



Emirates International School Meadows End of Year Report 2020-2021

Prepared: June 28, 2021

Student Name: Vashishth Shettii

Grade: Year 10

Dear Parents,

We are pleased to present you with the Middle Years Programme Progress Report for the 2020-2021 Academic Year.

The report contains feedback of student progress and attainment against Middle Years Programme grading criteria, in addition to providing feedback for current levels of attainment for Islamic Studies, against MOE criteria. Students have been assessed in all subject criteria and these levels correspond with IB-specific level descriptors. You will also see a comment from each teacher to advise on 'Areas of Improvement' which are specific targets for your child to move forward in the coming Academic Year.

You will see your students' progress in the Middle Years Programme Approaches to Learning Skills. These can be a good indication of how our students are developing their approach to learning in each subject area. There are five key skill categories that include Communication Skills, Social Skills, Self-Management, Research and Thinking Skills. Students' competency, in each of these areas, is judged throughout the 5-years of the Middle Years Programme. In each report you will be able to see what level your child is at in each subject area. You will also be able to observe their level in terms of Attitude to Learning and Effort in each subject.

All of our students have been successful in taking the UAE National Social Studies and Moral Education programme this year. The aim of this curriculum is to provide our students with in-depth knowledge, skills and understanding in History, Geography and Civics, which emphasise the relationships between diverse groups, people, science and society. You will find comments for Social Studies at the end of the report along with a comment from your child's form teacher.

Students in Years 7-9 Arabic study MOE Curriculum Standards and as such they will now be given one of three grades. 'Below expectations, meeting expectations or exceeding expectations'. They will not receive a MYP grades for criteria as they no longer follow this as it is mandatory for all students to follow MOE Standards up to Year 9. Students grade's will show as N/A on reports.

If you have any questions about this report please speak with Ms Sarah Robson who is our Middle Years Programme Coordinator.

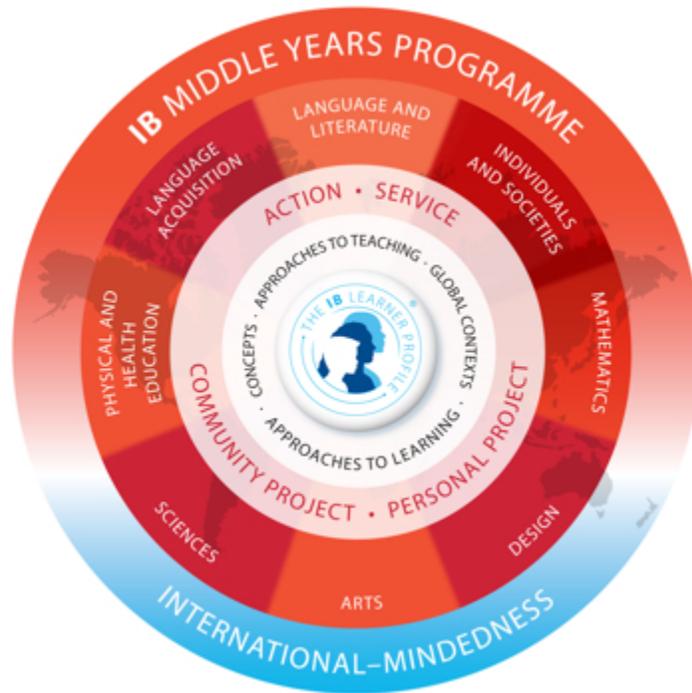
Andrew Williams

Mr. Andrew Williams
Head of High School

S Robson

Mrs. Sarah Robson
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	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 - Term 3

	Achievement Levels				Final Grade	Effort	Attitude to learning
Language and literature: English Group B Darakshan Inam	A 6	B 5	C 6	D 6	5	ME	ME
Language acquisition: French Phases 3, 4 Ophélie Dumont-Smith	A 8	B 7	C 6	D 6	6	ME	ME
Individuals and societies: Year 10 Integrated Humanities John Michael Gilheany	A 5	B 5	C 5	D 5	5	ME	ME
Sciences: Year 10 Triple Bio Group 10SC2 Romana Chohan	A 6	B 6	C 6	D 6	6	ME	ME
Sciences: Year 10 Triple Chem Group 10SC2 Christopher Vazquez	A 7	B 6	C 7	D 7	6	EE	EE
Sciences: Year 10 Triple Physics Group 10SC2 Jamie Parsons	A 7	B 7	C 6	D 6	6	EE	EE
Mathematics: Mathematics Extended Ghada Ghanem	A 7	B 8	C 7	D 7	7	EE	EE
Design: Digital Design Anand Kokatnur	A 5	B 5	C 5	D 5	5	ME	ME

