



Concordian International School

Grade 8 Semester 2 Report

Prepared on June 21, 2024

Name	Janista (Jane) Thitichon
Grade	Year 3
Advisor	Wesley Fung

Mission Statement



To foster academic excellence while nurturing moral and responsible young leaders with dignity, integrity, and compassion, who want to make a difference in the world.

Vision Statement



Concordians will be compassionate, moral, and visionary leaders who strive for excellence.

Bill Berry Secondary School Principal	Sally Wen Secondary School Principal	Min Li Secondary School Principal
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Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



Risk-takers (Courageous)

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.



Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

IB Middle Years Second Semester 2023-2024 (January 2024 — June 2024)

	A	B	C	D	Final Grade
English Brian Gannon 2 Absent 84 Present 2 Late 3 Excused 0 Other	6	7	8	8	7
Jane, whilst always diligent, has demonstrated a strong desire to improve and excel this semester. Her dedication was evident in the fourth unit, where she studied “Animal Farm” and rhetoric. She engaged deeply with the text, showcasing her analytical skills and understanding of rhetorical devices and speech choices. Jane excelled in note-taking, organizing her ideas, and applying effective strategies. Her final scores reflect her hard work and academic achievements. I have no doubt that if she maintains this focus, she will continue to excel in Grade 9.					
Thai Fair Apaiwong Wichaya (Waii) Norathee 0 Absent 86 Present 0 Late 5 Excused 0 Other	7	8	7	8	7
เจนทำงานที่ได้รับมอบหมายด้วยความตั้งใจ ร่าเริง ช่างพูด สามารถเขียนวิเคราะห์และถ่ายทอดความคิดจากเรื่องที่อ่านได้ตรงประเด็น เรียบเรียงความคิดอย่างเป็นระบบ พูดนำเสนอและแสดงความรู้ความเข้าใจถึงองค์ประกอบของเรื่องสั้นได้ค่อนข้างดี ทักษะการเขียนมีพัฒนาการที่ดีขึ้น การอ่านจะช่วยเพิ่มคลังคำศัพท์ทั้งยังช่วยให้ได้แนวคิดและมุมมองใหม่ๆเพิ่มมากขึ้น					
Chinese Phase 5 Laura Guo 0 Absent 85 Present 1 Late 5 Excused 0 Other	6	6	6	6	6
Jane is a skillful student who has great work ethics. She has steady performances while doing all tasks and has made big progress this year. She can speak very well and she is always participate the class discussion or conversation. She always ask good profound questions which helped her language development and thinking skills. She can understand and respond to most text without making major mistakes, her writing is always up to good standard. It will be even better if she can work on more precise word choice to express herself more effectively and clearly, and always try to develop her ideas to the full extend with reasons and good examples. Please encourage her to keep up the good work!					
Integrated Humanities Aaron Curmi 0 Absent 41 Present 1 Late 3 Excused 0 Other	8	8	7	7	7
Jane is a hard working student with a positive attitude. Her marks are strong, reflecting her efforts in class. Jane should maintain these good habits through next school year.					
Sciences Barry Mulvaney 0 Absent 41 Present 3 Late 2 Excused 0 Other	7	7	7	7	7
Jane, you have demonstrated a consistent work ethic and strong engagement in class. Your willingness to share ideas has enriched our learning environment. There are no specific areas for improvement; just keep working hard and maintaining your dedication to your studies. I look forward to teaching you in physics next year. Have a pleasant and restful summer break. Keep up the excellent work, Jane. For information on specific criterion assesements please refer to the associated comments in mangaebac.					
Standard Mathematics Rafael Garcia Abreu 1 Absent 86 Present 0 Late 4 Excused 0 Other	5	4	5	5	5
Jane has produced generally high-quality work and demonstrated a broad knowledge and good understanding of the mathematics syllabus. She applies mathematical arguments in performing routine tasks and successfully uses problem-solving techniques in routine situations. Jane carries out mathematical processes in a variety of contexts and					

demonstrates some critical and creative thinking. She makes use of the calculator's functionality when required, though this use may occasionally be inefficient.

In investigating patterns, Jane independently applies mathematical techniques to recognize and formulate both simple and complex patterns and structures. This ability highlights her understanding of fundamental mathematical concepts.

Jane communicates mathematics adequately, using appropriate techniques, notation, and terminology. Her communication skills are developing effectively, allowing her to convey mathematical ideas clearly.

In applying mathematics to real-life situations, Jane identifies the relevant elements of authentic real-life situations, selects adequate mathematical strategies to model these situations, and applies the selected strategies to reach a valid solution. She understands the significance of results and draws some conclusions, demonstrating an awareness of the links between different areas of the course.

Overall, Jane has shown strong progress in mathematics this year. With continued effort, Jane will further enhance her understanding and application of mathematical concepts in various contexts.

Performing Arts Clynt Whitaker	6	7	8	7	7
1 Absent 42 Present 0 Late 2 Excused 0 Other					

Jane has clearly demonstrated considerable ability in theatre - both with written tasks and sometimes in performance. She has very good control with both body (movement, gesture, expression) and voice (tone, clarity, projection) and contributes creatively to ensemble work. Jane is a determined and valued member of the ensemble.

Physical and Health Education Nui Simma Neil Parkin	8	8	7	8	7
1 Absent 86 Present 0 Late 4 Excused 0 Other					

This student has successfully completed the requirements necessary for passing Physical and Health Education. This student has had a very good year overall. In particular: risk taking, communication skills, social skills and good reflective skills have all been aptly demonstrated. In addition, an abundance of participation has been evident in every sport and a great deal of effort exhibited in every class. We are very proud of the performance shown this year.

Design Alvin Sexton	7	8	7	6	7
0 Absent 44 Present 0 Late 2 Excused 0 Other					

When Jane thinks about a highlight of this course, she states, "When I reflect on my work during this Digital Design class, I am most proud of my Magic 8 Ball Python program because I spent a lot of time on it and I'm really satisfied with the outcome." Jane feels her ATL strengths are in Affective and Organizational Skills and, for next year, she would like to improve on her Reflection ATL skills.

Interdisciplinary Assessment

	A	B	C
Achievement Level	8	8	8

Explanation

Grade boundaries

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

How the student and the work are assessed

The IBO has developed assessment criteria against which the student's work will be assessed. The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve. The criteria may be modified to suit the work the student is working with. However, for the final assessment in year 5, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the reporting period's assessed formative and summative work and the teacher's professional judgment. The "best-fit approach" allows the teacher to select the achievement level that best describes the student's work.
5. After determining the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then uses the grade boundaries to determine the final grade for each specific subject.

Final Grade

Final Grade	Descriptor
7:	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6:	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
5:	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4:	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3:	Produces work of an acceptable quality. Communicates basic understanding of many concepts and

Final Grade	Descriptor
	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.