



Pan-Asia International School

IB MYP Progress Report First Term A.Y. 2024-2025

Prepared: December 25, 2024



Student Name: Thanjira Junsoontornpas

Student ID: 2236-2836

Date of Birth: August 10, 2010

Grade: Year 3

Advisor: Michael Hong

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
100	0	90	0	0

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 - First Term

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

Language and Literature: Research (Year 3)

Haneen Odeh

Learner Profile: Knowledgeable

MYP Assessment Criteria	Achievement Level Maximum	
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A: Analysing

Best

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

Best

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	6	8
iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.		

C: Producing text

Best

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	6	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.		

D: Using language

Best

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	6	8
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.		

	Totals:	24	32
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Final Grade	Grade
6	A

Attendance: (100%) Present 0 Absent 18 Present 0 Late 0 Excused

Comments:

Excellent work throughout the research class! Your commitment to exploring complex topics and consistently

producing high-quality research has been outstanding. Your ability to critically analyze information, apply research methodologies, and present findings is truly commendable. Keep up the fantastic work and continue to delve deeper into your research endeavors.

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: English Language and Literature (Year 3)

Learner Profile: Knowledgeable

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Best

- 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.

8

8

B: Organizing

Best

- 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

Best

- 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

Best

- 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:

27

32

Final Grade **Grade**

6

A

Attendance: (100%) Present 0 Absent 90 Present 0 Late 0 Excused

Comments:

Best's work showed clear understanding and strong organizational skills, with well-supported ideas, try expanding her vocabulary to add more variety and impact to her responses, overall Well done! Best thoughtful approach and detailed explanations are impressive.

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 3)

Learner Profile: Knowledgeable, Thinkers

MYP Assessment Criteria Achievement Level Maximum

A: Analysing

Best

- | | | |
|---|---|---|
| i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly | 7 | 8 |
| 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. | | |

B: Organizing

Best

- | | | |
|--|---|---|
| i. makes sophisticated use of organizational structures that serve the context and intention effectively | 7 | 8 |
| 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. | | |

C: Producing text

Best

- | | | |
|--|---|---|
| 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 | 7 | 8 |
| 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. | | |

D: Using language

Best

- | | | |
|---|---|---|
| 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 | 7 | 8 |
| 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. | | |

Totals: 28 32

Final Grade Grade

7 A+

Attendance: (98.15%) Present 1 Absent 53 Present 0 Late 0 Excused

Comments:

Best shows a strong ability to interpret Thai prose, connecting themes and characters to cultural and personal contexts. Demonstrates strong analytical skills in interpreting Thai texts and identifying underlying themes and messages. Further focus on critical thinking will enhance these abilities. Well done!

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 1, 2, Xinyi (JJ) Jiang 3 (Year 1)

Learner Profile: Inquirers, Thinkers, Reflective

MYP Assessment Criteria

Achievement Level Maximum

A: Listening

Best

i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts

6

8

ii. interprets conventions in simple authentic texts

iii. interprets connections in simple authentic texts

B: Reading

Best

i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts

7

8

ii. analyses conventions in simple authentic texts

iii. analyses connections in simple authentic texts

C: Speaking

Best

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

Best

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 some 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:

26

32

Final Grade **Grade**

6

A

Attendance: (100%) Present 0 Absent 36 Present 0 Late 0 Excused

Comments:

The effort you've put into learning Chinese is truly commendable. Steady improvement in vocabulary and sentence structures is something you should be proud of. With your attitude and effort, the future of your Chinese learning looks very bright!

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: Principled

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Best

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

6

8

B: Investigating

Best

- 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.

7

8

C: Communicating

Best

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

6

8

D: Thinking critically

Best

- i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories
- 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.

6

8

Totals:**25****32****Final Grade** Grade**6****A****Attendance:** (100%) Present 0 Absent 35 Present 0 Late 1 Excused**Comments:**

Best actively takes part in all classroom discussions and activities, and her comprehension capability is excellent. She is diligent enough to complete all the assignments meticulously and produces excellent results. She is an asset to the class.

