



International School  
Bangkok

# KIS International School KIS SS Semester 2 MYP Report

Prepared: June 13, 2025

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Grade: Grade 8

## Dear KIS Families,

Congratulations on the completion of Semester 2 of the 2024–2025 school year! It has been a dynamic and enriching semester, filled with meaningful learning experiences both inside and beyond the classroom. Students have completed a wide range of assessments, supported by regular reflection and feedback from their teachers. This Semester 2 Report serves as a valuable tool to help you engage in conversations with your child about their academic progress and achievements.

The grades in this report reflect the level of academic achievement demonstrated throughout the 2024–2025 academic year. We encourage families to use this opportunity for reflection and goal setting—fostering conversations about growth so far and aspirations for the coming school year. MYP grades are final, summative assessments and are recorded on official transcripts as Final Grades for Grades 9–10. Please note that students in Grades 6–8 take Art, Music, and Drama in rotation; this Semester 2 Report includes grades from the second and third courses of their Arts rotation.

Thank you for taking the time to review this report and for partnering with us in supporting your child's learning journey. We hope it sparks meaningful conversations about their accomplishments, passions, and goals.

ขอแสดงความยินดีในโอกาสที่บุตรหลานของท่านได้สำเร็จการเรียนภาคเรียนที่ 2 ของปีการศึกษา 2567–2568 ภาคเรียนนี้เป็นช่วงเวลาที่ได้เติมไปด้วยประสบการณ์การเรียนรู้ที่มีความหมาย ทั้งในห้องเรียนและกิจกรรมภายนอก นักเรียนได้เข้าร่วมการประเมินในรูปแบบต่าง ๆ อย่างหลากหลาย พร้อมได้รับการสะท้อนผลและข้อเสนอแนะจากคุณครูอย่างสม่ำเสมอ รายงานผลการเรียนภาคเรียนที่ 2 ฉบับนี้จัดทำขึ้นเพื่อเป็นเครื่องมือสำคัญในการช่วยให้ผู้ปกครองได้พูดคุยกับบุตรหลานเกี่ยวกับพัฒนาการและผลสัมฤทธิ์ทางการเรียน

ผลการเรียนในรายงานนี้สะท้อนถึงระดับความสำเร็จทางวิชาการที่นักเรียนได้แสดงให้เห็นตลอดปีการศึกษา 2567–2568 เราขอเชิญชวนให้ครอบครัวใช้โอกาสนี้ในการสะท้อนผลการเรียนที่ผ่านมาและตั้งเป้าหมายสำหรับปีการศึกษาถัดไป เกรดในระดับ MYP ถือเป็น การประเมินปลายภาคแบบสรุปผล (Summative) และจะถูกบันทึกไว้ในใบรายงานผลการเรียนอย่างเป็นทางการสำหรับนักเรียนระดับชั้นมัธยมศึกษาปีที่ (Grades 9-10) ทั้งนี้ขอแจ้งให้ทราบว่า นักเรียนระดับชั้นมัธยมศึกษาปีที่ (Grade 6-8) เรียนวิชา ศิลปะ ดนตรี และการละครแบบหมุนเวียน โดยรายงานฉบับนี้จะแสดงเกรดจากวิชาที่สองและสามในรายวิชาศิลปะที่นักเรียนได้เรียนในภาคเรียนที่ 2

ขอขอบคุณที่ท่านได้ใช้เวลาในการตรวจสอบรายงานผลการเรียนฉบับนี้ และขอขอบคุณสำหรับความร่วมมือในการสนับสนุนเส้นทางการเรียนรู้ของบุตรหลานของท่าน เราหวังว่ารายงานนี้จะเป็นจุดเริ่มต้นของการสนทนาที่มีความหมายเกี่ยวกับความสำเร็จ ความสนใจ และเป้าหมายของนักเรียน

Keegan Combs  
Secondary School  
Principal

Jose Campillo  
MYP Coordinator

# IB Learner Profile



<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers (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.

# MYP Assessment Explanation

Assessment in the MYP is structured around students demonstrating achievement in specific subject objectives. There are four criteria (A through to D) in each subject area that use written descriptions to indicate student achievement levels between 0-8.

**MYP Total Criterion Achievement Levels:** Each summative assessment task is awarded an achievement level in one or more of the subject criteria. Teachers review assessment data at the end of Semester 1 to determine the best-fit criterion achievement level for each criterion. Achievement levels are based on at least two assessment opportunities.

In this Semester 1 report, criterion achievement levels obtained in a subject are added together with total grade boundaries used to determine an achievement grade for that subject. An NA (not assessed) indicates that the assessment criterion was not covered during the reporting period, or that the student was unable to complete the task, in most cases due to being absent from class. In these circumstances, the achievement grade appears as "Incomplete" and uses modified grade boundaries to award a "KIS Grade" for the Semester. If used, this "KIS Grade" is shown on class reports underneath the achievement grade.

