



Roong Aroon International School 2024 - 2025 End of Year Report

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Student Name:	Jitrachai Chatudomkul	Student ID: 230109
Grade:	MYP 2 / Grade 7	
Homeroom Advisor:	Oscar Sanchez	

Dear Roong Aroon International School Families,

It is with great pleasure to share with you our 2024-2025 End of Year Report for the Middle Years Programme (MYP). Term 3 was filled with many amazing events and activities for all students. For the Yod Nam in term 3, our teachers and administrators wanted to try a different venue for the students' Yod Nam by setting up exhibition booths at the Suryadhep Msuic Sala in conjunction with our annual Khon Performance. The Yod Nam exhibition was filled with amazing projects and displays that highlighted our students' learning journey throughout the term. If you were able to visit the exhibition, we hope you had a wonderful time seeing the projects and displays made by the students and teachers. Also, on June 27, we celebrated our 4th batch of students graduating from our MYP Programme. It was a great experience hearing the thoughts and reflections of our grade 10 students' unique journey through the programme. Following the MYP Graduation, there were fun activities for the students such as the Piñata party and end of year reflections with students and teachers.

The levels of achievement in this report are a reflection of the students' progress, and are based on evidence that the teacher collects throughout the term including classroom activities, homework tasks and other formative tasks.

The progress we are seeing in students this term is exceptional and you can be proud of all that has been accomplished this term. A reminder that level 3 is considered a passing level and level 4 is the average level of achievement across disciplines.

We are excited to see all students and teachers again when we start Term 1 on Monday, August 18th, 2025.

On behalf of Roong Aroon International School, we wish everyone in the school community a very blessed, and restful July break and we are excited to see everyone in August for the Academic year of 2025-2026!

James Ford
Head of School

Vijay Vardhan Singh
IB-MYP Coordinator

IB Learner Profile



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

Third Trimester

Language and Literature: Thai

Pakin Inchompoo

Grade

Overall Level of Achievement

5

Language Acquisition: English Phase 6

Joanne Tiu

Grade

Overall Level of Achievement

5

Individuals and Societies: Integrated Humanities

Oscar Sanchez

Grade

Overall Level of Achievement

5

Sciences: Sciences

Cherry Potestas

Grade

Overall Level of Achievement

5

Mathematics: Mathematics

Parkash Darjee

Grade

Overall Level of Achievement

6

Arts: Performing Arts

Thanapat Pornjaroen

Grade

Overall Level of Achievement

6

Physical and Health Education: Physical and Health Education

Swapnil Pawar

Grade

Overall Level of Achievement

5

Design: Design

Tabish Shah

Grade

Overall Level of Achievement

3

Homeroom Reflection

Oscar Sanchez

Homeroom Advisor

Jittrachat reflects the Balanced and Caring attributes of the IB Learner Profile, demonstrating significant strides in her personal growth. She becomes more self-regulated and focused in class, although she needs reminders to complete tasks on time. Socially, Jittrachat is a positive influence in the homeroom, offering help to peers and contributing to a collaborative atmosphere. Her communication skills improve, and she actively participates in class discussions. Jittrachat is encouraged to continue refining her self-management and time management skills to build on her progress and further enhance her contributions.

Jittrachat demonstrates substantial growth in self-management and social skills throughout the year and is encouraged to continue developing her responsibility and organizational skills.

Individual Class Reports

Language and Literature: Language & Literature Thai

Pakin Inchompoo

Throughout the year, students begin by developing their language skills through exploring places and landmarks within Bangkok. They engage in research and experiential learning to understand the history, culture, and significance of various locations, while practicing communication techniques used by tour guides to effectively engage and inform their audience. This unit helps students build skills in listening, speaking, reading, and writing, while encouraging creativity, confidence, and collaboration.

