



Pathways School Gurgaon

Academic Year 2020-2021



Mannat Dwivedi
PSG20278

IB Middle Years Programme - Year 4
Semester 2 Report Card

Capt. Rohit Bajaj
School Director

Ms. Dimpu Sharma
Middle School Principal

Ms. Varsha Sinha
MYP Coordinator

Principal's Message

Ms. Dimpu Sharma

Dear Parents,

As the academic year 2020-2021 draws to a close, it is time for the teacher and parent community to reflect on this year of lockdown and online learning. We as school educators have tried to ensure mental wellbeing of our students through revamping the curriculum, reduced screen time, innovative methods of curriculum delivery with synchronous and asynchronous tasks and a weekly PULSE lesson with the student advisory. As this year draws to a close it is now time for our students to reflect on the theme of this year, of being strong and antifragile in the face of such calamity.

As a continuum school, Pathways School Gurgaon offers the complete 5 year MYP programme. The Programme has been carefully designed keeping in mind the IB philosophy wherein students explore Arts, Design and PHE in equal measure across MYP 1 to 3. Students have the opportunity to explore all three subjects, to develop a deep understanding and to make an informed decision in Year 4. These subjects are over and above the screen subjects of English language and literature, Language acquisition - (French, Spanish, Hindi, English), Individuals and Societies, Sciences and Mathematics.

This year as the world struggled with the Covid 19 pandemic and classes have mostly been online, we have followed the IB guideline and offered one Art - Visual art as a subject of study in MYP1,2 and 3. Music, Dance and Drama have continued to find place in the curriculum as subjects focusing on performance skills which resulted in Grade level Year End Production.

In Year 4 and 5, students take all four core subjects along with a second language of study and at least one portfolio offering from arts, design or PHE. They also have the core of the MYP; the personal projects and the Interdisciplinary screen examination.

Interdisciplinary Unit is done in every grade to help assess the transfer skills as well as to develop critical thinking skills of the students since it allows them to view knowledge from the perspective of different disciplines. An essential component of the IB MYP programme is the ATL skills. Although we do not give a number grade for these skills, we do point out the level of development of these skills that are so critical for academic success in the MYP.

We have focused on development of ATL skills and have mapped these skills vertically to ensure graded development in our students. Learner agency and student voice and choice has been recognised through our office hours, passion projects, our assembly and PULSE lessons, wherein students have had choices of subjects and levels of study. The curriculum and the report should be read in light of this explanation.

Please find the semester end report for 2020-2021.

Warm regards,

Ms. Dimpu Sharma

Middle School Principal

Form Tutor Observations

Faculty: Ms. Anuja Panwar

Mannat is a bright young student who has gradually made improvement throughout the course of the academic year. Being new to MYP has been a hurdle. Which she has smoothly overcome through hard work and dedication and has proven herself as a significant member of the form. A regular and punctual student who maintains a pleasant attitude. She is advised to be more interactive with the form. Mannat has demonstrated a passionate approach with the SLC presentation. Carefully chosen samples are brought together to portray self-growth as an IB learner. It has been an excellent start for Mannat. I am looking forward to witnessing her achievements in the session to come.

Attendance

Term	Enrolled	Attended	Absences
Semester 2	85	80	5

Summary of Achievement

Subject	Teacher	Criterion (Max - 8)				Final Grade Max - 7	Effort Grades
		A	B	C	D		
Inter Disciplinary Unit	Vasudha Jain	6	3	3	1	3	C
English	Parul Verma	3	5	5	5	4	B
Spanish	Vidisha Jaiswal	6	5	6	6	5	B
Individuals and Societies	Ritu Pant	4	3	4	3	3	B
Chemistry	Vigya Chauhan	2	3	6	3	3	C
Biology	Varsha Sinha	5	3	2	2	3	A
Standard Mathematics	Santhosh Jeedipally	6	4	4	3	4	B
Visual Arts	Balbir Bodh	7	7	7	7	7	A

ATL Skills

Subject	Communication	Social	Self-Management	Research	Thinking
English					
Spanish					
Individuals and Societies					
Chemistry					
Biology					
Standard Mathematics					
Visual Arts					

 Emergent Practicing Proficient

Assessment Explanation

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 descriptors help the student and the teacher to find the student's level of achievement for each criterion

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. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

Grade Descriptors

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	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 to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
NA	Not Assessed.