## IB Grade Descriptors

### Final Grade Descriptor

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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 real-world 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. Please see below for KIS Grade.

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# Summary of Achievement

## Semester 2 (Jan-Jun)

	Achievement Levels				Achievement Grade	KIS Grade (Not all 4 criteria assessed)
English <b>Jonathan (Jon) Joseph</b>	A 7	B 6	C 7	D 6		6
Thai <b>Rommanee (Eui) Panomwan Na Ayudhaya</b>	A 7	B 7	C 7	D 7		7
Integrated humanities <b>Benjamin Cleary</b>	A 8	B 8	C 7	D 7		7
Sciences <b>Jared Smith</b>	A 8	B 7	C 7	D 6		7
Standard mathematics <b>Anita Wijaya</b>	A 8	B 7	C 7	D 7		7
Music <b>Jonathon (Jonny) Schouten</b>	A 8	B 8	C 8	D 8		7
Visual Arts <b>Sophie Oxford</b>	A 7	B 6	C 7	D 7		6
PHE <b>Xavier Mahdavian</b>	A 7	B 7	C 5	D 6		6
Design <b>Philip Macoun</b>	A 8	B 7	C 7	D 8		7

Subject	Level of Achievement
Thai Studies <b>Phoomarine (Kae) Sukosi</b>	Meets

## Yearly Attendance

Absent	Present	Late	Absent Informed
0	173	1	0

# Class Reports

## Language and Literature: English

Jonathan (Jon) Joseph

MYP Assessment Criteria

Achievement Level Maximum

### A: Analysing

Arch

- i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly
- ii. provides perceptive identification and explanation of 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 features within and between genres and texts.

7

8

### B: Organizing

Arch

- 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

Arch

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

7

8

### D: Using language

Arch

- 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**

**Achievement Grade**

**6**

## Language and Literature: Thai

Rommanee (Eui) Panomwan Na Ayudhaya

MYP Assessment Criteria

Achievement Level Maximum

### A: Analysing

Arch

- i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly
- ii. provides perceptive identification and explanation of the effects of the creator's choices on an

7

8

**Totals:**

**28**

**32**

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 features within and between genres and texts.

## B: Organizing

Arch

- i. makes sophisticated use of organizational structures that serve the context and intention effectively
- ii. effectively organizes opinions and ideas in a 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

Arch

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

7 8

## D: Using language

Arch

- i. effectively uses a varied 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**

## Achievement Grade

7

## Individuals and Societies: Integrated humanities

Benjamin Cleary

MYP Assessment Criteria

Achievement Level Maximum

### A: Knowing and understanding

Arch

- i. consistently uses a range of terminology accurately
- ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

8 8

### B: Investigating

Arch

- i. formulates/chooses a clear and focused research question and explains its relevance
- ii. formulates and effectively follows a consistent action plan to investigate a research question
- iii. uses methods to collect and record appropriate and varied relevant information
- iv. with guidance, provides a detailed evaluation of the research process and results.

8 8

**Totals: 30 32**

**C: Communicating**

Arch

i. communicates information and ideas in a way that is completely appropriate to the audience and purpose	7	8
ii. structures information and ideas completely according to the task instructions		
iii. creates a complete reference list and always cites sources.		

**D: Thinking critically**

Arch

i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories	7	8
ii. summarizes information to make consistent, well-supported arguments		
iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations		
iv. clearly recognizes different perspectives and consistently explains their implications.		

<b>Totals:</b>	<b>30</b>	<b>32</b>
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**Achievement Grade**

7

**Sciences: Sciences**

Jared Smith

## MYP Assessment Criteria

## Achievement Level Maximum

**A: Knowing and understanding**

Arch is able to:

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

**B: Inquiring and Designing**

Arch is able to:

i. describe a problem or question to be tested by a scientific investigation		
ii. outline and explain a testable hypothesis using correct scientific reasoning	7	8
iii. describe how to manipulate the variables, and describe 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**

Arch is able to:

i. correctly collect, organize, transform and present data in numerical and/ or visual forms		
ii. accurately interpret data and describe results using correct scientific reasoning	7	8
iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation		
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**

Arch is able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue	6	8
ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor		

<b>Totals:</b>	<b>28</b>	<b>32</b>
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- iii. usually apply scientific language to communicate understanding clearly and precisely
- iv. usually document sources correctly.

