



Pathways World School Aravali

Academic Year 2020-2021

Vanshika Jain

PWS20212

IB Middle Years Programme - Grade 9

Semester 2 Report Card

Ms. Sonya Ghandy Mehta
School Director

Ms. Monika Bajaj
Middle School Principal

Principal's Message**Ms. Monika Bajaj**

Dear Parents and Students

Another Academic Year comes to a close!

Most of this year was with Virtual School and Students could hardly attend physical school, owing to the pandemic. Yet, the faculty and Students kept themselves motivated and carried out the proceedings of the school with a great fervour.

Except for a few Students who did attend the School in physical space for a very short while in February-March, all the assessments were done virtually with clear and strict academic integrity guidelines, under the supervision of the invigilators.

The School also continued to map the Approaches to learning skills by conducting exclusive ATL lessons as well as honing them in Subject disciplines.

I am glad that the students were able to achieve so much even during these adverse circumstances.

Looking forward to seeing all our students in person in the next Academic Year.

Warm regards,

Ms. Monika Bajaj

Middle School Principal

Form Tutor Observations

Faculty: Ms. Monica Sharma

Vanshika is a self-motivated, hardworking, and creative student. She is an independent learner who enjoys giving her best to her work and is clearly able to follow instructions and submits her Form tutor related tasks on time with minimum reminders. She has an optimistic approach and works hard on the feedback she receives. Vanshika has participated in various school led competitions and events, the latest being the MUN hosted by the Daly College, and clearly displays the 'Risk -taker' and 'Communicator' IB learner profiles through her actions. Grade 9 launched the Nano training module initiative, and her Nano training module needs to be more visible. Vanshika needs to remain focused and committed towards her work to be able to achieve the desired results she has set for herself. During the summer break Vanshika should explore some online workshops that will upskill a student in various aspects such as theatre, personality development, coding etc. Vanshika is a valuable member of the PWS team, and we look forward to her valuable contributions and initiatives in the final MYP year as well.

Student Semester Reflection

What is something that I accomplished this year that I am truly proud of?

-I participated in events - MUN /Round Square etc. which helped me to hone my skills and enhance my confidence. -I was always punctual in attending my classes and in my work submission. -I collaborated with my peers to help me achieve my academic goals along with having healthy fun. -I always asked relevant questions to clear my doubts and stay abreast with my learning. - I have regularly checked Wizemen to stay updated about all resources, in each subject.

What am I looking forward to in the next Grade?

- To stay focused - To participate in events to further enhance my potential and hone my skills To lead an event for the grade to be able to display my leadership skills

Have I achieved the goal I had set for myself at the beginning of the term?

I am yet to achieve the goal as I need some more time.

What have I discovered about myself as a learner?

I have displayed the attributes of being a Communicator- I communicate my doubts and with my peers in group works. •I have displayed the attributes of being Reflective- I work upon the feedback given to me.
































Attendance



Semester	Enrolled	Attended	Absences
Semester 2	34	33	1

Summary of Achievement

Subject	Teacher	Criterion (Max - 8)				Final Grade Max - 7	Effort Grades
		A	B	C	D		
English	Srishti Kapur	4	5	5	5	5	-
Inter Disciplinary Unit	Monica Sharma	7	5	5	1	4	-
Spanish	Xiomara Rivera Lopez	6	5	4	2	4	-
History	Mohd. Zaman Hashmi	3	4	3	5	4	-
Chemistry	Vinod Kumar	5	5	5	5	5	C
Biology	Neha Chaudhary	6	3	3	4	4	-
Mathematics	Nidhi Sharma	6	1	4	4	4	-
Drama	Kirandeep Manocha	4	4	4	4	4	-

ATL Skills

Subject	Communication	Social	Self-Management	Research	Thinking
English					
Spanish					
History					
Chemistry					
Biology					
Mathematics					
Drama					

 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.

English**Final Grade: 5**

Faculty: Ms. Srishti Kapur

Course Description

For the students of MYP4, the third Unit was on Animal Farm by George Orwell. Animal Farm is an allegory, a fable and a satirical novel. Through the novel, the students enhanced their understanding of the use of rhetoric devices and persuasive techniques. Moving forward, the key concept of 'Connections' was explored by comparing and contrasting two texts. Students analysed texts and video prompts for the use of various literary and video techniques. The Unit also paved the way for the revision of concepts taught in Unit 1, i.e., 'Style and Structure'. Along with this, to honour the spirit of rebellion, which is, in the truest sense, the essence of the novel, 'Animal Farm', the students planned their own revolution through an interactive PBL.

