



ManageBac

Reporting in the Diploma Programme
IB Americas



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

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

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

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

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

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

- **Colegio Franklin Delano Roosevelt**
- **Colegio Internacional de Educación Integral (CIEDI)**
- **Virgin Islands Montessori School & Peter Gruber International Academy**

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

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

We are looking forward to working with you this year!

Best regards,

A handwritten signature in black ink that reads 'Stephen Worden'.

Stephen Worden
Regional Director
Americas

stephen@managebac.com
+1 866 297 7022

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



Student Name: Chloe Epelbaum

Grade: Grade 12

Homeroom Advisor: Richard Chandler

Dear Parents,

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

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

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

Kind regards,
John Walden
Head of School

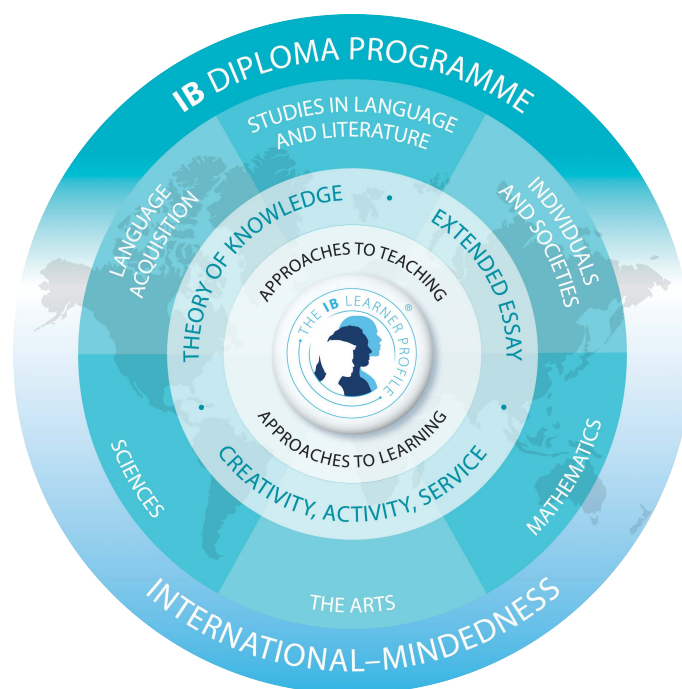
Attendance

Absent	Present	Late
2	85	4

John Walden
Head of School

Sharon Arese
DP Coordinator

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
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Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

Term 1

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

IB Diploma Core



CAS:

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

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

Comments: Great Job Chloe

Key Activities:

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



Extended Essay

Supervisor: *James Hendrick*

English: Business organization and Environment



ToK Paper

Teacher: *Richard Chandler*

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

Grade Descriptors

Grade Descriptor

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

Participation

Grade Descriptor

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

Colegio Franklin Delano Roosevelt



ManageBac school since 2012

Introduction

Colegio Franklin Delano Roosevelt, The American School of Lima, is an independent international school providing the IB Primary Years, Middle Years and Diploma Programmes for students from age 3 through Grade 12.

Colegio Roosevelt was founded in 1946 by American residents in Peru, is a non-sectarian, nonprofit, independent school. In addition to being an International Baccalaureate (IB) World School, it is also accredited by the Southern Association of Colleges and Schools and the Peruvian Ministry of Education.

The school's mission is to empower its students to pursue their passion for learning, lead lives of integrity and create socially responsible solutions.

Contact Information

Robert Allan
DP Coordinator
rallan@amersol.edu.pe

Colegio Franklin Delano Roosevelt

Semester 1 Report

Prepared: December 8, 2017

Student Name: Priscilla

Grade: Grade 12

Homeroom Advisor: Yasmin

"Our mission is to empower our students to pursue their passion for learning, lead lives of integrity and create socially responsible solutions."

- For any other problems viewing grades on ManageBac, please contact Sandra Flores at sflores@amersol.edu.pe
- The FDR ATL Rubric for descriptions of each level can be found here: <http://goo.gl/dPAcwd>

The new abbreviations for ATL's are EE = Exceeding Expectations, ME = Meeting Expectations, AE = Approaching Expectations, BE = Below Expectations

- The overall 1-7 grade descriptors are available here: <http://goo.gl/KwfdRm>
- Subject specific skill descriptors are available in the table below and here: <http://goo.gl/KwfdRm>

Group 1	English A	Spanish A	
Group 2	Language B	Language ab initio	
Group 3	Humanities		
Group 4	Sciences		
Group 5	Mathematics		
Group 6	Music	Theatre	Visual Arts
Core	Extended Essay	Theory of Knowledge	

- The FDR Student Handbook 2017-2018 clearly lays out the consequences and support involved with poor behavior, Approaches to Learning, or academics: <http://goo.gl/Z0I324>

For a video about how to read this report please click this link: http://youtu.be/31S_1BPPyI8

"Nuestra Misión es ofrecer a nuestros alumnos las herramientas necesarias para que persistan en su pasión por el aprendizaje, sean íntegros y tengan la capacidad de crear soluciones socialmente responsable".

