

# RBK International Academy First End Semester Report

Prepared: December 23, 2020



**Student Name:** Vineet Usulumarty

**Student ID:** RBKIA715

**Grade:** Grade - 10

**Advisor:** Dr. Ashok Mody

Dear Parent and/or Guardian,

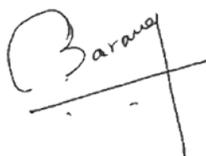
Our mission is to provide an enriching and stimulating environment in which each child will grow to his/her potential. Through academic excellence, caring community, strong leadership, supportive parent partnerships and a deep sense of service, we provide international education that supports every child's all-round development, well-being and aspirations. RBKIA students are also encouraged to exemplify the attributes of the IB Learner Profile and strive to develop skills necessary for their future endeavors.

This Semester the students have demonstrated tremendous academic and social growth. It has been a challenging quarter for students as during the Covid-19 lockdown, the full educational program of learning and teaching was delivered online. Students have exhibited resilience and have adapted very well to the blended model of synchronous and asynchronous for online learning used by the school. The school also hosted a very successful its annual inter school Model United Nations Conference RMUN online. The Interschool Songwriting Competition had celebrities like Clinton Cerejo, Meghna Mishra and Neil Mukherjee guiding the students and also performing for them. The MYP Drama Club put up a play on mental health issues in kids on Children's Day in association with Childline India to collect funds for underprivileged kids. The school also proudly launched the online version of the school weekly school newsletter this term.

A number of events with activities for World Literacy Day, Grand Parents Day, Rhymes Day took learning outside the classroom on an online platform at Olive Trails-RBKIA. The Curious Explorers club is an endeavour with sensory activities that exercise the "play based Inquiry" approach in the Early years. The United Nations Day, the World Mental Health Day, Kindness Day and Translation Day etc. were successfully held online in the Early Years and the PYP.

Reports celebrate a student's learning journey and on completion of the first semester we would like to keep you updated with your child's progress through this report. We constantly endeavour to support your child's holistic progress.

We thank all parents, staff and community members who have dedicated their time to support student growth.



Monica Sarang  
Principal



Shuchi Shukla  
VPSsecondary



Vidya Upadhyay  
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</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.

# Summary of Achievement

## First End of Sem

	Achievement Levels				Final Grade
Language and literature: English (Grade - 10) <b>Meera Rangarajan</b>	A 3	B 3	C 3	D 3	3
Language acquisition: French Phase 3 (Grade - 10) <b>Neha Talwar</b>	A 5	B 5	C 5	D 4	5
Individuals and societies: Business Studies (Grade - 10) <b>Suchismita Basu Thakur</b>	A 4	B 1	C 3	D 3	3
Individuals and societies: Economics (Grade - 10) <b>Vijay Gondalia</b>	A 5	B 1	C 5	D 5	4
Sciences: Sciences (Grade - 10) <b>Bindu Balakrishnan, Rahul Baldota, Wilson Nesamony</b>	A 5	B 4	C 5	D 6	5
Mathematics: Standard mathematics (Grade - 10) <b>Dr. Ashok Mody</b>	A 6	B 5	C 4	D 4	5
Arts: Visual Arts (Grade - 10) <b>Manish Hatkar</b>	A 5	B 3	C 3	D 5	4

# Reflections

Dr. Ashok Mody

[Homeroom Advisor](#)

Vineet is reflective and tries hard to accept productive criticism. These days, he shows optimistic thinking and ready to accept advice and also willing to change! From the time the online lessons started, he has not taken full advantage of these sessions, because of the inattentiveness while receiving instructions. He has not helped his learning during these times due to irregularity in the submission of his work as well as the quality of the work produced. It is expected that he makes up for this during the next semester so that he is not lagging too far behind the others.

Best of luck!