Effort Grade Descriptor

A	Exemplary commitment towards work and independently meets all lesson goals; Often volunteers with productive and relevant contributions during class discussions; Takes lesson content further and displays initiative to take inquiry beyond classroom; Always meets deadlines with excellent quality of work; Completely prepared, including having the correct books and equipment.
B	Works well with guidance on organisation and time management to meet lesson goals; With guidance, takes the initiative to make useful contributions; Often takes lesson content further with guided support to take inquiry beyond classroom; Mostly meets deadlines with good quality work; Mostly prepared to learn, including having the correct books and equipment.
C	Usually engages in the lesson but needs reminders to keep on task/lesson goals; Even with guidance, makes some contributions; Usually needs prompts to make connections to take learning and inquiry forward; Sometimes meets deadlines, quality of work is satisfactory; Sometimes unprepared, e.g. forgetting books/equipment.
D	Makes no effort to work independently on lesson goals; Even with guidance and constant reminders making contributions is a challenge; Needs constant support to make connections to take learning and inquiry forward; Rarely meets deadlines, quality of work needs attention; Frequently does not bring books and equipment.

PULSE

Faculty: Ms. Megha Mathur

Course Description

PULSE- Pathways Universal Life Skills Education

PULSE follows a month wise plan. Each month being dedicated to a value or awareness based topic.

The month of January-February revolved around 'Awareness on Bullying'. The sub topics covered by various activities and discussions were meaning of bullying, types of bullying, perspectives of the Victim, Bully and the Bystander and Respect.

The month of March was dedicated to 'Adolescence- Dealing with changes- Physical and Emotional.

The month of April was dedicated to Inclusiveness. Students learnt about diversity within and outside school. They involved in discussions on learning diversity and diversity in traits of different people around them.

The month of May revolved around 'Power of Positivity' in thoughts and learning to deal with negative thoughts. This was taken up to empower the students for their wellbeing in these difficult times through the second wave of the pandemic.

The ATL skills covered through the semester were Thinking, social skills and communication, Reflective skills.

The Learner Profile covered throughout the semester were Balanced, Thinker, Caring, Reflective, Communicator, Open Minded and Principled.

The Global Context covered during the semester were Identity and Relationships, Scientific and Technical innovation, Personal and Cultural Expression; Fairness and Development .

Inter Disciplinary Unit**Final Grade: 3 | Effort: C**

Faculty: Ms. Vasudha Jain

Course Description

'Interdisciplinary Learning is the process of integrating concepts, strategies, tools, methods of inquiry, ways of knowing or forms of communication from two or more subject groups to solve a problem, create a product, build an explanation or address a need'. During this academic year, MYP year 4 students discovered the interdisciplinary connection between disciplines of Sciences and Language and Literature and inquired on Change in human resources and environment. By examining these sources, students have gathered understanding of difference between science and Pseudo- science as well ways in which fiction can forecast science.

Grade Boundaries

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

Criterion A - Disciplinary grounding: 6/8

Period	Date	Assignment	Level	Type
Quarter 3	03 Feb 2021	MYP 4 IDU Summative Assessment 2021	6	Summative

Criterion B - Synthesizing: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	03 Feb 2021	MYP 4 IDU Summative Assessment 2021	3	Summative

Criterion C - Communicating: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	03 Feb 2021	MYP 4 IDU Summative Assessment 2021	3	Summative

Criterion D - Reflecting: 1/8

Period	Date	Assignment	Level	Type
Quarter 3	03 Feb 2021	MYP 4 IDU Summative Assessment 2021	1	Summative

English**Final Grade: 4 | Effort: B**

Faculty: Ms. Parul Verma

Course Description

MYP language and literature is academically rigorous and equips students with linguistic, analytical and communicative skills that is used in an interdisciplinary manner across all other subject groups. During this semester, students engage with varied Global Issues and explore facets of Digital Citizenship. Students interact with and provide insight into an array of persuasive texts that offer a linguistic and academic challenge for the students in order to give them the best possible educational experience. Students analyse varied texts for style and purpose; and consider and discuss the thoughts and opinions of others. Analysis of narrative texts equips the students with the understanding of varied elements of a narrative text thereby providing them the tools to create an impactful narrative piece. Expressing their stand on the various global issues and creating persuasive pieces by employing varied rhetoric techniques are the skills that the students have acquired during this semester.

