



# Pan-Asia International School

## IB MYP Progress Report Second Term A.Y. 2023-2024

Prepared: July 2, 2024



Student Name: Irisa Kitthananan

Student ID: 2238-2750

Date of Birth: September 11, 2009

Grade: Year 4

Advisor: Travis John Clements

Dear Students and Parents.

I would like to thank you for trusting and supporting our school. The school will continue striving to provide our students with an opportunity to excel academically and morally so that they can become balanced and responsible citizens of the global community. This will be easily achieved through adopting the best elements of western education in an eastern cultural environment through collaboration between the parents, educators, students, and the community. Upon graduation from our school, our students will be Academic Achievers, Personally and Socially Well-Balanced, Effective Communicators, Artistically Aware, and Physically Fit.

This being said, we will ensure that our students can build their bright and successful future. I wish you a very good life and a very bright future.

### Yearly Attendance

% Present	Absent	Present	Late	Excused
89.71	21	172	8	1

Mr. Jacob Andrew Conger  
IB MYP Coordinator

Dr. Husni Hamad  
Head of School

# IB Learner Profile



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

# 2023-2024 Class Reports - Second Term

## IB Middle Years - Second Term(August 2023 – June 2024)

### Language and Literature: Research (Year 4)

Haneen Odeh

Learner Profile: Knowledgeable

MYP Assessment Criteria

Achievement Level Maximum

#### A: Analysing

Niji

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

7

8

#### B: Organizing

Niji

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

7

8

#### C: Producing text

Niji

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

7

8

#### D: Using language

Niji

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

7

8

Totals:

28

32

Final Grade Grade

7

A+

Attendance: (92.5%) Present 3 Absent 37 Present 0 Late 0 Excused

Comments:

Exceptional! Your performance in our Research class surpasses expectations. Your mastery of research methodologies, critical thinking skills, and ability to present findings with confidence and clarity are truly outstanding. Your work not only demonstrates a deep understanding of the subject matter but also reflects a level of intellectual curiosity and originality that is rare to find. Your achievement sets a benchmark for academic excellence, and I have no doubt that you will continue to excel in your future endeavors. Well done on an exemplary performance!

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

**A: Analysing**

Niji

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

7

8

**B: Organizing**

Niji

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

8

8

**C: Producing text**

Niji

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

7

8

**D: Using language**

Niji

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

7

8

**Totals:****29****32****Final Grade** Grade**7****A+****Attendance:** (92.2%) Present 16 Absent 181 Present 0 Late 8 Excused**Comments:**

Niji, your consistent effort throughout the semester is commendable. This dedication has significantly contributed to your academic progress. Keep up the hard work and continue to strive for excellence.

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

# Language and Literature: Thai Language and Literature (Year Luksana (Husna) Saleanoi 4)

Learner Profile: Open-minded

MYP Assessment Criteria

Achievement Level Maximum

## A: Analysing

Niji

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

7

8

## B: Organizing

Niji

- 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
- iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.

6

8

## C: Producing text

Niji

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

7

8

## D: Using language

Niji

- 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.

6

8

**Totals:**

**26**

**32**

**Final Grade** **Grade**

**6**

**A**

**Attendance:** (82.72%) Present 14 Absent 66 Present 0 Late 1 Excused

## Comments:

Niji is courteous and shows good manners in the classroom and she is kind, respectful and helpful when interacting with her peers. She listens to the comments and ideas of others without interrupting. She shows a positive attitude with classmates in group projects and activities, and both takes and gives suggestions and directions effectively. Improve the word spelling and literary analysis can make her a good grade.

Grade	1	2	3	4	5	6	7
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Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32
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# Language Acquisition: Chinese Language Acquisition B Phases 4, 5 (Year 4)

Mian Li Yao, Sichao Tang

**Learner Profile:** Inquirers, Knowledgeable, Communicators

**MYP Assessment Criteria**

**Achievement Level Maximum**

## A: Listening

Niji

i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts	7	8
ii. analyses conventions in simple and some complex authentic texts		
iii. analyses connections in simple and some complex authentic texts		

## B: Reading

Niji

i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts	7	8
ii. analyses conventions in simple and some complex authentic texts		
iii. analyses connections in simple and some complex authentic texts		

## C: Speaking

Niji

i. uses a wide range of vocabulary	7	8
ii. uses a wide range of grammatical structures generally accurately		
iii. uses clear pronunciation and intonation which makes the communication easy to comprehend		
iv. communicates all or almost all the required information clearly and effectively		

## D: Writing

Niji

i. uses a wide range of vocabulary		
ii. uses a wide range of grammatical structures generally accurately	7	8
iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices		
iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context		

**Totals: 28 32**

**Final Grade Grade**

**7 A+**

**Attendance:** (92.68%) Present 6 Absent 75 Present 0 Late 1 Excused

## Comments:

Niji has a strong understanding of Chinese grammar and can accurately construct complex sentences. She often helps her peers, which reinforces her own learning. Keep up the good work!

