



Pan-Asia International School IB MYP Progress Report Second Term A.Y. 2024-2025

Prepared: July 16, 2025



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Student ID: 2238-2750

Date of Birth: September 11, 2009

Grade: Year 5

Advisor: Suhair Almasri

Dear Students and Parents,

Thank you for your unwavering trust and support in our school. We remain deeply committed to providing our students with an opportunity to excel academically and morally and become balanced and responsible citizens of the global community. Achieving this vision is possible through strong collaboration among the school, parents, and students.

Our school integrates the finest elements of Western education through the American curriculum (IB MYP & IB DP) within the richness of an Eastern cultural framework. As parents, your role is vital in encouraging your children to fully engage with the knowledge and skills we offer. This active partnership is key to empowering our students to grow into individuals who are Academic Achievers, Personally and Socially Well-Balanced, Effective Communicators, Artistically Aware, and Physically Fit.

Together, we can ensure that our students are equipped to build bright and successful futures. I extend my warmest wishes for your continued well-being and an exceptionally bright future ahead.

Yearly Attendance

% Present	Absent	Present	Late	Excused
93.43	13	76	5	93

Mr. Jacob Conger
Curriculum Coordinator

Mrs. Amani Naim Saleh
IB MYP Coordinator

Dr. Husni Hamad
Head of School

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.

2024-2025 Class Reports - Second Term

IB Middle Years - Second Term (August 2024 – June 2025)

Language and Literature: Research (Year 5)

Haneen Odeh

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	N/A	8
B: Organizing	N/A	8
C: Producing text	N/A	8
D: Using language	N/A	8
Totals:	N/A	32

Final Grade

N/A

Attendance: (79.49%) Present 8 Absent 28 Present 0 Late 2 Excused

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	N/A	8
B: Organizing	N/A	8
C: Producing text	N/A	8
D: Using language	N/A	8
Totals:	N/A	32

Final Grade

N/A

Attendance: (92.93%) Present 14 Absent 161 Present 0 Late 21 Excused

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

Language Acquisition: Chinese Language Acquisition B Phase 4 (Year 4) Sichao Tang

Learner Profile: 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 most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts	5	8
ii. interprets conventions in simple and some complex authentic texts		
iii. interprets connections in simple and some complex authentic texts		

C: Speaking

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

D: Writing

Niji		
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 some complex cohesive devices		
iv. communicates most relevant information with a sense of audience and purpose to suit the context		

Totals: 24 32

Final Grade Grade

6 B+

Attendance: (93.67%) Present 5 Absent 40 Present 1 Late 33 Excused

Comments:

Niji is a good reader. Eventhough she missed a lot of classes, she still can finish most of her assignments. She can read and understand most texts, including longer stories and informational passages. 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

Language Acquisition: Thai Language Acquisition A Phase 5 Warunee (Nuriyah) Sasakul (Year 5)

Learner Profile: Knowledgeable, Thinkers

MYP Assessment Criteria Achievement Level Maximum

A: Listening

Niji		
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

Niji		
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

Niji		
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. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension		
iv. during interaction, communicates most relevant information		

D: Writing

Niji		
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. 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

Final Grade **Grade**

5 B+

Attendance: (92.5%) Present 6 Absent 54 Present 3 Late 17 Excused

Comments:

Nijii is a gentle and well-mannered student. Although she has been absent due to health reasons, she shows great determination to catch up on her studies whenever possible. Her positive attitude toward learning and resilience are commendable. I am confident that with continued effort and strength, Nijii will overcome challenges and achieve great progress. Keep going, Nijii—we believe in you!

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, Balanced

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Niji		
i. uses a range of terminology accurately and appropriately	6	8
ii. demonstrates substantial knowledge and understanding of content and concepts through 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 accurately by using a style that is mostly appropriate to the audience and purpose	6	8
ii. structures information and ideas in a way that is mostly appropriate to the specified format		
iii. often 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: 26 32

Final Grade	Grade
6	A

Attendance: (92.5%) Present 6 Absent 60 Present 0 Late 14 Excused

Comments:

Niji you demonstrated a thoughtful and clear approach, especially in comparing GDP measures and economic sectors. Keep up the good work , you're doing very well.

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, Balanced, Reflective

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Niji is able to:

i. state scientific knowledge	2	8
ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations		
iii. interpret information to make judgments.		

B: Inquiring and Designing

Niji is able to:

i. outline a problem or question to be tested by a scientific investigation	3	8
ii. formulate a testable hypothesis using scientific reasoning		
iii. outline how to manipulate the variables, and outline how relevant data will be collected		
iv. design a safe method in which he or she selects materials and equipment.		

C: Processing and Evaluating

Niji is able to:

i. collect and present data in numerical and/or visual forms		
ii. interpret data	2	8
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.		

D: Reflecting on the Impacts of Science

Niji is able to:

i. outline the ways in which science is used to address a specific problem or issue		
ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor	2	8
iii. apply scientific language to communicate understanding but does so with limited success		
iv. document sources, with limited success.		

Totals: 9 32

Final Grade Grade

2 C

Attendance: (82.05%) Present 14 Absent 53 Present 1 Late 10 Excused

Comments:

Trying to made a steady progress throughout the term and shows potential for continued improvement.

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. outline scientific knowledge	4	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations		
iii. interpret information to make scientifically supported judgments.		