Grade Boundaries

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

Criterion A - Analysing: 3/8

Period	Date	Assignment	Level	Type
Quarter 4	24 Mar 2021	MYP 4 UNIT 3 SA 2	3	Summative

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

Criterion B - Organizing: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	26 Feb 2021	Unit 3 - SA 1- Panel Discussion - Based on Crit. B, C and D	7	Summative
Quarter 4	24 Mar 2021	MYP 4 UNIT 3 SA 2	2	Summative
Quarter 4	10 May 2021	EOY Assessment 2021	5	EOSA

Mannat makes competent use of organizational structures that serve the context and intention, organizes opinions and ideas in a coherent and logical manner with ideas building on each other and makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C - Producing text: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	26 Feb 2021	Unit 3 - SA 1- Panel Discussion - Based on Crit. B, C and D	7	Summative
Quarter 4	10 May 2021	EOY Assessment 2021	4	EOSA

Mannat produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives

and ideas, makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience and selects sufficient relevant details and examples to develop ideas.

Criterion D - Using language: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	26 Feb 2021	Unit 3 - SA 1- Panel Discussion - Based on Crit. B, C and D	8	Summative
Quarter 4	10 May 2021	EOY Assessment 2021	4	EOSA

Mannat uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, writes and speaks competently in a register and style that serve the context and intention, uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication, spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication and makes sufficient use of appropriate non-verbal communication techniques.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication		✓	
Social		✓	
Self-Management		✓	
Research		✓	
Thinking		✓	

Faculty Observation

Mannat has always been an active participant in class discussion but most of the times has to be prompted. She is in a need to understand the fine nuances of the subject matter and unpack her question before responding. The understanding does not have to be on surface level but in depth. I suggest her to attempt tasks similar to the ones given in class for practice at home. Additionally, she should look for the areas of improvement in her assessments and shall strive to work on them by turning them into goals to be achieved. I wish her the best for the next semester.

Spanish**Final Grade: 5 | Effort: B**

Faculty: Ms. Vidisha Jaiswal

Course Description

In this semester, the students have covered two units "Education and the world of work" and "The world we live in". where they have practiced and enhanced their all language skills through presentations, different activities and tasks. They have also explored about the topics bullying, peer pressure, adolescence, environmental issues, it's Causes/ consequences and solutions. They have learnt the usage of pronouns, subjunctive, future and conditional tense. The text type practised were article and formal letter writing. For speaking skills, they learnt to do a compare and contrast and a role play.

Grade Boundaries

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

Criterion A - Listening: 6/8

Period	Date	Assignment	Level	Type
Quarter 4	06 May 2021	Year end exam Task 1	6	Summative

Mannat identifies most basic facts, messages, main ideas and supporting details, has considerable awareness of basic conventions, engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text and shows considerable understanding of the content, context and concepts of the text as a whole.

Criterion B - Reading: 5/8

Period	Date	Assignment	Level	Type
Quarter 4	06 May 2021	Year end exam Task 1	5	Summative

Mannat identifies most basic facts, messages, main ideas and supporting details, has considerable awareness of basic aspects of format and style, and author's purpose for writing, engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text and shows considerable understanding of the content, context and concepts of the text as a whole.

Criterion C - Speaking: 6/8

Period	Date	Assignment	Level	Type
Quarter 3	16 Feb 2021	Unit 2 Orals	6	Summative
Quarter 4	06 May 2021	Year End Exam Orals	5	Summative

Mannat responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text, interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language, uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics and communicates with a considerable sense of audience.

Criterion D - Writing: 6/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Feb 2021	Task 3 Writing Task Unit 2	6	Summative

Quarter 4	07 May 2021	Year End Exam Task 3	6	Summative
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Mannat writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility, organizes basic information and uses a limited range of basic cohesive devices accurately and usually uses language to suit the context.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication	✓		
Social	✓		
Self-Management	✓		
Research	✓		
Thinking	✓		

Faculty Observation

Mannat is a sincere, intelligent, and focused student who has become much more confident in class as compared to the beginning of the session. She shows great interest in the language. She understands grammatical concepts taught in class and ensures clarity of the concepts. Her writing skills are shaping up well as is evident in her performance. She has been regular to the virtual classes and has adapted herself to it quite well. Looking forward to the further blossoming of this young mind!

