



Semester Report 2 Academic Year 2022-2023

Student Name: Jennifer Feagan

Student ID: CIS220338

Academic Year: 2022-2023

Grade: 9A

Homeroom Teacher: Sitwat Khan

Attendance	
Days Enrolled	63
Days Absent	7
Days Tardy	0

MYP General Grade Descriptors

Our school uses the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7 against the US standard grade level.

Grade	Boundary guidelines	Descriptor	US Standard Grade Level	% Equivalence
1	1 - 5	The student: 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.	F	Below 49%
2	6 - 9	The student: 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.	F	50% - 59%
3	10 - 14	The student: 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.	D	60% - 69%
4	15 - 18	The student: 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.	C	70% - 79%

5	19 - 23	The student: 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.	B	80% - 89%
6	24 - 27	The student: 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	A	90% - 96%
7	28 - 32	The student: 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.	A*	97% - 100%

The MYP assessment criteria across subject groups can be summarized as follows.

Subject	Marking Criteria			
	A	B	C	D
Language and literature	Analysing	Organizing	Producing Text	Using Language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
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
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Subject	Semester Report 2					%	US Grade Level
	Criteria						
	A	B	C	D	Overall Grade		
Biology I Ms Sitwat Khan	6	6	6	5	5	84	B
Chemistry I Ms Arlene Garrick	7	5	7	7	6	94	A
English I Miss Andrea Darby	8	6	7	7	7	97	A*
Individuals & Societies(Int. UAE SS) Mr Johan Groenewald	7	7	4	6	6	94	A
Math I Ms Anna Lytvynenko	6	6	6	5	5	89	B+
Moral Education Mr Yaha Yahya						100	A*
PHE I Ms Santana Land	5	5	5	5	5	83	B
Physics I Miss Priti Suresh	6	N/A	7	6	6	92	A
Spanish I Ms Sonia Abdallah	5	5	5	5	5	80	B
Visual Arts Ms Suzan Beaini	7	6	6	6	6	92	A-
Arabic B Miss Bian Akel	4	5	4	4	4	78	C

Approaches to Learning Skills (ATL) Scale below:

EE	Exceeding Expectations
ME	Meeting Expectations
AE	Approaching Expectations

ATL Skills	Clusters	Biology I	Chemistry I	English I	Individuals & Societies (Int. UAE SS)	Math I	Moral Education	PHE I	Physics I	Spanish I	Visual Arts	Arabic B
Communication Skills	Communication		ME		EE			ME				EE
Research Skills	Information Literacy			EE	EE					ME		ME
	Media Literacy											ME
Self-Management Skills	Affective			EE								EE
	Organizational		EE								EE	EE
	Reflection											ME
Social Skills	Collaboration					ME				ME	EE	AE
Thinking Skills	Critical Thinking	EE	EE		EE			ME	ME			ME
	Creative Thinking	ME				ME			ME			ME
	Transfer	ME										ME



Jonathan Cox
Head of Secondary



Bruce Major
Superintendent



SEMESTER REPORT 2 ACADEMIC YEAR 2022-2023

Teacher: Melike Seylam

Head of Primary: Nicholas Gastaldi

Total Days	54	Days Absent	3	Days Late	0
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The CIS grades are communicated by giving a descriptive assessment grade. Students achieve this grade through continuous assessment. The assessment grade is not based on one final assessment. It is the evaluation of a student's progress throughout the course of the unit.

ASSESSMENT GRADE	DESCRIPTORS
7	The student can work independently, using higher order thinking skills and transferring and applying learning across a range of contexts.
6	The student can access most learning objectives with confidence and independence. They are beginning to show secure skills.
5	The student can access the curriculum objectives confidently. This level indicates that they have met expectations for the grade level.
4	The student can access the grade level curriculum expectations with some prompting.
3	Approaching expected level with support
2	Requires support in most areas
1	Requires support and curriculum modification in all areas
NY	Not Yet Assessed
NA	Not Applicable - the student has been exempt from this part of the course/unit
AB	The student, due to absences, has not met the programme objectives
AA	Already Assessed
*	This symbol indicates a modified or adapted curriculum approach.