The last Unit of the Semester- 'World Poetry' exposed the students of MYP4 to poems from different parts of the world. The Unit is designed around the Global context- of Identities and Relationships, and the chosen poems from poets like Imtiaz Dharker, Hira Bansode, Marge Piercy etc. helped students explore the concept of identity and conflicting relationships. The Unit also paved the way for the revision of concepts of Poetry Analysis through short answer questions. Over the course of the Unit, students annotated and analysed a variety of poems for poetic and figurative features.

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: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	08 Mar 2021	MYP-4, Lang. & Lit. - Summative March'21	4	Summative
Quarter 4	17 May 2021	MYP4, English - Summative May '21	5	Summative

Vanshika 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	08 Mar 2021	MYP-4, Lang. & Lit. - Summative March'21	3	Summative

Vanshika 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

Vanshika 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 4	17 May 2021	MYP4, English - Summative May '21	5	Summative

Vanshika 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

Vanshika makes adequate but mostly obvious connections in the text. Her analysis is justified with some examples, but she lacks an understanding of text-specific features. Though development is weaker, her organizational structures clearly support the context and intention of the task. She offers an appropriate introduction and conclusion which signify the beginning of ideas in a coherent manner. She uses a range of vocabulary and sentences structures suitable to the task. Vanshika is a promising student with a substantial grasp of the subject. She can analyze different types of prose and visual texts and comment on the use of language and stylistic devices sufficiently. Vanshika has demonstrated a limited acuity to critically analyse a text and comment upon its diction, theme, structure and stylistic features. She must work towards engaging with texts more perceptively, identifying significant parts and justifying her opinions about them coherently.

Vanshika has shown some participation in class this semester. She has been a decent listener when the teacher gives instructions and has shared some thoughtful comments and questions during the class discussions. She should rewrite work when it is returned by the teacher and make corrections according to the feedback. She should always do a five-minute check and proofread after writing. Also, she should create self-check lists, peer editing, and create mind maps and plan sheets. She should ask more questions in class, participate more and engage in the group and class discussions with more enthusiasm. She needs to develop clarity of thought and should approach her texts with a critical eye rather than a descriptive one. She has to structure her responses so that they display a sound knowledge of the texts and critical reasoning. Redrafting responses post feedback will surely help in improvement.

Inter Disciplinary Unit**Final Grade: 4**

Faculty: Ms. Monica Sharma

Course Description

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups and integrate them to create new understanding. The students demonstrated interdisciplinary understanding when they can bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

This Semester MYP-4 students focused on two IDUs. The first one integrated Sciences and Individual & Societies which focused on the sustainability of Nature, Economy, Society & Wellbeing. They learnt about the SDGs leading to ECO friendly houses. The second IDU was integrating Mathematics and Geography, where they explored the how Maps have evolved through the times. The students learnt to integrate the concepts of Geography with Mathematics and experience their real-world application on Navigations and Map reading.

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: 7/8

Period	Date	Assignment	Level	Type
Quarter 4	12 May 2021	MYP4 IDU Maps	7	Summative

Criterion B - Synthesizing: 5/8

Period	Date	Assignment	Level	Type
Quarter 4	12 May 2021	MYP4 IDU Maps	5	Summative

Criterion C - Communicating: 5/8

Period	Date	Assignment	Level	Type
Quarter 4	12 May 2021	MYP4 IDU Maps	5	Summative

Criterion D - Reflecting: 1/8

Period	Date	Assignment	Level	Type
Quarter 4	12 May 2021	MYP4 IDU Maps	1	Summative

Spanish**Final Grade: 4**

Faculty: Ms. Xiomara Maria Rivera Lopez

Course Description

This semester students have learned about Solidarity and Social Media. Classwork focused on developing all language skills and using vocabulary, and structures in a cultural context. We started the year reading, writing, talking, and watching audios about solidarity as a value and how it is ingrained in the corporate world like in cooperatives, and social responsibility. Students developed a Project Based Learning activity that showcased their interests; for this, they had to do research and work in teams. The second part of the semester dealt with Social Media, its advantages, and dangers. Students learned how to be a responsible user, how to prevent and fight cyberbullying, and how to take care of one's digital footprint. Also, they are learning how to self-manage their learning and developing awareness of the scope of their learning this academic year. This semester has been productive, despite current circumstances. To ensure there is no regressing next year, students are encouraged to continue their exposure to Spanish by reviewing vocabulary and verb tenses, as well as watching and listening to music, or television. All the best!