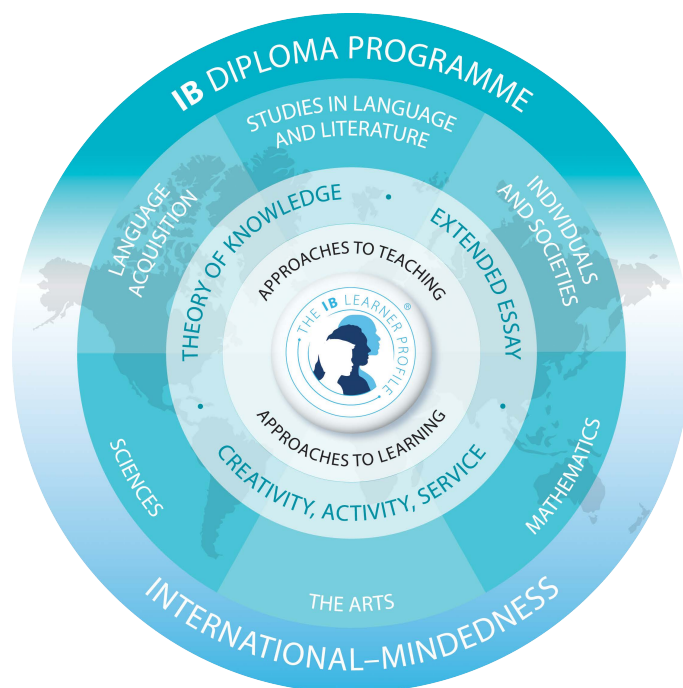
- En caso tenga algún problema con ManageBac, por favor contactar a Sandra Flores sflores@amersol.edu.pe
- La explicación de los FDR ATL la puede encontrar en: <http://goo.gl/dPAcwd>

Las nuevas abreviaciones de los ATL son: EE = Excede a los logros, ME= Logro Alcanzado, AE= En proceso de alcanzar las metas, BE= Debajo a las expectativas

- Los descriptores de calificaciones finales para los notas 1 -7 están disponibles aquí: <http://goo.gl/KwfdRm>
- Las descripciones de las habilidades de cada curso las encuentra en el cuadro arriba: <http://goo.gl/KwfdRm>
- El Manual del Estudiante del 2017-2018, establece claramente las consecuencias y el apoyo necesario en caso de mala conducta, deficiente abordaje del aprendizaje o bajo rendimiento académico: <http://goo.gl/Z0I324>

Un video ayuda a los Padres de Familia a acceder a ManageBac pueden encontrarse en Parent TV y en el siguiente enlace: <http://goo.gl/pVNhbG>

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Summary of Achievement

First Term

Subject	Final Grade (7)	ATL Skills (FDR)
IBD Spanish A Language & Literature HL12 Rita	5	AE
IBD English A Language & Literature SL12 Justina	4	ME
IBD Economics HL12 Neil	5	ME
IBD Environmental Syst & Soc SL12 Allison	6	EE
IBD Mathematics SL12 Immanuel	3	ME
IBD Visual Arts HL 12 Gustavo	6	ME
IBD Theory of Knowledge 12 Teresa	C	ME

Class Reports

IBD Spanish A Language & Literature HL12

Final Grade (7)	5
Conocimiento, comprensión e interpretación (5)	3
Comprensión del uso y los efectos de los rasgos de estilo (5)	3
Organización y desarrollo (5)	4
Lenguaje y estilo (5)	3
ATL Skills (FDR)	AE

Comments

Atenta, muy cooperadora, lista para ayudar. Debe revisar rúbricas y ortografía..

IBD English A Language & Literature SL12

Final Grade (7)	4
Knowledge, Understanding & Interpretation (5)	3
Organisation / Development (5)	2
Appreciation of Stylistic Choices and Effects (5)	3
Language and Style (5)	3
ATL Skills (FDR)	ME

Comments

Priscilla participates in class and is typically prepared with her required work. At times her work is thorough and reflective while other times it is evident she is struggling with her analysis skills and needs more time to develop and organize her ideas. I encourage her to take time over the break to revise her written tasks and to practice outlining for paper 2 to be prepared for the comparative analysis of our texts. This will also help build her confidence and approaches to the writing required in this course.

IBD Economics HL12

Final Grade (7)	5
Analysis, Interpretation and Evaluation (5)	2
Application and Synthesis (5)	2
Communication of Ideas (5)	2
ATL Skills (FDR)	ME

Comments

Priscilla has achieved highly in IB DP Economics this semester. Due to her hard work and comprehensive understanding, she is now equipped with a good portfolio of Internal Assessments, which will count towards 20% of her final IB grade. One of her strengths is that she takes the time to come and see me outside of the class, if she requires additional help. Priscilla has covered a huge amount of content this semester. Over the forthcoming break, I recommend she takes some time to relax. After this, it is essential that she commits to a dedicated revision program. She will be given a sizeable study packet, which she will be expected to work her way through.

Environmental Systems & Societies: IBD Environmental Syst & Soc SL12

Final Grade (7)	6
Understanding and Application of Scientific Facts, Concepts and Methodologies (5)	4
Designing, performing and evaluating scientific investigations (5)	3
Data Processing and Interpretation (5)	3
Communication using appropriate Scientific Language (5)	4
ATL Skills (FDR)	EE

Comments

Priscilla cares about her performance and this drives her in completing work to a high standard. She is reflective about the feedback provided on investigative work and uses this to her advantage to grow in this skill set. She is an absolute delight to work with, asks great questions and should be proud of what she has achieved.

