

Upper School Assessment

Parent Coffee Morning



What is Assessment?



- Identifying, collecting, and analyzing information to provide feedback about student learning

Elements of Assessment

Planning

Collecting
Evidence

Evaluation

Feedback

Recording
& Reporting

Planning

- Aligned to Standards
- IB Middle Years Programme / Diploma Programme Curriculum Outcomes
- Common assessments across grade levels
- Managebac calendars
- Units posted on Managebac

Collecting Evidence

- Range of strategies and tools to gather information about student work
- Types of evidence collection
- Standardized Assessments
 - NWEA Map Tests
 - PSAT
 - IBDP Exams
- Internal vs. External Assessments

Formative	Summative	Diagnostic
<u>During</u> the teaching and learning process	Generally <u>at the end</u> of a teaching and learning period/process	<u>Prior</u> to teaching or <u>integral</u> to everyday learning
Provides feedback	Provides a judgment	Diagnoses students' weaknesses and strengths
Helps students reflect on learning	Gives opportunities for students to show what they have learned	
Help teachers plan their teaching		Guides planning and teaching for effective learning



Evaluation

- **Middle Years Programme**
 - Formative Assessment
 - Variety of times and methods to provide feedback for improvement
 - Summative Assessment
 - The grade is generated from the summatives
 - Criterion-based (A-D) rubrics on a 1-8 scale
 - Addition of each criterion to achieve a grade of 1-7 according to the boundary levels
 - Each strand of each criteria marked over the year at least twice
- Re-Assessment

MYP Criteria by Subject

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Criterion Rubric

- On a 1-8 scale
- Command Terms
- Task Specific Clarification

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. apply , with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns.
3-4	The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest general rules consistent with findings.
5-6	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. verify the validity of these general rules.
7-8	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with correct findings iii. prove , or verify and justify , these general rules.

GENERAL

- Overview
- Calendar
- Attendance
- Messages

ACADEMICS

- Progress
- Timetables
- Portfolio
- Reports
- Behaviour

HIS PARENTS 1819

- Overview
- Calendar
- Messages
- Files

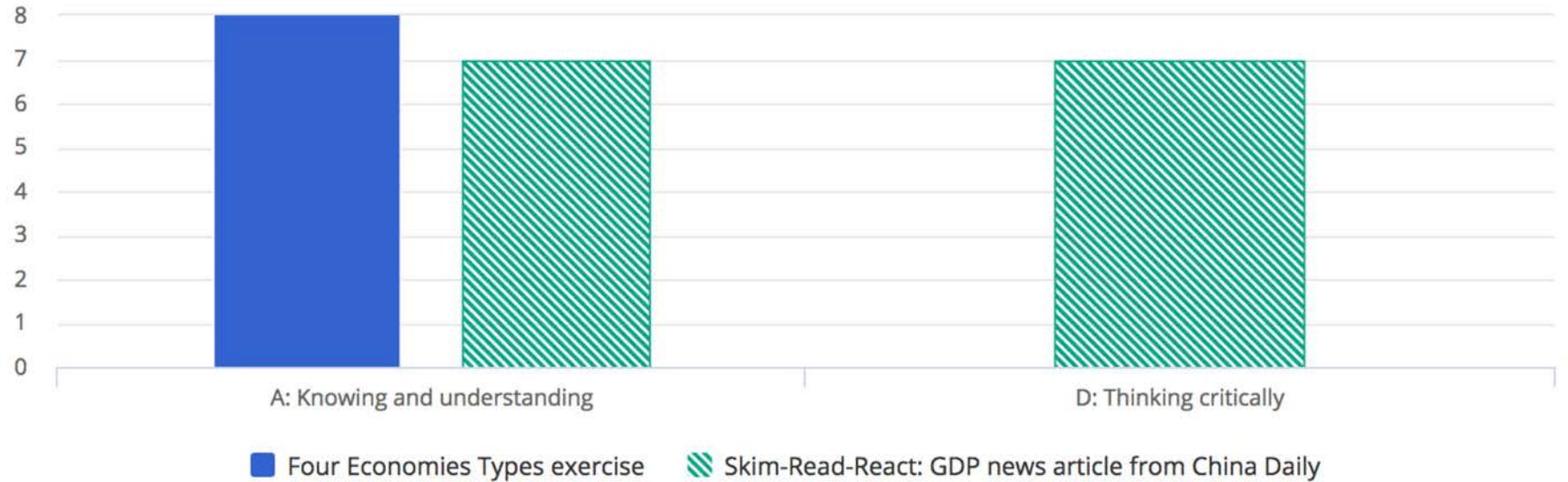
← | Progress

IB MYP Social Studies 10 (Grade 10)

