance in drama. Students worked on voice, space and breathing techniques. They learnt the importance of collaborative work by performing and reflecting on their work in group situations and individual participation.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	5	8
B: Developing skills	4	8
C: Thinking creatively	4	8
D: Responding	4	8
<b>Totals:</b>	<b>17</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>S</b>	<b>O</b>

## Comments

Raul continues to work well in class. He demonstrates his thinking skills and broad knowledge during the class interactions. Time management is an area that Raul needs to work on in the future to ensure that he completes tasks in the allocated time.

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

Lazium: Various exercises/steps of Lazium (a Maharastrian folk dance) were taught emphasizing change in speed, level and direction. The students had to compose and research the various exercises/steps to finalize a sequence for 15 people, using their imagination, creativity and aesthetic sense. The unit helped students develop their coordination skills, research skills, rhythm and dynamic movement.

Soccer: Students were introduced to different passing, receiving, dribbling, heading, throwing and shooting techniques with their correct implementation. Emphasis was placed on using an appropriate skill with the correct technique in a game situation. Students were introduced to the concept of 'off the ball' movement to create space and for themselves and their team mates.

Basketball: Students continued to develop dribbling, passing, pivoting and shooting skills and how to implement them effectively in a game situation. They also learnt how effective communication and sharing responsibility between players can improve the team's performance.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	5	8
B: Planning for performance	5	8
C: Applying and performing	5	8
D: Reflecting and improving performance	2	8
<b>Totals:</b>	<b>17</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>4</b>	<b>A</b>	<b>O</b>	<b>A</b>	<b>A</b>	<b>A</b>

## Comments

Raul is always prepared for the lesson and is punctual. He is a steady learner who works constantly to improve his basic skills of soccer and basketball. He could have achieved better grades if he had done well in his assessment on reflecting to improve performance.

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



Students were assessed against Criteria A, B, C & D in this semester for their Digital Design project on 'Animation' using Flash. The stages were assessed using the design cycle criteria of Inquiring and analyzing, Developing ideas, Creating & Evaluating their product/solution. This Unit successfully delivered the MYP objectives of Interdisciplinary learning between Digital Design and English. While the students were able to make connections in a holistic way through the skills and concepts derived from this Unit emphasis was also laid on appropriate quality of the product, relevance and impact their creativity on their learning.

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	4	8
B: Developing ideas	5	8
C: Creating the solution	5	8
D: Evaluating	6	8
<b>Totals:</b>	<b>20</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>5</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>

## Comments

Raul has put in sincere efforts in creating his animation project. He has used Minecraft for his 'Design stage' which added creativity to his project and also applied adequate skills and concepts to his 'Create Stage'. Raul must make use of the class time effectively to get the best of the learning and implement good time management skills.

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

## Product packaging

Students have studied the main reasons for packaging, then the need for rebranding and marketing a new innovative product/package. They have analyzed a number of existing packaging and the graphics elements that can be found on food and drink packaging. Students have learnt the importance of a company logo, its elements and its purpose. The design brief was open ended and students were given the flexibility and choice to select food or drink packaging for their final design.

They have done all 4 stages of the New Design Cycle: Criterion A: Inquiring and Analyzing and Criterion B: Developing Ideas, Criterion C: Creating the Solution and Criterion D: Evaluation. Students made their functional prototype by using cardboard, plastic, plywood and vacuum-forming materials.

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	5	8
B: Developing ideas	2	8
C: Creating the solution	4	8
D: Evaluating	2	8
<b>Totals:</b>	<b>13</b>	<b>32</b>

Final Grade	Punctuality to class	Meeting Deadlines	Level of Engagement	Listening Skills	Preparation to class
<b>3</b>	<b>A</b>	<b>S</b>	<b>A</b>	<b>A</b>	<b>A</b>

## Comments

Raul comes up with innovative concepts to for his packaging project. He research is satisfactory. He must develop his listening and organization skills to manage his time better. Raul needs to work on his plan of making and process journal in the create stage. He must finish making his model so he can evaluate its success.

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 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.

## Personal Engagement Attributes

### Grade Descriptor

A	Always
O	Often
S	Seldom
N	Never
N/A	Not Applicable

## Creative & Sports Activity Descriptors

### Grade Descriptor

E	Excellent
G	Good
S	Satisfactory
U	Unsatisfactory

## **Introduction**

ISS International School Since was founded in 1981 by Mr. Chan Chee Seng, a founding member of Singapore's post-colonial government. Since then, the school has grown to two campuses and now serves around 750 students from over 50 different countries.

ISS is an authorized International Baccalaureate (IB) World School that offers a multicultural environment for students from Kindergarten to Grade 12. ISS provides a broad-based education for students through the full IB Primary Years, Middle Years and Diploma Programmes.

The school's mission is to provide a multicultural educational environment for students in which they achieve academic success, personal growth and become socially responsible and active global citizens with an appreciation of learning as a life-long process.

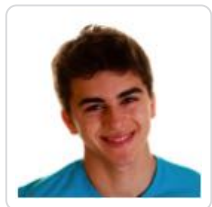
## **Contact Information**

Nicola Zulu  
High School Principal  
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# ISS International School IBMYP Semester One report

Prepared: December 17, 2016



Student Name:	Ethan
Date of Birth:	July 17, 2002
Grade:	Grade 10
Homeroom Advisor:	Shauna

Dear students, parents and guardians,

Welcome to the Semester One report. All subject descriptions for the semester, grades and teacher narrative comments are included. You can find an 'Assessment Explanation' on the final page of the report.

Any specific questions about the grades or narrative comments should be directed to the individual subject teachers. As most of the teachers will be overseas during this break, they will deal with your queries when school reopens in January.

Please remember that the first day back is Tuesday 13th January 2017. We look forward to seeing you all then.

Enjoy the break!

Ms Melanie Hughes  
High School Principal



## Attendance

Absent	Present	Late
1	38	1

# Class Reports

## Language and literature: Mother Tongue

Grade 10 — Brianna

Mother Tongue 10 has focused on building student skills in analytical and creative writing, as well as class discussions through three units of study: Film, Historical Fiction, and our current unit on Poetry. These units have highlighted the course's key concepts of Perspective, Culture, and Creativity. Students looked at different film genres and created their own short film in connection with a piece of creative writing. They researched historical events from their home country to inform their own historical fiction stories, and they have analyzed poetry in their mother tongue. Assessments for this semester have included a film review, creative story writing, and poetry commentaries.

MYP Assessment Criteria	Achievement Level Maximum	
<b>A: Analysing</b>		
Ethan 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.	7	8
<b>B: Organizing</b>		
Ethan 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
<b>C: Producing text</b>		
Ethan 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
<b>D: Using language</b>		
Ethan 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
<b>Totals:</b>	<b>29</b>	<b>32</b>

### Final Grade

7

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
ME	ME	ME	AE	AE

### Comments

Ethan has been doing fine in Mother Tongue 10 this semester. He is generally focused during class and he completes his work, although it is not always completed on time. I encourage Ethan to participate in class, interact more with his peers, and ask questions if he seeks further clarification or assistance with his assignments. He has done well on his assessment tasks so far, scoring strong grades in analyzing, organizing and producing text, although he could work on using language in his mother tongue. He performed very well on his semester examination, achieving full marks in nearly all four criteria. As we continue our unit on poetry, I encourage Ethan to keep up the good work with his assignments, and to be more involved during the lessons.

