Inventure Academy

Whitefield – Sarjapur Road, Chikkavaderapura, Near Dommasandra Circle, Bangalore, Karnataka 562125

PROGRESS REPORT

ACADEMIC YEAR: 2021 - 2022

Dhriti Das Purkayastha

Grade 8B

Contact No: +9180-27822102
Website: www.inventureacademy.com
Email ID:
info1@inventureacademy.com

UNIVERSITY *of* CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL CENTRE

Progress Report
2021 - 2022

The Progress Report is a cumulative and comprehensive record of student learning and assessments through the term, which includes Academics and Beyond Academics activities. It is a reflection of the student's response to the whole program and the faculty's observations on the progress of the student.

The grades reflect the level of achievement, participation and progress in subjects across specific skills.

The General Profile and Subject Comments are intended to encourage students to set their aspirations higher. It is our sincere hope that this report will provide more guidelines for progress and higher achievement.

LEGEND OF REPORTS

A+	A	B+	B	C+	C	D
Outstanding	Excellent	Very Good	Good	Satisfactory	Needs to improve	Finds the subject difficult
91 - 100	81 - 90	71 - 80	61 - 70	51 - 60	41 - 50	0 - 40

PARTICIPATION

INTRINSICALLY MOTIVATED (I.M.)	EXTRINSICALLY MOTIVATED (E.M.)	PASSIVE (P)	NON CONTRIBUTIVE (D)
The student exhibits excitement and engagement in the activity for its own sake regardless of external support	The student responds only to teacher initiated activities and/or reward systems	Little or no effort to participate	Interferes with others being able to participate

PROGRESS

Progress is determined by the following factors: the determined outcomes and the student's movement along the outcomes, documented class work and home assignments, continuous assessments, the chronological age of the students and the observations of the concerned teachers

R (RAPID PROGRESS)	S (STEADY PROGRESS)	O (OCCASIONAL ASSISTANCE)	N (NEEDS HELP)
The student is performing at an accelerated rate	Progress is steady and continuous	Occasional assistance required to make steady progress	Progress is slow and additional assistance is required

PERFORMANCE

This is based on the progression of outcomes defined for each subject area

SKILLED	CONSOLIDATING	EXPANDING	EMERGING
4	3	2	1

Progress Report
2021 - 2022

Name: Dhriti Das Purkayastha
Grade: 8B
Grade Teacher: Debadrita Mukherjee / Nalini R

STUDENT SELF ASSESSMENT

I got 4th place internationally in IEO this year, and was an ASSET Gold Scholar. For the assembly this year, I worked on the script and was an actor. I was part of Study Buddy, and I took part in MUN in ECOFIN. I passed my DELF exam (French Certification Exam) at this beginning of 2022 as well. Overall, I think this term I did well academically, and I think I could improve/study harder for my language exams and sports.

GENERAL PROFILE

Happy and lively, Dhriti enjoys working with her friends. Her positive attitude and energy is delightful. She is sincere and diligent in her academic pursuits and extra curricular activities. A dedicated learner, Dhriti has always displayed an enthusiasm for learning. She readily takes up responsibilities and displays qualities of a good leader. Her efforts to contribute to the class assembly by writing the script and being an actor in the skit was highly commendable. Her achievement in IEO bagging fourth place internationally is noteworthy. Alongside these achievements, she has successfully passed her DELF - French certification exam and actively participated in INMUN. I am extremely happy to note that Dhriti has grabbed every opportunity that came her way and displayed her talent. I wish her all the best for her coming year !

HEAD OF SCHOOL (MIDDLE AND SENIOR)

Grade 8 students had a great academic year and have consistently strengthened their conceptual understanding and skill development. This year has been a productive and challenging year for our students and they have made the most out of online and on-campus school. They also took a major step towards their future by starting the CAIE IGCSE program in the second term. The Project-based learning projects presentations made during the Celebration of learning were excellent and well researched. This year, students of Grade 8 students worked on building an understanding of the lives of people who get marginalized in urban contexts through the Community Outreach program. As they embark on their journey into High school, it is important that they reflect, rejuvenate and start the next academic year with a renewed vigour. Wishing them all the best for the next academic year.

