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9/17/2014

Mr. and Mrs. Court

**David Court**

5 Choke Cherry Road  
 Apt 9  
 Rockville, MD 20850

**Grade: 9**

Advisor: Mary Test  
 Quarterly Abs: 1  
 Quarterly Late: 0

Assessment Summary

IB Grade Key: IB Grades are based on subject specific criteria.

7 = Excellent, 6 = Very Good, 5 = Good, 4 = Satisfactory, 3 = Mediocre, 2 = Poor, 1 = Very Poor

ATL Key:

4 = Skills consistently shown, 3 = Skills usually shown, 2 = Skills occasionally shown, 1 = Skills rarely shown

	Q1	Q1ATL	Sem1	S1ATL	S1 Exam	Q3	Q3ATL	Sem2	S2ATL	S2 Exam	Final
HS English 9	5	4	5	4	4	5	4	-	-	-	5
HS French 2	6	4	6	4	6	7	4	-	-	-	7
HS Humanities 9	6	4	6	4	5	6	4	-	-	-	5
HS Intro Chemistry 1	6	4	7	4	7	-	-	-	-	-	7
HS Intro Physics 1	-	-	-	-	-	4	3	-	-	-	6
HS Math 9	7	4	6	4	7	6	4	-	-	-	6
HS Band	6	4	7	4	N/A	7	4	-	-	-	7
HS Drawing and Painting	-	-	-	-	-	6	4	-	-	-	6
HS PE 9	7	4	7	4	N/A	7	4	-	-	-	7
HS Digital Innovation	6	4	7	4	N/A	-	-	-	-	-	7

Note: \* grade reflects achievement against a curriculum which has been modified to meet learner-specific needs. Information regarding the modification will be provided in a teacher comment.

Course: **HS English 9**Reported Mark: **5**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time	✓			
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Content (Receptive and Productive)- 8/10**

The student demonstrates a proficient understanding of the text, topic and the author's choices, using extensive detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. Pertinent terminology is used accurately and appropriately.

**Criterion B: Organization- 8/10**

The student reliably employs organizational structures and language specific conventions that serve the context and intention. The work is organized well, it is clear and coherent, and the ideas being expressed are logically developed. The student suitably employs critical apparatus.

**Criterion C: Style and Mechanics- 7/10**

The student employs a range of suitable vocabulary, idiom and sentence structure. Grammar and syntax are good; occasional errors seldom hamper communication. The student often employs a register and style that serve the context and intention. Punctuation and spelling/writing are good; occasional errors infrequently obstruct communication. In oral/presentation work there is a sound measure of competence in oratory technique.

**Course Comment**

In Grade 9 English, students started the quarter by presenting their Independent Study Projects on a poet of their choice. Our unit of work in this quarter has been a study of two aspects of journalistic writing: news articles/reports and editorials. The class focused on the reaction of the UK media to recent changes to EU laws that allow Romanians and Bulgarians full access to the UK work market. The area of focus led to debate and discussion about membership in a community and the roles and responsibilities of individuals, institutions and societies. Students completed two assessments as part of this unit. First, students wrote a news article, choosing to use a layout that was appropriate for either a print or an online publication. Then students wrote an editorial, using supporting evidence to develop their point of view on the topic of immigration. A further assessment, which was assigned this quarter but is due in the next quarter, is an Independent Study Project which will ask students to compose a presentation on a major recent news story of their choice. The third quarter grade is a cumulative grade which reflects grades attained since the beginning of the school year. A "best fit" grade is established based on their sustained results in each criteria.

**Student Comment**

David's results this quarter have been slightly uneven, but he has maintained his good standing overall in the course. A particular highlight this quarter was his poet presentation, which was very well done. He showed some great analytical skills in his approach to Wordsworth's poetry, and the structure to the presentation was excellent. His work in the journalism unit has been decent, although some of his results were mixed, particularly in terms of expression. This was due to a lack of proofreading on his part, of which he needs to be mindful. That said, he has had a successful quarter and should be commended for his achievements.

Course: **HS French 2**Reported Mark: **7**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

Consistently Usually Occasionally Rarely

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time	✓			
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Oral Communication- 7/8**

The student: • shows understanding of information in familiar and some unfamiliar situations • responds appropriately to spoken texts in a range of familiar and some unfamiliar situations • interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations • communicates substantial information containing relevant ideas and some details in familiar and some unfamiliar situations • makes excellent use of a range of vocabulary and grammatical structures, generally accurately • makes occasional mistakes in pronunciation and intonation but these do not interfere with comprehensibility • uses language to suit the context.

