



Sreenidhi International School Term 2 Reports

Student Name: Nikhil Gorrepati

Student ID: SNIS151629

Grade: MYP4

Advisor: Arumugam Perumal

Dear MYP Parents/Guardians,

We have successfully made it to the end of a challenging year. While some managed to attend school Physically for a short while, some did not. We would have loved for all of you to have joined us on campus.

Some students have fared very well in the virtual environment and others have struggled. While unfortunate, this is an expected outcome for any change of this magnitude. Our support team stands ready to assist both students and parents who are facing challenges with the “new normal”. They are just an email away.

The enclosed reports indicate your child’s levels of achievement for all of the subject groups, language and literature, language acquisition, maths, individuals and societies, science, arts, design and physical and health education. The level of achievement is presented as a number from 1 to 7 that is equivalent to the description for that level. It is the description that is important and not the number. Please, do not convert the number to a percentage, that is not an effective way of determining your child’s performance.

The term grades have been determined against the task assessment criteria and reflect the demonstrated level of performance by your child in each subject. These grades are determined using the best-fit method an explanation of which has been shared during the PTS conferences and on Open House. These reports are an opportunity for you to celebrate your child’s successes and gain a clear understanding of areas for improvement as you chart a path going forward for your child. As your child navigates the MYP it is vitally important that you pay attention to school emails regarding progress. As parents, your child requires your support and monitoring for the PBL or personal project and service as action.

If you have any questions regarding your child’s report please contact the homeroom teacher, subject teacher or MYP Coordinator.

We look forward to welcoming you back to school on the 19th of July.

Kind Regards,

Ms Nancy Sanderson
Swartz
Head of School

Tonderai Munyaradzi Mutasa
MYP Coordinator

IB Learner Profile

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers (Courageous)	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Summary of Achievement

IB Middle Years - Semester 2: Academic Year 2020-21

	Achievement Levels				Final Grade
	A	B	C	D	
Language and literature: English Language and Literature Vandana Tehare	A 6	B 4	C 4	D 5	5
Attendance: 3 Absent 59 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused					
Language acquisition: Spanish capable Phase 3 Yelisette Rojas	A 4	B 5	C 4	D 4	4
Attendance: 1 Absent 60 Present 0 Late 0 Sports 1 Fieldtrip 0 Excused					
Individuals and societies: Humanities Priyadarshini Anchala	A 4	B 3	C 3	D 3	3
Attendance: 0 Absent 59 Present 1 Late 0 Sports 0 Fieldtrip 0 Excused					
Sciences: Biology Neetu Singh Thakur	A 6	B 6	C 5	D 6	5
Attendance: 2 Absent 44 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused					
Sciences: Chemistry Dr Anup Sharma	A 5	B 5	C 6	D 5	5
Attendance: 2 Absent 44 Present 0 Late 0 Sports 1 Fieldtrip 1 Excused					
Mathematics: Mathematics Suman Vulupala	A 4	B 4	C 4	D 5	4
Attendance: 1 Absent 59 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused					
Arts: Music Emmanuel Indrupati	A 6	B 6	C 6	D 6	6
Attendance: 0 Absent 56 Present 1 Late 0 Sports 0 Fieldtrip 0 Excused					
Physical and health education: Physical Education Asim Chandra	A 6	B 5	C 5	D 5	5
Attendance: 0 Absent 0 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused					
Design: Design Aaron Rodrigues	A 5	B 4	C 4	D 4	4
Attendance: 0 Absent 46 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused					

Approaches to Learning

Subject	Communication Skills	Collaboration Skills	Organization Skills	Affective Skills	Reflection Skills	Information Literacy Skills	Media Literacy Skills	Critical Thinking Skills	Creative Thinking Skills	Transfer Skills	Subject Specific Skills
English Language and Literature	PR								PR		
Spanish capable	PR										PR
Humanities						DE	DE				
Biology								PR			PR
Chemistry								DE			PR
Mathematics			DE					DE			
Music											
Physical Education		PR		PR							
Design					PR				PR		

Interdisciplinary Assessment

Criteria	Achievement Level	Criteria	Achievement Level
A: Disciplinary grounding	5	B: Synthesizing	4
C: Communicating	4	D: Reflecting	4

Class Reports

IB Middle Years - Semester 2: Academic Year 2020-21

Language and literature: English Language and Literature

Vandana Tehare

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Nikhil

i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts

ii. competently analyses the effects of the creator's choices on an audience

iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology

iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.

6 8

B: Organizing

Nikhil

i. makes adequate use of organizational structures that serve the context and intention

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.

4 8

C: Producing text

Nikhil

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

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.