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 Group B	ME		ME						ME		
French				ME				ME			
Year 10 Integrated Humanities						ME					ME
Year 10 Triple Bio Group 10SC2		ME				ME					
Year 10 Triple Chem Group 10SC2	EE								EE		
Year 10 Triple Physics Group 10SC2	EE							EE			
Mathematics Extended			EE								ME
Digital Design						ME			ME		

Middle School - Third Term

10B Form Class	Elena Smyrniotis										Grade
MOE grade											
Moral Education 10B	Anand Kokatnur										Grade
MOE grade											Meeting Expectations
Social Studies 10B	Elena Smyrniotis										Grade
MOE grade											Meeting Expectations

Elena Smyrniotis
Advisor

Class Reports

IB Middle Years - Term 3

Language and literature: English Group B

Darakshan Inam

Final Grade	Effort	Attitude to learning
5	ME	ME

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		
Organization Skills		✓		
Creative Thinking Skills		✓		

Comments:

In English this year we have been focusing on how our perceptiveness shapes self-expression and point of view through the text of An Inspector Calls. We completed a unit in Poetry where we identified how culture and identity are expressed using form and aesthetics. We have also explored Creative Writing to understand how the purpose and form of writing can create different perspectives and meaning through language and prepared for the MYP e-assessment with the Are You Ready Unit.

Vashishth is an extremely diligent student who has made great progress in English over the course of the year. He has started to take risks in his written tasks and successfully uses a range of vocabulary and language devices to fully engage the reader. Vashishth has progressed from the descriptive to the analytical and did a great job in writing some wonderfully detailed and insightful responses in his mock assessment, reflecting considerable knowledge and understanding.

Area for improvement

1. Vashishth should make sophisticated use of organizational structures that serve the context and intention comprehensively
2. Vashishth should also use grammar, syntax and punctuation with a high degree of accuracy to minimise errors and establish effective communication.

Final Grade	Effort	Attitude to learning
6	ME	ME

Approaches to Learning

ATL	EE	ME	AE	BE
Affective Skills		✓		
Critical Thinking Skills		✓		

Comments:

This term in Language Acquisition, students have covered the following topics: “Holidays” and “World Issues”. Our classes are designed to prepare the students for the MYP examinations as well as to be able to manipulate the language in real life contexts applying the necessary skills and intercultural understanding that enable them to communicate successfully. Students are regularly given the opportunity to use technology to research more cultural topics independently, taking the language beyond the confines of the classroom. Formal grammar is always incorporated in all aspects of teaching. Students this term have completed assessments on the four skills; Reading, Speaking, Writing and Listening.

Vashishth is an enthusiastic and intelligent student who has continued to make good progress this term. He completes online tasks to a good standard and sometimes makes good contributions to class discussions on Zoom.

Vashishth has very good listening and reading skills. I am pleased with his results in the End of Year examinations as well as his overall progress in French this year. Although he still needs to improve in the productive skills (Writing and Speaking), Vashishth's understanding of written and spoken French has improved vastly since the start of the year and he should continue to maintain his efforts in order to achieve success in the MYP examinations next year.

Areas for improvement:

1. Vashishth should check all verb forms and prepositions in his written work.
2. He should avoid using Google translate and use the writing and speaking frames provided in class when preparing for speaking and writing examinations.

Final Grade	Effort	Attitude to learning
5	ME	ME

Approaches to Learning

ATL	EE	ME	AE	BE
Information Literacy Skills		✓		
Subject Specific Skills		✓		

Comments:

This term in Integrated Humanities students have looked at Significant people in History who have made a lasting impact on the world, Resource Management and how this affects the world around us and we have explored how Globalization now influences all aspects of the modern world.