Semester 1 2018-2019

In the first quarter, Grade 10 Individuals and Societies students have been studying a Macro Economics unit. This unit included an investigation of defining macroeconomics, Gross Domestic Product (GDP), inflation, unemployment, distribution of income and economic growth. Assessments include group presentations on economic theory and quizzes on ideas discussed.

Tasks



Four Economies Types exercise

Summative Case study

Thu, Sep 13 2018 at 2:00 PM

USEFUL WEBSITES:

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Skim-Read-React: GDP news article from China Daily

Formative Paper

Thu, Oct 11 20

<http://www.chinadaily.com.cn/a/201810/10/WS5bbd369fa310eff3032816ad.html>

Official upbeat on steady 2018 growth

1. Identify four major indicators discussed in the article.

1.

2.

3.

4.

2. what is the target GDP growth rate?

3. Is this growth rate a good rate? Why?

A: Knowing and understanding 7 8

D: Thinking critically 7 8

Meets all expected points:

1. Correctly Identifies four major indicators
2. Identifies the target GDP growth rate
3. Explicitly uses 2-3% range to tell why it is a good rate

Level: 0

The student does not reach a standard described by any of the descriptors below.

Level: 1 - 2

The student: i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.

Level: 3 - 4

The student: i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.

Level: 5 - 6

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

Level: 7 - 8

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

Units

MYP Grade Boundaries

Grade	Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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 real-world situations, often with independence.
7	28–32	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.



Evaluation

- **Diploma Programme**
 - Formative Assessment
 - Variety of times and methods to provide feedback for improvement
 - Summative Assessment
 - The grade is generated from the summatives
 - Marked on a 1-7 scale using previous years' boundary scales
 - Re-Assessment
 - Predicted Grades

IB Attainment Level	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Subject: ENGLISH A: Lang and Literature **Level:** HL

INTERNAL ASSESSMENT (ORAL)			PAPER ONE			PAPER TWO			WRITTEN TASKS			FINAL SUBJECT %		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	4	1	0	2	1	0	4	1	0	5	1	0	13
2	5	9	2	3	4	2	5	8	2	6	11	2	14	27
3	10	13	3	5	7	3	9	10	3	12	18	3	28	41
4	14	17	4	8	10	4	11	13	4	19	23	4	42	54
5	18	20	5	11	13	5	14	16	5	24	28	5	55	66
6	21	24	6	14	16	6	17	19	6	29	33	6	67	79
7	25	30	7	17	20	7	20	25	7	34	40	7	80	100
Scaling factor = multiply by 1			Scaling factor = multiply by 1.25			Scaling factor = multiply by 1			Scaling factor = multiply by .5					

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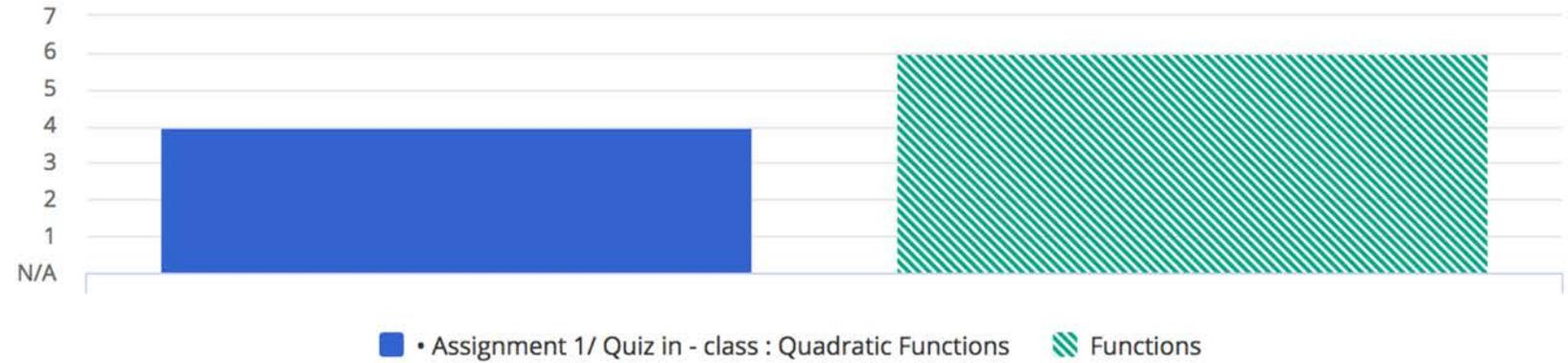


