



NES International School Mumbai

Second Semester Grade book

Student Name: Nishtha Sinha

Grade: MYP 5

Advisor: Cimmy Ajithkumar

Dear Parent,

IB's educational voyage at NES International School Mumbai-IB World School emphasizes upon the complete development of the child as an inquirer and leader both in the classroom and the outside world. At the center of international education are students with their own learning styles, strengths and challenges. The education philosophy of IB strengthens the skills of each child and enables them to face the future. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. We, at NESISM, endeavour that our students will secure the courage and confidence to present themselves as individuals with unique capabilities for commendatory pursuits that they take up.

Therefore, it becomes crucial for the parent fraternity to partner with us in this noble cause to empower our students to traverse unknown realms and achieve their true potential. In this pursuit, one major achievement for NESISM is the setup of STEAM Research Lab to enable the students to unravel the mysteries of science, technology, engineering, arts and mathematics. This will definitely pave the path for our student leaders to explore emerging opportunities.

The world is a stage for our students. We desire to equip them with expertise of the highest order. Be it in the classroom or on the stage, or even in the sports field and our students have proved themselves in all arenas in the Second semester of this academic year 2019-2020. Several opportunities were provided to the students like Summary Meet 1 and 2, Rich Communicators' Meet 1, 2 and 3, Formative and summative assessment, and Academic Fest-1, 2. These endeavours helped in elevating the skills of all our students.

With no reservation in mind, we like to present this Second semester Progress Card of the academic year 2019-2020 expecting your support to create masterpieces to be unveiled in their educational journey.

With best wishes,

Dr. R. Varadarajan
Founder-Principal

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

Term 2

	Achievement Levels				Final Grade
Language and literature: Language and literature 2019-2020 Biji Varghese	A 7	B 6	C 6	D 6	6
Language acquisition: Language Acquisition - German 2019-2020 Phase 2 Radhika Mehra	A 5	B 7	C 6	D 6	6
Individuals and societies: Individuals and Societies 2019-2020 Zohra Sayed	A 7	B 5	C 5	D 6	5
Sciences: Sciences 2019-2020 Bhavya Manepalli	A 5	B 5	C 4	D 5	5
Mathematics: Mathematics 2019-2020 Cimmy Ajithkumar	A 6	B 5	C 5	D 5	5
Arts: Visual Arts 2019-2020 Kaustubh Gawand	A 6	B 7	C 6	D 6	6

Advisor Comments

Nishtha is a knowledgeable and sensitive student. When she participates in classroom discussions, she gives meaningful insight. However, she needs to improve his communication and social skills and actively participate in classroom and other activities and events more consistently. She needs to be punctual, maintain and submit her notes on time

Cimmy Ajithkumar
Advisor

Class Reports

Language and literature: Language and literature 2019-2020

Biji Varghese

[Learner Profile](#): Open-minded

Units Covered

Should we always be able to say what we want, when we like? 'Freedom of Expression' *October, Week 3, 20 hours*

Key Concepts

Communication

Global Context & Explorations Fairness and development

Statement of Inquiry Effective communication involves the purpose, rights, and responsibilities to express, with respect to the subject matter, from different points of view.

What do healthy relationships look like? *January, Week 2, 15 hours*

Key Concepts

Connections

Global Context & Explorations Identities and relationships

Statement of Inquiry Context can influence the Identity formation which connects people with each other, and the nature of the relationships they form.

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Nishtha

i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts

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

iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology

iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

7

8

B: Organizing

Nishtha

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

ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other

iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.

6

8

C: Producing text

Nishtha

i. 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

ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience

iii. selects sufficient relevant details and examples to develop ideas.

6

8

D: Using language

Nishtha

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

6

8

Totals:

25

32

Nishtha Sinha

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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.

Totals: 25 32

Final Grade Local Grade

6

90%

Approaches to Learning

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

Comments:

Nishtha fulfills the task, with an appropriate register and good sense of purpose and audience. • Development of ideas: Ideas are well developed and at an appropriate length. Some ideas are developed, but the ability to sustain them may not be consistent. Engages the reader's interest. • Style: Sentences show a variety of structure and length. However, there may be some awkwardness in style making reading less enjoyable. • Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.

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

Learner Profile: Inquirers, Caring

Units Covered

Einkaufen January, Week 1

Key Concepts

Communication

Global Context & Explorations Globalization and sustainability

Statement of Inquiry Communication is done with a purpose with the audience in the markets.

MYP Assessment Criteria

Achievement Level Maximum

A: Comprehending spoken and visual text

Nishtha

i. shows considerable understanding of messages, main ideas and supporting details

ii. has considerable awareness of basic conventions

iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.