**Criterion B: Visual Interpretation- 7/8**

The student: • shows understanding of information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations • understands conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the visual, spoken and written text as a whole.

**Criterion C: Reading Comprehension- 7/8**

The student: • shows understanding of information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language • understands aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the text as a whole.

**Criterion D: Writing- 7/8**

The student: • effectively expresses a wide range of ideas in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations • organizes information and ideas logically and uses a range of basic cohesive devices; there is a logical structure and cohesive devices add clarity and coherence to the message • makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication. • clearly writes with a sense of audience and purpose.

**Course Comment**

The French 2 High School Class continued to develop their understanding Of French grammar and vocabulary. We have finished a vocabulary unit called "Jobs and choices" in which students studied the work market in France and its opportunities for young people. A new unit "Education" was introduced.

**Student Comment**

There is ample evidence that David's learning is on an ascendant curve. Through concentration and sustained exercise David has mastered very well the usage of multiple verb tenses we have studied. His last "fiche de lecture" was very well prepared, showing vocabulary development and clear understanding of the grammatical concepts. His reading exercise improved his pronunciation and fluency. Good job!

Course: **HS Humanities 9**Reported Mark: **6**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time		✓		
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Knowing and Understanding- 6/8**

The student:• uses a range of terminology accurately and appropriately• demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.

**Criterion B: Investigating- 6/8**

The student:• formulates a clear research question• formulates and follows a satisfactory action plan to investigate a research question• uses methods to collect and record appropriate information consistent with the research question• satisfactorily addresses the research question.

**Criterion C: Thinking Critically- 6/8**

The student:• completes a satisfactory analysis of concepts, events, issues, models or arguments• satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations• interprets different perspectives and their implications• synthesizes information to make valid arguments.

**Criterion D: Communicating- 5/8**

The student:• communicates information and ideas by using a style that is often appropriate to the audience and purpose• structures information and ideas in a way that is often appropriate to the specified format• often documents sources of information using a recognized convention.

**Course Comment**

Quarter three of Humanities was spent studying WWI and the years leading up to the conflict. Students were taken out of the past and into more modern history where technology meant the difference between victory and defeat and where, as many historians feel, Western Civilization lost its innocence. Since studying the war, the class has moved on to the years between WWI and WWII, where totalitarian forms of government became popular, much to the detriment of the average European citizen. The class is also in the process of reading, *1984*, George Orwell's famous novel about a totalitarian dystopia. Projects included a presentation on mass media and how it has changed culture over the past 100 years and a map focused project which looked at how WWI changed the landscape, both politically and geographically, around the world.

**Student Comment**

As the end of the year draws near it is clear that David is prepared for 10th grade. The skills important to the ninth grade curriculum such as research, writing, and primary source analysis have been greatly improved upon since August and David should have little trouble with the transition into Humanities 10. Work outside of class, such as the recent WWI map project, as well as in class participation continue to be exemplary and should only improve throughout the last few weeks of school. One skill that David should improve upon is the selection of a wide variety of research sources as opposed to only using the internet. The use of interviews, encyclopedias, books, databases, and websites can be displayed on the upcoming 1984 research essay.

Course: **HS Intro Physics 1**Reported Mark: **4**Teacher: **Mary Test**ATL Mark: **3****Approaches to Learning**

Consistently Usually Occasionally Rarely

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully		✓		
Comes to class prepared		✓		
Effectively uses class time		✓		
Meets work deadlines		✓		
Is a proactive and independent learner		✓		
Demonstrates critical thinking and problem solving skills		✓		

**Criterion C: Knowledge and Understanding- 3/6**

The student explains scientific ideas and concepts and applies scientific understanding to solve problems in familiar situations. The student analyses scientific information by identifying parts, relationships or causes. The student provides an explanation that shows understanding.

**Criterion D: Scientific Inquiry- 2/6**

The student attempts to define the purpose of the investigation and makes references to variables but these are incomplete or not fully developed. The method suggested is partially complete. The evaluation of the method is either absent or incomplete.

**Criterion E: Processing Data- 5/6**

The student organizes and transforms data into numerical and diagrammatic forms and presents it logically and clearly, using appropriate communication modes. The student explains trends, patterns or relationships in the data, comments on the reliability of the data, draws a clear conclusion based on the correct interpretation of the data, and explains it using scientific reasoning.

**Criterion F: Attitudes in Science- 5/6**

The student works largely independently; uses equipment with precision and skill; pays close attention to safety and deals responsibly with the living and non-living environment. The student consistently works effectively as part of a team, collaborating with others and respecting their views.

