



**OAKRIDGE  
INTERNATIONAL SCHOOL  
BENGALURU**  
A NORD ANGLIA EDUCATION SCHOOL

## **OAKRIDGE INTERNATIONAL SCHOOL, BENGALURU**

**PERFORMANCE REPORT : 2021-22**

**Name : Aahana Sengupta**

**Grade : DP1**

**Student Id : 21ORB1057**

**Section : A**

### **OAKRIDGE SCHOOL VISION**

To create compassionate future ready individuals who can positively influence the world.

### **SCHOOL MISSION**

Maximizing the value of being a continuum school through applying the IB philosophy in everything we do, connecting globally and engaging with all stakeholders.

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## How to read report :

This report consists of three assessment parameters, Internal assignment, Unit test and Term end assessment. Internal assignment includes assignments, practical reports, and oral assessment. Weightage of the internal assignment is 20%. Unit test is conducted after completion of a topic or unit in the respective subject. Weightage of the unit test is 20%. Term end assessment is conducted at the end of each term. Weightage of the term end assessment is 60%.

The total attainment will be graded as per the IB grading system of 1 to 7, where 7 is the highest grade and 1 is the lowest grade.

**Disclaimer:** Please note that IBO board assessment grade boundaries are different from the above grade boundaries and they may vary each year for each subject.

## Description of learner Profile Traits

Sr.No	Learning Process Traits
1	<b>Thinking Skills</b> The ability to remember, understand, apply, analyze, evaluate and create
2	<b>Communication Skills</b> The ability to communicate (written, oral and make others understand), formulate arguments, produce and present complex texts in variety of contexts.
3	<b>Self - management Skills</b> The ability to set goals, manage time and tasks effectively, managing state of mind and demonstrating self-motivation, resilience and mindfulness.
4	<b>Social Skills</b> The ability to participate, and collaborate with others while demonstrating open mindedness and international mindedness
5	<b>Research Skills</b> The ability to determine the extent of information needed, locate and access, organize, evaluate, use and share information effectively, efficiently and ethically.

Colours are used to display the level of Learning process traits and competencies acquired. The description of each colour is given below.

Advanced 

Proficient 

Standard 

Emerging 

## PERFORMANCE REPORT : 2021-22

Assessment Period: JANUARY 2022 - MAY 2022

Subject : Biology SL

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
10	8	23	41	3	15	13	18	46	4
<p>Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study</p>					<p>Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.</p>				

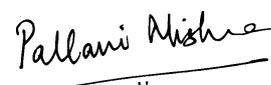
### TOUCHSTONE

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	Ahaana is a confident girl who has the ability to do better. She is capable of achieving higher grades provided she attends classes regularly, revise the concepts thoroughly and practices past papers.
TERM - 2	Ahaana is an active participant of the class. She is an enthusiastic learner and frequently asks questions to clarify her doubts. She needs to thoroughly revise the concepts and practice past papers to improve her grades.



IBDP COORDINATOR



PRINCIPAL

## PERFORMANCE REPORT : 2021-22

Assessment Period: JANUARY 2022 - MAY 2022

Subject : English A Lang and Lit HL

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
5	7	24	36	3	11	12	35	58	4
Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.					Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; abasic structure within which the thoughts and feelings of the work(s) are explored.				

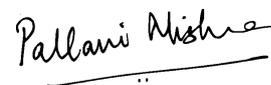
### TOUCHSTONE

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	Aahana has everything one needs to excel in the subject. She is hardworking and diligent and participates actively in classroom discussions. The quality of her commentaries vary a lot, which hampers her progress greatly. She must develop a very clear and apt understanding of authorial intent and purpose, which is only possible with regular practice and by developing critical reading habit. She must remember to provide adequate justification and appropriate evidence to support her arguments.
TERM - 2	Aahana is an active participant in the class discussions however, she needs to be more proactive in terms of approaching teachers for feedback in order to improve her performance as she understands the expectations but there is a gap when it comes to writing.