IBD Mathematics SL12

Final Grade (7)	3
Application of Mathematical Facts, Concepts and Techniques (5)	2
Problem-Solving Skills (5)	3
Investigation, Analytical and Interpretation Skills (5)	3
Communication using appropriate Mathematical Language and Technology (5)	3
ATL Skills (FDR)	ME

Comments

Priscilla has shown a good attitude about trying to improve in mathematics. The following suggestions might improve her skills. Use past IB papers to solve as many problems as possible, hopefully that will make Priscilla improve steadily.

IBD Visual Arts HL 12

Final Grade (7)	6
Knowledge and Understanding (5)	4
Application and Analysis (5)	5
Synthesis and Evaluation (5)	5
Selection, application and use of appropriate skills and techniques (5)	4
ATL Skills (FDR)	ME

Comments

Priscilla has developed a good group of thoughtful art pieces that showed good exploration of ideas, images and forms that are clearly and strongly integrated with her life and cultural context. I am really pleased with the improvement she has made.

IBD Theory of Knowledge 12

Final Grade (7)	C
TOK Grade descriptors (Grade A-E)	C
ATL Skills (FDR)	ME

Comments

Priscilla is an intelligent and creative young lady. She began the year very well, but seems to have reduced the amount of effort she puts into her work this term.

IB Diploma Core



CAS:

CAS Progress: **Com.** Overall Progress: **Excellent**

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

Comments: Priscilla has completed her CAS program, making the necessary reflections on the CAS outcomes relating to the activities undertaken. I hope she has found this a valuable and rewarding learning experience.

Key Activities:

CAS Assistant , Gym , SBG, Operation Smile , ICC Mural & Decoration Committee , Peer Helpers , Techo Club , Basket, Fine Arts SAAC, Soccer, SAAC Ambassador



Extended Essay

Supervisor:

EE Final Grade: **C.** Overall Progress: **On-track**

Comments: Le faltó investigar más y profundizar el estudio del tema elegido.

Spanish: Abril Rojo



ToK Paper

Teacher:

Overall Progress: **On-track**

With reference to two areas of knowledge discuss the way in which shared knowledge can shape personal knowledge.

Grade Descriptors

Grade Descriptor

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N/A	Not Yet Assessed.

ATL Skills (FDR)

Grade Descriptor

EE	Exceeding Expectations: The student's progress against the ATL skills is exceeding expectations. Previously "Excellent".
ME	Meeting expectations: The student's progress against the ATL skills is meeting expectations. Previously "Good".
AE	Approaching expectations: The student's progress against the ATL skills is approaching expectations. Previously "Satisfactory".
BE	Below expectations: The student's progress against the ATL skills is below expectations. Previously "Poor".

CAS Progress

Grade Descriptor

Com	The student has completed their CAS requirements for this semester and made satisfactory reflections on the CAS outcomes relating to their activities.
Inc	The student has still not completed their CAS requirements for this semester, and will need to continue working to fulfill requirements.

EE Final Grade

Grade Descriptor

A	Demonstrates sharp focus and good contextualization of the topic through very good knowledge and understanding; a high level of organization and an effective ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by excellent communication, using language appropriate to the subject; clear insight and understanding leading to evidence of independent thinking; consistent, persuasive and effective argument.
B	Demonstrates focus and contextualization of the topic through good knowledge and understanding; clear organization and structure and an ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by good communication using language appropriate to the subject; some evidence of independent thought; some persuasive and effective argument.
C	Demonstrates a satisfactory focus and partial contextualization of the topic through satisfactory knowledge and understanding; some degree of organization and structure and some ability to assemble relevant evidence/data/information, supported throughout by satisfactory communication, generally using language appropriate to the subject; work that is largely descriptive and with limited argument/analysis/evaluation.
D	Demonstrates limited focus and contextualization of the topic which shows limited knowledge and understanding; limited organization and structure and a limited ability to assemble evidence/data/information, hindered by unsatisfactory communication which generally does not use language appropriate to the subject; work that is largely descriptive with little evidence of argument
E	Demonstrates a lack of focus and lack of contextualization of the topic which shows minimal knowledge and understanding; minimal organization and structure and an inability to assemble appropriate evidence/data/information, hindered by unclear communication which does not use language appropriate to the subject; work that is ineffectively descriptive or irrelevant to the topic; no evidence of argument.

ATL Grade

Grade Descriptor

EE	Exceeding expectations: The student's progress against the ATL skills is exceeding expectations
ME	Meeting expectations: The student's progress against the ATL skills is meeting expectations.
AE	Approaching expectations: The student's progress against the ATL skills is approaching expectations.
BE	Not meeting expectations: The student's progress against the ATL skills is below expectations.

TOK Grade descriptors (Grade A-E)

Grade Descriptor

A	Pertinent knowledge issues are explored thoroughly and linked effectively to areas of knowledge and/or ways of knowing. There is strong evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are clearly developed and well supported by effective concrete examples; counterclaims and implications are explored.
B	Pertinent knowledge issues are explained and linked to areas of knowledge and/or ways of knowing. There is some evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are partially developed and supported by effective concrete examples; counterclaims are explored and some implications identified.
C	Some pertinent knowledge issues are described and linked to areas of knowledge and/or ways of knowing. There is limited evidence of a personal exploration of knowledge issues; some different perspectives are described but not explored. Arguments are developed to a limited extent and supported by examples; counterclaims are identified.
D	Some pertinent knowledge issues are identified with only superficial links to areas of knowledge and/or ways of knowing. There is simplistic personal exploration of knowledge issues and minimal reference to different perspectives. Arguments are not developed and not supported by effective examples.
E	Demonstrates little or no evidence of knowledge issues.