Vashishth is a quiet student who shows a good level of understanding within the subject. Over the course of the year Vashishth has taken on board the feedback given to him in his assessments and classwork and applied this where possible to develop his written ability and the depth of his responses. His work ethic improved in terms 2 and 3 and as a result he has shown an improvement in his achievement within criterion c; communication.

In his mock exam Vashishth highlighted a basic level of understanding towards the topic of Globalization. His strength in this exam lay in Criteria B and D skills where he achieved 13 out of a possible 20 marks, this highlights his ability to format and structure his written responses in a clear and coherent manner according to the demands of the exam. Vashishth's attendance has been excellent and I am sure that this has had a positive impact on the progress he has made throughout the year.

Areas of Improvement:

1. Vashishth must ensure he continues to write under timed conditions in order to prepare himself for the demands of the exam.
2. Vashishth must ensure he continues to practice formulating clear and focused research questions that have a case study and date to explore.

Final Grade	Effort	Attitude to learning
6	ME	ME

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration Skills		✓		
Information Literacy Skills		✓		

Comments:

Students in Year 10 have fully completed 4 topics over this academic year, 'Cell Structure and Cellular Transport', 'Cell Division and Reproduction', 'Food and Digestion' and 'Transport in Animals'. They are currently studying their fifth topic on 'Nerves and Hormones'. Students recently completed their End of Unit Assessment based on all 4 topics and covering all of the Criteria A,B,C and D. A very different aspect of Biology in Year 10 this year has been the use of virtual "dry experiments" in place of traditional bench work. Students have used software simulations to manipulate factors and variables and study outcomes.

Vashishth is a sensible student who has contributed well to class discussions and has a good general knowledge in Biology. He displays broad knowledge of factual information in the syllabus and shows sound understanding of most concepts and principles and applies them in some contexts. He should aim to revise from both the class notes and textbook before solving past paper questions in order to help him to continue to make progress. Vashishth has made progress this year especially in criteria B, lab planning skills. Vashishth takes an active part in lessons and often participates in class discussions and makes valuable contributions. He does not hesitate to ask questions, being an inquirer is an integral part of being a IB learner!

Areas for Improvement:

1. To continue working to the very highest levels of engagement into your Biology studies; you should now begin to seek to complete all challenge and extension tasks shared within their lessons so as to ensure you are consistently being stretched in your understanding of the topic.
2. To spend some time over the Summer holiday revising what you have completed so far in the course so that they you ready for any assessments and the mock exam in Year 11 when you return in September.

Final Grade	Effort	Attitude to learning
6	EE	EE

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills	✓			
Creative Thinking Skills	✓			

Comments:

This year in Chemistry students have been exploring the fundamentals of Chemistry. They have focused on the chemical calculations relating to chemical reactions as well. Along with this the energetics and rate of the reactions were also discussed. Moreover, students were given opportunities to develop their skills in designing experiments, collecting and processing data from an investigation and delving into the application of Chemistry in solving the World's issues and problems.

Vashishth is a bright and able young man: he has shown great promise in the subject. He is a polite, happy and mature student. I am extremely encouraged by the consistency he has shown across the year in his assessments: he should be proud. Though it is clear that Vashishth has a thorough command of Chemistry in the area of knowledge and understanding as represented by his Criterion A attainment, he must now work on his other MYP-Science skills. It is clear from his recent End of Year mock that Criterion B: Scientific design is a weaker area for Vashishth that he should work on and strengthen in advance of his Year 11 eAssessment. I believe Vashishth should set his sights on attaining nothing short than a level 7 next year. Well done Vashishth.

Areas for improvement:

1. Vishnu has access to the full Year 10 and Year 11 MYP Chemistry course on Google Classroom: he should push himself to begin to read ahead to the Year 11 material and begin to get an understanding of the concepts to come.
2. Vishnu needs to work on his Criterion B, experimental design skills for his recent End of Year mock demonstrated that this was a weaker area.

Final Grade	Effort	Attitude to learning
6	EE	EE

Approaches to Learning

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

Comments:

This year students in Year 10 have studied fundamental principles of Physics including Forces, Motion, and Electricity. In term 2 and 3 students have covered Energy sources, Energy transfer, Waves and Astronomy. A very different aspect of the Year 10 Physics curriculum has been the use of virtual “dry experiments” in place of traditional bench work. Students have used software simulations to manipulate factors and variables to study outcomes. They have continually been working on their criteria B and C skills planning and evaluating experiments using these virtual methods. These are essential skills for all students as they move through MYP and beyond. Students have had a clear focus on evaluating the impacts of Science through their work on Criterion D throughout the year.