IB DP Mathematics SL (Grade 11) 11

Semester 1 2018-2019

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way; wherever possible, they apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. This semester the course involves the study of material from Algebra, Functions and Equations, and Statistics & Probability.

Assignments



• Assignment 1/ Quiz in - class : Quadratic Functions 34 / 57 4 Summative SL Test Wed, Sep 12 2018 at 9:00 AM

Functions 43 / 54 6 Formative SL Quiz Mon, Oct 15 2018 at 2:00 PM

Feedback

Rubrics / Grades
provide level of
attainment

Comments provide
targeted information
or next steps for
improvement

Shared through
conferences with
students or posted
on Managebac

Student Self-
reflection



Recording & Reporting

- Managebac access for viewing levels of attainment & reports
- Not a “live” grade
- Reports
 - Mid-Term Progress Report (October & March)
 - Semester (December & June)
- Conferences
 - Parent-Teacher Conference – October
 - Student-Led Conference - March

Reporting

Approaches to Learning

- Teachers will choose and Indicate the student's Approaches to Learning (ATL) Level of Attainment (*Exemplary, Good, Satisfactory, Concern*) for the chosen ATL skills for each student in the class.
 - Communication Skills
 - Social Skills
 - Self-Management Skills
 - Research Skills
 - Thinking Skills
- **MYP Teachers** will reference two or three skills each quarter explicitly
- **DP Teachers** will provide a general mark that accounts for all five of the Approaches to Learning skills collectively

Reporting

Level of Attainment

- Attainment levels for each of the assessment criteria will reflect the teacher's best-fit judgment of a student's summative performance **at the end of the term**. Using the progress chart, teachers consider several points including:
 - patterns in the data, such as an increasing level of performance
 - anomalous or unexpected attainment levels
 - not an average grade
- **MYP teachers**
 - Teachers will mark a level of 1-8 from the criterion rubric / task-specific rubric. Using the recommended Boundary Guidelines, teachers will indicate an MYP Level of Attainment for Semester 1, Quarter 3, and Semester 2 reports
- **DP teachers**
 - Teachers will use the Diploma Programme rubrics and grade descriptor chart to appropriately indicate the student's level of attainment as drawn from summative assessments during the term. The grading scales will be drawn from previous subject reports and assessment guidelines. These will be marked on a 1-7 scale for the Semester, but can be indicated as an (*Exemplary, Good, Satisfactory, or Concern* level for quarter 1).

Reporting

- **Narrative Comment**
 - Teachers provide a comment that provides targeted feedback for the student's attainment of potential and how to meet that goal
- **Attendance**
 - Indicated student attendance rate



Student Name: MYP Student	Student ID: 201812
Date of Birth: November 11, 2005	
Grade: Grade 7	
Advisor: Yoyo Zhang	

Hangzhou International School Mission

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

Purpose of this report

This report is intended to provide students and parents with information regarding current Attainment Levels and progress in Approaches to Learning (ATLs) across the semester. The levels below represent the student's performance in a range of summative assessments, judged against the Objectives (Criteria) for each subject. In the International Baccalaureate Middle Years Programme (MYP), learning in each curriculum area is broken down into four separate Criteria, and the student will be evaluated several times against each over the course of the year. At this stage in the reporting cycle, students will have had assessments against most Criteria; where Criteria have not yet been assessed, you will see 'N/A'. In this case, the Final Grade column will indicate N/A, but the Semester Level of Attainment will indicate the student's current progress. In addition to the Attainment Levels and the ATLs evaluation, teachers have provided a narrative comment to outline feedback on performance and give advice for improvement.