Attendance: 110/132

# Class Reports

## Language and literature: English

Meera Rangarajan

Learner Profile: Open-minded

MYP Assessment Criteria

Achievement Level Maximum

### A: Analysing

Vineet Usulumarty

i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts		
ii. provides adequate analysis of the effects of the creator's choices on an audience	3	8
iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology		
iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.		

### B: Organizing

Vineet Usulumarty

i. makes adequate use of organizational structures that serve the context and intention	3	8
ii. organizes opinions and ideas with some degree of coherence and logic		
iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.		

### C: Producing text

Vineet Usulumarty

i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas	3	8
ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience		
iii. selects some relevant details and examples to develop ideas.		

### D: Using language

Vineet Usulumarty

i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression		
ii. sometimes writes and speaks in a register and style that serve the context and intention		
iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication	3	8
iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication		
v. makes some use of appropriate non-verbal communication techniques.		

**Totals: 12 32**

### Final Grade

**3**

## Approaches to Learning

ATL	EE	ME	AE	BE
Communication				✓

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Critical Thinking



Learner Profile: Inquirers

MYP Assessment Criteria

Achievement Level Maximum

**A: Listening**

Vineet Usulumarty		
i.identifies most stated information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	5	8
ii.interprets conventions in simple and some complex authentic texts		
iii.interprets connections in simple and some complex authentic texts		

**B: Reading**

Vineet Usulumarty		
i.identifies most stated information (facts, opinions, messages and supporting details) in simple and some complex authentic texts	5	8
ii.interprets conventions in simple and some complex authentic texts		
iii.interprets connections in simple and some complex authentic texts		

**C: Speaking**

Vineet Usulumarty		
i.uses a range of vocabulary	5	8
ii.uses a range of grammatical structures with a few errors which do not hinder communication		
iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension		
iv.communicates most relevant information		

**D: Writing**

Vineet Usulumarty		
i.uses a basic range of vocabulary		
ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication	4	8
iii.organizes information in a recognizable format using a range of basic cohesive devices		
iv.communicates some relevant information with some sense of audience and purpose to suit the context		

**Totals: 19 32**

**Final Grade**

**5**

**Approaches to Learning**

ATL	EE	ME	AE	BE
Communication			✓	

Learner Profile: Principled

MYP Assessment Criteria

Achievement Level Maximum

**A: Knowing and understanding**

Vineet Usulumarty		
i. uses some terminology accurately and appropriately	4	8
ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.		

**B: Investigating**

Vineet Usulumarty		
i. formulates a research question that is clear or focused and describes its relevance	1	8
ii. formulates a limited action plan to investigate a research question or does not follow a plan		
iii. collects and records limited information, not always consistent with the research question		
iv. makes a limited evaluation of the process and results of the investigation.		

**C: Communicating**

Vineet Usulumarty		
i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose	3	8
ii. structures information and ideas in a way that is somewhat appropriate to the specified format		
iii. sometimes documents sources of information using a recognized convention.		

**D: Thinking critically**

Vineet Usulumarty		
i. analyses concepts, issues, models, visual representation and theories		
ii. summarizes information to make arguments	3	8
iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations		
iv. interprets different perspectives and some of their implications.		

**Totals: 11 32**

**Final Grade**

**3**

**Approaches to Learning**

ATL	EE	ME	AE	BE
Critical Thinking			✓	
Subject Specific Skills			✓	

Learner Profile: Knowledgeable

MYP Assessment Criteria

Achievement Level Maximum

**A: Knowing and understanding**

Vineet Usulumarty		
i. uses a range of terminology accurately and appropriately	5	8
ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.		

**B: Investigating**

Vineet Usulumarty		
i. formulates a research question that is clear or focused and describes its relevance	1	8
ii. formulates a limited action plan to investigate a research question or does not follow a plan		
iii. collects and records limited information, not always consistent with the research question		
iv. makes a limited evaluation of the process and results of the investigation.		

**C: Communicating**

Vineet Usulumarty		
i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose	5	8
ii. structures information and ideas in a way that is mostly appropriate to the specified format		
iii. often documents sources of information using a recognized convention.		