4 8

D: Using language

Nikhil

i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently

ii. writes and speaks competently in a register and style that serve the context and intention

iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication

iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication

v. makes sufficient use of appropriate non-verbal communication techniques.

5 8

Totals: 19 32

Final Grade

5

Attendance: 3 Absent 59 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

During the second term, students focused on exploring non-literary texts (non-fiction) and literary texts through short stories. They practiced and enhanced their understanding of the structure and form of various non-literary texts in 'Travel and Leisure' and created a variety of informative/explanatory texts to examine and convey complex

ideas and information clearly and accurately. In Unit 4: Learning and self-discovery in short stories, students explored short stories and analyzed different elements in a short story. Students presented short stories using storyboards and narrated the story incorporating the elements studied. Nikhil produced fair - quality work and uses knowledge and skills that reflects some imagination, creativity and innovation. He is able to analyse content, context, language and style and justify opinions and ideas with suitable examples and clear explanations. Nikhil is advised to present a more detailed task which reflects the process while producing the task. This can only be done by starting with a well thought out plan and following through it.

A: Listening

Nikhil		
i. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts	4	8
ii. identifies basic conventions in simple and some complex authentic texts		
iii. identifies basic connections in simple and some complex authentic texts		

B: Reading

Nikhil		
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

Nikhil		
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. uses pronunciation and intonation with some errors which sometimes hinder comprehension		
iv. communicates some relevant information		

D: Writing

Nikhil		
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: 17 32

Final Grade

4

Attendance: 1 Absent 60 Present 0 Late 0 Sports 1 Fieldtrip 0 Excused

Comments:

Students were encouraged to develop their listening, speaking, reading, and writing skills in order to be able to compare families around the world, research about family traditions, describe routines and activities, and reflect on the Spanish traditional celebrations as well as on healthy living in times of Covid-19. Nikhil produces fair-quality work and uses the knowledge and skills developed in class with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. He was able to comprehend basic facts, messages and main ideas in basic conversations. Nikhil would find beneficial to be more of a risk-taker by actively participating in the lessons and interacting with the class in group activities.

A: Knowing and understanding

Nikhil		
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

Nikhil		
i. formulates a research question that is clear and focused and describes its relevance in detail	3	8
ii. formulates and somewhat follows a partial action plan to investigate a research question		
iii. uses a research method(s) to collect and record mostly relevant information		
iv. evaluates some aspects of the process and results of the investigation.		

C: Communicating

Nikhil		
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

Nikhil		
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: 13 32

Final Grade

3

Attendance: 0 Absent 59 Present 1 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

Students inquired on the impact of human choices bringing changes in the demographics, economic activities and resource management to attain global sustainability. The class developed the skill of demonstrating awareness of media interpretations of events and ideas and presented information in a variety of formats and platforms. Nikhil Gorrepati uses subject-specific terminology with some relevant descriptions to communicate information and ideas by involving in research through a variety of sources. He is an open-minded learner who accepts the feedback given and is caring while working collaboratively with peers. Nikhil is suggested to read sources carefully to identify main points of ideas and needs to justify thoughts and understanding with relevant examples.

A: Knowing and understanding

Nikhil is able to:

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| i. describe scientific knowledge | 6 | 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

Nikhil is able to:

- | | | |
|-------------------------------------------------------------------------------------------------------------|---|---|
| i. describe a problem or question to be tested by a scientific investigation | | |
| ii. formulate and explain a testable hypothesis using scientific reasoning | | |
| iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected | 6 | 8 |
| iv. design a complete and safe method in which he or she selects appropriate materials and equipment. | | |

C: Processing and Evaluating

Nikhil is able to:

- | | | |
|-------------------------------------------------------------------------------------------------------|---|---|
| i. correctly collect, organize and present data in numerical and/or visual forms | | |
| 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 | 5 | 8 |
| 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

Nikhil is able to:

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|---|---|
| i. describe the ways in which science is applied and used to address a specific problem or issue | | |
| ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor | 6 | 8 |
| iii. usually apply scientific language to communicate understanding clearly and precisely | | |
| iv. usually document sources correctly. | | |

Totals:	23	32
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Final Grade

5

Attendance: 2 Absent 44 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

Students were challenged to use and acquire an understanding of scientific investigation. They learnt to appreciate science and develop skills to design and perform investigations and to evaluate evidence and reach conclusions. The areas of insight were cell metabolism, Respiration, Nutrition and diet, and transportation in plants and a glance at mutations and DNA structure. Nikhil Gorrepati has confidently applied the knowledge, skills and concepts covered in familiar situations but found less success in unfamiliar situations. He has proved to be knowledgeable by applying scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations supported by decision making. Nikhil is encouraged to be more reflective while evaluating the validity of hypothesis and methodology of an investigation.