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



Learner Profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled

MYP Assessment Criteria Achievement Level Maximum

### A: Knowing and understanding

Niji		
i. consistently uses a wide range of terminology effectively	7	8
ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.		

### B: Investigating

Niji		
i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence	7	8
ii. formulates and effectively follows a comprehensive action plan to investigate a research question		
iii. uses research methods to collect and record appropriate, varied and relevant information		
iv. thoroughly evaluates the investigation process and results.		

### C: Communicating

Niji		
i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose	7	8
ii. structures information and ideas in a way that is completely appropriate to the specified format		
iii. consistently documents sources of information using a recognized convention.		

### D: Thinking critically

Niji		
i. completes a detailed discussion of concepts, issues, models, visual representation and theories	7	8
ii. synthesizes information to make valid, well-supported arguments		
iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations		
iv. thoroughly interprets a range of different perspectives and their implications.		

Totals: 28 32

Final Grade Grade

7 A+

Attendance: (96.34%) Present 3 Absent 79 Present 0 Late 0 Excused

### Comments:

Niji has demonstrated an outstanding comprehension of economics and microeconomics. To continue excelling, delve into more advanced topics and participate actively in class discussions. Your enthusiasm and hard work are impressive, keep shining!

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

### A: Knowing and understanding

Niji is able to:

- |  |   |   |
|--|---|---|
| i. explain scientific knowledge  | 7 | 8 |
| ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations |   |   |
| iii. analyse and evaluate information to make scientifically supported judgments.                            |   |   |

### B: Inquiring and Designing

Niji is able to:

- |  |   |   |
|--|---|---|
| i. explain a problem or question to be tested by a scientific investigation                                    | 7 | 8 |
| ii. formulate and explain a testable hypothesis using correct scientific reasoning                             |   |   |
| iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected      |   |   |
| iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment. |   |   |

### C: Processing and Evaluating

Niji is able to:

- |  |   |   |
|--|---|---|
| i. correctly collect, organize, transform and present data in numerical and/ or visual forms         | 7 | 8 |
| ii. accurately interpret data and explain results using correct scientific reasoning                 |   |   |
| iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation        |   |   |
| iv. evaluate the validity of the method based on the outcome of a scientific investigation           |   |   |
| v. explain improvements or extensions to the method that would benefit the scientific investigation. |   |   |

### D: Reflecting on the Impacts of Science

Niji is able to:

- |  |   |   |
|--|---|---|
| i. explain the ways in which science is applied and used to address a specific problem or issue  | 7 | 8 |
| ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor |   |   |
| iii. consistently apply scientific language to communicate understanding clearly and precisely   |   |   |
| iv. document sources completely.   |   |   |

<b>Totals:</b>	<b>28</b>	<b>32</b>
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<b>Final Grade</b>	<b>Grade</b>
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<b>7</b>	<b>A+</b>
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Attendance: (95.12%) Present 4 Absent 77 Present 1 Late 0 Excused

### Comments:

Niji is a knowledgeable student who consistently submits high-quality work after careful review. She actively listens and contributes to class discussions. She particularly enjoys participating in laboratory experiments, demonstrating enthusiasm and engagement in practical learning activities.

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

### A: Knowing and understanding

Niji is able to:

i. explain scientific knowledge	7	8
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations		
iii. analyse and evaluate information to make scientifically supported judgments.		

### B: Inquiring and Designing

Niji is able to:

i. explain a problem or question to be tested by a scientific investigation		
ii. formulate and explain a testable hypothesis using correct scientific reasoning	8	8
iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected		
iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.		

### C: Processing and Evaluating

Niji is able to:

i. correctly collect, organize and present data in numerical and/or visual forms		
ii. accurately interpret data and explain results using scientific reasoning		
iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation	6	8
iv. discuss the validity of the method based on the outcome of a scientific investigation		
v. describe improvements or extensions to the method that would benefit the scientific investigation.		

### D: Reflecting on the Impacts of Science

Niji is able to:

i. describe the ways in which science is applied and used to address a specific problem or issue		
ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor	6	8
iii. usually apply scientific language to communicate understanding clearly and precisely		
iv. usually document sources correctly.		

**Totals: 27 32**

**Final Grade** Grade

**6 A**

Attendance: (95.12%) Present 4 Absent 78 Present 0 Late 0 Excused

### Comments:

Your performance in practical tasks has been outstanding. You apply theoretical knowledge effectively in hands-on activities.