B: Inquiring and Designing

Niji is able to:

i. outline a problem or question to be tested by a scientific investigation	4	8
ii. formulate a testable hypothesis using scientific reasoning		
iii. outline how to manipulate the variables, and outline how relevant data will be collected		
iv. design a safe method in which he or she selects materials and equipment.		

C: Processing and Evaluating

Niji is able to:

i. correctly collect and present data in numerical and/or visual forms		
ii. accurately interpret data and explain results		
iii. outline the validity of a hypothesis based on the outcome of a scientific investigation	4	8
iv. outline the validity of the method based on the outcome of a scientific investigation		
v. outline improvements or extensions to the method that would benefit the scientific investigation.		

D: Reflecting on the Impacts of Science

Niji is able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue	4	8
ii. describe the implications of using science and its application 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: 16 32

Final Grade Grade

4 B

Attendance: (73.75%) Present 21 Absent 57 Present 0 Late 2 Excused

Comments:

Niji, has shown satisfactory progress in chemistry, with understanding of basic concepts but needing more consistent effort and engagement.

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. outline scientific knowledge	3	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations		
iii. interpret information to make scientifically supported judgments.		

B: Inquiring and Designing

Niji is able to:

i. outline a problem or question to be tested by a scientific investigation	3	8
ii. formulate a testable hypothesis using scientific reasoning		
iii. outline how to manipulate the variables, and outline how relevant data will be collected		
iv. design a safe method in which he or she selects materials and equipment.		

C: Processing and Evaluating

Niji is able to:

i. correctly collect and present data in numerical and/or visual forms		
ii. accurately interpret data and explain results	3	8
iii. outline the validity of a hypothesis based on the outcome of a scientific investigation		
iv. outline the validity of the method based on the outcome of a scientific investigation		
v. outline improvements or extensions to the method that would benefit the scientific investigation.		

D: Reflecting on the Impacts of Science

Niji is able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue	3	8
ii. describe the implications of using science and its application 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: 12 32

Final Grade Grade

3 B

Attendance: (91.25%) Present 7 Absent 69 Present 0 Late 4 Excused

Comments:

Niji has always been respectful to her facilitators. Despite her medical condition, her dedication to her studies is commendable. I wish her good health.

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 more complex problems in familiar situations 3 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. apply mathematical problem-solving techniques to discover simple patterns 3 8
- ii. suggest general rules consistent with findings.

C: Communicating

Niji is able to:

- i. use limited mathematical language 2 8
- ii. use limited forms of mathematical representation to present information
- iii. communicate through lines of reasoning that are difficult to interpret.

D: Applying mathematics in real-life contexts

Niji is able to:

- i. identify some of the elements of the authentic real-life situation 2 8
- ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.

Totals:	10	32
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Final Grade	Grade
3	C+

Attendance: (88.61%) Present 18 Absent 112 Present 0 Late 28 Excused

Comments:

Niji has a solid foundation in mathematical concepts and is beginning to show steady improvement in applying them. She is becoming more confident in tackling new topics and is making noticeable progress in problem-solving. Her recent work reflects greater accuracy and better understanding compared to earlier assessments. With continued effort and consistent practice, Niji has the potential to achieve even stronger results. It is encouraging to see her positive attitude toward learning and her commitment to growth in mathematics.

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

Arts: Film Studies (Year 4)

MYP Assessment Criteria	Achievement Level	Maximum
A: Investigating	N/A	8
B: Developing	N/A	8
C: Creating/Performing	N/A	8
D: Evaluating	N/A	8
Totals:	N/A	32

Final Grade

N/A

Attendance: (100%) Present 0 Absent 38 Present 0 Late 1 Excused

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, Reflective

MYP Assessment Criteria

Achievement Level Maximum

A: Investigating

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

B: Developing

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

C: Creating/Performing

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

D: Evaluating

Niji			
i. evaluates their own artwork or performance		6	8
ii. analyses their development as an artist.			

Totals: 25 32

Final Grade	Grade
6	A

Attendance: (97.5%) Present 2 Absent 70 Present 0 Late 8 Excused

Comments:

Niji consistently puts her best effort into her work despite frequent absences due to illness. She is one of the students who produces impressive and high-quality art pieces. Her determination and creativity are admirable. Excellent job completing this semester!

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

Physical and Health Education: Physical and Health Education (Year 5)

Learner Profile: Knowledgeable, Open-minded

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Niji		
i. explains physical and health education factual, procedural and conceptual knowledge		
ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations	7	8
iii. applies physical and health terminology consistently and effectively 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. describes and demonstrates strategies to enhance interpersonal skills	6	8
ii. analyses the effectiveness of a plan based on the outcome		
iii. explains and evaluates performance.		

Totals: 23 32

Final Grade	Grade
5	B+

Attendance: (100%) Present 0 Absent 80 Present 0 Late 0 Excused

Comments:

Niji, your quiet nature is truly admirable, and I appreciate your positive attitude and eagerness to learn. Your enthusiasm for swimming shines through, and it's wonderful to see how much you enjoy the sport. Your openness to learning new skills is commendable. Keep up the great work!

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

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	N/A	8
B: Developing ideas	N/A	8
C: Creating the solution	N/A	8
D: Evaluating	N/A	8
Totals:	N/A	32

Final Grade

N/A

Attendance: (86.25%) Present 11 Absent 57 Present 0 Late 10 Excused

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

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 2024 – June 2025)

Grade

Grade Descriptor

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