Nishtha shows considerable understanding of the content, context and concepts of the text as a whole.

5

8

B: Comprehending written and visual text

Nishtha

i. clearly identifies basic facts, main ideas and supporting details, and draws conclusions

ii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing

iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Nishtha shows thorough understanding of the content, context and concepts of the text as a whole.

7

8

C: Communicating in response to spoken and/or written and/or visual text

Nishtha

i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text

ii. interacts considerably in basic structured exchanges

iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed

iv. communicates with a considerable sense of audience.

6

8

D: Using language in spoken and/or written form

Nishtha

i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility

ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately

iii. usually uses language to suit the context.

6

8

Totals:

24

32

Final Grade **Local Grade**

6

90%

Nishtha Sinha

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Comments:

Nishtha has shown improvement in this term assessment. She can score grade 7 if she improves her vocabulary and grammar.

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

Learner Profile: Inquirers, Thinkers, Communicators

Units Covered

What are the consequences of inaction? *September, Week 2, 26 hours*

Key Concepts

Global interaction

Global Context & Explorations Fairness and development

Statement of Inquiry Inaction by individuals can be a significant factor in the development of inequality and discrimination in society

World War 2 *November, Week 3, 30 hours*

Key Concepts

Global interaction

Global Context & Explorations Fairness and development

Statement of Inquiry Conflict management and peace-making are dependent on global cooperation and justice.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Nishtha

i. consistently uses a wide range of terminology effectively	7	8
ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.		

B: Investigating

Nishtha

i. formulates a clear and focused research question and explains its relevance	5	8
ii. formulates and follows a substantial action plan to investigate a research question		
iii. uses research method(s) to collect and record appropriate, relevant information		
iv. evaluates the process and results of the investigation.		

C: Communicating

Nishtha

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

D: Thinking critically

Nishtha

i. discusses concepts, issues, models, visual representation and theories	6	8
ii. synthesizes information to make valid arguments		
iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations		
iv. interprets different perspectives and their implications.		

Totals:	23	32
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Final Grade	Local Grade
5	85%

Comments:

Throughout the academic year, Nishtha, through her assessments, has demonstrated excellent conceptual and contextual understanding of the units studied and has substantially analysed and evaluated a range of sources pertaining to the units along with various perspectives and most of the implications. She has also attempted to conduct a detailed investigation on research topics using reliable resources while organising and documenting information almost effectively using a recognised convention. In order to achieve higher levels, she needs to provide detailed analysis of sources and a more detailed action plan for her research tasks.

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

Units Covered

Making use of energy changes in chemical reactions *November, Week 1, 24 hours*

Key Concepts

Change

Global Context & Explorations Scientific and technical innovation

Statement of Inquiry Our understanding of chemical reactions and associated energy changes has led to the possibility of innovative new products in our lives.

Thermal Effects *November, Week 1, 15 hours*

Key Concepts

Change

Global Context & Explorations Scientific and technical innovation

Statement of Inquiry Developments in our understanding of basic science, for example changes in state or temperature with energy transformations, have led to technological breakthroughs that have resulted in major changes in society.

Community interactions *November, Week 2, 24 hours*

Key Concepts

Change

Global Context & Explorations Globalization and sustainability

Statement of Inquiry Change in an environment leads to a difference in the interaction of population and its demography.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Nishtha is able to:

- describe scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- analyse information to make scientifically supported judgments.

5

8

B: Inquiring and Designing

Nishtha is able to:

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

5

8

C: Processing and Evaluating

Nishtha is able to:

- 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
- outline improvements or extensions to the method that would benefit the scientific investigation.

4

8

D: Reflecting on the Impacts of Science

Nishtha is able to:

5

8

Totals:

19

32

- 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
- iii. usually apply scientific language to communicate understanding clearly and precisely
- iv. usually document sources correctly.

Totals:	19	32
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Final Grade	Local Grade
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5	85%
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Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration		✓		
Critical Thinking		✓		

Comments:

Nishtha demonstrates an enhanced understanding of scientific concepts. She needs to use more information from previous learning and research to support his opinions

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

Learner Profile: Inquirers, Knowledgeable

Units Covered

Probabilistic Venn diagram Model *September, Week 4, 12 hours*

Key Concepts

Relationships

Global Context & Explorations Identities and relationships

Statement of Inquiry To develop relationships and predict the probable outcome of an event in the real-life problems (physical, psychological and social developmental situations) with the help of model representation .