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 - Comprehending spoken and visual text: 6/8

Period	Date	Assignment	Level	Type
Quarter 4	17 May 2021	SPA MYP 4 EOSA Crit A. May 2021	6	EOSA

Vanshika 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 - Comprehending written and visual text: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	SPA MYP 4 Summative Crit B & D	5	Summative

Vanshika 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 - Communicating in response to spoken and/or written and/or visual text: 4/8

Vanshika responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate, interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language, uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics and communicates with some sense of audience.

Criterion D - Using language in spoken and/or written form: 2/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	SPA MYP 4 Summative Crit B & D	1	Summative

Vanshika has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult, organizes limited basic information, and basic cohesive devices are not used and makes minimal use of language to suit the context.

Approaches to Teaching and Learning

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

Faculty Observation

Vanshika demonstrates satisfactory understanding of the concepts done in class and can apply them in a range of contexts. She can satisfactorily engage in interaction based on various topics studied and writes using most grammatical structures appropriately and effectively. She sometimes engages in discussions which are beyond an individual and are of global significance. She shows a considerable sense of the audience and purpose while communicating.

She shows a positive attitude with classmates in group activities, and both takes and gives suggestions directly and effectively. She always completes daily assignments in time and has scored good levels in assessments. She is always eager to attend language class and has shown a positive attitude towards improving her language skills and she is learning to occupy her time constructively. She is advised to keep up the performance through regular practice. She is encouraged to take lead and contribute towards the collective learning of the entire class. Thus, demonstrating the responsible student she is. She sometimes keeps her camera on. She occasionally fails to inform her teachers of any technical problem that prevents her attendance. Vanshika sometimes shows proactivity in catching up on any classwork or assignment missed, due to unforeseen circumstances.

Vanshika is a kind and respectful student. As a new student, she has adjusted well to school and the Spanish class. She has a lot of room to grow and improve. She can become more engaged and open in Spanish class to further her progress. Class participation and attendance are major aspects of developing language skills; they should not be overlooked or underestimated. She should incorporate Spanish in his daily life by reading, listening to music, or TV series a review of grammatical contents and vocabulary to enhance her overall performance. It is most relevant that Vanshika is aware of the challenges and responsibilities that will come with the MYP 5 course and that after class revision for Spanish will be as important as any other subject. This has been a very challenging year, and to ensure success in the next one, the extra mile must be walked. We look forward to seeing Vanshika's growth and achievements in the future!

History**Final Grade: 4**

Faculty: Mr. Mohd. Zaman Hashmi

Course Description

This semester the students of MYP 4 History dwelled into the units on “Individual, Household and Daily Life” and “Intellectual and Ideological Movements”. Students looked at history through the lens of how daily lives of common people were changed through History. They also looked at the causes and impacts of some important Political Revolutions in the second unit, to understand why revolutions take place. The importance of studying history in relation to the time period and its impact was stressed upon for them to develop perspectives. They were guided with regard to the scope of the command terms, structure of the answers and the detailed rubrics of the subject criteria. Skill based questions on evaluation of sources, interpretation of sources and investigation were also practised.

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: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	MYP-4, History – Summative March '21	3	Summative
Quarter 4	19 May 2021	History -Summative May '21	3	Summative

Vanshika 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: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	MYP-4, History – Summative March '21	2	Summative
Quarter 4	19 May 2021	History -Summative May '21	4	Summative

Vanshika 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: 3/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	MYP-4, History – Summative March '21	1	Summative
Quarter 4	19 May 2021	History -Summative May '21	3	Summative

Vanshika communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, structures information and ideas in a way that is somewhat appropriate to the specified format and sometimes documents sources of information using a recognized convention.

Criterion D - Thinking critically: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	09 Mar 2021	MYP-4, History – Summative March '21	3	Summative

Quarter 4	19 May 2021	History -Summative May '21	6	Summative
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Vanshika discusses concepts, issues, models, visual representation and theories, synthesizes information to make valid arguments, effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations and interprets different perspectives and their implications.

Approaches to Teaching and Learning

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

Faculty Observation

Vanshika has the capacity to perform better but lacks dedication towards academic tasks. She requires guidance to remain focused and complete the tasks on time. She also needs encouragement to work more independently and submit her assignments.