Colegio Internacional de Educación Integral (CIEDI)



ManageBac school since 2013

Introduction

CIEDI was founded on September 3, 1977 by its current CEO Clara Gutierrez Palacios. Initially, its name stood for Centro Infantil de Educación Integral (Center for Integral Children's Education), but over time the meaning of CIEDI changed to Centro Integral de Educación Individualizada (The Integral Center for Individualized Education).

In 2000, CIEDI became a bilingual school, taking its first step towards becoming an international school. This process was reinforced with its enrollment with the International Baccalaureate Organization in 2006, before being authorized for the Primary Years Program and the Middle Years Program in June and August of the same year; a process consolidated in July 2008 with the approval of the Diploma Program.

CIEDI now stands for Colegio Internacional de Educación Integral, (International School of Integral Education).

Contact Information

Felipe Palacios

Principal

felipep@ciedi.edu.co

CIEDI - Colegio Internacional de
Educación Integral
**INFORME FINAL SEGUNDO
SEMESTRE 2016-2017**

Prepared: June 9, 2017

Student Name: Beatriz

Grade: Décimo

Homeroom Advisor: Andrea

Estimados Padres de Familia:

Adjunto encontrarán el reporte de valoraciones finales de sus hijos para el segundo semestre del año Lectivo 2016 – 2017.

Adicionalmente, encontrarán los comentarios de cada docente sobre las actitudes y habilidades evidenciadas por los estudiantes. Este cambio nos da un panorama real y claro del desempeño efectivo, algo que varios padres habían considerado sería útil en los reportes parciales.

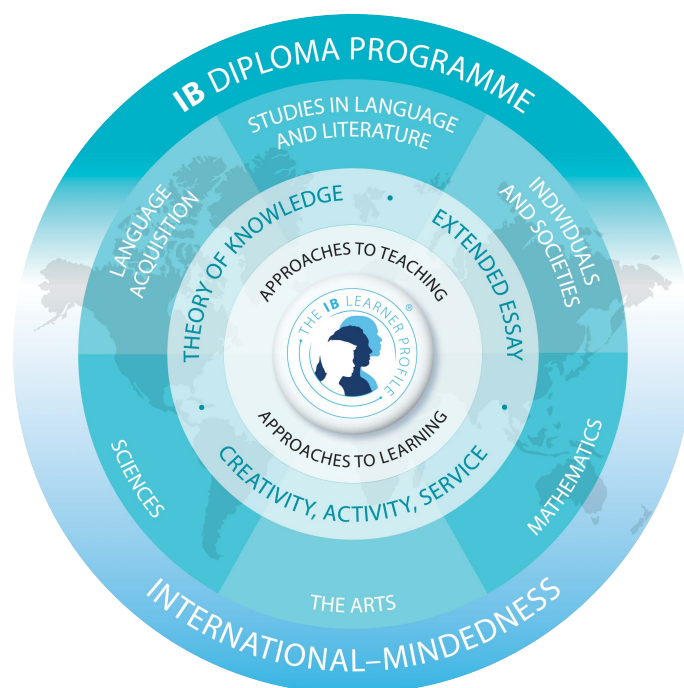
Les sugerimos realizar una lectura detallada de este reporte, y los esperamos este 13 de Junio en los horarios y/o fechas asignadas.

Cualquier inquietud, no duden en comunicarse con nosotros.

Saludos.

Juan Pablo Navarro
Coordinador DP

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Class Reports

Spanish A Literature HL

Andres

Final Grade

5.0

Comments

Beatriz manifiesta conocimiento y comprensión adecuados de las obras estudiadas, su manejo del lenguaje es claro y adecuado. Asume con responsabilidad y cumplimiento las tareas y trabajos propuestos. Es necesario seguir fortaleciendo la expresión oral y ejercitándose en la argumentación y análisis de las obras. Para el siguiente corte se van a leer los libros “La naranja mecánica” y “Ensayo sobre la ceguera”, es importante que se lean completos y subrayando los elementos que le proporcionarán los argumentos en las presentaciones orales.

English A Language and Literature HL

Mark

Final Grade

4.5

Comments

Beatriz made a strong effort in the last two weeks of the semester and was able to demonstrate improvement in the organization of her writing, her analysis and her use of the concepts of the unit studied. Beatriz is not still at the expected level of a Language A class and she struggles with basic language errors, organizing her writing and moving past simple summary and into critical analysis. She has been asked to stay for extra help time, but missed nearly all of the scheduled sessions this year, despite confirming appointments multiple times. I need to see more participation in class and better commitment from Beatriz for her to be successful in the coming year

French: Francés SL

Barbara

Final Grade

4.2

Comments

Beatriz es una estudiante con buenas habilidades que deben ser explotadas de mejor manera. Es necesario que trabaje en torno a la apropiación del vocabulario y al desarrollo de ideas para que de esta forma pueda tener cada vez mejores resultados.

Psychology HL

Daniel

Final Grade

4.3

Comments

En el segundo semestre Beatriz ha participado mas, la veo más activa en la clase y más segura. Es una estudiante que estudia y se prepara bien para sus pruebas. Algunas de las valoraciones son bajas, pero como lo hemos conversado fueron con motivos personales y no por falta de preparación. Es importante que llegue el próximo año con mucha energía y muy motivada.