<b>Totals:</b>	<b>28</b>	<b>32</b>
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**Achievement Grade**

7

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**Mathematics: Standard mathematics**

Anita Wijaya

**A: Knowing and understanding**

Arch is able to:

- |                                                                                                                |   |   |
|----------------------------------------------------------------------------------------------------------------|---|---|
| i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations | 8 | 8 |
| ii. apply the selected mathematics successfully when solving these problems                                    |   |   |
| iii. generally solve these problems correctly in a variety of contexts.                                        |   |   |

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**B: Investigating patterns**

Arch is able to:

- |                                                                                              |   |   |
|----------------------------------------------------------------------------------------------|---|---|
| i. select and apply mathematical problem-solving techniques to discover complex patterns     | 7 | 8 |
| ii. describe patterns as relationships and/or general rules consistent with correct findings |   |   |
| iii. verify and justify these relationships and/or general rules.                            |   |   |

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**C: Communicating**

Arch is able to:

- |                                                                                                        |   |   |
|--------------------------------------------------------------------------------------------------------|---|---|
| i. consistently use appropriate mathematical language                                                  |   |   |
| ii. use appropriate forms of mathematical representation to consistently present information correctly | 7 | 8 |
| iii. move effectively between different forms of mathematical representation                           |   |   |
| iv. communicate through lines of reasoning that are complete and coherent                              |   |   |
| v. present work that is consistently organized using a logical structure.                              |   |   |

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

Arch is able to:

- |                                                                                                  |   |   |
|--------------------------------------------------------------------------------------------------|---|---|
| i. identify the relevant elements of the authentic real-life situation                           |   |   |
| ii. select appropriate mathematical strategies to model the authentic real-life situation        | 7 | 8 |
| iii. apply the selected mathematical strategies to reach a correct solution                      |   |   |
| iv. explain the degree of accuracy of the solution                                               |   |   |
| v. explain whether the solution makes sense in the context of the authentic real-life situation. |   |   |

<b>Totals:</b>	<b>29</b>	<b>32</b>
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**Achievement Grade**

7

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**Arts: Music**

Jonathon (Jonny) Schouten

**A: Investigating**

Arch

- |                                                                                               |   |   |
|-----------------------------------------------------------------------------------------------|---|---|
| i. provides comprehensive, relevant information that is related to the statement of inquiry   | 8 | 8 |
| ii. analyses features of an artwork or performance including elements, technique and context. |   |   |

<b>Totals:</b>	<b>32</b>	<b>32</b>
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**B: Developing**

Arch

- 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 explains artistic choices.

8

8

**C: Creating/Performing**

Arch

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

8

8

**D: Evaluating**

Arch

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

8

8

**Totals:****32****32****Achievement Grade**

7

**Arts: Visual Arts**

Sophie Oxford

**A: Investigating**

Arch

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

7

8

**B: Developing**

Arch

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

6

8

**C: Creating/Performing**

Arch

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

7

8

**D: Evaluating**

Arch

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

7

8

**Totals:****27****32****Achievement Grade**

6

## MYP Assessment Criteria

## Achievement Level Maximum

**A: Knowing and understanding**

Arch describes physical and health education factual, procedural and conceptual knowledge; applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations; applies physical and health terminology consistently and effectively to communicate understanding.

7 8

**B: Planning for performance**

Arch outlines goals to enhance performance; designs and explains a plan for improving physical performance and health.

7 8

**C: Applying and performing**

Arch demonstrates and applies skills and techniques; demonstrates and applies strategies and movement concepts; identifies and applies information to perform effectively.

5 8

**D: Reflecting and improving performance**

Arch outlines and demonstrates strategies to enhance interpersonal skills; describes the effectiveness of a plan based on the outcome; outlines and evaluates performance.

6 8

**Totals: 25 32**

**Achievement Grade**

6

## Design: Design

## MYP Assessment Criteria

## Achievement Level Maximum

**A: Inquiring and analysing**

Arch

- i. explains and justifies the need for a solution to a problem
- ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently
- iii. analyses a group of similar products that inspire a solution to the problem
- iv. develops a design brief, which presents the analysis of relevant research.

8 8

**B: Developing ideas**

Arch

- i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others
- iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification
- iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

7 8

**C: Creating the solution**

Arch

- i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrates excellent technical skills when making the solution
- iii. follows the plan to create the solution, which functions as intended and is presented appropriately

7 8

**Totals: 30 32**

iv. explains changes made to the chosen design and plan when making the solution.

### D: Evaluating

Arch

i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution

8

8

ii. explains the success of the solution against the design specification based on authentic product testing

iii. describes how the solution could be improved

iv. describes the impact of the solution on the client/target audience.

**Totals:**

30

32

### Achievement Grade

7

Thai Studies: Thai Studies

Phoomarine (Kae) Sukosi

Level of Achievement

Meets