

## First Semester Report, 2011 - 2012



Student Name: Eduardo Perez

Grade: 8

Date of Birth: 29 May, 1998

Academic Year: 2011 - 2012

Semester: 1

Report Date: 31 January, 2012

# IB Middle Years Programme



First Semester Reports, 2011 - 2012

## IB DP and MYP Grade Descriptors

MySchool awards 7 to 1 grades for levels of achievement according to the following descriptors:

<b>Grade 7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
<b>Grade 6</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
<b>Grade 5</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
<b>Grade 4</b>	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
<b>Grade 3</b>	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
<b>Grade 2</b>	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
<b>Grade 1</b>	Minimal achievement in terms of the objectives.

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# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez  
Subject: English Language A

Grade: 8  
Teacher: Mrs A. Applewhite

## Course Description

Students broaden their skills of analysis and written expression. They study poetry related to society, Animal Farm, The Diary of Anne Frank and A Midsummer Night's Dream. They also practice writing different text types for different purposes, completing analytical essays, as well as creative and non-fiction pieces. They carry out a film study and develop their oral presentation skills with the completion of a storytelling unit.

## Assessment Criteria

### Criterion A: Content (maximum: 10)

**Achievement Level: 7**

Eduardo demonstrates a good understanding of the relevant aspects of the topic or theme. The work displays substantial detail, development and support. Creative pieces reflect substantial imagination and sensitivity. Eduardo's response to literature demonstrates a good appreciation of the author's intention and techniques.

### Criterion B: Organization (maximum: 10)

**Achievement Level: 7**

Eduardo's work is usually well organized, clear and coherent, and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions help to develop the ideas. When such devices are required, sufficient attention is paid to critical apparatus.

### Criterion C: Style and Language Mechanics (maximum: 10)

**Achievement Level: 8**

Eduardo's use of vocabulary is appropriate and varied. Occasional errors in spelling, pronunciation, punctuation and syntax rarely hinder communication. Eduardo consistently uses a register suitable to intention and audience.

**First Semester IB MYP Grade: 5**



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: French Language B Standard

Teacher: Mr C. Budd

## Course Description

This course is designed to foster oral and written communication in the target language through the study of different topics of the French-speaking world.

The first unit focused on people description and will lead to a comparison of clothes and customs in different cultures. Besides these topics, conversations and role-plays of every day situations are presented in order to offer students the opportunity to speak in "real" situations.

Grammar is either taught discretely or in context.

## Assessment Criteria

### Criterion A: Oral Communication - Message and Interaction (maximum: 8)

Achievement Level: 7

Eduardo consistently communicates information, on a variety of aspects within common/everyday topics. Eduardo's responses show understanding of most questions/comments and are almost always appropriate. His ideas are relevant and detailed where appropriate. He rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.

### Criterion B: Oral Communication - Language (maximum: 8)

Achievement Level: 7

Eduardo's pronunciation and intonation are clear and make communication easy. Eduardo makes excellent use of a basic range of vocabulary. He uses basic and more complex grammatical structures, generally accurately.

### Criterion C: Writing - Message and Organization (maximum: 8)

Achievement Level: 8

Eduardo always communicates information, on a variety of aspects within common/everyday topics. Eduardo's ideas are relevant and detailed and/or supported where appropriate. The presentation follows a logical structure. He uses cohesive devices that add clarity to the message.

### Criterion D: Writing - Language (maximum: 8)

Achievement Level: 7

Eduardo makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more complex structures. Vocabulary and grammar are accurate. There may be occasional errors in spelling/writing, but these do not interfere with communication.

### Criterion E: Reading Comprehension (maximum: 8)

Achievement Level: 7

Eduardo identifies basic and more complex facts in texts with familiar and unfamiliar language, identifies the main idea and supporting details, and draws conclusions. He shows good understanding of the text(s) overall.

## First Semester IB MYP Grade: 7



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: German Language B Standard

Teacher: Ms H. Urena

## Course Description

During this semester, students work on topics such as sport, health and media. With the book 'Ping Pong 2', they study various grammar points such as the present tense, comparative and superlative sentences, possessive adjectives, the accusative and nominative cases, and the past tense.