Individuals and Societies**Final Grade: 3 | Effort: B**

Faculty: Ms. Ritu Pant

Course Description

The semester began with Unit 3 that focused on Social and Resistance Movements understanding the conflicts over liberty and rights impacting time leading to revolution which impacts power equations and economic ideologies around the world. Students explored the key concept of Time, Place and Space with related concept of Equity, Power and Processes. Global context of Identities and Relationships was explored through competition and cooperation; teams, affiliation, and leadership. Students examined the characteristics, stages and types of Social Movements through case study approach using Occupy Wall Movement, Arab Spring Movement, Chipko Movement, Women Suffrage Movement, Venezuela Crisis, Civil Rights Movement. Students delved into the topics like role of non-violence in a movement, role of technology in movement- social media & media, hashtag activism, relationship between equity & social movements, need for social change.

Unit 4 was on the Economic Agents, where the key concept of Systems and related concepts of Choice, Equity and Perspective were explored. The students inquired into this units using the global contexts of Fairness and Development. During this unit the students have explored topics like meaning, types and role of economic agents in the development of a country, functions and role of money, barter system, evolution of money, demonetization and its impacts, types of banks, role of central and commercial banks in a country, concept of inflation, relationship between money supply and inflation, role of central bank in controlling inflation, budget analysis 2021 India, corporate social responsibility by MNC's etc. The focus during the term 2 was on developing research, social and communication skills which were enhanced using worksheets, collaborative tasks and individual research, focusing on developmental choices made by the economic agents and the level of equality.

Grade Boundaries

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

Criterion A - Knowing and understanding: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	10 Mar 2021	MYP 4 Unit 3 Summative Assessment	5	Summative
Quarter 4	12 May 2021	Alternative Task Assessment, May 2021	3	Summative

Mannat uses some terminology accurately and appropriately and demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.

Criterion B - Investigating: 3/8

Period	Date	Assignment	Level	Type
Quarter 4	12 May 2021	Alternative Task Assessment, May 2021	3	Summative

Mannat formulates a research question that is clear and focused and describes its relevance in detail, formulates and somewhat follows a partial action plan to investigate a research question, uses a research method(s) to collect and record mostly relevant information and evaluates some aspects of the process and results of the investigation.

Criterion C - Communicating: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	10 Mar 2021	MYP 4 Unit 3 Summative Assessment	4	Summative

Criterion D - Thinking critically: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	10 Mar 2021	MYP 4 Unit 3 Summative Assessment	2	Summative

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication		✓	
Social		✓	
Self-Management		✓	
Research		✓	
Thinking		✓	

Faculty Observation

Mannat joined the school this year and joined school and has put in efforts to settle well. She is mostly quite in class, and is encouraged to be more participative. Consistency and hard work are highly recommended during the term. She should revisit the concepts done through the worksheets, tasks and assessments. Proactive participation in class will help her clear all her doubts and develop her verbal communication skills.

Chemistry**Final Grade: 3 | Effort: C**

Faculty: Ms. Vigya Chauhan

Course Description

In the Unit Mole Concept and stoichiometry, students learned how scientists consistently measure the quantity of substances during change. Calculations based on Mole Concept, Percentage Composition, Empirical and molecular formula, limiting reagent, percentage yield, and Calculation based on equations involving molar mass, molar volume, mass, moles, Avogadro's number were practiced by students. The concept of Concentration of solution was introduced. Students applied these concepts of stoichiometry and molar ratio to investigate relative molar/atomic mass and the empirical formula of ionic compounds. Students explored the principles of 'Green Chemistry' and reflected upon their application on sustainable methods of manufacturing while looking at the unit through the lens of global context 'Globalization and sustainability. In the Unit on Acids, bases, and salts, students revisited the characteristics and theories of acids and bases. They explored the differences between strength and concentration and enquired into experimental ways to identify strong and weak acids or bases. Various methods of preparation of salts were explored such as simple displacement, neutralization, and precipitation. This became an extension and application of the types of reaction and separation techniques learned earlier in the last term.