Debadrita Mukherjee

Debadrita Mukherjee

GRADE TEACHER

Meenakshi Elangovan

HEAD OF SECTION
(MIDDLE AND SENIOR)

Inventure Academy

Progress Report
2021 - 2022

Name: Dhriti Das Purkayastha
Grade: 8B
Grade Teacher: Debadrita Mukherjee / Nalini R

SI No	SUBJECT	TEACHER	TERM 2	
			AGGREGATE	GRADE
1	English Language	Ayesha Porwal	81	A
2	English Literature	Ayesha Porwal	70	B
3	French	Renuka Bhat	100	A+
4	Mathematics	Pramila Devi	98	A+
5	Biology	Sushmita Bhowmik	97	A+
6	Chemistry	Rupa Debnath	94	A+
7	Physics	Jean Thomas	90	A
8	Computer Science	Rina Khaitan	98	A+
9	Environmental Management	Swati Ghosh	96	A+

READY RECKONER OF LEGENDS

A+	A	B+	B	C+	C	D
Outstanding	Excellent	Very Good	Good	Satisfactory	Needs to improve	Finds the subject difficult
91 – 100	81 – 90	71 – 80	61 – 70	51 – 60	41 – 50	0 – 40

Middle School Science Formative Assessment Framework Legend

Skills tested	Competencies developed	Descriptors
Remember / Understand	Scientific Literacy	Able to remember and understand grade level content easily with the ability to make connections wherever necessary
Apply/Analyse/Evaluate	Problem solving	Able to apply/analyse/evaluate a problem scenario and come up with solutions based on grade level content
Understand/Apply/Analyse/Evaluate	Critical thinking	Able to apply/analyse/evaluate questions or data based on grade level content
Oral communication: Group and individual presentations, debate, group discussions **Written communication**: Writing scientific reports, articles and essays.	Communication	Able to communicate orally or in written form as per grade level tasks
Collaboration: Teamwork, taking responsibilities, conflict management, cooperation, time management. **Creativity**: Making models, demonstrations of concepts, creating mindmaps	Collaboration and Creativity	Able to participate and engage productively in group work and demonstrate grade-appropriate creative outcomes

Note:

At Inventure, Middle School Science Formative Assessment Framework caters to developing 21st-century learning. To enable this, we have moved from a purely skill-based assessment to competency-based assessments. The competencies are based on the New York Academy of Sciences GSA framework, a global pioneer in STEM learning.

According to UNESCO, competency is defined as the capacity to develop knowledge, skills, values, and attitudes to engage in and act across diverse 21st century contexts in order to attain both individual and collective goals. Towards this end, Middle School Science Formative Assessment Framework has incorporated 5 competencies to be developed in our middle school learners, that will help to build a scientific temperament.

The legend below shows the relationship between the skills assessed and competencies developed in learners from grades 6 to 8. The assessments are done based on grade-level content.

Progress Report
2021 - 2022

Name: Dhriti Das Purkayastha
Grade: 8B
Grade Teacher: Debadrita Mukherjee / Nalini R

SKILL REPORT

English Language				
	SKILLS	PERFORMANCE	PARTICIPATION	PROGRESS
SKILL REPORT	Listening & Speaking	3.3	EM	S
	Reading	2.81		
	Writing	3.2		
Formative Assessments	Summative Assessments		Overall	
Ongoing skill based Assessments 70%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
54.3	9.2	17.2	81	A

Feedback : Dhriti is a profound thinker and has a strong and clear point of view. The quiet confidence with which she chose and approached her Expository topic. I am happy with the quality of writing she submits. She has also put in good efforts in her Checkpoint papers and I expect her to do well if she continues with the same amount of effort and dedication. All the best!