Following this, students delve into the history of the Ayutthaya Kingdom, focusing on the leadership and vision of key figures such as King U-Thong and King Naresuan. They examine how geographical, political, and social factors contributed to the foundation and growth of the kingdom, and participate in field studies to deepen their connection to Thailand's heritage. This unit promotes critical thinking, inquiry, and reflective learning, fostering an appreciation of cultural identity and historical context.

In the final unit, students develop their creative writing skills by composing original short stories inspired by their personal experiences and insights gained through literature study. They learn to organize ideas, develop narrative structures, and use expressive language to convey emotions and perspectives clearly. This process encourages self-management, reflection, and effective communication, culminating in polished written works that demonstrate growth in both language use and storytelling ability.

Throughout the year, students strengthen all language domains in an integrated way and cultivate IB Learner Profile attributes such as being communicators, thinkers, and risk-takers. They also develop Approaches to Learning skills including self-management, research, critical thinking, and communication. Beyond language proficiency, this course nurtures important life skills such as empathy, cultural awareness, and adaptability. Students learn to value diverse perspectives and articulate their ideas thoughtfully, preparing them not only to excel academically but also to engage meaningfully with the world around them.

MYP Assessment Criteria	Achievement Level Maximum	
A: Analysing		
Jittrachat		
i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts		
ii. provides substantial identification and explanation of the effects of the creator's choices on an audience	6	8
iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology		
iv. competently interprets similarities and differences in features within and between genres and texts.		
B: Organizing		
Jittrachat		
i. makes competent use of organizational structures that serve the context and intention		
ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other	5	8
iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.		
C: Producing text		
Jittrachat		
i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas	5	8
ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience		
iii. selects sufficient relevant details and examples to develop ideas.		
Totals:	21	32

D: Using language

Jittrachat

- i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently
- ii. writes and speaks competently in a register and style that serve the context and intention
- iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication
- iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication
- v. makes sufficient use of appropriate non-verbal communication techniques.

5

8

Totals:**21****32****Overall Level of Achievement****5****Approaches to Learning**

ATL	EE	ME	AE	BE
Organization Skills		✓		
Affective Skills		✓		

Comments:

Jittrachat's final short story showed her ability to connect personal thoughts with storytelling elements. She demonstrated a developing sense of structure and narrative flow. With further practice in producing text and refining language use, her work will become more effective. She remained organized and consistently applied feedback. More attention to dialogue and character motivation could strengthen her narratives.

Grade 7 English Acquisition (Phases 4–6) invites students to explore how language can raise awareness, promote justice, and inspire action. Through themes such as human rights, environmental care, and innovation, students develop their English skills in meaningful, real-world contexts. Units explored topics like law and punishment, child well-being, animal protection, pollution, and creative solutions to global challenges.

Students completed a range of tasks including creating a Podcast to raise awareness on social issues and writing reflections based on their Sea Aquarium field trip, connecting personal experience with global themes. Through texts, discussions, and collaborative projects, students improved their listening, speaking, reading, and writing. They practiced organizing ideas clearly, thinking critically, and adapting their communication for different purposes and audiences.

MYP Assessment Criteria	Achievement Level	Maximum
A: Listening		
Jittrachat		
i.identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts	6	8
ii.interprets conventions in complex authentic texts		
iii.interprets connections in complex authentic texts		
B: Reading		
Jittrachat		
i.identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts	6	8
ii.interprets conventions in complex authentic texts		
iii.interprets connections in complex authentic texts		
C: Speaking		
Jittrachat		
i.uses a range of vocabulary		
ii.uses a range of grammatical structures with a few errors which do not hinder communication	6	8
iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension		
iv.during interaction, communicates most relevant information		
D: Writing		
Jittrachat		
i.uses a range of vocabulary		
ii.uses a range of grammatical structures with a few errors which do not hinder communication	5	8
iii.organizes information in an appropriate format using simple and complex cohesive devices		
iv.communicates most relevant information with a sense of audience and purpose to suit the context		
Totals:	23	32
Overall Level of Achievement		
5		

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills			✓	
Organization Skills			✓	

Comments:

Jittrachat is a determined and disciplined student who readily demonstrates quick ideas. Her insightful questions

show she actively seeks to fully understand concepts. Jittrachat puts in her best effort and her strong critical thinking and initiative reflect excellent self-management and thinking skills, making her a valuable contributor in the classroom. For the upcoming academic year, it would be great to see Jittrachat further develop her verbal and written communication skills. To enhance her work, she would benefit from expanding her vocabulary and experimenting with more complex sentence structures. This will allow her to express her ideas even more effectively and strengthen her analytical abilities, truly embodying the traits of a Communicator and a Thinker. With her dedication and impressive capabilities, she will continue to make excellent progress. Keep up the fantastic work!

Individuals and societies incorporate disciplines traditionally studied in the humanities and disciplines in the social sciences. Integrated humanities focuses on inquiry from many perspectives, bringing together knowledge and conceptual understandings from multiple disciplines within this subject group. Students collect, describe, and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material, focusing on real-world examples, research, and analysis. The subject encourages learners to respect and understand the world, considering local and global contexts. It equips them with the necessary skills to explore historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors impacting individuals, societies, and environments.

In 7th-grade Integrated Humanities, students explore various themes that connect history, globalization, and environmental issues to human societies. They begin by studying life in the Middle Ages, examining the structures, daily life, and significant events that shaped this period. The next unit focuses on the impacts of globalization, where students investigate how it connects different parts of the world through language, business, sport, and entertainment, while also addressing its benefits and challenges. Finally, students explore the importance of natural environments, learning about different ecosystems, how human activities impact them, and the concept of sustainability. These units work together to help students understand the dynamic relationships between societies, the environment, and global changes, fostering critical thinking and awareness of the world around them.

MYP Assessment Criteria	Achievement Level	Maximum
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A: Knowing and understanding

Jittrachat

i. uses considerable and relevant terminology accurately	5	8
ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.		

B: Investigating

Jittrachat

i. formulates/chooses a research question that is clear and focused and describes its relevance	4	8
ii. formulates and occasionally follows a partial action plan to investigate a research question		
iii. uses a method(s) to collect and record some relevant information		
iv. with guidance, reflects on the research process and results.		

C: Communicating

Jittrachat

i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose	5	8
ii. mostly structures information and ideas according to the task instructions		
iii. creates an adequate reference list and usually cites sources.		

D: Thinking critically

Jittrachat

i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories	5	8
ii. summarizes information in order to make usually valid arguments		
iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations		
iv. clearly recognizes different perspectives and describes most of their implications.		

Totals:	19	32
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Overall Level of Achievement

5

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		

ATL	EE	ME	AE	BE
Reflection Skills		✓		
Information Literacy Skills		✓		
Critical Thinking Skills		✓		

Comments:

Jittrachat is a curious learner who embraces the Inquirer and Risk-Taker attributes, actively exploring new ideas and perspectives throughout the year. Her ATL skills in collaboration and research are strong, but she works on organizing her research more clearly. Jittrachat excels in understanding the connections between ecosystems but deepens her analysis by exploring additional perspectives. While her communication is generally clear, she benefits from presenting her arguments in a more structured manner. To improve, Jittrachat focuses on refining her research skills and organizing her findings for clearer presentations. Jittrachat shows solid engagement throughout the year, and by improving her research depth and organization, she enhances her academic skills.

Congratulations on her performance in RAISMUN.