Chemistry**Final Grade: 5 | Effort: C**

Faculty: Mr. Vinod Kumar

Course Description

In the start of this semester, students of MYP-4 Chemistry were introduced to the environmental issues and the chemical processes involved in them. They explored the causes and effects of acid rain, fractional distillation of air, ozone depletion and formation, cyclic nature of nutrients and carbon footprint. This complete unit was taken up in the form of PBL wherein students collaborated in their groups and worked around their research question. They took the role of a researcher and created awareness towards various environmental issues. The final product was a video that was also peer-assessed. The second unit started with the strengthening of understanding of the concept of moles through a thorough practice of questions related to limiting and excess reagents and determining the empirical and molecular formula. After this, they were introduced to Organic chemistry by understanding the real-life applications of these compounds in almost every industry or field. On similar lines, students did a home assignment on Criteria D to provide the impacts of any chosen organic compound on the environment, society and economy. Further, in this unit structures, IUPAC nomenclature and chemical reactions of alkanes, alkenes, alcohols, carboxylic acids and esters were also covered. At each level, formative were taken to check the level of the students in each criterion. They were also provided timely and elaborate feedbacks on all these assessments.

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

Vanshika 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: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	12 Mar 2021	MYP-4-Chem-Summative-March'21	5	Summative

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

Criterion C - Processing and evaluating: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	12 Mar 2021	MYP-4-Chem-Summative-March'21	4	Summative

Vanshika 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: 5/8

Period	Date	Assignment	Level	Type
Quarter 3	12 Mar 2021	MYP-4-Chem-Summative-March'21	5	Summative

Vanshika describes the ways in which science is applied and used to address a specific problem or issue, discusses the implications of using science and its application to solve a specific problem or issue, interacting with a factor, usually applies scientific language to communicate understanding clearly and precisely and usually documents sources correctly.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Communication	✓		
Social	✓		
Research	✓		

Faculty Observation

She has immense potential for growth and could improve by developing the skills and reinforcing of the concepts. This can be done with ample practice of solving questions set in unfamiliar situations and higher-order thinking levels.

Biology**Final Grade: 4**

Faculty: Ms. Neha Chaudhary

Course Description

This semester, the students of MYP 4 Biology delved deep into the diverse concepts of Genetics and Ecology. The students learned that their identity and relationships with other people are determined by genetic factors; scientific evidence help to understand observed patterns of inheritance. They understood, the importance of DNA and where does life's diversity comes from. They strengthened their ATL skills of research, thinking, and communication through the PBL done this semester. In the last quarter of the semester, they also learned about the various levels of the organization in Ecology and what it takes to be sustainable, which is the burning issue. They explored various case studies related to the topics covered and could relate them to real-life situations. They elaborated their understanding of the environment by learning about ecology, biodiversity, pollution, conservation, and evolution. They were assessed on all the criteria of A, B, C, and D during both the quarters of 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 - Knowing and understanding: 6/8

Period	Date	Assignment	Level	Type
Quarter 3	08 Mar 2021	MYP 4 Biology Summative, March'21	5	Summative
Quarter 4	19 May 2021	MYP-4 Biology- Summative May'21	6	Summative

Vanshika 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

Vanshika 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: 3/8

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

Criterion D - Reflecting on the impacts of science: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	08 Mar 2021	MYP 4 Biology Summative, March'21	4	Summative
Quarter 4	19 May 2021	MYP-4 Biology- Summative May'21	4	Summative

Vanshika summarizes 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 documents sources correctly.

Approaches to Teaching and Learning

ATL Skill	Emergent	Practicing	Proficient
Research		✓	
Thinking		✓	
Communication		✓	
Social		✓	

Faculty Observation

She shows interest in biology. She can respond well to suggestions but does not put forth ideas of her own. She takes a keen interest in class proceedings; however, her approach needs to be more organized. She should be more attentive and focused in class. She is encouraged to read science-based articles and journals to develop an interest in the subject and to strengthen her knowledge base. She is being encouraged to revise her concepts on a daily basis and clarify doubts as and when they arise. This would enable her to score marks befitting her potential. She should keep striving for excellence.

She is being encouraged to revise her concepts on a daily basis and clarify doubts as and when they arise. This would enable her to score marks befitting her potential. She should keep striving for excellence.

Mathematics**Final Grade: 4**

Faculty: Ms. Nidhi Sharma

Course Description

During this semester, students worked in Standard mathematics, which aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed in Mensuration, Trigonometry, Statistics, Radicals and Sequences. Students in Extended mathematics, in which the standard mathematics framework was supplemented by few additional topics and skills covered in the same topics with greater depth. The students were engaged in learning Mensuration through asynchronous learning tools like Transum and simulations on Desmos. They seemed excited to perform quizzes on Quizizz as entry and exit tickets. Students learned to comprehend and solve word problems of Height and Distance.

In the beginning of the semester the students of were introduced to the new Unit: Reasoning with data through KWL activity in which they need to write what they know, how they want to know about statistical analysis of data. Later they were introduced to the statistical Research Project which is based upon the inquiry-based, survey process. The driving question was "Will Hybrid cars rule Indian roads?". In this PBL the students will create a questionnaire, survey people, analyze data, and create a visual to describe their results. Finally, they created an advertisement for print media or in video format and forward it to the survey audience promoting a particular brand.