Ethan

English Acquisition Phase 4 course enables the student to become a critical and competent communicator through studying various literary and non-literary texts. The units focused on Novel Study, Multiculturalism, and the Book Club. Sherman Alexie's novel allowed the student to complete oral, written, reading and aural comprehension assessments that explored a range of language skills, literary concepts and global issues. The unit on Multiculturalism assessed the student's ability to think critically about social issues as a result of living in a multicultural community. For the Book Club, the student is required to read a novel of their choice and prepare an oral task in January 2015.

MYP Assessment Criteria Achievement Level Maximum

#### A: Comprehending spoken and visual text

Ethan constructs some meaning and draws some conclusions from information, main ideas and some supporting details. Ethan interprets some conventions. Ethan engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions.

4 8

#### B: Comprehending written and visual text

Ethan constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions. Ethan interprets some basic conventions including aspects of format and style, and author's purpose for writing. Ethan engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions.

3 8

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

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

5 8

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

Ethan 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.

6 8

**Totals: 18 32**

#### Final Grade

4

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
ME	ME	ME	AE	ME

#### Comments

Ethan is a diligent and organized student who has made improvements in all skill areas, particularly in his confidence with speaking. In the semester oral exam, his answers were clear and well supported with details. However, he underperformed in the aural and reading comprehension exams. Ethan needs to read the questions more carefully in order to provide accurate answers. He is fairly strong in written English but often makes careless grammar mistakes. He has potential to improve his grade in Semester Two. I encourage him to read widely in English and watch more English programmes during the semester break as this will help him develop a stronger comprehension skill.

In Quarter 1 students studied how food production methods have led to limited trade and choice, focusing on primary commodities. In the second quarter they have focused on understanding globalisation, its scope of trade, culture, communication and migration and the negative and positive outcomes of this process. They presented to 'consumers' how a commodity is traded and the impact on the economic development of different countries and completed a challenging semester exam focusing on applying their knowledge to concepts and issues using a range of sources such as a news article, political cartoons and economic data. Their final assessment will be an oral presentation of their choice on globalisation.

MYP Assessment Criteria	Achievement Level Maximum	
<b>A: Knowing and understanding</b>		
Ethan uses some terminology accurately and appropriately, demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.	4	8
<b>B: Investigating</b>		
Ethan formulates a research question that is clear and focused and describes its relevance in detail, formulates and somewhat follows a partial action plan to investigate a research question, uses a research method(s) to collect and record mostly relevant information, evaluates some aspects of the process and results of the investigation.	4	8
<b>C: Communicating</b>		
Ethan communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, structures information and ideas in a way that is somewhat appropriate to the specified format, sometimes documents sources of information using a recognized convention.	4	8
<b>D: Thinking critically</b>		
Ethan analyses concepts, issues, models, visual representation and theories, summarizes information to make arguments, analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations, interprets different perspectives and some of their implications.	4	8
<b>Totals:</b>	<b>16</b>	<b>32</b>

#### Final Grade

4

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
<b>ME</b>	<b>AE</b>	<b>ME</b>	<b>BE</b>	<b>ME</b>

#### Comments

Ethan has the ability to be a good student consistently in the Individuals & Societies class. The challenge with Ethan is that sometimes he is not motivated to complete his work, and does not perform to the best of his ability. He did not participate fully on the collaborative project presentation in our Food & Farming Unit, though he did help with the research (Criteria B and C). He has not submitted all of his homework assignments. When Ethan concentrates on his tasks and applies himself, his work and analysis shows that he understands the material, and can analyze problems. His scores were low on the semester exam because he did not explain the terminology sufficiently and did not analyze and explain the concepts and perspectives in detail (Criteria A and D).



The topics studied to date are Rates of Reaction, Reactivity of Metals and Electrolysis and Energy, Work and Power. Criteria B and C have been assessed through a practical investigation into Rates of Reaction. In addition, students have written a Reflective Essay on 'metals in the environment' to assess Criterion D. The semester exam covered both topics of study.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Ethan is able to outline scientific knowledge, apply scientific knowledge and understanding to solve problems set in familiar situations, interpret information to make scientifically supported judgments.	3	8
<b>B: Inquiring and designing</b>		
Ethan is able to outline a problem or question to be tested by a scientific investigation, formulate a testable hypothesis using scientific reasoning, outline how to manipulate the variables, and outline how relevant data will be collected, design a safe method in which he or she selects materials and equipment.	4	8
<b>C: Processing and evaluating</b>		
Ethan is able to correctly collect and present data in numerical and/or visual forms, accurately interpret data and explain results, outline the validity of a hypothesis 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.	4	8
<b>D: Reflecting on the impacts of science</b>		
Ethan is able to summarize the ways in which science is applied and used to address a specific problem or issue, describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor, sometimes apply scientific language to communicate understanding, and sometimes document sources correctly.	4	8
<b>Totals:</b>	<b>15</b>	<b>32</b>

#### Final Grade

4

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
<b>ME</b>	<b>AE</b>	<b>ME</b>	<b>ME</b>	<b>ME</b>

#### Comments

Ethan could improve in Science by sitting closer to the front of the class, listening more attentively, participating more during class discussions and organizing his Science notebook and papers so that he can study more effectively. He needs to study his notes and papers more often and not wait until the week before the exam. Ethan's grade of three on his semester exam indicates that there are some concepts he does not understand. Although he asks his friends questions about Science sometimes, his friends are most likely not able to give him the kind of assistance that will help him improve his grades. Ethan has levels of 4 for the other three criteria. He needs to pay closer attention to the assessment criteria descriptors.

This semester we explored the strands of Numbers and Algebra. These strands formed the main focus of the assessments. The topics covered included number sets, different number bases (binary, hexadecimal etc), exponential laws, and surds in Numbers; a review of simple algebraic manipulations; and operations with quadratic equations and their graphs.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Ethan 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.	5	8
<b>B: Investigating patterns</b>		
Ethan is able to apply mathematical problem-solving techniques to discover simple patterns, suggest general rules consistent with findings.	4	8
<b>C: Communicating</b>		
Ethan is able to use some appropriate mathematical language, use appropriate forms of mathematical representation to present information adequately, communicate through lines of reasoning that are complete, adequately organize information using a logical structure.	4	8
<b>D: Applying mathematics in real-life contexts</b>		
Ethan is able to identify some of the elements of the authentic real-life situation, apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.	2	8
<b>Totals:</b>	<b>15</b>	<b>32</b>

## Final Grade

4

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
EE	EE	EE	EE	EE

## Comments

Ethan has performed well in Mathematics this Semester. He is able to solve challenging, unfamiliar problems by selecting the appropriate strategies. He is also able to discover simple mathematical patterns and suggest general rules for these patterns. Ethan can communicate mathematical concepts successfully using appropriate terminology, though he needs more practice in applying his mathematics in real-life contexts. Ethan is totally focussed on his work and is making every effort to achieve his best.