Understanding this report

In this report you will see the following:

Course Description: identified key concepts, topics, and assessments addressed

MYP Assessment Criteria: student progress identified according to the IB MYP Criteria

Final Grade: is an indication of the semester mark for the subject based on performance in the four Criteria. The grade boundaries for the attainment level are listed at the bottom of each class report.

Semester Level of Attainment: is used when all the Criteria have not yet been assessed. In this case, the teacher will indicate the student's progress against the Criteria which have been assessed at this point in the year.

Approaches to Learning Skills: an indication of the student's subject-specific skill level

Attendance: a listing of student attendance

Narrative comment: teacher's feedback on strengths and areas for development

For more detailed information regarding student work and teachers' feedback, parents may visit the Managebac platform and explore the information within each class.

If you have questions regarding student progress in any subject, please contact the classroom teacher directly.



Jessamine Koenig
Upper School Principal



Patricia Long
Upper School Vice Principal

Service as Action

Patricia Long
MYP Coordinator

This semester, students have been introduced to the concept of Service as Action (SA). Each student has been challenged to fulfill a commitment of five hours of service over the course of the semester. They have already joined in a variety of activities, including acting as Model United Nations Admin Staff members, and translating menus from local restaurants into several languages. Students are asked to reflect upon the purpose and outcomes of these service activities and will have documentation to verify their participation. We are excited to see the students getting involved in serving their communities. In the second semester, students are challenged to practice greater autonomy in seeking out individualized service activities.

Service as Action



Outcomes:

Key Activities:

Completed 1 hour.

HIS Student Council 2017-18, MS Boys Soccer 2017-2018, 2017-2018 HIS MUN, West Lake MUN 2017 Admin Staff, 2018-2019 CISSA Soccer, menu translations, West Lake MUN: Admin Staff

Class Reports

Language and literature: English Language and Literature Grade 7 – Marisa Confait

The semester concluded with Unit 2 which looked at narrative: short story texts. Students analysed texts, learning how to reduce each story to its narrative plot point, and then, how to graph the plot points using the Narrative Map graphic organisers. Several stories were whole- group deconstructed in formative learning tasks before students practiced again in small table groups, and then finally in individual story analysis tasks. For the summative assessment preparation, students in small groups as 'story experts', analysed an assigned short story- following all the steps and sequence learned. This was in preparation for a multi-modal, media presentation in which the group was responsible for teaching the class the short story. The timed, written task, to conclude the unit, was an individual analytical commentary synthesis.

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	7	8
B: Organizing	7	8
C: Producing text	7	8
D: Using language	7	8
Totals:	28	32

Final Grade	7
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Approaches to Learning

ATL	Exemplary	Good	Satisfactory	Concern
Collaboration	✓			
Media Literacy		✓		

Attendance: (100%) Present 0 Absent 49 Present 0 Late

Comments

MYP Student, across the semester, demonstrated a very mature approach and effective organization and self-management skills. He understood well the techniques of persuasion used in advertising and appreciated the 'playing' with language elements. His section of the oral presentation to teach the short story, 'The Open Window', included a confident introduction of the group. Whilst he was clear with pronunciation and very effective with his voice modulation, MYP Student should aim to achieve more consistent voice projection, so as to keep the audience's attention. His eye contact is usually good, but sometimes he was holding his notes too high and we lost eye contact. Additionally, MYP Student should note the shape of the narrative map and aim never to turn to read from the screen (plot points). Overall, MYP Student's progress for the semester has been impressive.

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

Language acquisition: Chinese Language Acquisition Phase 2 Grade 7 – Lan Zhu

During this semester, The Chinese Language Acquisition Phase 1&2 students have been focusing on the concept of communication and connection. Topics of our Unit 2, Immigration, include food and drinks, countries, weather, transportation, traveling and neighborhood. The topics deepen their understanding of languages, cultures and the idea of migrating forms' connections between different cultures and people. Basic vocabulary, sentence structures for the students' home country and their life in Hangzhou have been introduced. Formative assessments include presentations, speaking tasks, quizzes, word dictations, reading and listening comprehensions. Summative assessments of the semester include a test, oral presentations and an interview. Overall, students worked on everyday communication pieces that enable them to make natural and authentic conversations with people, to deepen their understandings of the concept of communication and connection.