Students engaged in a year-long exploration of biology, chemistry, and physics through inquiry-driven learning and practical application. They began by investigating the structure and function of DNA, exploring how traits are inherited across generations using Punnett squares and pedigree charts. This understanding was applied in a simulated forensic case, encouraging critical thinking about the use and limitations of genetic evidence. The focus then shifted to the properties of matter, atomic structure, and the periodic table, where students examined how elements form compounds with real-world relevance. They practised balancing chemical equations, constructed 3D molecular models, and investigated how concentration affects the rate of reaction. Students formulated and tested organic cosmetic products, comparing them with commercial alternatives while considering safety, sustainability, and consumer satisfaction. To conclude the year, students explored motion—covering speed, velocity, acceleration, Newton’s laws, and simple machines. Through hands-on experiments, data graphing, and engineering challenges, they designed and built compound machine prototypes to solve practical problems within the school. Throughout the year, students developed skills in scientific inquiry, data organization and analysis, and collaborative problem-solving.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
Jittrachat is able to:		
i. outline scientific knowledge	6	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations		
iii. interpret information to make scientifically supported judgments.		
B: Inquiring and Designing		
Jittrachat is able to:		
i. outline a problem or question to be tested by a scientific investigation		
ii. outline and explain a testable hypothesis using scientific reasoning	5	8
iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected		
iv. design a complete and safe method in which he or she selects appropriate materials and equipment.		
C: Processing and Evaluating		
Jittrachat is able to:		
i. correctly collect and present data in numerical and/or visual forms	4	8
ii. accurately interpret data and describe results		
iii. state the validity of a hypothesis based on the outcome of a scientific investigation		
iv. state the validity of the method based on the outcome of a scientific investigation		
v. state improvements or extensions to the method that would benefit the scientific investigation.		
D: Reflecting on the Impacts of Science		
Jittrachat is able to:		
i. outline the ways in which science is used to address a specific problem or issue	4	8
ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor		
iii. sometimes apply scientific language to communicate understanding		
iv. sometimes document sources correctly.		
Totals:	19	32

Overall Level of Achievement

5

Approaches to Learning

ATL	EE	ME	AE	BE
Organization Skills			✓	

ATL	EE	ME	AE	BE
Critical Thinking Skills		✓		

Comments:

Jittrachat demonstrates the qualities of a caring and principled learner, showing a strong sense of responsibility in her work. She has good social skills and can work well with anyone in her class. Jittrachat can find solutions to familiar problems and suggest possible approaches to unfamiliar challenges, reflecting her critical thinking skills. Jittrachat can clearly outline and explain her hypothesis, demonstrating a good understanding of scientific principles. She can also describe how science is used to address specific problems, showing her ability to connect scientific concepts to real-world applications. To improve further, she can focus on strengthening her time-management skills to manage her workload more effectively and complete tasks with greater efficiency. Jittrachat's contributions this year show responsibility and analytical thinking. Keep up the great work, Jittrachat.

The MYP mathematics framework encompasses numbers, algebra, geometry, trigonometry, statistics, and probability. Students in the MYP learn how to represent information, to explore and model situations, and find solutions to familiar and unfamiliar problems. MYP Mathematics aims to equip all students with the knowledge, understanding, and intellectual capabilities to address further mathematics courses, as well as to prepare those students who will use mathematics in their studies, workplaces, and everyday life. In Grade 7 Mathematics, students will explore the theme of identities and relationships through the lens of ratio and proportions in the first term. They will analyse human interactions and behaviours to gain insights into what constitutes fair and desirable outcomes. Students will study the different Olympic track events and use ratio and proportion to determine how factors such as height may affect athletes' performance. In the second term, students will explore natural and human-made landscapes to gain an understanding of orientation in space and time. In the third term, students will use statistics to explore the global context of fairness and development. They will represent data with graphs and numerical measures to identify potential inequalities and make informed decisions. Students will study the differences between countries, including factors such as economic development, education levels, and health outcomes.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
Jittrachat is able to:		
i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations	7	8
ii. apply the selected mathematics successfully when solving these problems		
iii. generally solve these problems correctly in a variety of contexts.		
B: Investigating patterns		
Jittrachat is able to:		
i. select and apply mathematical problem-solving techniques to discover complex patterns	6	8
ii. describe patterns as relationships and/or general rules consistent with findings		
iii. verify these relationships and/or general rules.		
C: Communicating		
Jittrachat is able to:		
i. usually use appropriate mathematical language		
ii. usually use appropriate forms of mathematical representation to present information correctly	6	8
iii. move between different forms of mathematical representation with some success		
iv. communicate through lines of reasoning that are clear although not always coherent or complete		
v. present work that is usually organized using a logical structure.		
D: Applying mathematics in real-life contexts		
Jittrachat is able to:		
i. identify the relevant elements of the authentic real-life situation		
ii. select adequate mathematical strategies to model the authentic real-life situation	6	8
iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation		
iv. describe the degree of accuracy of the solution		
v. discuss whether the solution makes sense in the context of the authentic real-life situation.		
Totals:	25	32