Final Grade4.1

Comments

Beatriz ha trabajado en clase bien en este segundo semestre, sin embargo su desempeño en las evaluaciones tipo 1 y tipo 2 siguen mostrando que debe prepararlas aún más. Tenga presente que para el comienzo de año 2 hay laboratorios para entregar. Su proceso en la elaboración de informes de laboratorio ha venido en aumento.

Mathematics SL

Virginia

Final Grade4.0

Comments

Beatriz, al finalizar este segundo semestre alcanzo el nivel aprobatorio. Sin embargo es recomendable continuar con el refuerzo conceptual y procedimental, preparando muy bien sus pruebas escritas, principalmente la prueba sin calculadora.

Theory of Knowledge

Julio

Final Grade4.7

Comments

Beatriz is a real pleasure to have had this term. She is a brilliant student with good argumentation skills. She was more on task this fourth term than the previous two. Her presence was felt more than in the previous classes and in general I appreciated having her in class more this term than in the second and third terms. She is great when she works and when she participates and gives a higher level to the discussions when she does.

CONDUCTA

Final Grade

7

DISCIPLINA

Final Grade

7

Educación Física 10

Luis

Final Grade

5.3

Comments

Aunqué tu participación con las selecciones del colegio es muy buena, te debes comprometer más con el trabajo en clase.

F DP Ciencias Nacional 10 (Biología - Química)

Jorge

Final Grade

4.0

Comments

Beatriz es una estudiante que se caracteriza por ser cumplida, organizada, puntual, sin embargo se le recomienda llevar un ritmo constante en su desempeño, pues el segundo parcial y las tareas fueron apenas aceptables, mientras que el resultado de la evaluación acumulativa no alcanzó el mínimo aprobatorio. Es importante llevar un excelente portafolio en la asignatura para un futuro académico.

Filosofía 10

Isabel

Final Grade

5.7

Comments

El examen final del periodo académico consistió en un ejercicio tipo ICFES con base en las preguntas trabajadas a lo largo del año, así como un esfuerzo conceptual por definir de manera abstracta, compleja y completa algunas de las palabras que han sido vertebrales en nuestra propedéutica filosófica.

Descripción de las valoraciones

Grade Descriptor

7	Completa y consistente comprensión de las temáticas y habilidades propias de la asignatura, y es capaz de utilizarla y aplicarla en una amplia variedad de situaciones casi sin errores. Constantemente demuestra originalidad, reflexión, y pensamiento analítico. Produce trabajos de alta calidad.
6	Completa y consistente comprensión de las temáticas y habilidades propias de la asignatura, y es capaz de utilizarla y aplicarla en una amplia variedad de situaciones. Constantemente demuestra originalidad, reflexión, y pensamiento analítico.
5	Completa comprensión de las temáticas y habilidades propias de la asignatura, y es capaz de utilizarla y aplicarla en una variedad de situaciones. Ocasionalmente demuestra originalidad, reflexión, y pensamiento analítico.
4	Demuestra una comprensión general de las temáticas y habilidades propias de la asignatura, y es capaz de utilizarlas efectivamente en situaciones comunes. Hay evidencia ocasional de pensamiento analítico.
3	Logro limitado en la mayoría de los objetivos de la asignatura, o claras dificultades en algunas temáticas. El estudiante muestra una comprensión limitada de las temáticas y habilidades de la asignatura y las aplica en situaciones comunes con acompañamiento del docente.
2	Logro muy limitado en término de los objetivos de la asignatura. El estudiante tiene dificultades en demostrar la comprensión y las habilidades requeridas y aún no las aplica en situaciones comunes, ni siquiera con acompañamiento del docente.
1	Logro mínimo en término de los objetivos de la asignatura
N/A	Aún no ha sido evaluado

Virgin Islands Montessori School & Peter Gruber International Academy

 ManageBac school since 2013

Introduction

Located on the beautiful US Virgin Island of St Thomas, Virgin Islands Montessori School & Peter Gruber International Academy (VIMSIA) was established in 1964.

VIMSIA offers classes starting at age two with its L.A. Casa Toddler Program and continuing through 12th grade. Its Montessori program includes Primary through Upper Elementary and is accredited by Association Montessori Internationale (AMI). Grades 7 through 12 make up The Peter Gruber International Academy.

VIMSIA received authorization from the International Baccalaureate Organization as an IB World School and offers the IB Diploma Programme for 11th & 12th-grade students and the MYP Programme for 7th to 10th-grade students.

Contact Information

Gloria Zakers

Director - Peter Gruber International Academy

gzakers@vimsia.org



VI Montessori School and
Peter Gruber International Academy

Virgin Islands Montessori School & Peter Gruber International Academy 2016-2017 Quarter 3 Report Card

Prepared: March 9, 2017

Student Name: Justin

Grade: Grade 11

Homeroom Advisor: Olivia

Dear Parents and Caregivers,

Can you believe you are receiving Quarter 3 mid-term report today? It is amazing how quickly time seems to fly! The past seven months have been a period of growth for your student, and we at VIMSIA thank you for entrusting your student to the care of our excellent teachers.

Attached to this letter you will find your student's Quarter 3 Report. If you have any questions or concerns, please come to conferences on Friday, March 13 from 8:00am to 3:30pm. This is an excellent time to converse with your student's teachers on a one-on-one basis and ask any questions you may have. Our teachers enjoy meeting the parents of the students they have, so please come in and introduce yourself if you haven't already.