The concepts of Algebra were revised with the help of various worksheets on Wizemen and asynchronous learning tools. The task sheet on Mensuration aimed at students finding solutions to explain the requirement for a reliable mobile phone signal through calculations including areas and making inferences. The students gained understanding of the concept Bearings in an interesting way through online Activity – 'Air Traffic control'. While other assessments aimed at developing critical problem-solving methods. Overall, Students selected and applied mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches in Trigonometry and Students worked through investigations to become risk-takers, inquirers and critical thinkers in Sequences.

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	10 Mar 2021	MYP-4-Math-SAIL	3	Summative

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

Criterion B - Investigating patterns: 1/8

Vanshika applies, with teacher support, mathematical problem-solving techniques to discover simple patterns and state predictions consistent with patterns.

Criterion C - Communicating: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	10 Mar 2021	MYP-4-Math-SAIL	3	Summative
Quarter 4	21 May 2021	MYP4 SA- Mathematics May 2021 (STANDARD))	4	Summative

Vanshika use some appropriate mathematical language, use appropriate forms of mathematical representation to present information adequately, communicate through lines of reasoning that are complete and adequately organize information using a logical structure.

Criterion D - Applying mathematics in real-life contexts: 4/8

Period	Date	Assignment	Level	Type
Quarter 4	21 May 2021	MYP4 SA- Mathematics May 2021 (STANDARD))	4	Summative

Vanshika identify 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 discuss 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		✓	
Thinking		✓	

Faculty Observation

Vanshika has made steady progress but fails to recollect ideas because of not giving appropriate time for revisions and not walking an extra mile all by herself. She tries to do her best, often has difficulty in articulating the problem-solving process in proper words. I am sure if she continues to put forth slightly more efforts she will develop a better understanding of the subject. She shows a willingness to learn but needs regular dedicated practice. Presentation of the work needs to improve as she must understand the importance of doing a solution stepwise, most of the times her solutions contain few basic steps without an explanation. She wants to complete her work quickly, not knowing whether it is right.

She needs to modify the known strategies so as to develop a better understanding of the subject. She could take it to better levels of productivity if she takes into consideration the aspects of 'consistency and discipline. She should revise the previous concepts regularly which would help her to make necessary connections between the old and new concepts and give her a more solid foundation on which to build new skills.

Drama**Final Grade: 4**

Faculty: Ms. Kirandeep Manocha

Course Description

In Semester 2, Students explored: •What is Brecht's Epic Theatre?

- Origin, Purpose & Elements of Epic Theatre
- Theatre games for collaboration and building Team spirit
- Techniques of Brecht's Epic Theatre
- Use and awareness of space
- Body Language & mannerisms
- Famous performance pieces and its analysis
- The techniques that will be focused for final performance : -narration in montage Style -Techniques to break down the fourth wall - use of use of narrator- use of songs or music - use of technology - use of signs- Use of freeze frames/tableaux.
- Plan and create a performance piece based on the technique learnt

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	29 Jan 2021	Task 1 Presentation	4	Summative

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

Criterion B - Developing skills: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	29 Jan 2021	Task 2 Development	4	E-Portfolio

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

Criterion C - Thinking creatively: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	29 Jan 2021	Task 2 Development	4	E-Portfolio

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

Criterion D - Responding: 4/8

Period	Date	Assignment	Level	Type
Quarter 3	29 Jan 2021	Task 1 Presentation	4	Summative

Vanshika constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response that intends to reflect or impact on the world around him or her and presents an adequate critique of the artwork of self and others.

Approaches to Teaching and Learning

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

Faculty Observation

There is a noticeable improvement in the overall understanding of the drama skills which includes Vanshika's body movement and demonstrates a considerable degree of thought, imagination and a substantial personal engagement with the creative process and persuasive techniques. She needs some focus, as he has the capability of setting high standards and benchmarks for others to emulate. Vanshika needs to improve her knowledge of the use and effect of the techniques on stage. She should also aim at further enriching her body language and creativity to make her expression more substantial. A little more confidence and voluntary participation in class will also enable her to enhance creative thoughts.

She exhibits poor commitment towards drama and has failed in submitting the tasks in time. She is encouraged to self-check and edit work before submitting and focus on enhancements on vocal dynamics, improvisations techniques, mannerisms and use of space.

Vanshika struggled with attending classes regularly thus there have been gaps in her understanding of the units taught. She is encouraged to attend regularly and follow the guidelines and the feedback provided in class to progress in this creative journey.