MYP Assessment Criteria	Achievement Level	Maximum
A: Comprehending spoken and visual text	7	8
B: Comprehending written and visual text	7	8
C: Communicating in response to spoken and/or written and/or visual text	7	8
D: Using language in spoken and/or written form	7	8
Totals:	28	32

Final Grade	7
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Approaches to Learning

ATL	Exemplary	Good	Satisfactory	Concern
Communication	✓			
Collaboration	✓			

Attendance: (100%) Present 0 Absent 47 Present 0 Late

Comments

MYP Student is an attentive, respectful and responsible student. He pays close attention to details and does not shy away from making efforts. His performance on all the four language acquisition assessment criteria has all been amazing. I was especially impressed by his tricks for memorizing different characters. He uses his imagination to distinguish different characters, which is really creative and effective. To further improve, he is encouraged to give constantly amazing efforts into his learning and read outside the classroom.

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

Middle School - Semester 1 2018-2019 (August 2018 – June 2019)

Projects and ATLS

Nora May

Projects and ATL Skills class meets weekly with a teacher to provide academic skill development. Students gain feedback and support from their project period instructor and projects coordinator. Students during the first part of the term demonstrate and carry out the HIS Academic Game Plan. This consists of a digital filing system, a binder system, a daily planner, MLA format, ManageBac tools, goal-setting techniques and note-taking strategies.

ATL: Self-Management Rubric	7-8
ATL: Communication Rubric	5-6

Attendance: (100%) Present 0 Absent 18 Present 0 Late

Comments

MYP Student demonstrates substantial communications skills. For the presentation on a topic of his choice, four media types have been selected. Each media type uses four different comprehension strategies to evaluate the media, but he needs to include comprehensive MEAL plan paragraph writing in the notes as a means to evaluate and analyze the piece of media. The cover slide identifies the topic and author. The works cited slide has a minimum of four citations that are partially formatted in MLA style.

MYP Student excellent self-management skills. Highly challenging goals have been outlined with accompanying SMART Goal explanation and evaluation, including the creation of daily goals. A highly functional physical and digital organization system is used with an understanding of its purpose, including separate areas for each subject. The planner includes class work, home learning, assessments and reflections. The planner is personalized with purpose. Note-taking strategies have been utilized, understood and reviewed. The student understands how to locate and use the MLA Quick Style Guide and can justify its use across all subjects.

Advisory Zhang

Yoyo Zhang

Our Grade 7 cohort continued onwards through Quarter 2 with a large-scale Service Project aimed at giving something back to our local community. With the plethora of restaurants surrounding our school, we saw an opportunity to provide translated menus to the ones located around the HIS campus. This completely student-driven project required students to collaborate with peers, communicate with local shop owners, think critically about time management and efficiency, collect and organize menu data, and creatively problem solve. An impressive number of restaurant menus were collected and translated, and we are happy to announce that 18 local restaurants now have translated menus for you to enjoy. Now we all can go out and enjoy the delicious local food without fear of accidentally ordering chicken feet!

Attendance: (100%) Present 0 Absent 18 Present 0 Late

Assessment Explanation

In the International Baccalaureate Middle Years Programme (MYP), learning in each curriculum area is broken down into four separate Criteria, and the student will be evaluated several times against each over the course of the year.

The grade descriptors below provide an explanation of the expectations for student attainment at each level.

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
Exemplary	The student demonstrates excellent progress in this ATL category.
Good	The student demonstrates good progress in this ATL category.
Satisfactory	The student demonstrates satisfactory progress in this ATL category.
Concern	Please communicate with the teacher regarding the student's progress.



Hangzhou International School Semester 1 Report December 2018

Prepared: December 14, 2018



Student Name: DP Student	Student ID: 122019
Date of Birth: June 5, 2000	
Grade: Grade 11	
Advisor: Andrew Riege	

Hangzhou International School Mission

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

Purpose of this report

The information in this semester report has been compiled from the student's current progress in each class. Using the IBDP course topics and assessment criteria relevant to each course, teachers have indicated the current level of the student's attainment, and the student achievement in Approaches to Learning skills.