In Music 10 students focus on Key Cycle theory and compound time signatures. Students are assessed through listening, theory and performance tests, and process journal. Research skills are developed and explored by studying the various genres and forms of western classical music; students are given a choice for the presentation format of the research. Students also increase their technical, note reading, and ensemble skills through more challenging repertoire and exploring the creative process. The semester ends with a mid-year performance and practical exam.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Ethan demonstrates limited knowledge and understanding of the art form studied, including concepts, processes and limited use of subject-specific terminology, demonstrates limited understanding of the role of the art form in original or displaced contexts, demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	1	8
<b>B: Developing skills</b>		
Ethan demonstrates limited acquisition and development of the skills and techniques of the art form studied, demonstrates limited application of skills and techniques to create, perform and/or present art.	1	8
<b>C: Thinking creatively</b>		
Ethan develops a limited artistic intention, which is rarely feasible, clear, imaginative or coherent, demonstrates a limited range or depth of creative-thinking behaviours, demonstrates limited exploration of ideas to shape artistic intention, which may reach a point of realization.	1	8
<b>D: Responding</b>		
Ethan constructs limited meaning and may transfer learning to new settings creates a limited artistic response, which may intend to reflect or impact on the world around him or her, presents a limited critique of the artwork of self and others.	2	8
<b>Totals:</b>	<b>5</b>	<b>32</b>

#### Final Grade

**1**

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
<b>AE</b>	<b>AE</b>	<b>BE</b>	<b>BE</b>	<b>BE</b>

#### Comments

Ethan demonstrates some interest in improving his guitar skill and limited ability to transfer learning to new settings. Although seeking some help out of class, he struggles to apply the techniques in his practice at home. His performance exam did not meet the standards expected. He consistently completes his process journal, however the content of the work demonstrates a limited critique of his work and lacks clear and coherent comments regarding his artistic intention for the music he is learning. Ethan is encouraged to practice every day using the strategies discussed and demonstrated in class.

Through swimming students will reflect on their ability to refine movement to improve technique. In the health & fitness unit students are working toward a better understanding of how their body systems adapt to various training methods. In basketball students worked as a team to develop and implement a strategy.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Ethan identifies physical and health education factual, procedural and conceptual knowledge, applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations, and applies physical and health terminology consistently to communicate understanding.	5	8
<b>B: Planning for performance</b>		
Ethan constructs and outlines a plan to improve physical performance or health, and outlines the effectiveness of a plan based on the outcome.	2	8
<b>C: Applying and performing</b>		
Ethan demonstrates and applies skills and techniques, demonstrates and applies strategies and movement concepts, and identifies and applies information to perform.	4	8
<b>D: Reflecting and improving performance</b>		
Ethan outlines and demonstrates strategies to enhance interpersonal skills, outlines goals and applies strategies to enhance performance, and describes and summarizes performance.	4	8
<b>Totals:</b>	<b>15</b>	<b>32</b>

#### Final Grade

**4**

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
AE	ME	ME	AE	ME

#### Comments

Overall Ethan has done satisfactory in PE this semester. His knowledge skills (Criterion A) were good on the Fitness test and on the Basketball knowledge test. Ethan could not swim, but performed satisfactorily in basketball for his performance grade (Criterion C). His participation could be better as sometimes Ethan is not focused during class. Ethan shows respect toward his classmates and displays good interpersonal skills at times. Ethan submitted an incomplete fitness log and a workout plan/reflection (Criterion B) for his "Am I Fit?" assignment. Currently Ethan is participating in the Net Sports unit.

Over the course of Semester One students have been introduced to the new MYP Design course as introduced by the International Baccalaureate this year. The course has lead to a number of new concepts being introduced particularly in the research phase of Criteria A- Inquiring and Analysing. Students have conducted primary research and supported the analysis of their results with further secondary research. This has lead to all students developing final products as they complete the unit 'Programming to Learn' that are both educationally robust and also cater for the needs of an authentic audience.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Inquiring and analysing</b>		
Ethan outlines the need for a solution to a problem for a specified client/target audience, outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance, analyses one existing product that inspires a solution to the problem, develops a design brief, which outlines the analysis of relevant research.	4	8
<b>B: Developing ideas</b>		
Ethan lists some design specifications, which relate to the success criteria for the design of a solution, presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others, justifies the selection of the chosen design with reference to the design specification, creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.	4	8
<b>C: Creating the solution</b>		
Ethan constructs a plan that contains some production details, resulting in peers having difficulty following the plan, demonstrates satisfactory technical skills when making the solution, creates the solution, which partially functions and is adequately presented, outlines changes made to the chosen design and plan when making the solution.	3	8
<b>D: Evaluating</b>		
Ethan designs relevant testing methods, which generate data, to measure the success of the solution, explains the success of the solution against the design specification based on relevant product testing, describes how the solution could be improved, explains the impact of the solution on the client/target audience, with guidance.	5	8
<b>Totals:</b>	<b>16</b>	<b>32</b>

#### Final Grade

4

Attitude and personal engagement	Organisational skills	Care with presentation of work	Participates actively in class	Initiative for own learning
<b>ME</b>	<b>AE</b>	<b>ME</b>	<b>AE</b>	<b>ME</b>

#### Comments

Ethan usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. He has begun to develop in his interactions in class and displays good engagement in the current project 'Programming to learn'. Ethan needs to extend his effort in the work that he submits. He has a good understanding of the criteria and must present more detailed tasks.

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

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

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

### Grade Boundaries

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

## 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.
N/A	Not Applicable

## Utahloy International School Guangzhou

 **ManageBac** school since 2011

### Introduction

Utahloy International School was founded in 1998 and is located on the edge of a beautiful lake. Nestled into forested hillsides, Utahloy is only 20 minutes from the center of Guangzhou, China.

Utahloy International School provides a coeducational, international, English-language learning environment for more than 870 expatriate students from K - 12 who represent over 50 nationalities.

Utahloy is a member of the Council of International Schools and is authorized by the International Baccalaureate Organisation to provide the IB Primary Years, Middle Years and Diploma programmes.

### Contact Information

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UTAHLOY INTERNATIONAL SCHOOL GUANGZHOU  
广州誉德莱国际学校



Utahloy International School Guangzhou is an inquiry-driven learning community that embraces the uniqueness of all and commits to an International Baccalaureate education.

## Utahloy International School Guangzhou MYP Semester One Report

Prepared: December 17, 2016

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Student Name: Janet

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Grade: Year 7

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Howard  
MYP Coordinator

Philip  
Head of Middle School



# Summary of Achievement

	Final Grade	Subject Area Effort
Language acquisition: English Phase 4 <b>Harrold</b>	5	G
Language acquisition: Spanish Phase 1 <b>Julio</b>	7	E
Language acquisition: Chinese Phase 1 <b>John</b>	4	G
Individuals and societies: Humanities 1 <b>Errol</b>	3	G
Sciences: Sciences3 <b>Jasper</b>	4	G
Mathematics: Mathematics 2 <b>Harrold</b>	3	G
Arts: Music <b>Maya</b>	3	E
Arts: Visual Arts <b>Rosie</b>	5	E
Arts: Drama <b>Kendra</b>	5	G
Physical and health education: Physical Education <b>Silvio</b>	5	E
Design: Design <b>Janice</b>	5	E

## MS classes

	Subject Area Effort
Yr 7 English Phase 4 Literacy <b>Samir</b>	

## Attendance

Absent	Present	Late	Dismissed	Fieldtrip
3	83	0	0	3

# Class Reports

## Language acquisition: English Phase 4

Year 7 — Harrold

This semester, students in Grade 7 Phase 4 studied two units.