**Course Comment**

During the first quarter the MYP Intro Physics students have been investigating motion and forces. The Area of Interaction for this topic is Human Ingenuity, with the focus on how Physics is used to improve the safety of cars. Assessments this quarter have included one test on motion, a lab investigation on braking distances and one on friction, and a One World essay related to car safety. Next term, students will complete their study of motion and forces and start their second major unit on Energy and the Environment.

**Student Comment**

David is organized, usually completing his homework. He works well with other students while collecting data, as was evidential in the preparations of the friction lab and the cart lab. For his cart lab, David's data was recorded in organized tables with headings, units, correct uncertainties and an appropriate level of precision. An area of Science in which he can improve would be in the evaluation of his laboratory reports; he needs to work on explaining his results with scientific reasoning. He is also kindly reminded to ensure that all required homework is done and to stay focused in class for longer periods of time.

Course: **HS Math 9**Reported Mark: **6**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

Consistently    Usually    Occasionally    Rarely

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time	✓			
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Knowledge and Understanding- 7/8**

The student demonstrated a thorough knowledge and a comprehensive understanding of the material. The student is constantly making appropriate deductions and can solve problems correctly even in unfamiliar situations. The student works confidently at all times.

**Criterion B: Investigating Patterns- 7/8**

When investigating challenging problems the student recognized and described all patterns, structures and relationships. The student has drawn conclusions and either justified or explained them. The student has used advanced techniques and appropriate technology.

**Criterion C: Communication- 5/6**

The student recognized and used a wide range of mathematical symbols, notation and terminology. The explanations have always been clear and all the work has been logically presented, in an efficient and complete fashion. The student has chosen the most appropriate technology when necessary.

**Criterion D: Reflection and Evaluation- 4/6**

The student justified own results and evaluated the reliability of the work with some success. The student described the importance of the findings in connection to real life. The student attempted to discuss the accuracy of the results.

**Course Comment**

This quarter students in grade 9 have studied Deductive Geometry, Pythagoras' Theorem including 3D applications, Areas and Volumes of 3D Shapes and Right-angled Trigonometry. Students solved word problems, which emphasized the real life applications of these specific concepts. They wrote two major tests on Quadratic Equations and Deductive Geometry and they did investigations on Parabolas, Tessellations and one on Areas and Volumes.

Please note the entry criteria for grade 10 Math Extended: to go from a regular MYP 9 math course to an extended MYP 10 math course, students need a 6 or 7 overall grade AND a 7 or 8 in Criterion A.

**Student Comment**

David has been able to consolidate his performance on tests as demonstrated by a variety of correct answers given to challenging questions in familiar and unfamiliar situations on both tests this quarter. Investigations are still an area for improvement as it is very difficult to fulfill the highest level descriptors. David should aim to fully explain his methods, describe the patterns found in detail and to write more in-depth and meaningful reflections about his use of mathematics and its uses in real-life. David should fully avail himself of the drafting process and aim to improve his work several times after feedback.

Course: **HS Band**Reported Mark: **7**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

Consistently Usually Occasionally Rarely

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time	✓			
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Technique with Context- 8/8**

The student is able to demonstrate excellent knowledge and critical understanding of the music studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate excellent technical accuracy in their performance skills in relation to accurate pitch production, rhythmic precision and proper tone production techniques.

**Criterion B: Musicality- 8/10**

The student is able to present an expressive musical performance with evidence of good expression and communication of artistic intentions.

**Criterion C: Reflection and Evaluation- 7/8**

The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work. The student carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made. The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes

**Criterion D: Personal Engagement- 8/8**

The student shows excellent commitment in using his or her own artistic processes. The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student actively supports, encourages and works with his or her peers in a positive way. The student is actively receptive to art practices and artworks from various cultures, including his or her own.

**Course Comment**

The band has had a quarter where we've continued to concentrate on improving individual technical and musicality skills - highlighted by the accomplishments displayed in our Solo and Ensemble Festival Concert earlier in the quarter. We've worked to increase the level of responsibility that each musician takes for his or her own musical accomplishments, so they are increasingly able to come prepared as an individual to the band class. In the full band ensemble we are particularly centering on intonation, rhythmic accuracy as well as sense of ensemble and balance as an ensemble. The culmination of our current full ensemble work will be highlighted around the AISB campus through our series of less formal performances, centered on the AISB student body. In addition to our performance centered work, we explored the role of the composer as each of our young musicians took on that role and created a composition of their own in a long term project.

**Student Comment**

David is engaged and enthusiastic in band. He pays attention to dynamic and articulation details that make his performances more expressive. He seeks additional challenges as evidenced in his decision to join jazz combo. He is flexible in his attitude, quickly working to solve problems in the percussion section as they arise. His musical composition showed creativity particularly in relation to the harmonies and the form. However, he needs to give greater attention to those same details that make his performances strong when he composes.