## Assessment Criteria

**Criterion A: Oral Communication - Message and Interaction (maximum: 8)**

**Achievement Level: 7**

Eduardo consistently communicates information, on a variety of aspects within common/everyday topics. Eduardo's responses show understanding of most questions/comments and are almost always appropriate. His ideas are relevant and detailed where appropriate. He rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.

**Criterion B: Oral Communication - Language (maximum: 8)**

**Achievement Level: 7**

Eduardo's pronunciation and intonation are clear and make communication easy. Eduardo makes excellent use of a basic range of vocabulary. He uses basic and more complex grammatical structures, generally accurately.

**Criterion C: Writing - Message and Organization (maximum: 8)**

**Achievement Level: 7**

Eduardo always communicates information, on a variety of aspects within common/everyday topics. Eduardo's ideas are relevant and detailed and/or supported where appropriate. The presentation follows a logical structure. He uses cohesive devices that add clarity to the message.

**Criterion D: Writing - Language (maximum: 8)**

**Achievement Level: 7**

Eduardo makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more complex structures. Vocabulary and grammar are accurate. There may be occasional errors in spelling/writing, but these do not interfere with communication.

**Criterion E: Reading Comprehension (maximum: 8)**

**Achievement Level: 7**

Eduardo identifies basic and more complex facts in texts with familiar and unfamiliar language, identifies the main idea and supporting details, and draws conclusions. He shows good understanding of the text(s) overall.

**First Semester IB MYP Grade: 6**



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: Humanities

Teacher: Mr A. Waits

## Course Description

In the first semester of grade 8, the ISBerne Middle Years Humanities Programme includes the classification of natural hazards followed by a review of natural disasters caused by earth movements where specific examples are studied. This is then followed by a unit on climate, weather forecasting and damage caused by adverse weather. As well as extending their knowledge base, the activities focus on consolidating students' understanding of humanities terminology and the concepts of systems, location, change, time, relationships, global awareness, place and space. Students are encouraged to apply and develop their technical, investigative, analytical and decision-making skills, including structuring a report and the ability to work in a group.

## Assessment Criteria

**Criterion A: Knowledge (maximum: 10)**

**Achievement Level: 6**

Eduardo uses terminology accurately and appropriately. He uses relevant facts and examples to show understanding. He provides accurate descriptions; the explanations that Eduardo uses are adequate but not well developed.

**Criterion B: Concepts (maximum: 10)**

**Achievement Level: 7**

Eduardo's application of concepts is appropriate and shows some depth. Eduardo demonstrates conceptual awareness and understanding by identifying and describing connections to the subject matter. He applies concepts to other situations.

**Criterion C: Skills (maximum: 10)**

**Achievement Level: 7**

Eduardo selects and uses relevant information. Eduardo's work shows a good level of thoughtful analysis. His arguments, decisions and judgments are well supported and balanced. He demonstrates effective investigative skills.

**Criterion D: Organization and Presentation of Information (maximum: 8)**

**Achievement Level: 5**

Eduardo communicates information that is relevant, uses a structure appropriate to the task and sequences the content logically. The presentation and expression of Eduardo's work are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. He documents sources of information, with occasional errors in adhering to conventions.

**First Semester IB MYP Grade: 5**



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Subject: Science

Grade: 8

Teacher: Mr J. Brewington

## Course Description

Specific topics studied by students in the first semester include: an introduction to Grade 8 Middle Years Science; physical changes - the particle nature of matter; health and disease - a study of microbes; and electrical energy. These topics are supported by practical exercises and assessments to reinforce students' understanding and develop practical skills in handling information and solving problems.