Teacher : Ayesha Porwal

English Literature				
	SKILLS	PERFORMANCE	PARTICIPATION	PROGRESS
SKILL REPORT	Knowledge & Comp	3.2	EM	S
	Interpretation &Appreciation	2.5		
	Critical Response	3		
Formative Assessments	Summative Assessments		Overall	
Ongoing skill based Assessments 70%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
48	6	16.4	70	B

Feedback : Dhriti has shown wonderful analytical and interpretation skills in the past term. I appreciate her efforts in trying to understand the play MidSummer Night's Dream. I also appreciate the sincerity she shows towards her work and the punctuality that she practises in her submissions. She has almost mastered the PEAL format for writing her literature essays. I am proud of the work she has been submitting and look forward to some wonderful work in the new grade. All the best!

Teacher : Ayesha Porwal

French				
	SKILLS	**PERFORMANCE**	**PARTICIPATION**	**PROGRESS**
SKILL REPORT	Listening	4	IM	R
	Speaking	4		
	Reading	4		
	Writing	4		

Formative Assessments	Summative Assessments		Overall	
Ongoing skill based Assessments 70%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
70	10	19.6	100	A+

Feedback : Dhriti is intrinsically motivated and genuinely interested in the subject. She is focused and attentive. She has a very good base of vocabulary and uses appropriate language and grammar structures in her writing and speaking. She has a very good understanding of the language in reading and listening.   She participates in all class activities, is very helpful to her peers and maintains a very high quality of work. It is indeed a joy to have her in the class. All the best to Dhriti for the upcoming year and Bonnes Vacances!

Teacher : Renuka Bhat

Mathematics				
	SKILLS	**PERFORMANCE**	**PARTICIPATION**	**PROGRESS**
SKILL REPORT	Remember	4	IM	R
	Understand	4		
	Apply	4		
	Analyse	3.8		
	Evaluate	3.6		
	Create	4		

Formative Assessments	Summative Assessments		Overall	
Ongoing skill based Assessments 70%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
68	10	20	98	A+

Feedback : Dhriti, is a diligent learner who always shows a positive attitude to learn the subject. She answers when asked for. She can apply the learned concepts with ease while solving problems in her tests and Exams. She can analyze and solve problems, present the solutions clearly, and check and interpret the results She skilfully uses her knowledge to find solutions and collaborates well during the PBL. Consistent in doing her Mindspark work. Dhriti should read Math books and journals outside of class to help her to be more innovative and equipped for new and future challenges. Wishing her all the best.

Teacher : Pramila Devi

Biology				
	SKILLS	**PERFORMANCE**	**PARTICIPATION**	**PROGRESS**
SKILL REPORT	Scientific Literacy	4	IM	R
	Critical Thinking	4		
	Problem Solving	4		
	Collaboration& Creativity	4		
	Communication	4		

Formative Assessments		Summative Assessments		Overall	
Ongoing skill based Assessments 50%	**PBL 20%**	**Mid Term Test 10%**	**Term Test 20%**	**Aggregate**	**Grade**
50	20	9.6	17.6	97	A+

Feedback :   Dhriti is a sincere student. She has shown improvement in Biology over the term; She has the potential to perform better in the subject.She needs to be more vocal while participating in group activities. Her answers display understanding and application of concepts. But, with respect to her answers, she needs to be more specific and use appropriate scientific terms in her explanations. Writing precise notes and regular systematic study schedule will help her to keep up with the submissions and score better. All the best

Teacher : Sushmita Bhowmik

Chemistry				
	SKILLS	**PERFORMANCE**	**PARTICIPATION**	**PROGRESS**
SKILL REPORT	Collaboration& Creativity	4	IM	R
	Communication	4		
	Scientific Literacy	3.35		
	Critical Thinking	4		
	Problem Solving	3.9		

Formative Assessments		Summative Assessments		Overall	
Ongoing skill based Assessments 50%	**PBL 20%**	**Mid Term Test 10%**	**Term Test 20%**	**Aggregate**	**Grade**
48.63	20	9	16	94	A+

Feedback : Dhriti has had a great academic year so far. Her excellent time management skills are evidenced by her punctual submission of quality work. She is a quiet, well-mannered and composed student. She speaks when asked, does her work meticulously and is mostly satisfied with what she achieves. However, it would be good to see her push herself a little more as she is capable of scoring a centum in the Board exams. Dhriti is recommended to make realistic targets for a day and try taking it slow and apportion the revision accordingly. Practising worksheets and Board pattern questions will make her aware of the type of questions asked on different topics in the exam. Furthermore, it will help her to assess her weak areas where she needs to work on. Here's wishing her all the best for the next academic session.
"