Vashishth has demonstrated an excellent work ethic throughout his MYP studies and I am pleased with his progress in Science. He has consistently tried his best on all classwork and homework tasks throughout the year. He contributes greatly to lessons by consistently participating in asking and answering questions. Vashishth has improved his knowledge of the criteria in the MYP Science curriculum greatly throughout year 10. Vashishth is an inquirer and consistently demonstrates great skill in writing scientific lab reports during criteria B tasks. This is an important scientific skill, showing that Vashishth can effectively plan an investigation to answer a question scientifically. He can identify variables correctly and explain how to carry out an investigation to gain valid and reliable results.

Areas for Improvement

1) Vashishth should focus on criterion D, where he needs to discuss and analyse the advantages and disadvantages of a scientific solution linked to a factor (E.g. Economic, Environmental, Social). In the concluding paragraph Vashishth needs to ensure to include his own opinion supported with reference to the advantages and disadvantages.

2) Vashishth should focus on criterion C: Evaluating and Processing. Here Vashishth needs to practice drawing graphs and describing and explaining the patterns shown. He needs to ensure to include scientific justification for his explanations.

Final Grade Effort Attitude to learning

7 EE EE

Approaches to Learning

ATL	EE	ME	AE	BE
Organization Skills	✓			
Transfer Skills		✓		

Comments:

In Year 10 Extended Mathematics this year we have covered the units of 'All About Numbers', 'Solving the Unknown' and Shape and space.' Students learned about the Laws of Indices (advanced), Sets and Venn diagrams, logarithms, Functions, Trigonometry and how we can apply these concepts to real life situations. Students also further developed their knowledge of Numbers, Algebra and Shape and space, including finding the nth term for quadratic sequences and series, completing square method to solve quadratic equations, and advanced Trigonometry.

Vashishth is a highly motivated student who participates in-class activities with creativity and a great deal of enthusiasm. His willingness to lead and inspire others is well noted. He consistently takes responsibility for his own share of the work when participating in class and he always remains focused in class. He strives to do his best in both his classwork and homework which are both equally completed to a high standard.

Vashishth demonstrates thorough knowledge and understanding of the syllabus and successfully applies mathematical principles at a sophisticated level in a wide variety of contexts. He successfully uses problem-solving techniques in challenging situations and recognizes patterns and structures, communicates mathematics in a clear, effective, and concise manner, using correct techniques, notation, and terminology. He demonstrates the ability to integrate knowledge, understanding, and skills from different areas of the course. he can also investigate unfamiliar situations, both abstract and real-world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

To achieve an even higher grade in year 11, I would suggest that Vashishth :

1. I would strongly recommend him to improve his levels of the organization ,and perhaps do more challenging exercises to help him develop more in-depth answers as well as help reinforce the knowledge he already has.
2. Practice more on Assess-Prep to be familiar with writing correct math's formulae and managing time effectively.

Final Grade	Effort	Attitude to learning
5	ME	ME

Approaches to Learning

ATL	EE	ME	AE	BE
Information Literacy Skills		✓		
Creative Thinking Skills		✓		

Comments:

This term, Year 10 students have completed a Mock E-portfolio task so that they are familiar and confident with the design cycle. They used SketchUp to create a digital product for a chosen client. This is a 3D modelling computer program used for a wide range of drawing applications such as architectural, interior design, landscape architecture, and civil engineering.

Vashishth has demonstrated good research and practical skills in creating the product. He has completed each element of the MYP Design cycle criteria and has shown progression throughout his work but has experienced difficulty in submitting the work on time. He needs to improve his level of commitment and concentration when completing each criterion. He has understood the design cycle and has learned how to document each process. Vashishth created a 3D model of a horse riding recreation area and a show-jumping course using Google SketchUp.

Areas for improvement

1. I would recommend him to analyze a range of products, develop a range of feasible design ideas with detailed annotation and demonstrate excellent technical skills when making the solution.
2. Vashishth is also encouraged to look at the examples on theictclub.com and follow the instructions to score higher marks.