Understanding this report

In this report you will see the following:

Semester Attainment Level: Current level of student's attainment in the course

Approaches to Learning Skills: Student's behavior and learning skills represented in the class

Teacher's comment: Teacher's comment about strengths and areas for improvement

Attendance: Student attendance record this term

For more information regarding student work and teachers' feedback, parents may visit the Managebac platform and explore the information within each class.

If you have questions regarding student progress in any subject, please contact the classroom teacher directly.

Jessamine Koenig
Upper School Principal

Summary of Achievement

Semester 1 2018-2019

Subject	Semester Attainment Level	Approaches to Learning
English Language and Literature HL Danielle Bowers	6	Exemplary

This semester in grade 11 English A: Language and Literature, we have focus on learning textual analysis skills, and analyzing texts – everything from print advertisements, a Friends TV show episode, song lyrics by pop singers, slam poetry, news articles, cartoons, and more – as students learned to ask “who is the audience and purpose, and how does the text reach the audience?” about every text around them. Our Part 1 focus of the course has examined Language in Cultural Contexts, Identity, and Gender. As students honed their textual analysis skills, they practiced annotating and analyzing texts, participated in class discussions, and wrote written analyses. They wrote several practice Paper 1s to demonstrate their understanding of textual analysis, and their first Written Task 1 based on the topic of Language and Identity. Looking forward, next semester we will shift our focus from language texts to literary works, beginning with *The Great Gatsby*, moving onto the poetry of Wilfred Owen, and then *Othello* for HL students.

DP Student is engaged in class activities, and an active listener. His formative assessments demonstrate DP Student's understanding, and his strong analysis skills. DP Student needs to participate in class discussion, however. Class discussion provides an excellent formative check in of understanding. DP Student needs to participate voluntarily at least once a week in whole class discussion. He has important ideas and should share them with the class. DP Student's Written Task 1 was in the style of a parenting “mommy” blog that explores the topic of Multilingualism for children. His task was formatted well and addressed the topic of Language and Identity very well. The language of the task was somewhat too formal and needed to be more “casual” to reflect the language of a blog. DP Student's textual analysis skills have developed this semester. In his third Paper 1, he demonstrated a good understanding of audience, purpose, and message. His analysis of the stylistic features was good but needed to make more intentional connections between the evidence and the analysis.

Attendance: (100%) Present 0 Absent 50 Present

Spanish B SL Andres Sanchez	7	Exemplary
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The IBDP Spanish B class has successfully ended the semester. The students undertook a series of the newly added listening assessments, three in total. They also started examining the theme of Human Ingenuity in which they learned about important inventions and in particular, focused on Spanish inventors and how they have impacted the world. The students also started the reading of the novel “El túnel” by Ernesto Sábato. In addition, the semester exams included a simulation of paper one and two.

It gives me pride to announce that DP Student has been recently granted the DELE A2 diploma! This gave him a tremendous motivation as his scores were next to excellent! He is certainly benefiting from the small group setting of the course as he is constantly required to participate and contribute. All three of his listening assessments were perfect as was his oral mock exam. His reading had only a few missed marks, which is entirely normal at this stage. Although he is taking the course at the Standard Level, he embraced the High-Level reading of the novel “El Túnel” and so far, he seems to be enjoying it. I encourage him to finish it during winter break. I am confident DP Student is an excellent candidate for the Diploma Program!

Attendance: (100%) Present 0 Absent 48 Present

History HL Terry Strombeck	7	Exemplary
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In the second quarter IB History 1 students continued the study of the East Asia Unit. This unit focuses on the history of China, Korea and Japan from the years 1860 to 1912. Specific topics of study include a historical investigation of these categories as they relate to each country: Political, Social, Economic, Military and Foreign Policy. Assessments are in the form of presentations, discussions and essay writing. Formative assessments of China Self-Strengthening include map skills, source analysis, quizzes, and discussions. The students also completed a summative essay on the reforms of Meiji Japan.

DP Student is an excellent example of the ATL skill of ‘managing state of mind.’ His self-motivation is excellent and he has a high level of ability to focus on his tasks. Through application of this ATL skill, DP Student is always prepared by completing readings and note taking. The response on the Meiji assessment was very good. For a stronger response, he should refer to dates (chronology), use all categories, and try to use quotes that could be used to show skills of a historian (refer to documents: i.e. Charter Oath, specific quotes used in discussion and reading). Also, he should continue to work on awareness of ‘consequence’ and ‘significance’ responses that bring higher scores. Overall, DP Student is an excellent student and person.