A: Knowing and understanding

Nikhil 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

Nikhil is able to:

- | | | |
|-------------------------------------------------------------------------------------------------------------|---|---|
| i. describe a problem or question to be tested by a scientific investigation | | |
| ii. formulate and explain a testable hypothesis using scientific reasoning | | |
| iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected | 5 | 8 |
| iv. design a complete and safe method in which he or she selects appropriate materials and equipment. | | |

C: Processing and Evaluating

Nikhil is able to:

- | | | |
|-------------------------------------------------------------------------------------------------------|---|---|
| i. correctly collect, organize and present data in numerical and/or visual forms | | |
| 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 | 6 | 8 |
| 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

Nikhil is able to:

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|---|---|
| i. describe the ways in which science is applied and used to address a specific problem or issue | | |
| ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor | 5 | 8 |
| iii. usually apply scientific language to communicate understanding clearly and precisely | | |
| iv. usually document sources correctly. | | |

Totals:	21	32
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Final Grade

5

Attendance: 2 Absent 44 Present 0 Late 0 Sports 1 Fieldtrip 1 Excused

Comments:

The students gained an insight into the stoichiometric relationships under key concept of Systems and related concepts of balance and energy. The main topics studied under the unit were Concept of the mole, Avogadro's number, Relative molecular mass and relative atomic mass, Empirical and molecular formula, Percentage composition and Stoichiometric calculations. The student learned the Unit on Gas laws under key concept of Relationships. The main topics learned were Kinetic molecular theory, the gas laws, Conversions for temperature and pressure and Graphing and calculations. The students performed a Lab experiment both simulation and hands on investigation on Acid base Titration. The students completed the GRASPS task on Ammonia production as a chief chemical engineer. Nikhil Gorrepati has described and applied scientific knowledge to solve problems set in familiar situations using formulated testable hypothesis with limited scientific explanation and has interpreted the data, explained the results and discussed the implications of using science to solve a problem. He has applied scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations by analyzing and

evaluating information to make scientifically supported judgments. Nikhil needs to explain a problem or question to be tested by a scientific investigation to formulate and explain a testable hypothesis using correct scientific reasoning, to explain how to manipulate the variables, and explain how sufficient, relevant data will be collected needs to design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

A: Knowing and understanding

Nikhil is able to:

- | | | |
|---------------------------------------------------------------------------------------------|---|---|
| i. select appropriate mathematics when solving more complex problems in familiar situations | 4 | 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

Nikhil is able to:

- | | | |
|------------------------------------------------------------------------------|---|---|
| i. apply mathematical problem-solving techniques to discover simple patterns | 4 | 8 |
| ii. suggest general rules consistent with findings. | | |

C: Communicating

Nikhil 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

Nikhil is able to:

- | | | |
|----------------------------------------------------------------------------------------------------------------|---|---|
| i. identify the relevant elements of the authentic real-life situation | | |
| ii. select adequate mathematical strategies to model the authentic real- life situation | 5 | 8 |
| iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation | | |
| iv. explain the degree of accuracy of the solution | | |
| v. explain whether the solution makes sense in the context of the authentic real-life situation. | | |

Totals:	17	32
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Final Grade

4

Attendance: 1 Absent 59 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

Students have explored the challenges related to Numbers and Geometry to understand the utility of the concepts in varied real-life contexts like designing the model as an architect. Students had an opportunity to appreciate the patterns and models in real life through the Mathemagician Task. Students have evaluated the concepts of composite shapes to determine the optimisation of the resources usage while constructing, They validate the concepts and explain the accuracy of the mathematical processes. Nikhil Gorrepati is able to apply critical and creative thinking skills adequately in a familiar situation with confidence, but required support for unfamiliar situations He is reflective while drawing conclusions that are consistent with results by selecting and applying mathematical modelling methods. Nikhil will benefit from defining clear and relevant strategies for problem-solving and attempt to apply these strategies in unfamiliar contexts.

A: Knowing and understanding

Nikhil

i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject- specific terminology	6	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

Nikhil

i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied	6	8
ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.		

C: Thinking creatively

Nikhil

i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent	6	8
ii. demonstrates a substantial range and depth of creative-thinking behaviours		
iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.		