In the first unit, students read 'Number the Stars' by Lois Lowry which is a historic fiction text. Students explored concepts such as bravery and friendship. For one of the assessment tasks they wrote a diary entry as one of the main characters.

The second unit was about newspapers, where the students adopted their writing to suit different audiences and purposes.

MYP Assessment Criteria	Achievement Level Maximum	
<b>A: Comprehending spoken and visual text</b>		
Janet constructs considerable meaning and draws conclusions from information, main ideas and supporting details. Janet interprets most conventions. Janet 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>B: Comprehending written and visual text</b>		
Janet constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions. Janet interprets most basic conventions including aspects of format and style, and author's purpose for writing. Janet 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
<b>C: Communicating in response to spoken, written and visual text</b>		
Janet responds appropriately to spoken, written and visual text. Janet engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance. Janet expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed. Janet communicates with a considerable sense of audience and purpose.	6	8
<b>D: Using language in spoken and written form</b>		
Janet 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.	6	8
<b>Totals:</b>	<b>23</b>	<b>32</b>

Final Grade	Subject Area	Effort	ATL: Organization	ATL: Classwork	ATL: Homework	ATL: Time Mgt.	ATL: Behaviour
5	G	G	G	G	G	G	G

## Comments

Janet can be commended upon a good semester's work in English. She produces neat work of a pleasing standard, and is an active participant in class discussions. To further the progress, Janet is encouraged to stay focused at all times in class and to hand in weekly reflections upon her reading.

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

During the first semester students have been encouraged to learn two units of study, 'Me in the World', and 'My family and I.' In addition students have learned about the family, house chores, professions and favorite pastimes. Students are also learning about shops and products sold at those stores.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Comprehending spoken and visual text</b>		
Janet shows excellent understanding of messages, main ideas and supporting details, has excellent awareness of basic conventions, engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	7	8
<b>B: Comprehending written and visual text</b>		
Janet clearly identifies basic facts, main ideas and supporting details, and draws conclusions, clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing, engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	7	8
<b>C: Communicating in response to spoken, written and visual text</b>		
Janet responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text, interacts confidently in basic structured exchanges, uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples, communicates with an excellent sense of audience.	7	8
<b>D: Using language in spoken and written form</b>		
Janet writes/speaks effectively using a basic range of vocabulary grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy, organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message, uses language effectively to suit the context.	7	8
<b>Totals:</b>	<b>28</b>	<b>32</b>

Final Grade	Subject Area	Effort	ATL: Organization	ATL: Classwork	ATL: Homework	ATL: Time Mgt.	ATL: Behaviour
<b>7</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>

## Comments

Janet continues to demonstrate an ease to acquire the language and manages to perform excellently in all skills. She shows thorough understanding of the content, context and concepts of the language as a whole. Janet displays diligence and enthusiasm. It has been a great beginning to the school year.

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

During this semester, the class has covered the following topics: weather, hobbies, colors. The students improved on the four language skills of speaking, listening, reading, and writing through such practices as making conversations, presenting ideas, visual interpretations, role playing, reading activities and short essay writing. They have also gained an understanding of Chinese culture through each topic. The students have done a dictation after every topic and unit tests have been administered to assess students' accomplishments.

MYP Assessment Criteria		Achievement Level	Maximum
<b>A: Comprehending spoken and visual text</b>			
Janet 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>B: Comprehending written and visual text</b>			
Janet identifies some basic facts, messages, main ideas and supporting details, has some awareness of basic aspects of format and style, and author's purpose for writing, engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.	4	8	
<b>C: Communicating in response to spoken, written and visual text</b>			
Janet 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	
<b>D: Using language in spoken and written form</b>			
Janet writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility, organizes basic information and uses a limited range of basic cohesive devices accurately, usually uses language to suit the context.	5	8	
<b>Totals:</b>		<b>18</b>	<b>32</b>
<hr/>			
<b>Final Grade</b>	<b>Subject Area</b>	<b>Effort</b>	<b>ATL: Organization ATL: Classwork ATL: Homework ATL: Time Mgt. ATL: Behaviour</b>
<b>4</b>	<b>G</b>	<b>G</b>	<b>G E G G</b>

## Comments

Janet is a capable student who can produce some pleasing work when she puts in the time and effort needed. A more positive attitude together with a more focused effort would make her ability justice. Most test results have been satisfactory but she should make sure to ask more questions if problems arise. Janet should maintain her determination to understand all aspects of the work. Overall, a satisfactory semester's work, keep working hard.

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

During the first semester of Humanities students develop their knowledge and understanding of human societies and environments. They consider major periods over time and use tools and evidence to uncover the past. Students also consider physical and human features of landscapes through a variety of geospatial tools such as maps, plans, photographs, images and data. Students also study global environmental issues and how they affect their local environment.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Janet uses some terminology accurately, demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	3	8
<b>B: Investigating</b>		
Janet formulates/chooses a research question that is clear and focused and describes its relevance, formulates and occasionally follows a partial action plan to investigate a research question, uses a method(s) to collect and record some relevant information, with guidance, reflects on the research process and results.	3	8
<b>C: Communicating</b>		
Janet communicates information and ideas in a way that is somewhat clear, somewhat organizes information & ideas, creates an adequate reference list and sometimes cites sources.	3	8
<b>D: Thinking critically</b>		
Janet completes a simple analysis of concepts, issues, models, visual representation and/or theories, summarizes information to make some adequate arguments, analyses sources/data in terms of origin and purpose, recognizing some values and limitations, recognizes different perspectives and suggests some of their implications.	3	8
<b>Totals:</b>	<b>12</b>	<b>32</b>
<b>Final Grade</b>		
Subject Area	Effort	ATL: Organization
ATL: Classwork	ATL: Homework	ATL: Time Mgt.
ATL: Behaviour		
3	G	G
G	G	G

## Comments

Janet is a polite and conscientious student. She participates well in class activities and shows a positive and mature effort towards her work. Janet appears so far to understand the higher expectations of extended Humanities she has graduated to and demonstrates a willingness to work hard. To improve, Janet must improve her skills in writing and investigation.

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

Throughout the last semester students have studied concepts related to the scientific method, scientific investigation design, disease and the body's defenses, and the properties and importance of water. Students have been practicing such skills as creating and interpreting graphs, describing how to manipulate variables in an investigation, and identifying weaknesses and limitations of scientific arguments. We are beginning a new unit about energy and heat and students will practice the skill of establishing cause and effect relationships.