Teacher : Rupa Debnath

Physics				
	SKILLS	PERFORMANCE	PARTICIPATION	PROGRESS
SKILL REPORT	Collaboration& Creativity	3.73	P	O
	Communication	3.8		
	Scientific Literacy	4		
	Critical Thinking	3.6		
	Problem Solving	2.8		

Formative Assessments		Summative Assessments		Overall	
Ongoing skill based Assessments 50%	PBL 20%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
42.9	20	10	17.2	90	A

Feedback : Dhriti's performance in Physics has been consistent and good throughout the term. She displays good logical reasoning and critical thinking skills. She has put in good effort into her inquiry journals. She is a good problem solver and collaborates well with the team.Her assignment submissions have been regular, on time and of good quality.

Teacher : Jean Thomas

Computer Science				
	SKILLS	PERFORMANCE	PARTICIPATION	PROGRESS
SKILL REPORT	Remember	4	IM	R
	Understand	4		
	Apply	4		
	Analyse	4		
	Evaluate	4		
	Create	4		

Formative Assessments	Summative Assessments		Overall	
Ongoing skill based Assessments 70%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
70	9.2	19.2	98	A+

Feedback : It has been a pleasure teaching Dhriti, she has a flair for programming and understands well, proactive and participative, she is prompt with all her submissions. I wish her the very best. Keep up the effort Dhriti!

Teacher : Rina Khaitan

Environmental Management					
	SKILLS		PERFORMANCE	PARTICIPATION	PROGRESS
SKILL REPORT	Remember		4	IM	R
	Understand		4		
	Apply		3.5		
	Analyse		3.5		
	Evaluate		3.5		

Formative Assessments		Summative Assessments		Overall	
Ongoing skill based Assessments 50%	PBL 20%	Mid Term Test 10%	Term Test 20%	Aggregate	Grade
46.25	20	10	20	96	A+

Feedback : Dhriti's approach to EVM this term has been positive and I commend her highly for this. She has exhibited a great willingness to learn and her grasp of the fundamental concepts in every topic covered so far is quite good. Her performance in the recently concluded term 1 examination has been satisfactory. Dhriti has shown an understanding of the topics in her class assessments and has been able to apply content in new context. Her graphical and logical reasoning skills are good. Way to go Dhriti!

Teacher : Swati Ghosh

PBL-2
PBL Grade : A
PBL-2 Project Description

Several definitions of heavy metals exist. There are about 40 heavy metals but the exact number depends on the definition used. Definitions are based on the density, atomic number or weight and/or toxicity. Heavy metals normally occur in nature and are essential to life but can become toxic through accumulation in organisms. Arsenic, cadmium, chromium, copper, nickel, lead and mercury are the most common heavy metals which can pollute the environment. Mercury, lead and cadmium are of greatest concern because of their ability to travel long distances in the atmosphere. The problem question is Why are crops/fishes grown around industrial areas high on toxic heavy metals and how can this be prevented? Our artefact was a Canva slideshow presentation describing the effects of heavy metals on living beings and the solutions we suggest to address the problem. We also made a video where we demonstrated how our testing kits work.

PBL-2 Self Reflection

During the PBL, I learnt about the problem of heavy metal pollution, which I think I would not have known about otherwise as other environmental problems are given more priority and awareness. I feel like we could have decided on the topic/aspect we were going to present earlier so that we could have researched more and given more insight into our aspect of the topic. I liked the fact that the problem question was very linked to what we were learning in class, so it helped us apply our knowledge while we researched for solutions, which I also enjoyed.