## Assessment Criteria

<b>Criterion A: One World (maximum: 6)</b>	<b>Achievement Level: 4</b>
Eduardo describes how science is applied to addressing a specific local or global issue. He describes some of the benefits or limitations of science in addressing the issue. He describes how science and its applications interact with at least one of the following factors: social, economic, political, environmental, cultural and ethical.	
<b>Criterion B: Communication in Science (maximum: 6)</b>	<b>Achievement Level: 4</b>
Eduardo communicates scientific information using scientific language. He presents most of the information appropriately using symbolic and/or visual representation according to the task. He acknowledges sources of information with occasional errors.	
<b>Criterion C: Knowledge and Understanding of Science (maximum: 6)</b>	<b>Achievement Level: 6</b>
Eduardo explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar and unfamiliar situations. He analyses and evaluates scientific information by making scientifically supported judgments about the information, the validity of the ideas or the quality of the work.	
<b>Criterion D: Scientific Inquiry (maximum: 6)</b>	<b>Achievement Level: 3</b>
Eduardo defines the purpose of the investigation and provides an explanation/prediction but this is not fully developed. He acknowledges some of the variables involved and describes how to manipulate them: the method suggested is complete and includes appropriate materials/equipment. Eduardo's evaluation of the method is partially developed.	
<b>Criterion E: Processing Data (maximum: 6)</b>	<b>Achievement Level: 4</b>
Eduardo organizes and transforms data into numerical and diagrammatic forms and presents it using appropriate communication modes. He draws a conclusion consistent with the data.	
<b>Criterion F: Attitudes in Science (maximum: 6)</b>	<b>Achievement Level: 4</b>
Eduardo uses most equipment competently but might require occasional guidance; on most occasions pays attention to safety and works responsibly with the living and non-living environment. He generally cooperates well with other students.	

**First Semester IB MYP Grade: 5**



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: Mathematics

Teacher: Mr A. Caputo

## Course Description

This course aims to make mathematics accessible to all students by developing mathematical confidence; analytical reasoning and problem-solving skills; logical, abstract and critical thinking; and the knowledge, understanding and intellectual capabilities to address further courses in mathematics, in the workplace and in life in general. The primary objective is the development of students who are knowledgeable, inquirers, communicators and reflective learners. This semester's work includes number work such as percentages, ratio, scale and proportion; geometry and Pythagoras; algebra and discrete mathematical topics such as heuristic algorithms and logic.

## Assessment Criteria

**Criterion A: Knowledge and Understanding (maximum: 8)**

**Achievement Level: 5**

Eduardo generally makes appropriate deductions when solving challenging problems in a variety of familiar contexts.

**Criterion B: Investigating Patterns (maximum: 8)**

**Achievement Level: 6**

Eduardo selects and applies mathematical problem-solving to recognize patterns. He describes these patterns as relationships or general rules. He draws conclusions to match findings.

**Criterion C: Communication in Mathematics (maximum: 6)**

**Achievement Level: 4**

Eduardo shows sufficient use of mathematical language and forms of mathematical representation. Eduardo's reasoning is clear though not always logical or complete.

**Criterion D: Reflection in Mathematics (maximum: 6)**

**Achievement Level: 4**

Eduardo correctly but briefly explains whether results make sense in the context of the problem. He describes the importance of findings in connection to real life. He tries to justify the degree of accuracy of results where appropriate.

**First Semester IB MYP Grade: 5**





# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: Integrated Arts

Teachers: Mr D. Pigg , Mrs C. Ballew , Mr C. Tudor

## Course Description

Grade 8 students take Integrated Arts as a single subject taught by three specialists in Theatre Arts, Visual Art and Music. Unit one explores the question, "How Do the Arts Communicate?" The larger concept governing our lesson is that arts and culture can be tools for communicating ideas and social values. In each of the three arts the following questions are explored through creative work and ensemble participation:

- Theatre Arts: What are different ways theatre can be performed? How can lights and space be used in different ways?
- Music: What are the expressive elements of music and how do they play a role in communicating abstract ideas?
- Visual art: What is a concept, what is its function and how does a concept become a finished piece of artwork?

## Assessment Criteria

### Criterion A: Knowledge and Understanding (maximum: 8)

Achievement Level: 5

Eduardo shows a broad understanding of the topic under consideration, and applies some theoretical knowledge and subject-specific terminology to identify some of the complexities of the materials studied.

### Criterion B: Application (maximum: 10)

Achievement Level: 7

Eduardo shows competence in applying skills and strategies needed for the realization of work, which shows creativity and proficiency in technique(s).

### Criterion C: Reflection and Evaluation (maximum: 8)

Achievement Level: 5

Eduardo reflects on themes and issues and takes feedback into account when working. He provides an evaluation of the development of work and the process of working, and includes an appraisal of the quality of produced work and an identification of areas of improvement.

### Criterion D: Artistic Awareness and Personal Engagement (maximum: 8)

Achievement Level: 7

Eduardo has demonstrated a high level of interest and personal engagement in the work, and shown initiative, enthusiasm and commitment.