MYP Assessment Criteria		Achievement Level	Maximum			
<b>A: Knowing and understanding</b>						
Janet is able to outline scientific knowledge, apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations, interpret information to make scientifically supported judgments.		5	8			
<b>B: Inquiring and designing</b>						
Janet is able to state a problem or question to be tested by a scientific investigation, outline a testable hypothesis using scientific reasoning, outline how to manipulate the variables, and state how relevant data will be collected, design a safe method in which he or she selects materials and equipment.		4	8			
<b>C: Processing and evaluating</b>						
Janet is able to correctly collect and present data in numerical and/or visual forms, accurately interpret data and describe results, state the validity of a hypothesis based on the outcome of a scientific investigation, state the validity of the method based on the outcome of a scientific investigation, state improvements or extensions to the method that would benefit the scientific investigation.		3	8			
<b>D: Reflecting on the impacts of science</b>						
Janet is able to outline the ways in which science is used to address a specific problem or issue, outline the implications of using science to solve a specific problem or issue, interacting with a factor, sometimes apply scientific language to communicate understanding, sometimes document sources correctly.		3	8			
<b>Totals:</b>		<b>15</b>	<b>32</b>			
<b>Final Grade</b>	<b>Subject Area Effort ATL: Organization ATL: Classwork ATL: Homework ATL: Time Mgt. ATL: Behaviour</b>					
<b>4</b>	<b>G</b>	<b>G</b>	<b>G</b>	<b>S</b>	<b>G</b>	<b>E</b>

## Comments

Janet has shown good enthusiasm and effort within the first semester in science, completing good work within class as well as scoring well on her end of unit assessments. This has shown her understanding of key scientific terminology and concepts. Where Janet has struggled is applying this terminology and understanding into given contexts such as supporting her hypothesis and conclusions with scientific theory within her lab reports. She also needs to ensure that she cites all her resources accurately to avoid plagiarism. To improve next semester, what Janet can do is use other students exemplar work to guide her as what is expected of her within both essays and lab reports as well as using the extra help of my for guidance within these assessments.

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

The MYP mathematics course is designed to encourage inquiry based learning. The subject content and assessments are set in real-life contexts to help students to see the connections between mathematics and the real world. The course also assesses the students' ability to use their mathematics to solve unfamiliar problems whilst communicating their ideas confidently using the language of mathematics. This semester the students have studied integers, algebra, percentages, ratio and graphs and tables. The assessment this semester included topic tests of the aforementioned topics and investigations into; crossing line patterns, and a comparison of best value for supermarket products.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Knowing and understanding</b>		
Janet is able to select appropriate mathematics when solving simple problems in familiar situations, apply the selected mathematics successfully when solving these problems, generally solve these problems correctly.	2	8
<b>B: Investigating patterns</b>		
Janet is able to apply, with teacher support, mathematical problem-solving techniques to discover simple patterns, state predictions consistent with patterns.	2	8
<b>C: Communicating</b>		
Janet is able to use some appropriate mathematical language, use different forms of mathematical representation to present information adequately, communicate through lines of reasoning that are able to be understood, although these are not always clear, adequately organize information using a logical structure.	4	8
<b>D: Applying mathematics in real-life contexts</b>		
Jane is able to identify the relevant elements of the authentic real-life situation, select, with some success, adequate mathematical strategies to model the authentic real-life situation, apply mathematical strategies to reach a solution to the authentic real-life situation, describe whether the solution makes sense in the context of the authentic real-life situation.	4	8
<b>Totals:</b>	<b>12</b>	<b>32</b>
<b>Final Grade</b>		
<b>3</b>	<b>G</b>	<b>S</b>
	<b>G</b>	<b>G</b>
	<b>S</b>	<b>G</b>

## Comments

Janet is a pleasant and polite student and works well in class time. She is, however, finding parts of the course content difficult. Her recent test results have been weak, and her investigation and assignment work will need more attention this coming semester. She must study the examples from the text, and work more regularly on her current topics.

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

In semester 1 the students complete 2 units. Firstly they are introduced to the elements of music through a range of different activities including: singing, notation & music theory, clapping activities, rhythm work and soundscapes. The students learn how to use garageband and develop their understanding of music technology. Next is world percussion with an emphasis on Samba music. The unit begins with a percussion workshop led by Pete Moser - UK & Hong Kong based, community musician. The students then apply what they learnt by creating their own samba composition and performance. Their knowledge and understanding of world percussion is developed through a research project and the whole unit is completed with a samba performance in Festival of lights.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
Janet demonstrates adequate knowledge of the art form studied, including concepts, processes and adequate use of appropriate language, demonstrates adequate knowledge of the role of the art form in original or displaced contexts, demonstrates adequate use of acquired knowledge to inform his or her artwork.	3	8
B: Developing skills		
Janet demonstrates adequate acquisition and development of the skills and techniques of the artform studied, demonstrates adequate application of skills and techniques to create, perform and/or present art.	3	8
C: Thinking creatively		
Janet presents an adequate outline of a clear and/or feasible artistic intention, presents an adequate outline of alternatives, perspectives, and imaginative solutions, demonstrates adequate exploration of ideas through the developmental process to a point of realization.	4	8
D: Responding		
Jane presents an adequate outline of connections and occasionally transfers learning to new settings, creates an adequate artistic response which is inspired by the world around him or her to some degree, presents an adequate evaluation of the artwork of self and others.	3	8
Totals:	13	32
Final Grade		
3	E	G
E	E	G
G	E	E

## Comments

Janet has had a good year in music working with enthusiasm towards each unit. During the elements of music unit, Jane worked well on all tasks. She has a strong voice and performed well during the singing task. She should consider joining the choir in semester 2 this would help Janet develop her vocal skills further. During the samba percussion workshop Janet participated with enthusiasm and enjoyed the chance to work with the workshop leader. The samba performance that her group created after the workshop showed collaboration and rhythm. Janet has been chosen to take part in the school musical production next semester and this will give her an opportunity to explore music, theatre and dance. I look forward to working with her on this project.

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



Year 7 students worked on the discovery of the Pop Art movement. They learnt about the history and the style and created their own version in 2D. Students then learnt about Cubism and practiced with multi media to create a Cubist sculpture. Students supported all of their projects with drawings and comments in their art journal.

MYP Assessment Criteria		Achievement Level	Maximum			
<b>A: Knowing and understanding</b>						
Janet demonstrates adequate knowledge of the art form studied, including concepts, processes and adequate use of appropriate language, demonstrates adequate knowledge of the role of the art form in original or displaced contexts, demonstrates adequate use of acquired knowledge to inform his or her artwork.	4		8			
<b>B: Developing skills</b>						
Janet 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.	5		8			
<b>C: Thinking creatively</b>						
Janet presents an excellent outline of a clear and feasible artistic intention, presents an excellent outline of alternatives, perspectives, and imaginative solutions, demonstrates excellent exploration of ideas through the developmental process to a point of realization.	7		8			
<b>D: Responding</b>						
Janet presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings, creates an excellent artistic response which is effectively inspired by the world around him or her, presents an excellent evaluation of the artwork of self and others.	7		8			
<b>Totals:</b>		<b>23</b>	<b>32</b>			
<b>Final Grade</b> Subject Area Effort ATL: Organization ATL: Classwork ATL: Homework ATL: Time Mgt. ATL: Behaviour						
5	E	G	E	E	G	E

## Comments

Janet works really well in art and shows great enthusiasm for the subject. Her drawing for her pop art picture was extraordinary and full of ideas. She also quickly grasped the concepts of cubism art to produce an interesting structure. Janet's development of artistic skills both in 2D and 3D is very obvious this semester. She should keep practicing her drawing as quick sketches will improve her ability to put on paper lots of ideas. Well done Janet!