Grade Boundaries

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

Criterion A - Knowing and understanding: 2/8

Period	Date	Assignment	Level	Type
Quarter 3	02 Mar 2021	MYP4_Unit3_SA_Crit_A_D_March_2021	2	Summative

Mannat state scientific knowledge, applies scientific knowledge and understanding to suggest solutions to problems set in familiar situations and interpret information to make judgments.

Criterion B - Inquiring and designing: 3/8

Period	Date	Assignment	Level	Type
Quarter 4	05 May 2021	MYP4_Unit4_SA_Crit_B_C_April_2021	3	Summative
Quarter 4	18 May 2021	MYP4_EOYA_Crit_B_C_May_2021	2	Summative

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

Criterion C - Processing and evaluating: 6/8

Period	Date	Assignment	Level	Type
Quarter 4	05 May 2021	MYP4_Unit4_SA_Crit_B_C_April_2021	5	Summative
Quarter 4	18 May 2021	MYP4_EOYA_Crit_B_C_May_2021	5	Summative

Mannat correctly collect, organize and present data in numerical and/or visual forms, accurately interpret data and explain results using scientific reasoning, discuss the validity of a hypothesis based on the outcome of a scientific investigation, discuss the validity of the method based on the outcome of a scientific investigation and describes improvements or extensions to the method that would benefit the scientific investigation.

Criterion D - Reflecting on the impacts of science: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	02 Mar 2021	MYP4_Unit3_SA_Crit_A_D_March_2021	3	Summative

Mannat summarize the ways in which science is applied and used to address a specific problem or issue, describes the implications of using science and its application to solve a specific problem or issue, interacting with a factor, sometimes applies scientific language to communicate understanding and sometimes document sources correctly.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Self-Management		✓	
Thinking		✓	
Communication		✓	
Social		✓	
Research		✓	

Faculty Observation

Mannat displays good knowledge and understanding of mole concept and salt preparation, separation techniques. She needs to work on designing the experiments and processing data effectively to solve the problems of criteria B and C tasks.

Biology**Final Grade: 3 | Effort: A**

Faculty: Ms. Varsha Sinha

Course Description

This semester, in Unit 3- Transportation in Plants students learned about plant classification as an overview, they were able to differentiate between non-vascular(shorter) and vascular plants (taller), types of plant tissues, functions of plant tissues. Further they developed understanding of xylem and phloem, their functions and difference between each other. In addition, students learned about water uptake in tall vascular plants, they learnt about the structures and processes such as root hair cell, adhesion, cohesion, capillary action, osmosis, diffusion, turgor pressure, root pressure, transpiration, guttation, lenticels, stomata, and hydathodes. Students through interactive tool/lab learned about transpiration and factors affecting transpiration. They developed an understanding of adaptation in mesophytes, hydrophytes to prevent loss of water by transpiration. Additionally, they also looked at the role of trees in regulating water cycle. Students revisited the steps of a scientific investigation through the concept of environmental factors that affect transpiration. In Unit 4-Evolution, students explored the history of evolutionary theory-basic overview of popular theories and biological classification and nomenclature. They delved deeper into Darwin's theory of natural selection. Further, they explored evidence of evolution as DNA comparison, fossil records, comparative anatomy, developmental biology, adaptive radiation, homologous, analogous and vestigial organs. They have learnt about species and speciation and how to analyse a cladogram. Students collaborated and inquired into the impacts of selective breeding/artificial selection through a case study of their choice.

Grade Boundaries

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

Criterion A - Knowing and understanding: 5/8

Period	Date	Assignment	Level	Type
Quarter 4	23 Apr 2021	MYP 4_Unit 4_Evolution_Criteria A and D	5	Summative
Quarter 4	19 May 2021	Biology Year end Assessment	5	EOSA

Mannat describes scientific knowledge, applies scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations and analyses information to make scientifically supported judgments.