Attendance: (100%) Present 0 Absent 49 Present

Subject	Semester Attainment Level	Approaches to Learning
Biology HL Tom Jenner	6	Exemplary
<p><i>In the second half of the semester the grade 11 IB DP Biology course completed the Cell Biology topic and are just starting a topic on Molecular Biology. We have attempted two lengthy experiments: one to calculate the osmotic potential of potato; the other to look at diffusion rates into jelly cubes of different size. Both experiments required complex data-handling skills, including how to present data in graphs with error bars, as well as applying the statistical tests they learned earlier in the semester. They have taken their first test using questions from past IB exam papers. Higher-Level students have almost completed a topic on Plant Biology, and have written their first experimental plans.</i></p> <p>The data for his experiment to measure the osmotic potential of potato was presented well in a table and graph, as in previous experiments, though he must take care to ensure the correct number of decimal places and always to include the appropriate unit. He made a clear explanation of his analyses, and his conclusion and evaluation were well written and thorough. He must always try to be as accurate as possible with scientific data; by rounding a calculated value of 0.288 to only one significant figure at 0.3, it made his final conclusion easier to interpret, but slightly reduced the quality of it. DP Student did very well on his first full test using past IB questions. He managed 92%, with 80% required to achieve the maximum grade of 7. He got full marks on all of the multiple-choice questions. He needs to review how to calculate the magnification of a picture when given a scale bar.</p> <p>The experiment he designed in HL to measure the effects of temperature on the rate of transpiration included some sections that were a bit unclear. He did not state the need to repeat the experiment with plants at different temperatures. As this was the independent variable, it was important to include in the method. In both experiments he conducted good background research, his bibliographies were extensive and well formatted.</p>		

Attendance: (100%) Present 0 Absent 48 Present

Mathematics SL Simon Lamplugh	4	Exemplary
<p><i>The Mathematics SL course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way; wherever possible, they apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. This semester students studied material from the topics Algebra, and Functions and Equations including quadratics, exponentials and logarithms.</i></p> <p>DP Student finds the mathematics at this level quite challenging, but he has a terrific work ethic and maintains a positive attitude to his studies. His workbook points to the fact that he works diligently to understand new work and to apply and transfer skills between topics. I very much encourage DP Student to double down and continue to work hard. DP Student has been able to effectively investigate key features of quadratic, exponential and logarithmic graphs with and without the use of technology and apply the laws of logarithms to solve problems. For improvement, I encourage DP Student to go back and review previous chapters from his textbook, and with what we are studying now to practise sketching functions and the effects of transformations on them. He would also benefit from seeking assistance during office hours to clarify when he encounters work that he does not completely understand.</p>		

Attendance: (100%) Present 0 Absent 50 Present

Visual Arts SL Jamie Sanchez	7	Exemplary
<p><i>The DP Visual Arts Eleventh grade students continued to develop their skills in using their visual journals to document their artistic process. For their second artwork, students created a piece inspired by Pablo Picasso's quote, "Art is a lie that makes us realize the truth." They were later introduced to analyzing the formal qualities, function and purpose, and cultural significance of two and three-dimensional pieces during the second quarter. They then created sculptural pieces that incorporated conceptual or stylistic elements of the artwork they analyzed for their third piece. This form of writing will prepare the students for the first component of the course, the comparative study. Over winter break, students should begin to plan their fourth artwork and continue to use their daily sketchbooks to capture observational drawings.</i></p> <p>DP Student has continued to display dedication to the course, by giving his best effort to improve his artistic skills. He created a collage for his second piece. It displayed propaganda posters and photographs from World War II. His visual journal pages contained exploration of media and stated his intentions for his artwork. I have suggested for him to look at the work of Eugenia Loli to gain a better understanding of how to assemble collage. For his third artwork, he has explored installation techniques by collecting copious amounts of sticky notes and covering the surface of objects and spaces. It was an interesting way to express anxiety. DP Student is finding the process of creating daily sketches uncomfortable. I have suggested for him to try to arrange objects in interesting ways and to try different media.</p>		