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

Seventh Grade Drama is a one-year course in which students develop and refine dramatic skills. Public speaking skills continue to be the primary focus. Students address plot, setting and character in both improvised and scripted scenes, and learn basic theatrical terminology. Students memorize lines, understand and follow stage directions, and use proper techniques for voice and body control. Students prepare scripted works throughout the year which they produce for the class, family and friends. Semester I is all about building self-confidence in our young 'performers', a skill which will benefit them in years to come.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
Janet demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language, demonstrates substantial knowledge of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to inform his or her artwork.	6	8
B: Developing skills		
Janet 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.	5	8
C: Thinking creatively		
Janet presents an adequate outline of a clear and/or feasible artistic intention, presents an adequate outline of alternatives, perspectives, and imaginative solutions, demonstrates adequate exploration of ideas through the developmental process to a point of realization.	3	8
D: Responding		
Janet presents a substantial outline of connections and regularly transfers learning to new settings, creates a substantial artistic response which is considerably inspired by the world around him or her, presents a substantial evaluation of the artwork of self and others.	5	8
Totals:	19	32

Final Grade	Subject Area	Effort	ATL: Organization	ATL: Classwork	ATL: Homework	ATL: Time Mgt.	ATL: Behaviour
5	G	G	G	G	G	G	G

## Comments

Janet is an good student. She is enthusiastic about learning, and uses her own motivation to often encourage other students. Oral presentation skills are improving and with more practice I feel that she will only gain additional self-confidence as she moves through the year. Be more focused to learn her lines well, as well as practice, would certainly enhance her performances. From time to time she can be distracted but overall she has done well on presentations and in her class play.

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

In Semester one, students in grade 7 will explore the topics of health, swimming, invasion games & dance. These topics will include physical skills, reflection, group & individual work, knowledge, planning & performance.

MYP Assessment Criteria	Achievement Level Maximum	
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#### A: Knowing and understanding

Janet outlines physical and health education factual, procedural and conceptual knowledge, applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations, applies physical and health terminology consistently to communicate understanding.

6 8

#### B: Planning for performance

Janet constructs and explain a plan for improving physical performance and health. Janet describes the effectiveness of a plan based on the outcome.

5 8

#### C: Applying and performing

Janet demonstrates and applies skills and techniques, demonstrates and applies strategies and movement concepts, identifies and applies information to perform effectively.

5 8

#### D: Reflecting and improving performance

Janet describes and demonstrates strategies that enhance interpersonal skills, outlines goals and applies strategies to enhance performance, and explain and evaluates performance.

7 8

**Totals: 23 32**

Final Grade	Subject Area	Effort	ATL: Organization	ATL: Classwork	ATL: Homework	ATL: Time Mgt.	ATL: Behaviour
5	E	G	E	G	G	G	E

### Comments

Janet is an able and enthusiastic member of the group who takes a keen interest in physical education and appears to enjoy all aspects of the work. At all times, Jane takes part in PE with a great level of effort and enthusiasm and always tries her best to succeed. During lessons and around school Janet shows excellent behaviour. She is polite to other students and staff at all times and is always ready to listen and follow the teacher's instructions as she realises it is important for her progress. Jane is, most of the time, organized bringing correct PE kit and theory book. Most of the time she completes homework and is proud of her work. In order to improve next semester, Janet must ensure that she uses all class time wisely and asks for assistance as and when she requires it. Overall, a goodstart to the academic year for Janet.

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

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems. In Digital Design students completed a project to design a graphic product, in Design and Technology students designed a bridge structure and a mechanical puppet.

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Inquiring and analysing</b>		
Janet explains the need for a solution to a problem, constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance, describes a group of similar products that inspire a solution to the problem, develops a design brief, which outlines the findings of relevant research.	6	8
<b>B: Developing ideas</b>		
Janet constructs a list of the success criteria for the design of a solution, presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others, outlines the main reasons for choosing the design with reference to the design specification, creates planning drawings/diagrams or lists requirements for the chosen solution.	3	8
<b>C: Creating the solution</b>		
Janet constructs a 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, outlines changes made to the chosen design and plan when making the solution.	5	8
<b>D: Evaluating</b>		
Janet describes relevant testing methods, which generate data, to measure the success of the solution, describes the success of the solution against the design specification based on relevant product testing, outlines how the solution could be improved, describes the impact of the solution on the client/target audience, with guidance.	5	8
<b>Totals:</b>	<b>19</b>	<b>32</b>

Final Grade	Subject Area	Effort	ATL: Organization	ATL: Classwork	ATL: Homework	ATL: Time Mgt.	ATL: Behaviour
<b>5</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>G</b>	<b>G</b>	<b>E</b>	

## Comments

Janet is an extremely able and enthusiastic member of the group who takes a keen interest in Technology and appears to enjoy all aspects of the work. She showed strength in Criterion A, the Inquiry stage, as she was able to analyse all research that she carried out in detail. She was able to produce some good quality designs in Criterion B. But lost marks as she did not fully evaluate them against her specification. She is a very hard working pupil and I know that she will take this on board and work hard to improve on this next semester.

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

The literacy skills class meets for one class every two weeks in the library during an English lesson.

Last year's programme defined literacy as the management of a text of any nature, not just written. So "reading comprehension" techniques were being taught as part of that management.

This year's Literacy programme has built upon last year's.

In first semester, the areas covered were Metacognition, Problem – Based Learning and Supporting Student Literacy: "Read Alouds".

Metacognition classes looked at thinking about what we know and managing how we go about learning.

Research indicates that good problem solvers have strong metacognitive skills.

In Problem-Based Learning, each English class was given a different problem or "knot" of varying complexity to manage and thereby to solve or "loosen". Learning was student centred and done in small student groups. The teacher did not instruct - rather he facilitated.

To support the school's daily Sustained Silent Reading practice, each Literacy class was taught and then practised techniques of reading aloud. By using seeing, speaking and listening, all at once, the student increased still further his or her management of the writer's meaning.

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### Comments

Janet is a student well focused on goals and how to achieve them. Her feedback on the course, so far, was both well considered and presented. It was clear Jane understood the further need to both know and understand how to approach problem solving in a systematic way. She is encouraged to regularly practise breaking words and sentences into their components, especially through sounding and pause.