Criterion B - Inquiring and designing: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	23 Feb 2021	SA Unit 3 Transport in Plants	2	Summative

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

Criterion C - Processing and evaluating: 2/8

Period	Date	Assignment	Level	Type
Quarter 3	23 Feb 2021	SA Unit 3 Transport in Plants	2	Summative

Mannat collect and present data in numerical and/or visual forms, interpret data, state the validity of a hypothesis based on the outcome of a scientific investigation, state the validity of the method based on the outcome of a scientific investigation and state improvements or extensions to the method.

Criterion D - Reflecting on the impacts of science: 2/8

Period	Date	Assignment	Level	Type
Quarter 4	23 Apr 2021	MYP 4_Unit 4_Evolution_Criteria A and D	2	Summative
Quarter 4	19 May 2021	Biology Year end Assessment	0	EOSA

Mannat outline the ways in which science is used to address a specific problem or issue, outline the implications of using science to solve a specific problem or issue, interacting with a factor, applies scientific language to communicate understanding but does so with limited success and document sources, with limited success.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication		✓	
Self-Management		✓	
Research		✓	
Thinking		✓	
Social			✓

Faculty Observation

Mannat has settled well to the new school and the rhythm of online classes. She is a fast learner and a sharp thinker. Mannat is commended for her skills of collaboration and communication during the group task on 'Selective breeding and its impacts on the horses'. She has shown improvement in understanding the requirements of criterion A and D and is being supported in understanding the steps of scientific investigation. She is advised to revisit the four Units covered this year during the summer vacation for a steady start in MYP5.

Standard Mathematics**Final Grade: 4 | Effort: B**

Faculty: Mr. Santhosh Reddy Jeedipally

Course Description

In second semester of MYP-4, during Hybrid learning, students extended their knowledge and understanding of Algebra to model the functions based on real-life problems which enhanced their critical thinking skills. Further, they applied their skills of interpreting graphs to understand the transformation of functions and their graphs.

After modelling, learners were given the exposure of deriving Trigonometry ratios using the concept of similarity through GeoGebra Applets and then applied the knowledge to solve real-life problems enhancing their communication and thinking skills. They also explored the concept of bearing in understanding the directions in the field of navigation.

Post-Trigonometry, learners applied their understanding of Trigonometry ratios to derive the postulates of similarity and congruency for triangles. Further in Spatial Reasoning students investigated circle theorems using various GeoGebra Applets and applied their thinking and communication skills to make their conjecture of theorems. They also applied the understanding of Pythagoras and Coordinate Geometry to find the distance between two points and therefore, explored how to find coordinates of the mid-point of a line segment.

After geometry, learners investigated the difference between Polyhedron and Non-Polyhedron 3-D shapes using various online tools and deduced their surface areas using the concept of Nets of 3-D shapes. The students developed communication and collaborative skills through brainstorming while finding the volume of 3-D shapes.

Grade Boundaries

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

Criterion A - Knowing and understanding: 6/8

Period	Date	Assignment	Level	Type
Quarter 3	18 Feb 2021	MYP-4 SA- STANDARD	6	Summative
Quarter 3	10 Mar 2021	Unit 3 Topic1 Trigonometry Cr A	6	Summative

Mannat selects appropriate mathematics when solving challenging problems in familiar situations, applies the selected mathematics successfully when solving these problems and generally solves these problems correctly in a variety of contexts.

Criterion B - Investigating patterns: 4/8

Period	Date	Assignment	Level	Type
Quarter 4	22 Apr 2021	Unit-3 Topic 2 (Geometry and Measurements)- Standard	4	Summative
Quarter 4	14 May 2021	Year End Shortened Assessment-Cr B and C	2	EOSA

Mannat applies mathematical problem-solving techniques to discover simple patterns and suggests general rules consistent with findings.

Criterion C - Communicating: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	18 Feb 2021	MYP-4 SA- STANDARD	1	Summative
Quarter 4	15 Mar 2021	Unit-3 Topic 1 Trigonometry	4	Summative

Quarter 4	22 Apr 2021	Unit-3 Topic 2 (Geometry and Measurements)- Standard	4	Summative
Quarter 4	14 May 2021	Year End Shortened Assessment-Cr B and C	2	EOSA

Mannat uses some appropriate mathematical language, uses appropriate forms of mathematical representation to present information adequately, communicates through lines of reasoning that are complete and adequately organizes information using a logical structure.