Attendance: (100%) Present 0 Absent 49 Present

Subject	Semester Attainment Level	Approaches to Learning
Theory of Knowledge Terry Strombeck	7	Exemplary
<p><i>In this second quarter students learn about the Ways of Knowing (WOKs). These WOKs include knowledge gained through the senses, reason, emotion, language and intuition. Assessments included class discussion, small presentations and one summative essay on the use of the Ways of Knowing to find knowledge.</i></p> <p>DP Student is an exceptional learner for who there could be a list of positive qualities demonstrated. Among the list are ideas like 'responsible for his own learning,' 'positive involvement in class,' 'peer respect for his intellect and quality of work,' 'respectful manners.' He is a model example of the ATL skill of 'taking responsibility for one's own actions.' His written responses are thoughtful and they reflect strong understanding of the course content while being expressed in a clear and coherent way. For attainment of potential, he should continue demonstrating the self-motivation skills already shown.</p>		

Attendance: (100%) Present 0 Absent 33 Present

IB Diploma Core



CAS:
Advisor: *Andrew (Andy) Haltom*

Overall Progress: **On-track**

Key Experiences:

2017-2018 Outdoor Education, SCIS International Swim Meet , 2018-2019 Varsity Swim Team, Grade 11 Yunnan China Trip Group



Extended Essay

No EE topic has been submitted.



ToK Essay
Teacher: *Terry Strombeck*

No prescribed title has been selected.

Grade Descriptors

Grade Descriptor

7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

Grade Descriptor

2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
N/A Not Yet Assessed.	

Approaches to Learning

Grade	Descriptor
Exemplary	Consistently comes to class prepared with all necessary materials. All assignments & homework are consistently completed on time. Consistently follows feedback from the teacher. Consistently attentive and on task. Consistently treats others with respect. Consistently contributes constructively to the shared learning environment.
Good	Usually prepared with materials for class. Assignments & homework are usually completed on time. Usually follows feedback from the teacher. Usually attentive and on task. Usually treats others with respect. Usually contributes constructively to the shared learning environment.
Satisfactory	Mostly prepared with materials for class. Assignments & homework are sometimes completed on time. Sometimes follows feedback from the teacher. Sometimes attentive and on task. Sometimes contributes constructively to the shared learning environment.
Concern	Rarely on time for class. Rarely prepared with materials for class. Rarely follows feedback from the teacher. Rarely attentive or on task. Rarely treats others with respect. Rarely contributes constructively to the shared learning environment.
Modified Expectations	student engages in modified learning opportunities provided though this course thus meeting expectations as specified in the modification plan.

Follow up

- **Upcoming Presentations**

- **February 21**– US – DP
Introduction for grade 10
Parents 6pm
- **February 28** (8:15 am) – US
– TOK
- **March 7** (8:15 am) – Service
and Projects –
- **March 19** (all day) – Student
Led Conferences and
Project Exhibitions



What's next?

- **Upcoming Events**

- **January 24 – 26** – ACAMIS Basketball Tournament
- **February 1** (8:30 am) – All School – Lion & Dragon Dance Spirit Day
- **February 15** (6:00 pm) – Student Council Ice Skating event–
- **February 22** (7 pm) – US Sleepover



HAPPY NEW YEAR



JOIN US FOR THE SCHOOL CELEBRATIONS!

Friday, February 01

8:30am - Dragon and Lions dance on the soccer field

10:00am - Lower School assembly in the Gym

11:00am - Lower School Exhibition in the Hall

2:00pm - Upper School assembly in the Gym

May the Year of the Pig bring you
Health, Happiness, and Prosperity!

HANGZHOU INTERNATIONAL SCHOOL
UPPER SCHOOL PRESENTS

CHINESE NEW YEAR SPIRIT DAY

Dress up in red or
any traditional
Chinese clothes to
celebrate CNY!!

FEBRUARY 1ST, 2019

Dim Sum
Buffet

迎新春 贺春宴



120 RMB
per person



Games and Activities
Come in your best
Chinese costume

Wednesday,
30 Jan, 2019
11:30 am

Latest Recipe,
Le Meridien
Binjiang Hotel.

HAPPY CHINESE NEW YEAR