# 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.

## Subject Area Effort

### Grade Descriptor

E	Excellent
G	Good
S	Satisfactory
D	Developing

## 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

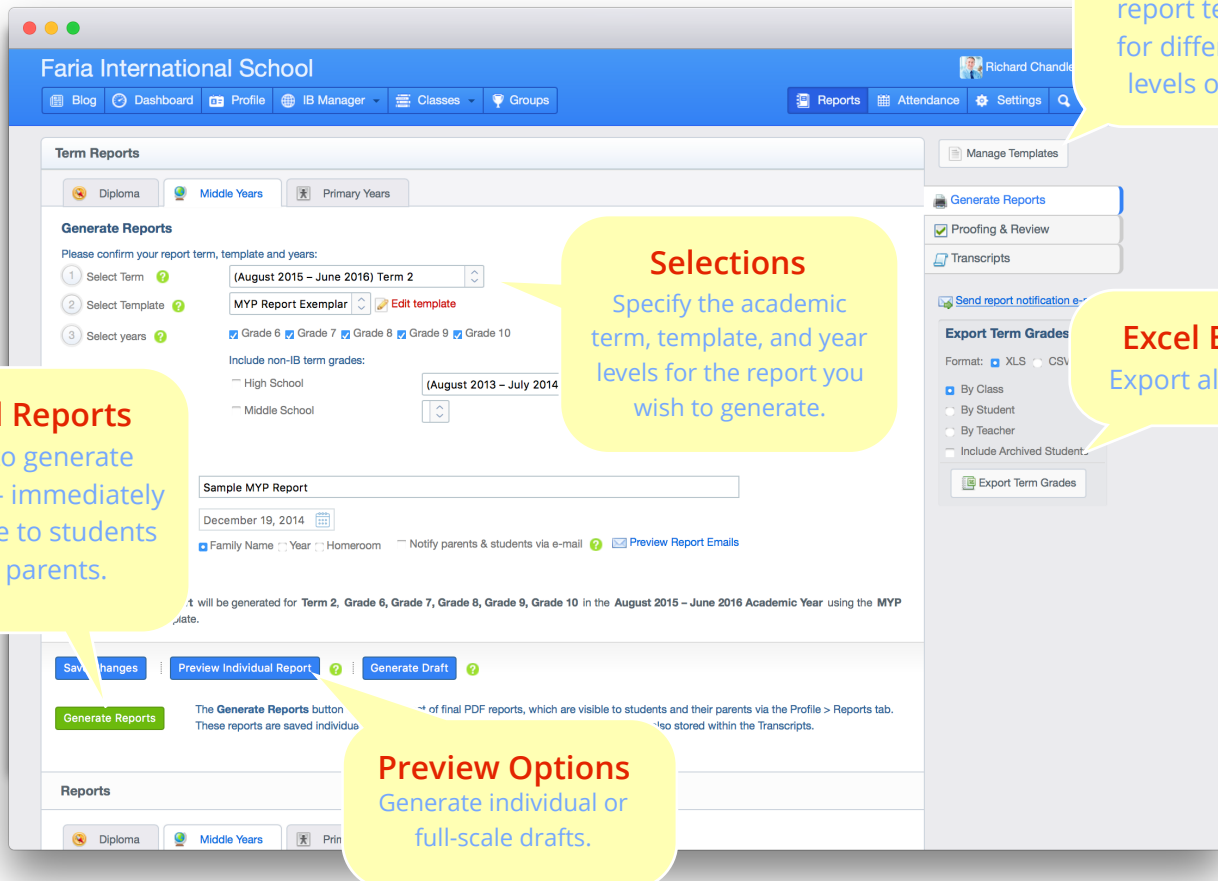
Further tutorials are available on our Online Support Center:  
<http://help.managebac.com>

# 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.

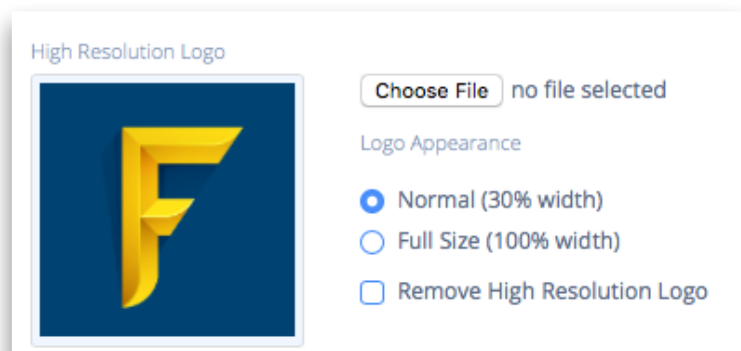
**Templates**  
Create different report templates for different year levels or terms.

**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.

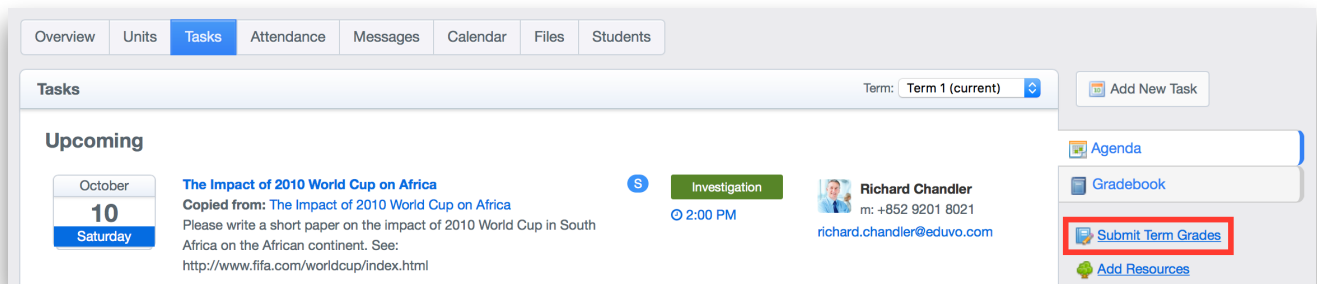
The bottom screenshot shows the 'Add New Rubric' form. The left sidebar has a red box around 'Rubrics & Options'. The main content area has a blue header 'Add New Rubric'. Below this, there is a 'Title' field, a 'Type' dropdown (set to 'Criteria'), and a 'Related Subject' dropdown (set to 'All Subjects').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

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.

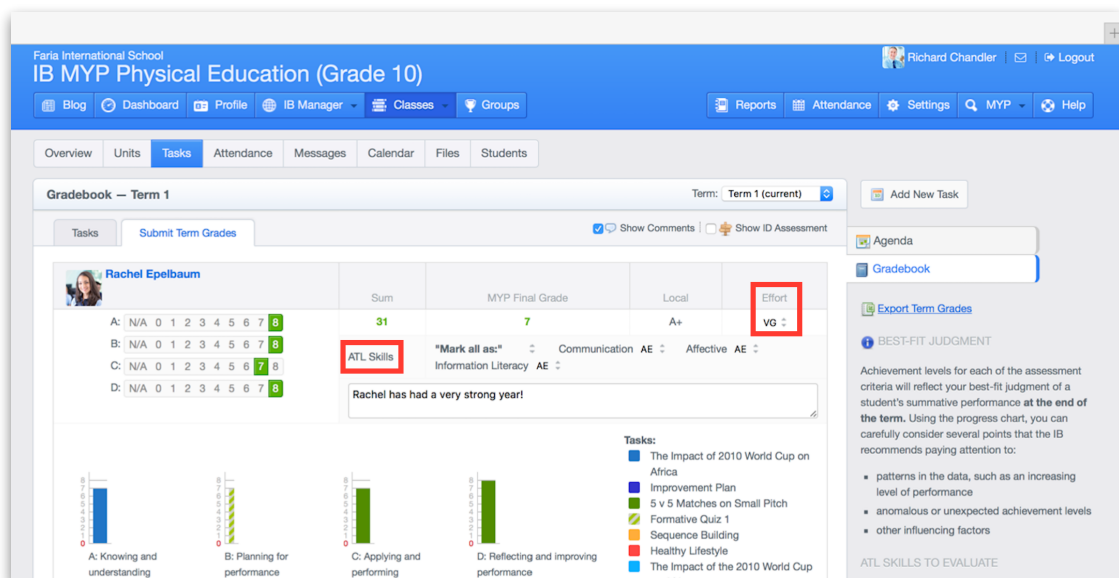
To add a new form of assessment, click Add Rubric. You can specify if this will apply to All Subjects or individual subjects, and set your criteria.