For students in the MYP, you will notice quarter three's report card only features criteria grades instead of final marks for each course. The MYP focuses on educating the whole student, thus, one of the reasons students are evaluated on four criteria instead of just one. It is important to note how your student is improving each quarter in each criterion and not simply focus on the final 1-7 grade. This will only produce stronger well-rounded students who are better prepared for the DP. For all MYP courses, only the final year mark is reflected on a student's transcript. Please let us know if you have any questions.

Upcoming events that you should be aware of are:

- Taste the Nations – Saturday, March 14th beginning at 5pm
- VIMSIA Spring Break – March 30th – April 5th
- Grade 10 Personal Projects due – April 6th
- DP Orientation for Grade 10 Families – April 16th at 6pm (mandatory attendance for g10)
- “Art is a Verb” PGIA Spring Arts Show – April 24th
- Carnival break – April 29th – May 3rd
- Grade 10 Personal Project Showcase – all are welcome – May 6th at 1:45pm
- MYP Orientation for Grade 6 Families – May 7th at 6pm – all are welcome
- Grade 7-11 Final Exams – May 20th – 22nd
- Grade 12 IB DP Exams – May 4th – May 22nd
- 12th Grade Graduation – Monday, May 25th (Memorial Day)
- End Session 2014 – May 26th – June 10th
- End Session Presentations – June 11th at 1pm – all are welcome
- Last day of school for VIMSIA – June 12th

Thank you so much for being an active part of your student's “Education for Life”. Gloria

Zakers
PGIA Academic Director
gzakers@vimsia.org

Summary of Achievement

Semester 2

Subject	Final Grade
English A: Literature 1 Noam Justin is a positive and enthusiastic student who applies himself to his work and his tasks. He makes good use of opportunities for in class work time and regularly participates in class discussions and activities. He has applied his skills in literature to analyze a variety of texts and explore themes, motifs and symbolism within individual works and across them. His latest works, using music and imagery to explore themes within "Fahrenheit 451" and "This Boy's Life," demonstrate critical thinking and application. As the term moves forward we will begin working with a variety of texts from across genres in preparation for his individual oral commentary.	6
Spanish B 1 SL Andres Quarter three was not Justin's strongest quarter. Although he has maintained his good work ethic and continues to participate in class, he did not do as well this time on our Paper 1 and 2 assessments. On his Paper 2 assessment he had difficulty incorporating the new structures studied this term. Also, he did not seem very comfortable with the topic, as he kept repeating the same ideas instead of developing them. Paper 1 continues to be a challenge for all students. With his great work ethic, I am sure Justin will learn from his mistakes and do better next quarter.	4
History 1 HL Logan The second semester of DP 1 History focuses on causes, practices and effects of wars. Justin does excellent work and has improved on his essay structure. He will still need to continue to improve in being concise with his use of language.	6
Biology 1 HL Alicia With the untimely departure of Alfred mid-quarter, Grade 11 DP Biology is now being taught by Alicia. The class has been having much fun exploring biology topics and the transition to a new teacher has been a smooth one. Originally a coral reef biologist before my days of administration, I am thoroughly enjoying the opportunity to spend time in the classroom with your student and explore the world of Biology. Although I will not be at conferences on 3/13, I am always available for your questions and concerns via email, phone or appointment. Student learning remains my number one priority, and your student's success will receive my undivided attention. Using a combination of new assignments from the last few weeks, as well as the work done previously, I have done the best I can to give a fair assessment of a Biology grade at this time. Justin is a top notch student. I am continually impressed with his dedication to doing his best and his strong work ethic. Justin has a solid knowledge base and pays close attention in class. His writing is quite advanced for an 11th grade student, and if he stays focused, he will surely be on his way to high marks in IB Biology. Keep it up, Justin!	7
Environmental Systems and Societies Alicia Justin is taking ESS by storm! He genuinely seems to like the subject area and finds the topics to be truly interesting. His science skills are strong and he is on the path to high marks and huge success. I was very pleased to see how seriously he took the field work project we recently embarked on. He pushed himself outside of his comfort zone and gathered some great data. I am looking forward to reading his investigation report. These skills will be hugely helpful in the college arena. Intensive, in-depth writing and focused efforts for the rest of this course will earn you high marks and an IB Diploma! Keep striving.	7
Mathematics Nathan Justin is doing very well so far this year. He is diligent and very motivated. He does need to learn a little patience and focus on the process of the math problems and not necessarily just the answers.	6
Theory of Knowledge Liam Justin is a keen student in TOK and a good participant.	P

HS Classes

Subject

Final Grade

Advisory

Ada

DP Study Hall

Alicia

G4 Project

Alicia

P

Justin's group chose to present on "Hurricane Effects on Florida Keys Deer." The group attained a 4 on this presentation overall, and Justin did well individually as he had a simple understanding of the topic, generally organized, fluent and appropriate.


The group 4 project was a collaborative activity. Students from different group 4 science subjects worked together on a scientific topic. This activity counted for 10 practical hours on the Practical Scheme of Work and is part of the final IB grade. The students completed theoretical and hands on research projects concerning their chosen topic. They ended the activity by presenting their findings to the PGIA student body and by writing reflections about the skills they developed while working with others.

IB Diploma Core



CAS:

Key Activities:

Overall Progress:  **On-track**

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

Assisting my school and island community with technology and in other areas (Service),
Playing on the soccer team for the Spring season, 2017 (Action), Creating songs using
garageband and other applications (Creativity)



Extended Essay


Supervisor: *Marc Corbeil*

No EE topic has been submitted.