Overall Level of Achievement

6

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		



Comments:

Jittrachat demonstrated empathy and collaboration, especially in group discussions. In Term 1, she showed good understanding of Number and Algebra, solving problems involving integers, fractions, and percentages accurately. During Term 2, she displayed solid skills in Geometry, particularly with understanding angles, symmetry, and area calculations. In Term 3, Jittrachat applied her research skills effectively during the "Exploring Digital Habits" project. She needs to focus on analyzing trends over time and making critical comparisons between datasets. Continued practice in data interpretation and deeper insights into data will help Jittrachat excel further. She showed consistent progress throughout the year.

In Grade 7 Performing Arts, students will embark on a year-long journey of learning, beginning with the formation of a small band. Throughout the course, students will delve deeper into understanding various instrument selections and their unique qualities. Their progress and accomplishments will be captured through audio and video recordings, documenting their artistic growth. Additionally, students will have the exciting opportunity to showcase their skills through live performances. These collective experiences will foster teamwork and instill a sense of responsibility as they collaborate and contribute to the success of their musical ensemble.

MYP Assessment Criteria

Achievement Level Maximum

A: Investigating

Jittrachat

i. provides relevant information that is related to the statement of inquiry	6	8
ii. describes features of an artwork or performance including two from elements, technique and context.		

B: Developing

Jittrachat

i. demonstrates sufficient practical exploration of an idea or ideas	4	8
ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.		

C: Creating/Performing

Jittrachat

i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.	7	8
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D: Evaluating

Jittrachat

i. evaluates their own artwork or performance	7	8
ii. analyses their development as an artist.		

Totals:	24	32
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Overall Level of Achievement

6

Approaches to Learning

ATL	EE	ME	AE	BE
Affective Skills		✓		

Comments:

Jittrachat demonstrated a thoughtful and committed approach to her music studies this year. She met expectations in self-management and showed strong growth, particularly in creative work and reflection. Her score in Criterion C reflects her ability to express musical ideas effectively. She is encouraged to build confidence in her singing and take initiative in exploring new roles within the band. To further her development as a well-rounded musician, Jittrachat should maintain her effort and willingly embrace new challenges.

In the Middle Years Program, Physical and health education empowers students to understand and appreciate the value of being physically active and emotionally aware for making healthy life choices. By focusing on both learning about and learning through physical activity, students can develop knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle physically, emotionally and socially. This allows students to learn, appreciate and respect the ideas of others, gain effective collaboration and communication skills to build positive interpersonal relationships and develop a sense of social responsibility. In Grade 7 Physical and health education, students will explore resilience, emotions and empathy. In Term 1 Students will explore adventure activities and how individual and teamwork is required for successful outcomes. In Term 2 students will explore competition and conflict through volleyball and spike-ball and develop emotional management strategies and empathy to work through conflict in competition. Finally, in Term 3 students will explore resilience through Muay Thai. Learning a variety of skills and moves they will be challenged to develop a group routine that demonstrates the skills they learned.