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

## A: Knowing and understanding

Niji is able to:

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments.

7

8

## B: Inquiring and Designing

Niji is able to:

- explain a problem or question to be tested by a scientific investigation
- formulate and explain a testable hypothesis using correct scientific reasoning
- explain how to manipulate the variables, and explain how sufficient, relevant data will be collected
- design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

7

8

## C: Processing and Evaluating

Niji is able to:

- correctly collect, organize, transform and present data in numerical and/ or visual forms
- accurately interpret data and explain results using correct scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of a scientific investigation
- evaluate the validity of the method based on the outcome of a scientific investigation
- explain improvements or extensions to the method that would benefit the scientific investigation.

7

8

## D: Reflecting on the Impacts of Science

Niji is able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor
- consistently apply scientific language to communicate understanding clearly and precisely
- document sources completely.

7

8

**Totals:**

**28**

**32**

**Final Grade** Grade

**7**

**A+**

Attendance: (92.5%) Present 6 Absent 68 Present 0 Late 6 Excused

## Comments:

Niji is an excellent student. Keep up the good work

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

**A: Knowing and understanding**

Niji is able to:

i. select appropriate mathematics when solving challenging problems in familiar situations	5	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**

Niji is able to:

i. select and apply mathematical problem-solving techniques to discover complex patterns	6	8
ii. describe patterns as general rules consistent with findings		
iii. verify the validity of these general rules.		

**C: Communicating**

Niji is able to:

i. usually use appropriate mathematical language		
ii. usually use appropriate forms of mathematical representation to present information correctly	5	8
iii. usually move between different forms of mathematical representation		
iv. communicate through lines of reasoning that are complete and coherent		
v. present work that is usually organized using a logical structure.		

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

Niji is able to:

i. identify the relevant elements of the authentic real-life situation		
ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation	4	8
iii. apply mathematical strategies to reach a solution to the authentic real-life situation		
iv. discuss whether the solution makes sense in the context of the authentic real-life situation.		

<b>Totals:</b>	<b>20</b>	<b>32</b>
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<b>Final Grade</b>	<b>Grade</b>
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<b>5</b>	<b>B+</b>
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Attendance: (91.98%) Present 13 Absent 145 Present 0 Late 4 Excused

**Comments:**

Even after missing so many classes i really appreciate your effort in scoring the passing marks. Increase your focus and dedicate more time to mathematics. Work on solving a greater number of problems; doing so will significantly simplify the subject for you. Make an effort to consistently cover the daily portions of your studies. This will help lessen the workload during the end-of-semester exams.

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

**A: Investigating**

Niji	6	8
i. provides relevant information that is related to the statement of inquiry		
ii. analyses features of an artwork or performance including elements, techniques and context.		

**B: Developing**

Niji	6	8
i. demonstrates substantial practical exploration of an idea or ideas		
ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices.		

**C: Creating/Performing**

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

**D: Evaluating**

Niji	5	8
i. evaluates their own artwork or performance		
ii. analyses their development as an artist.		

<b>Totals:</b>	<b>24</b>	<b>32</b>
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<b>Final Grade</b>	<b>Grade</b>
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<b>6</b>	<b>A</b>
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**Attendance:** (100%) Present 0 Absent 41 Present 0 Late 0 Excused

**Comments:**

Niji is highly engaged in class and consistently participates in discussions. Her enthusiasm for film is contagious and adds to the overall class dynamic.

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

Learner Profile: Knowledgeable, Thinkers

MYP Assessment Criteria

Achievement Level Maximum

**A: Investigating**

Niji

- i. provides comprehensive, relevant information that is related to the statement of inquiry
- ii. critiques an artwork or performance including elements, techniques and context.

7

8

**B: Developing**

Niji

- i. demonstrates extensive and varied practical exploration of an idea or ideas
- ii. presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices.

8

8

**C: Creating/Performing**

Niji

- i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.

8

8

**D: Evaluating**

Niji

- i. thoroughly and perceptively evaluates their own artwork or performance
- ii. discusses their development as an artist.

7

8

**Totals:****30****32****Final Grade** Grade**7****A+**

Attendance: (97.56%) Present 2 Absent 70 Present 6 Late 4 Excused

**Comments:**

Niji's attention to detail and technical proficiency are commendable. Your work reflects a deep understanding of the principles of art. Her commitment to refining her skills through hard work and effort is impressive and motivating.

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

Learner Profile: Caring

MYP Assessment Criteria

Achievement Level Maximum

**A: Knowing and understanding**

Niji

i. identifies physical and health education factual, procedural and conceptual knowledge	6	8
ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations		
iii. applies physical and health terminology consistently to communicate understanding.		