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

Best 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

Best is able to:

- | | | |
|---|---|---|
| i. outline a problem or question to be tested by a scientific investigation | 6 | 8 |
| ii. outline and explain a testable hypothesis using scientific reasoning | | |
| 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

Best is able to:

- | | | |
|--|---|---|
| i. correctly collect, organize and present data in numerical and/or visual forms | 6 | 8 |
| ii. accurately interpret data and describe results using scientific reasoning | | |
| 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

Best 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 | | |
| iii. usually apply scientific language to communicate understanding clearly and precisely | | |
| iv. usually document sources correctly. | | |

Totals: 24 32

Final Grade Grade

6 A

Attendance: (100%) Present 0 Absent 72 Present 0 Late 0 Excused

Comments:

Best is an inquisitive learner who seeks to deepen her understanding through thoughtful questions. She approaches problems with critical thinking and collaborates effectively with peers. Open-minded and adaptable, Best values diverse ideas and perspectives.

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

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Best is able to:

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

8

8

B: Investigating patterns

Best is able to:

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

8

8

C: Communicating

Best is able to:

- i. consistently use appropriate mathematical language
- ii. use appropriate forms of mathematical representation to consistently present information correctly
- 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.

8

8

D: Applying mathematics in real-life contexts

Best 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
- 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.

8

8

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

Attendance: (100%) Present 0 Absent 72 Present 0 Late 0 Excused

Comments:

Excellent work in math! Your thorough understanding of concepts is commendable. Keep up the good work, your positive attitude is appreciated. Your willingness to help your classmates and offer support whenever needed is admirable.

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: Risk-takers (Courageous)

MYP Assessment Criteria

Achievement Level Maximum

A: Investigating

Best

- 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.

8

8

B: Developing

Best

- 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

Best

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

8

8

D: Evaluating

Best

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

8

8

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

Attendance: (100%) Present 0 Absent 34 Present 0 Late 2 Excused

Comments:

Best is an enthusiastic learner who seems to enjoy music class. She participates appropriately and actively in music class. Best occasionally requires teacher prompts. I am very proud of her.

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 3)

Shaghayegh (Tia) Chaleshtory

Learner Profile: Communicators

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Best

i. describes physical and health education factual, procedural and conceptual knowledge		
ii. applies physical and health education knowledge to explain issues and solve 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

Best

i. outlines goals to enhance performance	7	8
ii. designs and explains a plan for improving physical performance and health.		

C: Applying and performing

Best

i. demonstrates and applies a range of skills and techniques	7	8
ii. demonstrates and applies a range of strategies and movement concepts		
iii. outlines and applies information to perform effectively.		

D: Reflecting and improving performance

Best

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: 27 32

Final Grade Grade

6 A

Attendance: (100%) Present 0 Absent 36 Present 0 Late 0 Excused

Comments:

She is nice and active.

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

Best

i. explains 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, with some guidance	5	8
iii. describes a group of similar products that inspire a solution to the problem		
iv. develops a design brief, which outlines the findings of relevant research.		

B: Developing ideas

Best

i. develops design specifications, which identify the success criteria for the design of a solution		
ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others	6	8
iii. presents the chosen design and outlines the main reasons for 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

Best

i. constructs a 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. outlines changes made to the chosen design and plan when making the solution.		

D: Evaluating

Best

i. describes relevant testing methods, which generate data, to measure the success of the solution	5	8
ii. describes the success of the solution against the design specification based on relevant product testing		
iii. outlines how the solution could be improved		
iv. describes the impact of the solution on the client/target audience, with guidance.		

Totals:	22	32
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Final Grade	Grade
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5	A
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Attendance: (100%) Present 0 Absent 34 Present 0 Late 2 Excused

Comments:

Best performs well in class and consistently supports her group. She tries her best in all activities, showing dedication. Her positive attitude is a great example to others.

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

		Final Grade
		A+

Attendance: (100%) Present 0 Absent 18 Present 0 Late 0 Excused

Comments:

Best had a great semester. It's been a pleasure to be her Values facilitator.

	Final Grade
	B+

Attendance: (100%) Present 0 Absent 18 Present 0 Late 0 Excused

Comments:

"Your imaginative ideas make our projects stand out. Keep nurturing your creativity!"

		Final Grade
		A

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

Comments:

Best demonstrates a remarkable commitment to drama, actively participating in all activities with energy and focus. Her professional attitude enhances the quality of group performances.

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