## Step 3: Teacher Gradebooks



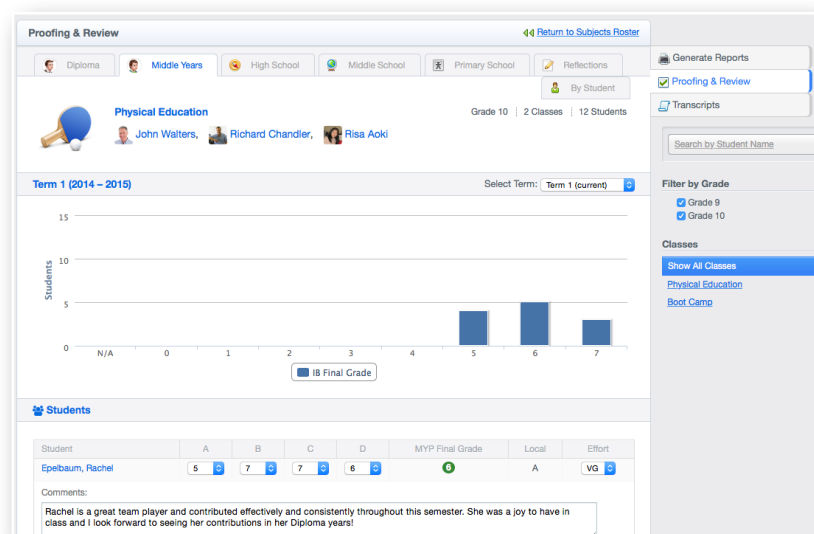
Under the Tasks tab of a class, teachers can Submit Term Grades.

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.



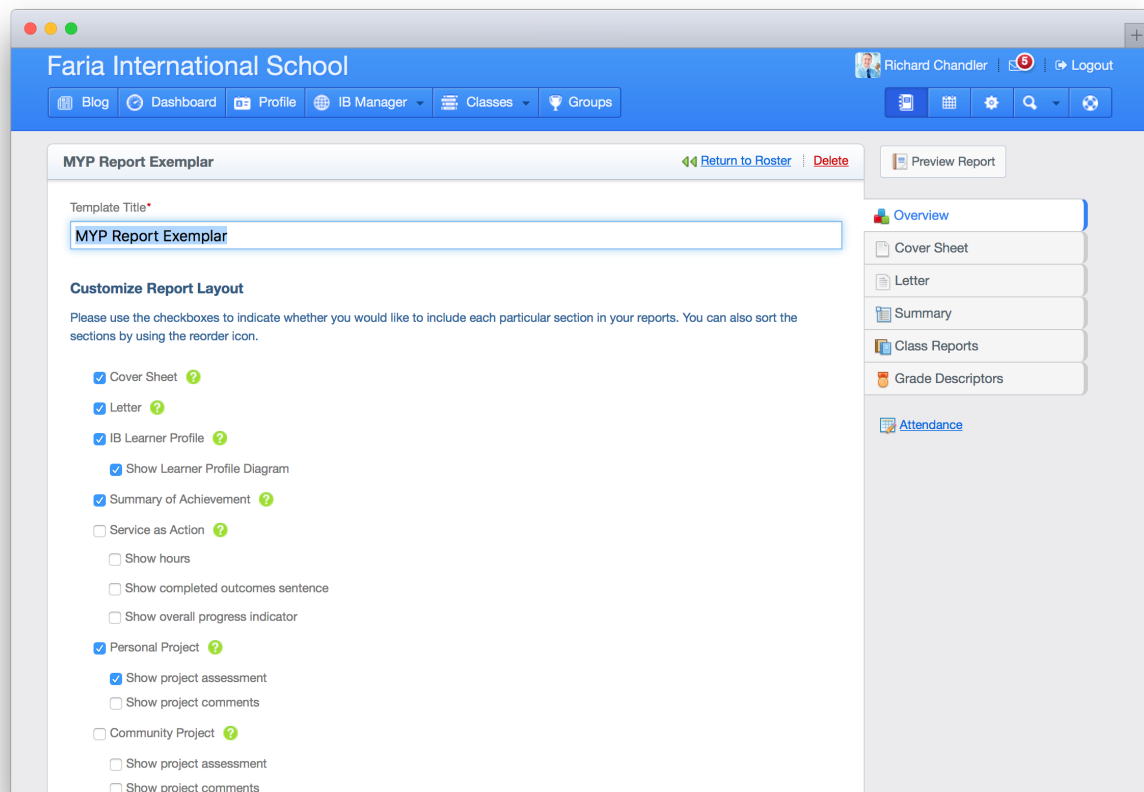
Under Reports > Proofing & Review, you can view programmes and subjects to see which teachers have submitted their term grades.

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



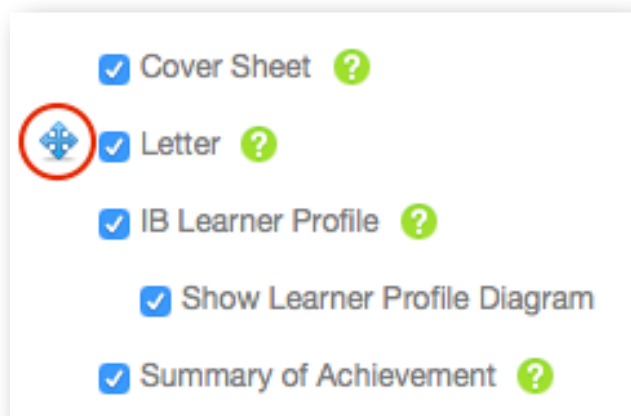
## Step 4: Customize Templates

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.

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.

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.

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 ? (2015 – 2016) Term 1
- 2 Select Template ? MYP Report Exemplar [Edit template](#)
- 3 Select years ? ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10

Include non-IB term grades:

☐ High School (2013 – 2014) First Term

☐ Middle School

**Report Preferences**

Report Title ? Sample MYP Report

Preparation Date: ? December 18, 2015

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 Grade 6, Grade 7, Grade 8, Grade 9, Grade 10	(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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