**B: Planning for performance**

Niji

i. explains goals to enhance performance	5	8
ii. designs and explains a plan to improve physical performance and health.		

**C: Applying and performing**

Niji

i. demonstrates and applies a range of skills and techniques	5	8
ii. demonstrates and applies a range of strategies and movement concepts		
iii. analyses and applies information to perform.		

**D: Reflecting and improving performance**

Niji

i. outlines and demonstrates strategies to enhance interpersonal skills	4	8
ii. explains the effectiveness of a plan based on the outcome		
iii. describes and summarizes performance.		

<b>Totals:</b>	<b>20</b>	<b>32</b>
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<b>Final Grade</b>	<b>Grade</b>
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<b>5</b>	<b>B+</b>
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Attendance: (92.68%) Present 6 Absent 68 Present 0 Late 8 Excused

**Comments:**

Niji has made steady progress in physical and health education class. Though a bit shy, she puts in her best effort when encouraged and guided. She has shown continuous improvements in her sports and fitness skills. With continuous engagement in physical activities, she will continue to strengthen her over-all health. Keep up the great work, Niji!

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



**A: Inquiring and analysing**

Niji

i. explains the need for a solution to a problem for a specified client/target audience		
ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance	6	8
iii. analyses a range of existing products that inspire a solution to the problem		
iv. develops a design brief, which explains the analysis of relevant research.		

**B: Developing ideas**

Niji

i. develops design specifications, which outline the success criteria for the design of a solution		
ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others	6	8
iii. presents the chosen design and justifies its selection with reference to the design specification		
iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.		

**C: Creating the solution**

Niji

i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution	6	8
ii. demonstrates competent technical skills when making the solution		
iii. creates the solution, which functions as intended and is presented appropriately		
iv. describes changes made to the chosen design and plan when making the solution.		

**D: Evaluating**

Niji

i. designs relevant testing methods, which generate data, to measure the success of the solution		
ii. explains the success of the solution against the design specification based on relevant product testing	6	8
iii. describes how the solution could be improved		
iv. explains the impact of the solution on the client/target audience, with guidance.		

<b>Totals:</b>	<b>24</b>	<b>32</b>
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<b>Final Grade</b>	<b>Grade</b>
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<b>6</b>	<b>A</b>
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Attendance: (91.46%) Present 7 Absent 64 Present 5 Late 6 Excused

**Comments:**

Niji's designs showcase an innovative use of visual elements, pushing creative boundaries and introducing fresh perspectives. Her ability to think outside conventional design norms is commendable. To further enhance her grades, She confidently meets all design criteria and is ready for future learning. Keep up the good work, Niji!

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

Grade
A+

Attendance: (100%) Present 0 Absent 41 Present 0 Late 0 Excused

Comments:

Niji, your outstanding performance this term is truly commendable. Your dedication and hard work have clearly paid off, resulting in excellent grades. Keep aiming high and continue to excel in your studies!

# Assessment Explanation

## HOW THE STUDENT AND THE WORK ARE ASSESSED

All MYP candidates in year 5 complete an externally moderated personal project, but other IB assessments are optional for schools teaching the Middle Years Programme. Students must take a prescribed set of subjects to achieve the MYP certificate. Achievement in the overall MYP certificate is described by a point score whose maximum is 56. The core subjects of inter-disciplinary and personal project contribute equally with the other subject disciplines. Community service does not contribute to the total. For the IB designed summative assessments, each subject has only one component, and subjects are assessed either by e-portfolio or on-screen examination.

In order to achieve the IB MYP certificate, the student must have participated in the final year of the programme, with a recommended period of participation of two years, and:

- complete either an on-screen assessment or ePortfolio in six subjects consisting of: language and literature, language acquisition (or a second language and literature), individuals and societies, mathematics, sciences and one subject from arts, physical and health education or design
- achieve at least a grade 3 in each of the six subjects above
- complete the on-screen examination in interdisciplinary assessment and achieve at least a grade 3
- complete the personal project with at least a grade 3
- obtain a total of 28 points overall
- meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following:

- a second language and literature course (instead of a course in language acquisition)
- one (or more) science, individual and societies, or interdisciplinary examination in a language other than the student's chosen language and literature course.

## Grade

### Final Grade Local Grade Descriptor

7	A+	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	A	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	B+	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	B	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	C+	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	C	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	D+	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	F	Not Yet Assessed.

## High School (August 2023 – June 2024)

### Grade

#### Grade Descriptor

A+	90%
A	80%
B+	75%
B	70%
C+	65%
C	60%
D+	50%
F	0