Course: **HS Drawing and Painting**Reported Mark: **6**Teacher: **Mary Test**ATL Mark: **4****Approaches to Learning**

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time		✓		
Meets work deadlines		✓		
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Knowledge and Understanding- 6/8**

The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. The student is able to demonstrate good knowledge and understanding of the elements of the art form studied. The student is able to communicate a good level of critical understanding of the art form studied, in the context of his or her own work.

**Criterion B: Application- 8/10**

The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.

**Criterion C: Reflection and Evaluation- 5/8**

The student reflects critically on his or her artistic development and processes at different stages of his or her work. The student carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. The student uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.

**Criterion D: Personal Engagement- 7/8**

The student shows excellent commitment in using his or her own artistic processes. The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student actively supports, encourages and works with his or her peers in a positive way. The student is actively receptive to art practices and artworks from various cultures, including his or her own.

**Course Comment**

In the first quarter students in Drawing and Painting have worked on projects responding to different styles of observational drawing and painting. They have explored "trompe l'oeil: life-size realistic reproductions of small objects and a larger magnified section drawing. Currently students are working on a project based on fragmentation where, through research into cubism, cubo-futurism and futurism, they are exploring both the physical breakdown of space and separation of colour within painting styles.

**Student Comment**

Overall David has used his time effectively to help develop his drawing and painting skills. David produced an excellent colour pencil drawing of his phone, where he managed to realistically render the phone with good detail, shading and observation of shadow. His experiments with a variety of materials responding to O'Keeffe's style were accurate. His painted examples were strong but in future work he will benefit from creating more variety in shading and on using more accurate blending. Further improvements lie in David continuing to extend his problem solving skills by focusing on thoughtfully developing ideas, contexts and complexity of responses.



Course: HS PE 9

Reported Mark: 7

Teacher: Mary Test

ATL Mark: 4

**Approaches to Learning**

Consistently Usually Occasionally Rarely

	Consistently	Usually	Occasionally	Rarely
Collaborates effectively with others	✓			
Communicates effectively and respectfully	✓			
Comes to class prepared	✓			
Effectively uses class time	✓			
Meets work deadlines	✓			
Is a proactive and independent learner	✓			
Demonstrates critical thinking and problem solving skills	✓			

**Criterion A: Use of Knowledge- 8/8**

The student shows in-depth understanding of all vocabulary through organized and detailed explanations. The student demonstrates thorough knowledge of unit concepts, strategies, techniques and rules. The student uses this knowledge to effectively detect and solve problems in familiar and some unfamiliar situations.

**Criterion B: Movement Composition- 6/6**

The student chooses, changes, and implements a wide range of aesthetic moves that are related to the requirements of the task. The sequence shows a mature use of space, time, level, force and flow. The composition is logical and shows expressions of creativity, ingenuity and design.

**Criterion C: Performance- 9/10**

The student exhibits a strong proficiency in both basic and complicated moves, skills and techniques in the performance or playing situation. The student implements movement concepts, tactics, strategies and rules in an exacting way. The student performs with a high degree of precision, synchronization, energy, design and excitement.

**Criterion D: Social Skills and Personal Engagement- 7/8**

The student demonstrates attitudes and strategies that extend and build their communication and relationships with others. The student constantly shows a high amount of respect and sensitivity to themselves, others and the physical environment. The student takes responsibility for their own learning and constantly shows excitement and devotion to physical education. The student considers their own achievements critically, sets appropriate goals that improve learning, and takes steps towards achieving them.

**Course Comment**

Up till now in Physical Education the students participated in: tennis, soccer, basketball, hockey, volleyball, team building, fitness, aerobics and martial arts units. All four criteria have now been assessed as follows: **Criteria A (1-8 scale)** -written tests in soccer, basketball and badminton, **Criteria B (1-6 scale)** -movement composition in martial arts and aerobics, **Criteria C (1-10 scale)** -performance for soccer, tennis, basketball, martial arts, aerobics and volleyball and **Criteria D (1-8 scale)** - reflection on team building, fitness, martial arts, floor hockey, tennis and aerobics. Please consult the Physical Education ManageBac page, should you need clarification of how MYP grading works.

**Student Comment**

David is a confident participant, eager and enthusiastic about all activities. He has shown some aptitude for volleyball and is a good athlete to have learned the ability to adapt his skills and understanding of strategy to this sport. He could communicate better with his team in regards to position and setting up plays in volleyball. In the aerobics unit he worked well with his group, which enabled him to prepare for a well organised performance.