IBDP COORDINATOR



PRINCIPAL

## PERFORMANCE REPORT : 2021-22

Assessment Period: JANUARY 2022 - MAY 2022

Subject : Math AI SL

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
10	10	25	45	4	16	11	36	63	5
<p>Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).</p>					<p>Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).</p>				

### TOUCHSTONE

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	Aahana needs to practise more to increase her speed. While she has improved in conceptual clarity, taking more time than necessary in some questions saw her missing on some easy ones. She would do well to re-do the exam papers at a later date under timed conditions to improve on the same. Some of the topics need additional problem solving to gain confidence and speed.
TERM - 2	Aahana demonstrated a broad knowledge and good understanding of the content taught, applying mathematical arguments in performing routine tasks. She successfully carried out mathematical processes in a variety of contexts, using appropriate techniques, notation and terminology while showing an awareness of the links between different areas of the course, making use of calculator's functionality when required.



IBDP COORDINATOR



PRINCIPAL

## PERFORMANCE REPORT : 2021-22

Assessment Period: JANUARY 2022 - MAY 2022

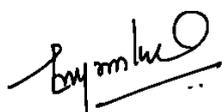
Subject : Psychology HL

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
19	11	43	73	6	17	10	41	68	5
Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.					Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems				

### TOUCHSTONE

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	Aahana has demonstrated a positive attitude towards improving her writing skills using command terms correctly especially in paper 1. However, in paper 3, Aahana needs to understand the question so as to answer it correctly. In class she is focused on learning and contributes to all activities to a high standard.
TERM - 2	Aahana has demonstrated a positive attitude towards improving her content and following the rubric for all 3 papers. She has thorough understanding of paper 2 since she enjoys the topic of abnormal psychology. She must focus on understanding the question correctly and refrain from summarizing important concepts that must be elaborated especially in ERQs. In class she is focused on learning and contributes to all activities to a high standard.



IBDP COORDINATOR



PRINCIPAL

**PERFORMANCE REPORT : 2021-22**

**Assessment Period: JANUARY 2022 - MAY 2022**

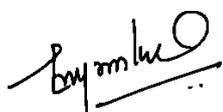
**Subject : Spanish B SL**

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
11	11	33	55	4	13	15	30	58	5
Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.					Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.				

**TOUCHSTONE**

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	The vocabulary Aahana used was accurate for the task, although there were some spelling mistakes. She has used basic structures to communicate. Errors in these sentence structures interfered with comprehension. She covered most of the ideas the task was asking for, but the information she gave was somewhat basic. She must try to show more depth and reflection and make sure she shares more connections between both cultures. She chose the correct text type and an appropriate tone.
TERM - 2	Aahana has the right attitude and potential to develop a good level on the language, but she is not working enough to improve it. She chose the correct text type but some elements were missing. The audience was not clear and she had multiple mistakes in basic structures; these mistakes often affected the comprehension of the message. The ideas were included, but not fully developed.



**IBDP COORDINATOR**



**PRINCIPAL**

**PERFORMANCE REPORT : 2021-22**

**Assessment Period: JANUARY 2022 - MAY 2022**

**Subject : Visual Arts HL**

TERM - 1					TERM - 2				
Coursework	Unit Test	Term End Exam	Total	Grade	Coursework	Unit Test	Term End Exam	Total	Grade
15	15	40	70	6	15	15	45	75	6
<p>The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.</p>					<p>The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.</p>				

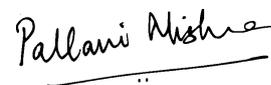
**TOUCHSTONE**

S.No	Learning Process Traits	TERM - 2	TERM -1
1	Self management skills		
2	Thinking skills		
3	Social skills		
4	Communication skills		
5	Research skills		

Term	Teacher Comment
TERM - 1	The work demonstrated adequate application and manipulation of media and materials to reach an acceptable level of technical competence in the chosen forms and the effective application and manipulation of the formal qualities. The work shows some coherence through adequate communication of thematic or stylistic relationships across individual pieces. Stated intentions are adequately fulfilled through the selection and application of media, and techniques and the considered use of imagery.
TERM - 2	The formal analysis is excellent. The screens are consistently informed and insightful while making effective use of specialist terms. The function and meaning are carefully considered. The use of critics and artist references enables the student to give substance and variety to this discussion. Subject language is accurate and appropriate.



**IBDP COORDINATOR**



**PRINCIPAL**