Grade descriptors for PBL Artefact

Grade	
A	Content is accurate and includes a clear, detailed and relevant solution to the problem question. Data analysis and interpretation is complete, detailed, organized and appropriate. Materials / resources have been adapted / used to develop an innovatively designed final artifact
B	Content is accurate and discusses specific connections to the problem question. Data analysis is accurate and organized but the interpretation lacks adequate detail. Materials/resources have been effectively integrated and well organised to develop the final artifact.
C	Content may be inaccurate OR makes general connections to the problem question. Data analysis / interpretation is inaccurate or has a few errors. Materials/resources have been appropriately integrated and organised to develop the final artifact.
D	Students did not contribute to the PBL / Artifact / Poster or Vlog

MAKERSPACE

Maker Space at Inventure Academy

Our Maker Space at Inventure Academy is an environment that cultivates and encourages the free-flowing and infinite thought processes of our students. A space where every student triumphs and every student fails, through a learner driven experience. We focus on building our students' confidence by stimulating cross pollination of ideas, encouraging them to enjoy the process of learning and making without attaching undue importance to the result. The space ensures students' ideas are developed with minimal restrictions, advancing the ideology to 'learn while you make'.

How to interpret the Maker Space assessment

Our Maker Space assessment is purely of a formative kind. Each activity conducted in the Maker Space is assessed on two broad criteria which are further assessed for their respective skills. Each skill is to be considered as an *independent* skill and not be compared with any other. Often a student can perform well in one particular skill and not as much in another; however, this applies only for that particular activity and may change during another activity.

1. **Assessment of Activity**
    a. Understand & Interpret: understands the given brief clearly and is able to draw their own conclusions.
    b. Ideate: generates and explores multiple ideas.
    c. Process: understands the value of the process; pays attention to technical details and is willing to restart or modify their idea.
    d. Participation: Continuously engages with instructions provided, raises and clarifies concerns in a prompt manner.
    e. Submission: Punctual and consistent in submitting their assignments.
    f. Material & Tools: is familiar with, handles and uses appropriately.

2. **Assessment of Reflection**
    a. Technical Learning: makes a detailed account of their technical learning.
    b. Personal Learning: elaborates on their personal learning.
    c. Visual Representation: Uses sketches/doodles/drawings to complement their understanding.
    d. Connections: Demonstrates conceptual interconnectedness using analogies and metaphors.

Legend of Assessment

Performance	Description
Skilled	A learner understands the given brief and is able to thoroughly implement their idea while placing ample emphasis on the process.
Consolidating	A learner displays independence while implementing the given brief and reflects on their learning in an adequate manner.
Expanding	A learner is able to practice the relevant skill individually, but needs assistance from time to time to refine their learning.
Emerging	A learner needs individual assistance to understand and demonstrate the relevant skill.
NA	A learner was either absent or did not have the opportunity to reflect

Inventure Academy

Student Assessment

Assessment	Skills	Performance
Assessment Of Activity	Und&Int	4
	Ideate	4
	Process	4
	Participation	3
	Submission	4
	Materials & Tools	4

Assessment	Skills	Performance
Assessment Of Reflection	Technical Learning	4
	Personal Learning	4
	Visual Representation	4
	Connections	4

Legend of Advice

Performance	Advice
Skilled	Advised to continue engaging at the current pace while exploring various avenues of interest.
Consolidating	Needs to develop mindful practice to hone attention to detail which assists in consolidation of learning.
Expanding	Needs to begin practicing the ability to implement with the intention to refine learning.
Emerging	A learner needs individual assistance to understand and demonstrate the relevant skill.
NA	Needs to enquire more often and spend time understanding the simple parts.

Progress Report
2021 - 2022

Name: Dhriti Das Purkayastha
Grade: 8B
Homeroom Teacher: Debadrita Mukherjee / Nalini R

STUDENT SCORECARD FOR TERM 2

	SKILLED	CONSOLIDATING	EXPANDING	EMERGING
Academic Excellence – Concept Based Learning				
Academic Achievement	●			
Academic Excellence – Project Based Learning				
PBL 1 - Artefact	●			
Publishing English	●			
Co-curricular Excellence				
Co-curricular Excellence (BA)		●		
Co-curricular Excellence (Sports)		●		
Community Outreach		●		
Prepared for Life				
Collaboration		●		
Communication		●		
Creativity	●			
Critical Thinking	●			
Compassion		●		
Making Choices		●		