**D: Thinking critically**

Vineet Usulumarty		
i. discusses concepts, issues, models, visual representation and theories		
ii. synthesizes information to make valid arguments	5	8
iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations		
iv. interprets different perspectives and their implications.		

**Totals: 16 32**

**Final Grade**

**4**

**Approaches to Learning**

ATL	EE	ME	AE	BE
Communication			✓	
Critical Thinking			✓	
Subject Specific Skills			✓	

Learner Profile: Caring

MYP Assessment Criteria

Achievement Level Maximum

**A: Knowing and understanding**

Vineet Usulumarty is able to:

i. describe scientific knowledge	5	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations		
iii. analyse information to make scientifically supported judgments.		

**B: Inquiring and Designing**

Vineet Usulumarty is able to:

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

**C: Processing and Evaluating**

Vineet Usulumarty is able to:

i. correctly collect, organize and present data in numerical and/or visual forms	5	8
ii. accurately interpret data and explain results using scientific reasoning		
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**

Vineet Usulumarty is able to:

i. describe the ways in which science is applied and used to address a specific problem or issue	6	8
ii. discuss 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: 20 32**

**Final Grade**

**5**

**Approaches to Learning**

ATL	EE	ME	AE	BE
Communication			✓	
Critical Thinking			✓	

Learner Profile: Knowledgeable, Communicators

MYP Assessment Criteria

Achievement Level Maximum

**A: Knowing and understanding**

Vineet Usulumarty is able to:

i. select appropriate mathematics when solving challenging problems in familiar situations	6	8
ii. apply the selected mathematics successfully when solving these problems		
iii. generally solve these problems correctly in a variety of contexts.		

**B: Investigating patterns**

Vineet Usulumarty is able to:

i. select and apply mathematical problem-solving techniques to discover complex patterns	5	8
ii. describe patterns as general rules consistent with findings		
iii. verify the validity of these general rules.		

**C: Communicating**

Vineet Usulumarty is able to:

i. use some appropriate mathematical language	4	8
ii. use appropriate forms of mathematical representation to present information adequately		
iii. communicate through lines of reasoning that are complete		
iv. adequately organize information using a logical structure.		

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

Vineet Usulumarty is able to:

i. identify the relevant elements of the authentic real-life situation		
ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation	4	8
iii. apply mathematical strategies to reach a solution to the authentic real- life situation		
iv. discuss whether the solution makes sense in the context of the authentic real-life situation.		

**Totals:            19            32**

**Final Grade**

5

**Approaches to Learning**

ATL	EE	ME	AE	BE
Communication			✓	
Critical Thinking			✓	

**A: Knowing and understanding**

Vineet Usulumarty		
i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject- specific terminology	5	8
ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts		
iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.		

**B: Developing skills**

Vineet Usulumarty		
i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied	3	8
ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.		

**C: Thinking creatively**

Vineet Usulumarty		
i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent	3	8
ii. demonstrates an adequate range and depth of creative-thinking behaviours		
iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.		

**D: Responding**

Vineet Usulumarty		
i. constructs appropriate meaning and regularly transfers learning to new settings	5	8
ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her		
iii. presents a substantial critique of the artwork of self and others.		

**Totals:            16            32**

**Final Grade**

4

**Approaches to Learning**

ATL	EE	ME	AE	BE
Information Literacy			✓	
Critical Thinking			✓	

# 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 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.

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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.

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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.

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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.

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## Final Grade Descriptor

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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.

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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.

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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.

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N/A Not Yet Assessed.

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## Approaches to Learning

### Grade Descriptor

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EE Exceeding Expectations: The student's progress against the ATL is exceeding expectations.

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ME Meeting Expectations: The student's progress against the ATL is meeting expectations.

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AE Approaching Expectations: The student's progress against the ATL is approaching expectations.

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BE Below Expectations: The student's progress against the ATL is below expectations.

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