## First Semester IB MYP Grade: 5



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez  
Subject: Physical Education

Grade: 8  
Teacher: Mr S. Plank

## Course Description

This semester the modules are profiler, etiquette rules protocol, adventure-based learning, O2 burners, physical fitness, rope jumping, and gym gang games. Students continue to develop an understanding of specific techniques, recording their work in a portfolio. In the rope jumping unit students develop and link movements to make an aesthetic sequence. They develop team-building strategies, show their resourcefulness, strengths, and abilities and meet the presented challenges. Students are asked to discuss and reflect on their performances.

## Assessment Criteria

### Criterion A: Use of Knowledge (maximum: 8)

Eduardo uses a range of terminology accurately and appropriately in some situations. He demonstrates a good knowledge of principles, concepts, strategies, techniques and rules related to the physical education topic or activity. He uses this knowledge to analyse and solve problems in familiar and some unfamiliar situations

**Achievement Level: 6**

### Criterion B: Movement Composition (maximum: 6)

Eduardo selects, adapts and creates a wide range of aesthetic moves that are appropriate to the requirements of the task. The sequence shows a sophisticated use of space, time, level, force and flow. The composition is coherent, and shows aspects of imagination, creativity and style.

**Achievement Level: 6**

### Criterion C: Performance (maximum: 10)

Eduardo shows a high level of competence in both basic and complex moves, skills and techniques in the performance or playing situation. He applies movement concepts, tactics, strategies and rules in a critical and effective manner. He performs with a high degree of precision, synchronization, energy, style and flair.

**Achievement Level: 9**

### Criterion D: Social Skills and Personal Engagement (maximum: 8)

Eduardo demonstrates attitudes and strategies that improve communication and relationships. He consistently shows respect and sensitivity to others and the physical environment. He takes responsibility for learning and usually shows enthusiasm and commitment. He reflects critically on achievements, sets appropriate goals and takes some action towards achieving them.

**Achievement Level: 6**

**First Semester IB MYP Grade: 6**



# IB Middle Years Programme

First Semester Reports, 2011 - 2012

Student: Eduardo Perez

Grade: 8

Subject: Technology

Teacher: Mr D. Fancher

## Course Description

In Technology Class, students created video games using the software GameMaker. The students developed the concepts for their game based on the needs of their clients. The games were developed using Storyboards with each design evaluated against specifications. The final products were planned and details were provided for each step of creating the game. When they were completed, each game was evaluated against the specifications.

## Assessment Criteria

<b>Criterion A: Investigate (maximum: 6)</b>	<b>Achievement Level: 6</b>
Eduardo explains the problem, discusses its relevance, and can critically investigate the problem, evaluating information from a broad range of appropriate, acknowledged sources. He can detail appropriate testing methods to evaluate the product/solution against the design specification.	
<b>Criterion B: Design (maximum: 6)</b>	<b>Achievement Level: 4</b>
Eduardo generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.	
<b>Criterion C: Plan (maximum: 6)</b>	<b>Achievement Level: 5</b>
Eduardo produces a plan that contains a number of detailed, logical steps that describe the use of resources and time. He critically evaluates the plan and justifies any modifications to the design.	
<b>Criterion D: Create (maximum: 6)</b>	<b>Achievement Level: 5</b>
Eduardo competently uses appropriate techniques and equipment. He follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.	
<b>Criterion E: Evaluate (maximum: 6)</b>	<b>Achievement Level: 5</b>
Eduardo evaluates the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. He provides a self-evaluation at each stage of the design cycle, suggests improvements, and provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.	
<b>Criterion F: Attitudes in Technology (maximum: 6)</b>	<b>Achievement Level: 5</b>
Eduardo consistently displays a satisfactory degree of personal engagement and has a positive attitude towards safety, cooperation and respect for others.	

## First Semester IB MYP Grade: 6



## ACHIEVEMENT RECOGNITION

First Semester

PRESENTED TO

**Eduardo Perez**

FOR EARNING A 7 IN

**French Language B  
Standard**

SchoolVille, Eduland  
January 2012

A handwritten signature in black ink that reads "Stephen M. Keaverty". The signature is fluid and cursive.

Stephen Keaverny  
Secondary School Principal

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The school follows the International Baccalaureate 7 (high) - 1 (low) grade scale.

**Grade 7**

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. Generally achieved by 5% of the total student body at ISBerne.