MYP Assessment Criteria	Achievement Level Maximum	
A: Knowing and understanding		
Jittrachat		
i. outlines physical and health education factual, procedural and conceptual knowledge	5	8
ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations		
iii. applies physical and health terminology consistently to communicate understanding.		
B: Planning for performance		
Jittrachat		
i. identifies goals to enhance performance	5	8
ii. designs a plan for improving physical performance and health.		
C: Applying and performing		
Jittrachat		
i. demonstrates and applies skills and techniques with limited success	4	8
ii. demonstrates and applies strategies and movement concepts with limited success		
iii. identifies and applies information to perform.		
D: Reflecting and improving performance		
Jittrachat		
i. outlines and demonstrates strategies to enhance interpersonal skills	6	8
ii. describes the effectiveness of a plan based on the outcome		
iii. outlines and evaluates performance.		
Totals:	20	32

Overall Level of Achievement**5****Approaches to Learning**

ATL	EE	ME	AE	BE
Communication Skills			✓	
Collaboration Skills			✓	
Critical Thinking Skills			✓	
Creative Thinking Skills			✓	

Comments:

Jittrachat tried to use class time effectively, staying focused for the duration of each session and seeking assistance when required. She worked cooperatively with various peers during water activities and showed significant improvement while Canoeing. Jittrachat also demonstrated good self-management skills during the Aesthetic unit, completing her work on time and to an acceptable standard. However, to maximize her potential, Jittrachat must adopt a more mature attitude across all areas of the Physical and Health Education curriculum and show more enthusiasm for the other aspects of the subject.

As part of the Middle Years Programme (MYP), design challenges all students to: apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts, and consider their responsibilities when making design decisions and taking action. MYP design focuses on a holistic design process rather than final products and solutions. In Grade 7 Design, students will identify game opportunities in real-world situations. With a focus on the design cycle, this unit aims to empower students to discover game-creation opportunities that contribute to the ideals of contemporary game design. The stop-motion unit focuses on the relationship between design and effective communication. Students will follow the design cycle to develop a stop-motion animation that raises awareness about a problem and presents a viable solution. This unit aims to empower students to use their creative skills to address real-world issues and effectively communicate their ideas through the medium of stop-motion animation.

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing		
Jittrachat		
i. outlines the need for a solution to a problem	3	8
ii. states the research needed to develop a solution to the problem, with some guidance		
iii. outlines one existing product that inspires a solution to the problem		
iv. develops a basic design brief, which outlines some of the findings of relevant research.		
B: Developing ideas		
Jittrachat		
i. constructs a list of the success criteria for the design of a solution	3	8
ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others		
iii. outlines the main reasons for choosing the design with reference to the design specification		
iv. creates planning drawings/diagrams or lists requirements for the chosen solution.		
C: Creating the solution		
Jittrachat		
i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution	3	8
ii. demonstrates satisfactory technical skills when making the solution		
iii. creates the solution, which partially functions and is adequately presented		
iv. outlines changes made to the chosen design or plan when making the solution.		
D: Evaluating		
Jittrachat		
i. describes a relevant testing method, which generates data, to measure the success of the solution	3	8
ii. outlines the success of the solution against the design specification based on relevant product testing		
iii. lists the ways in which the solution could be improved		
iv. outlines the impact of the solution on the client/target audience.		
Totals:	12	32
Overall Level of Achievement		
3		

Approaches to Learning

ATL	EE	ME	AE	BE
Creative Thinking Skills			✓	

Comments:

Jitrachart approached the robot design project with precision and consistency. Her methodical planning phase helped guide her successful execution. During creation, she prioritized clean wiring and ensured the controller inputs responded smoothly. She consistently evaluated her work, showing a mature understanding of what could be optimized. Her year-long development in the design cycle was marked by steady refinement of her ideas and execution.

Overall Level of Achievement Descriptors

Final Grade Descriptor

7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
N/A	Not Yet Assessed.
INC	Incomplete

Approaches to Learning

Grade Descriptor

EE	Exceeding Expectations: The student's progress in this Approaches to Learning skill category is exceeding expectations.
ME	Meeting Expectations: The student's progress in this Approaches to Learning skill category is meeting expectations.
AE	Approaching Expectations: The student's progress in this Approaches to Learning skill category is approaching expectations.
BE	Below Expectations: The student's progress in this Approaches to Learning skill category is below expectations.