Comments:

Vashishth is a quiet, polite young man who has been a positive and valued member of the form group this year. He works collaboratively, at times, with his classmates, but is not as engaged as he was last year. Vashishth has made academic progress this year but will need to apply more consistent effort to ensure he can achieve his best in Year 11. Vashishth contributes to form time activities, when prompted, but needs to ensure he is punctual to benefit from the skills and activities covered.

Vashishth's attendance has been good at times but requires more consistency. He arrives at school organised but sometimes has to be reminded of our school uniform policy. In order to develop as a student at EISM and to meet the rigours of Year 11, Vashishth should ensure that he applies maximum effort in everything that he does and organises himself more effectively. His recent participation in the Science Department's Innovation challenge bodes well and I hope to see him do more in that way next year. He has successfully completed an analysis and comparison of different countries and their response to Covid-19 for his Service As Action. Vashishth is also on track with his Personal Project having submitted Criterion A and has begun Criterion B.

I wish Vashishth a happy and healthy summer and the best of luck with his studies next year.

Comments:

In Moral Education this year, students have studied a range of topics addressing the four pillars of the Moral Education Programme; Character and Morality, Civic Studies, Cultural Studies, and Individual and Community. Our first unit, Introduction to Global Ethics, explored themes of morality and shared values around the world. Students then developed their understanding of budgetary challenges in Financial Awareness, then moved on to Cultural Studies and “What Should Be Preserved and How” in UAE society. Our two Civic Studies units developed the themes of “Governments, Authority and Judiciary System in the UAE” as well as the changing face of Dubai society in “Respect and Tolerance in a Diverse Society”.

Vashishth is a mature student who contributes valid and interesting views and opinions to his work. He relates well to others and is appreciative of different perspectives and experiences. He has shown that he understands morals and global ethics. He is dependable, takes direction well, and follows through on his commitments to himself and others. Vashishth is a valuable member of our classroom and is currently meeting the expectations of Moral Education.

Area for improvement

1. Vashishth needs to continue to develop his analytical skills when exploring Moral Education by developing his understanding of causes and consequences.
2. I advise him to explain his point of view with appropriate pieces of evidence and submit work on time.

Comments:

This year in Social Studies, students have focused on our UAE, our world and understanding the past, present and future. Year 10 has demonstrated knowledge of how significant people, events and historical developments including climate, ecological and scientific advances have changed and shaped communities and regions. They have compared UAE regions and communities to regions and communities across the Arab Peninsula and globally in other times and places.

Vashishth has shown a good understanding of the topics covered within Social Studies so far this year, especially relating to how global historical ages impacted on the development of the UAE from when the first humans travelled from Africa to the Arabian Peninsula. He has demonstrated the IB learner attributes of communication by collaborating with others to develop content, concepts and prepare arguments and explanations. Vashishth always works to the best of their ability and has been a pleasure to teach this year. Vashishth has met expectations this year.

Areas for improvement:

1. Vashishth should try to engage socially within zoom. He can do this by opening his camera for the duration of the lesson and making an attempt to speak to teachers and fellow students directly.
2. Vashishth should also complete wider research around the topic in order to strengthen knowledge on the UAE.

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 criteria may be modified to suit the work the student is working with. However, for the final assessment in year 5, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

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. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. 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

Final Grade Descriptor

7 Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

6 Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.

5 Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

4 Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

Final Grade Descriptor

3 Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

2 Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

1 Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

N/A Not Yet Assessed.

Effort

Grade Descriptor

EE Exceeding Expectations: The student's effort in lesson is exceeding expectations.

ME Meeting Expectations: The student's effort in lesson is meeting expectations.

AE Approaching Expectations: The student's effort in lesson is approaching expectations.

BE Below Expectation: The student's effort in lesson is below expectations.

Attitude to learning

Grade Descriptor

EE Exceeding Expectations: The student's progress against their Attitude To Learning is exceeding expectations.

ME Meeting Expectations: The student's progress against their Attitude to Learning meeting expectations.

AE Approaching Expectations: The student's progress against their Attitude to Learning is approaching expectations.

BE Below Expectations: The student's progress against their Attitude to Learning is below expectations.

Approaches to Learning

Grade Descriptor

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

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

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

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