Criterion D - Applying mathematics in real-life contexts: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	18 Feb 2021	MYP-4 SA- STANDARD	1	Summative
Quarter 4	15 Mar 2021	Unit-3 Topic 1 Trigonometry	4	Summative

Mannat identifies the relevant elements of the authentic real-life situation, selects, with some success, adequate mathematical strategies to model the authentic real-life situation, applies mathematical strategies to reach a solution to the authentic real-life situation and discusses whether the solution makes sense in the context of the authentic real-life situation.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication		✓	
Social		✓	
Research		✓	
Self-Management		✓	
Thinking		✓	

Faculty Observation

Mannat is a hardworking and a self-disciplined student who aces in Mathematics. She is very quick and strong in Mathematical concepts. She is always seen focused and quiet. She has a strong Mathematical knowledge and has a positive attitude towards the Subject. She is good at seeking help and determined to learn new things with better clarity. However, she is advised to get hold of the command terms of various criterions. She needs to even actively participate in classroom discussions in order to improve her social skills. She has given good performance in the present term and with her constant sincere efforts, I believe she will be able to maintain the same. I wish her next academic year, a full of learning and enriching experience.

Visual Arts**Final Grade: 7 | Effort: A**

Faculty: Mr. Balbir Bodh

Course Description

In MYP Visual Arts, students are treated as young art aspirants where they engage in a process of creative exploration by making purposeful connections between investigation and practice to create art. The MYP visual arts course is structured around four learning objectives, which are A: Knowledge and Understanding, B: Developing skill, C: Thinking creatively and D: Responding. These are covered by exploring the following tasks, Task 1- Presentation (A & D), Task 2- Development (B & C), Task 3- Outcome (B), Task 4- Commentary (D). Through the exploration of tasks students get an opportunity to develop an overall understanding of the Visual Arts e-Portfolio through various mediums such as painting, printmaking, sculpture, vitreous enamel, textile and ceramics. The students foster deeper understanding of visual art by referring to the folk and contemporary art practice of their choice.

Grade Boundaries

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

Criterion A - Knowing and understanding: 7/8

Period	Date	Assignment	Level	Type
Quarter 4	15 Apr 2021	Task 1- year end	7	E-Portfolio

Mannat demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology, demonstrates excellent understanding of the role of the art form in original or displaced contexts and demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B - Developing skills: 7/8

Period	Date	Assignment	Level	Type
Quarter 4	15 Apr 2021	Task 2 year end	7	E-Portfolio
Quarter 4	15 Apr 2021	Task 3 Year end	7	E-Portfolio

Mannat demonstrates excellent acquisition and development of the skills and techniques of the art form studied and demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C - Thinking creatively: 7/8

Period	Date	Assignment	Level	Type
Quarter 4	15 Apr 2021	Task 2 year end	7	E-Portfolio

Mannat develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent, demonstrates an excellent range and depth of creative-thinking behaviours and demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Criterion D - Responding: 7/8

Period	Date	Assignment	Level	Type
Quarter 4	15 Apr 2021	Task 1- year end	7	E-Portfolio

Quarter 4	15 Apr 2021	Task 4 year end	7	E-Portfolio
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Mannat constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her and presents an excellent critique of the artwork of self and others.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Research		✓	
Thinking		✓	
Communication			✓
Social			✓
Self-Management			✓

Faculty Observation

Mannat is a sincere and creative student. Her positive approach towards learning, holding accountability on constructive feedback and reflecting on it to achieve her goals responsibly, is admirable. She has been introduced to MYP Visual Arts e-portfolio curriculum through various tasks. She has spent an effective year with full of diverse learning experiences in visual arts. She has shown substantial research and critical analysis skills in criteria A and D of task 1. She is advised to perform an in-depth research and enhance the presentation of the task. She has explored hand building techniques using clay and oil painting techniques to create her artwork, reflecting considerable understanding of the technique. She is very skilled and is advised to explore more to expand her creativity and skill. She describes substantial evaluation of the artworks created in various mediums. She has good drawing skills and is encouraged to explore different techniques of painting to furthermore enhance the skill. Reading more and detailed study would help her improve the research skills. I wish her next year is full of learning and enriching experience.