Algebra 3 -Linear model and programming and Sequences and Pattern *October, Week 4, 15 hours*

Key Concepts

Logic

Global Context & Explorations Fairness and development

Statement of Inquiry The difference between quantities can be represented by inequalities which allow us to solve and logically address equality and inequality in real life problems.

Geometry 1- Circle properties ,Trigonometry and Further trigonometry , Congruence and similarity in polygons

November, Week 2, 25 hours

Key Concepts

Form

Global Context & Explorations Orientation in space and time

Statement of Inquiry Different form of spaces and shapes around us justify natural and human landscapes to show that they are invariant through space and time.

Geometry 2 -Coordinate geometry,Vectors ,Vector geometry,Transformation geometry *December, Week 1, 22 hours*

Key Concepts

Logic

Global Context & Explorations Personal and cultural expression

Statement of Inquiry Logic in spatial dimensions enhances creativity and can open cultural and artistry opportunities .

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Nishtha is able to:

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

B: Investigating patterns

Nishtha is able to:

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

C: Communicating

Nishtha is able to:

i. usually use appropriate mathematical language		
ii. usually use appropriate forms of mathematical representation to present information correctly	5	8
iii. usually move between different forms of mathematical representation		
iv. communicate through lines of reasoning that are complete and coherent		
v. present work that is usually organized using a logical structure.		

Totals:	21	32
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D: Applying mathematics in real-life contexts

Nishtha is able to:

- identify the relevant elements of the authentic real-life situation
- select adequate mathematical strategies to model the authentic real-life situation
- apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation
- explain the degree of accuracy of the solution
- explain whether the solution makes sense in the context of the authentic real-life situation.

5

8

Totals:

21

32

Final Grade Local Grade

5

85%

Approaches to Learning

ATL	EE	ME	AE	BE
Communication		✓		
Affective		✓		
Reflection		✓		
Critical Thinking		✓		
Transfer		✓		

Comments:

Nishtha has good background in Mathematics skills which she demonstrates sometimes in problem solving. She applies knowledge and skills in familiar and unfamiliar contexts with some effectiveness. . Needs to practice complex problems regularly. I believe if she continues to work hard on her homework and actively asks questions when she doesn't understand, she will begin to excel.

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

Learner Profile: Open-minded

Units Covered

GRAFFITI ART November, Week 2, 20 hoursKey Concepts

Communication

Global Context & Explorations Fairness and development

Statement of Inquiry A good presentation will communicate the audience regarding their civic responsibility and the public sphere.

SELF PORTRAIT January, Week 1, 18 hoursKey Concepts

Identity

Global Context & Explorations Identities and relationships

Statement of Inquiry Proper representation with expression helps in exact identity formation.

MYP Assessment CriteriaAchievement Level Maximum**A: Knowing and understanding**

Nishtha

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

6

8

B: Developing skills

Nishtha

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

7

8

C: Thinking creatively

Nishtha

- i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent
- 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.

6

8

D: Responding

Nishtha

- i. constructs appropriate meaning and regularly transfers learning to new settings
- 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.

6

8

Totals:**25****32****Final Grade Local Grade****6****90%**

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration		✓		
Creative Thinking	✓			

Comments:

Nishtha has very successfully explored and used a wide variety of ideas, media and techniques and has developed the confidence to review, modify and enhance her work as it progresses.

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

Assessment Explanation

HOW THE STUDENT AND THE WORK ARE ASSESSED

All MYP candidates in year 5 complete an externally moderated personal project, but other IB assessments are optional for schools teaching the Middle Years Programme. Students must take a prescribed set of subjects to achieve the MYP certificate. Achievement in the overall MYP certificate is described by a point score whose maximum is 56. The core subjects of inter-disciplinary and personal project contribute equally with the other subject disciplines. Community service does not contribute to the total. For the IB designed summative assessments, each subject has only one component, and subjects are assessed either by e-portfolio or on-screen examination.

In order to achieve the IB MYP certificate, the student must have participated in the final year of the programme, with a recommended period of participation of two years, and:

- complete either an on-screen assessment or ePortfolio in six subjects consisting of: language and literature, language acquisition (or a second language and literature), individuals and societies, mathematics, sciences and one subject from arts, physical and health education or design
- achieve at least a grade 3 in each of the six subjects above
- complete the on-screen examination in interdisciplinary assessment and achieve at least a grade 3
- complete the personal project with at least a grade 3
- obtain a total of 28 points overall
- meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following:

- a second language and literature course (instead of a course in language acquisition)
- one (or more) science, individual and societies, or interdisciplinary examination in a language other than the student's chosen language and literature course.

Grade Descriptors

Final Grade Descriptor

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.

- | | |
|---|--|
| 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.

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. |
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