D: Responding

Nikhil

i. constructs appropriate meaning and regularly transfers learning to new settings	6	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:	24	32
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Final Grade**6**

Attendance: 0 Absent 56 Present 1 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

This term the students were challenged to develop and respond to musical stimulus to create authentic performances. Students investigated the skills of music and process development in order to transfer written stimulus to performance. Areas of focus were musical response, improvisation and the key elements of musical language. Nikhil has independently produced high quality work during the course of this semester. I have come to expect the application of new knowledge, skills and concepts in innovative ways. He was able to successfully develop and utilise skills in the production of quality artwork. He needs to clearly show how their work is created as a response to others, and to successfully critique works of art.

A: Knowing and understanding

Nikhil

i. identifies physical and health education factual, procedural and conceptual knowledge	6	8
ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations		
iii. applies physical and health terminology consistently to communicate understanding.		

B: Planning for performance

Nikhil

i. explains goals to enhance performance	5	8
ii. designs and explains a plan to improve physical performance and health.		

C: Applying and performing

Nikhil

i. demonstrates and applies a range of skills and techniques	5	8
ii. demonstrates and applies a range of strategies and movement concepts		
iii. analyses and applies information to perform.		

D: Reflecting and improving performance

Nikhil

i. describes and demonstrates strategies to enhance interpersonal skills	5	8
ii. analyses the effectiveness of a plan based on the outcome		
iii. explains and evaluates performance.		

Totals:	21	32
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Final Grade**5**

Attendance: 0 Absent 0 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

Students were challenged to modify athletics activities at home and explore the factor affecting invasion game performance. Nikhil, Gorrepati Produced high-quality work on the invasion game and the concept of running, jumping, and throwing activity independently to explained issues and solve problems set in familiar and unfamiliar situations. He is a knowledgeable learner who explained, applied, and analyzed complex problems, skills, and techniques. Nikhil is advised to demonstrate and apply strategies and movement concepts on ground performance.

A: Inquiring and analysing

Nikhil

i. explains the need for a solution to a problem for a specified client/target audience		
ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance	5	8
iii. analyses a range of existing products that inspire a solution to the problem		
iv. develops a design brief, which explains the analysis of relevant research.		

B: Developing ideas

Nikhil

i. lists some design specifications, which relate to the success criteria for the design of a solution		
ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others	4	8
iii. justifies the selection of the chosen design with reference to the design specification		
iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.		

C: Creating the solution

Nikhil

i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan	4	8
ii. demonstrates satisfactory technical skills when making the solution		
iii. creates the solution, which partially functions and is adequately presented		
iv. outlines changes made to the chosen design and plan when making the solution.		

D: Evaluating

Nikhil

i. designs a relevant testing method, which generates data, to measure the success of the solution	4	8
ii. outlines the success of the solution against the design specification based on relevant product testing		
iii. outlines how the solution could be improved		
iv. outlines the impact of the solution on the client/target audience.		

Totals:	17	32
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Final Grade4

Attendance: 0 Absent 46 Present 0 Late 0 Sports 0 Fieldtrip 0 Excused

Comments:

Students were challenged to use and acquire technical knowledge to create solutions that will target one of the UN Sustainable Goals.

Nikhil is a communicator and a caring individual who is able to share thoughts and ideas with other group members and consider other perspectives. He produced good-quality work and used knowledge and skills with significant support following the design process. Nikhil will benefit by improving the details of the design sketches to effectively communicate a broad range of ideas to represent various interpretations of the solution.

Middle School - Second Term

PBL: MYP4 PBL

Final Grade

1

Attendance: 13 Absent 53 Present 0 Late 0 Sports 1 Fieldtrip 0 Excused

Comments:

This term students have identified a sustainable development goal and used an interdisciplinary approach to address an issue under within this area resulting in the development of feasible solutions. Nikhil is occasionally engaged in contributing ideas towards the making of the product and active in collaboration to achieve the goal. He did not submit a report. Nikhil will need to demonstrate better self-management skills to enable more timely submission of work.

Reflections

Arumugam Perumal
[Homeroom Tutor](#)

This term we focused on the IB learner profile attributes Reflective, Balanced, Knowledgeable and Open-Minded. Nikhil demonstrates consistent engagement with topics and shares ideas freely during discussions. He has an adequate record of attendance. Nikhil should continue to make positive contributions in class.

Grade Boundaries

Final Grade	Descriptor
7	28-32
6	24-27
5	19-23
4	15-18
3	10-14
2	6-9
1	1-5
N/A	Not Yet Assessed.
INC	Incomplete

Approaches to Learning

Grade Descriptor

DE DEVELOPING: The student is new to the skill and gaining confidence in using the skill but requires support.

PR PRACTITIONER: The student is confident and is able to use the skill independently most of the time.

SH SHARING: The student uses the skill consistently and is able to help others to develop the skill.