ToK Paper

Teacher: *Marc Corbeil*

Overall Progress:  **On-track**

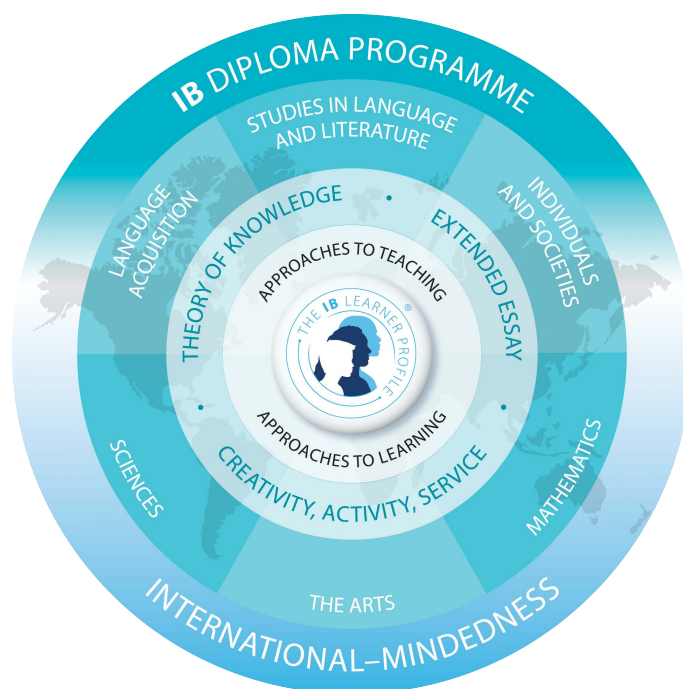
No prescribed title has been selected.

Grade Descriptors

Grade Descriptor

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

IB Learner Profile



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

QuickStart Guide: DP Reports

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

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

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

Diploma Programme: Reports

Introduction to ManageBac Report Cards

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

Click **Reports** to begin.

Templates

Create different report templates based on year levels or terms.

Selections

Specify the academic term, template, and year levels.

Final Reports

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

Excel Export

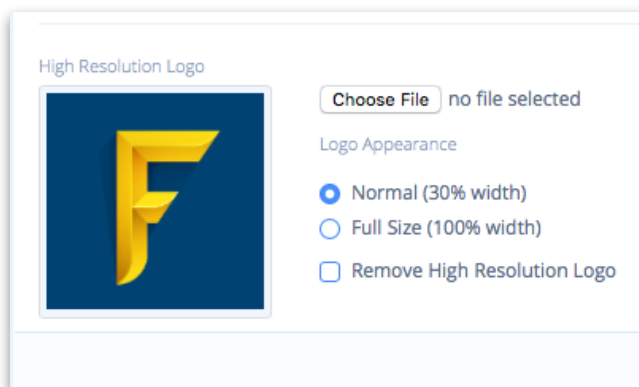
Export all grades.

Preview Options

Generate individual or full-scale drafts.

Step 1: Logo

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



Step 2: Rubrics and Options

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

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

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

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

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

Main Page: Rubrics & Options

Settings > Academic Programmes & Curriculum > Diploma

Configuring Rubrics & Options

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

Common rubrics & options include:

- Effort grades
- Participation

Enable evaluation of:

☒ CAS ☒ Extended Essay

Top Align

☐ All Subjects ☒ Subject-specific Rubrics

Rubrics

CAS EE All Subjects

Participation **Criteria**

Add Rubric

Modal: Add New Rubric

Settings > Academic Programmes & Curriculum > Diploma

Add New Rubric

Title *

CAS Progress

Type:

☒ Criteria ☐ Custom Field ☐ Formula

Options

Related Subject:

All Subjects

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

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

Step 3: Teacher Gradebooks

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

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

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

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

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

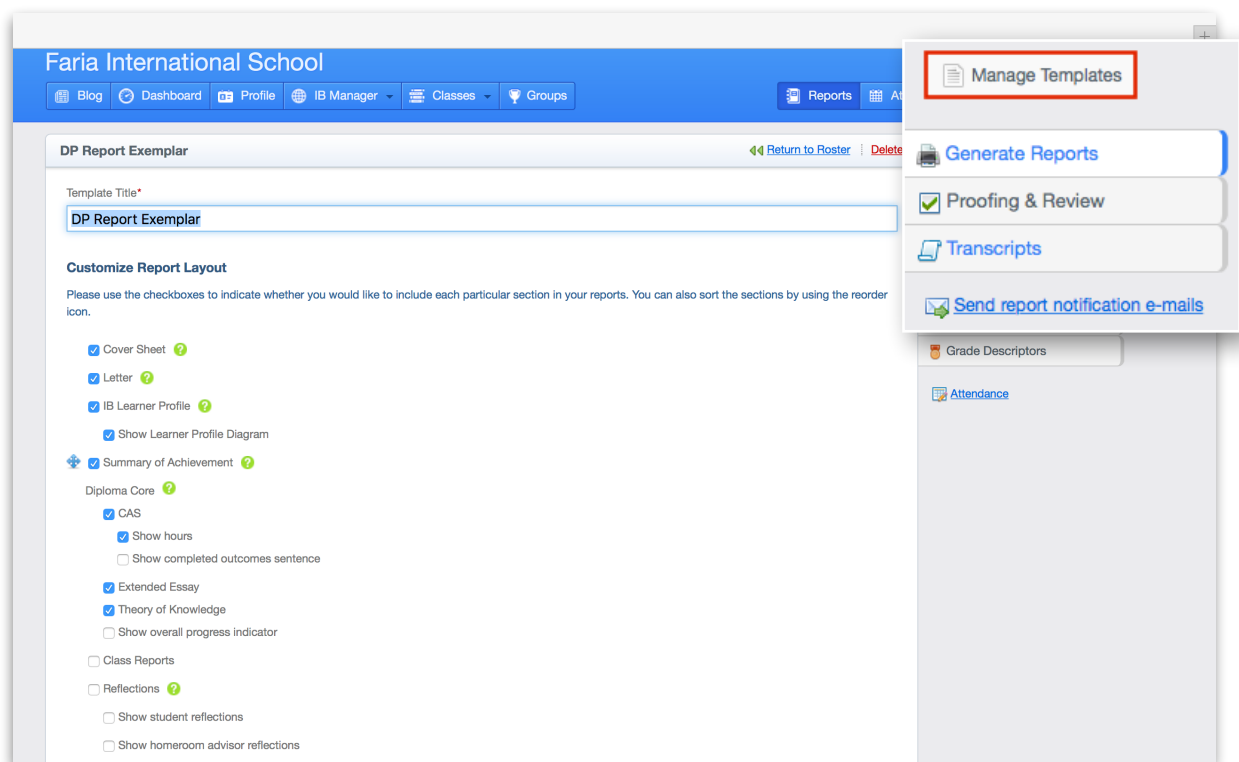
As an admin user, you can directly edit these grades here.

The screenshot displays the 'Proofing & Review' section of the ManageBac interface. It includes a bar chart showing the distribution of student grades for English Literature HL. The chart shows a peak at grade 6. Below the chart is a table of student grades and comments.

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

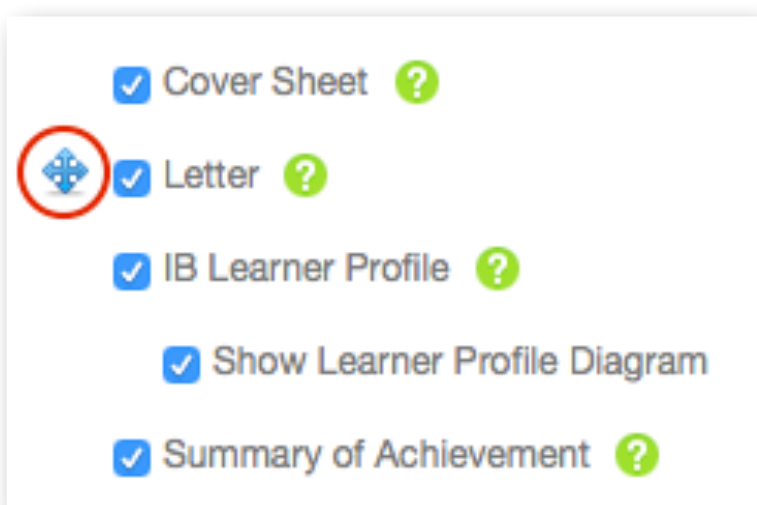
Step 4: Customise Templates

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



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

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



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

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

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

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

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

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

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

Step 5: Preview and Generate Reports

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

The 'Generate Reports' form is divided into several sections:

- Generate Reports**: A heading for the main form.
- Please confirm your report term, template and years:**: A section with three numbered steps: 1. Select Term (dropdown menu showing '(August 2015 – June 2016) Term 2'), 2. Select Template (dropdown menu showing 'DP Report Exemplar' with an 'Edit template' link), and 3. Select years* (checkboxes for 'Pre-IB Grade 9', 'Pre-IB Grade 10', 'Grade 11', and 'Grade 12' (checked)). There is also a checkbox for 'Include non-IB term grades:' with 'High School' selected.
- Report Preferences**: A section with 'Report Title' (text input 'Sample DP Report'), 'Preparation Date' (calendar icon showing 'December 31, 2016'), and 'Sort Order' (radio buttons for 'Family Name' (selected), 'Year', and 'Homeroom', plus a checkbox for 'Notify parents & students via e-mail' and a link for 'Preview Report Emails').
- Confirmation**: A section stating 'Your Sample DP Report will be generated for Term 2, Grade 12 in the August 2015 – June 2016 Academic Year using the DP Report Exemplar template.'
- Buttons**: A row of buttons: 'Save Changes' (blue), 'Preview Individual Report' (blue, highlighted with a red box), and 'Generate Draft' (blue, highlighted with a red box). Below these is a green 'Generate Reports' button.
- Footer**: A note stating 'The Generate Reports button creates a full set of final PDF reports, which are visible to students and their parents via the Profile > Reports tab. These reports are saved individually on the student profiles and the relevant academic data is also stored within the Transcripts.'

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

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

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

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

The 'Reports' tab is active, showing a list of reports. A red box highlights a report titled 'Sample_DP_Report.pdf' generated on 'October 17, 2015'. A red arrow points to the 'Reports' tab in the navigation bar.

Personal Information

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

2015 - 2016 Academic Year

- Sample_DP_Report.pdf
Generated: October 17, 2015



The Trusted choice of 4 in 5
IB Diploma students



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