Approaches to Learning Indicators

CIS Approaches to Learning Indicators measure students' engagement with learning skills across subjects.

INDICATOR	DESCRIPTORS
EE Exceeds expectations	Confidently engages in all elements of the skill. Students who receive 'EE' during or at the end of the year, indicate that they consistently and independently exceed expectations at that time.
ME Meets expectations	Confidently engages in most aspects within the skill at a level expected at the time of reporting. We would expect most students to achieve 'ME', as they meet expectations on time for their grade level.
SE Securing expectations	Beginning to engage in aspects with the skill at a level expected at the time of reporting. Students are still developing the fundamental knowledge and understanding of the skill.
AE Approaching expectations	Demonstrates a readiness to learn and engages in some of the key elements of learning in this area but still needs to be more confident in approaching them <u>consistently</u> . This does NOT mean that the student is not coping academically, rather it is an indication of their approach to learning.



Student: Ricky Feagan

Homeroom: 4B

Living the Learner Profile

Ricky has shown he is open-minded so far this school year. The best example of this is when he is able to listen to other people and what they have to say. Ricky has also shown he is principled. He proves this when she is able to follow the school rules and try to do the right thing. Ricky can continue to work towards being more of an inquirer. He can do this by sharing his thoughts and ideas more frequently during class discussions. It has been a pleasure to teach Ricky this year and I wish him all the best for his time in Grade 5.

ICT/STEAM	P1	S1	P2	S2
Miss Rinsy Molly				
Knowledge and Understanding				5
Comments: Ricky has shown a good understanding of the concept “waste management” in STEAM. He collaborated with support to create a smart bin with sensor with his group. He can continue to develop his observation skills during the testing of his model.				

French	P1	S1	P2	S2
Miss Malak Jebali				
Reading				4
Writing				4
Listening and Speaking				4
Comments: Ricky is in the process of developing his French language skills. He is gradually gaining confidence in reading short sentences and shows some understanding of the vocabulary introduced in class. Ricky is encouraged to actively participate in class activities and seek opportunities to practice speaking in French with his classmates. With consistent effort and support, Ricky has the potential to improve his French and build his confidence in the language.				

English Language Arts	P1	S1	P2	S2
Miss Melike Seylam				
Reading				6
Writing				4
Listening & Speaking				4
Comments: Ricky has shown mastery with planning a narrative in ELA. He has also made progress when developing characters and linking ideas. He can continue to develop his editing skills by proofreading his writing and correcting any mistakes.				

Physical Education Mr Cameron Sweeney	P1	S1	P2	S2
Knowledge and Understanding			#	5
Effort and Sportmanship			#	6
Comments: Ricky has made good progress with his functional movements, he has shown adept skill at coordinating movements. Ricky has also shown the ability to learn multiple movement patterns. To improve now, he needs to work on his muscular endurance to help his balance and base.				

Art Mrs Sumbul Abidi	P1	S1	P2	S2
Creating				6
Responding				6
Comments: Ricky consistently demonstrates commendable enthusiasm and creativity in his artwork. Our comprehensive art curriculum fosters creativity and fine motor skills through diverse activities. Students effectively express ideas and emotions, acquiring art skills like drawing, coloring, painting, collage, and sculpture using recyclable materials. Keep up the good work and enjoy your artistic journey!				

Math Miss Melike Seylam	P1	S1	P2	S2
Number				5
Measurement				5
Shape and Space				5
Data Handling				5
Comments: Ricky has shown mastery with identifying the properties of shapes. He has also made progress in finding the perimeter and area of 2D shapes. He can continue to develop his skill of money by recognising US coins and notes.				

Program Of Inquiry Miss Melike Seylam	P1	S1	P2	S2
Knowledge and Understanding				4
Comments: Ricky has shown mastery with identifying human impact on biomes in Unit of Inquiry. He has also made progress in identifying the features of different biomes. He can continue to develop his knowledge of animal classification by identifying animals with and endoskeleton and an exoskeleton.				

Arabic B Ms Esraa Elahwal	P1	S1	P2	S2
Reading			#	4
Writing			#	3
Listening and Speaking			#	3

Comments:

Ricky has shown mastery with speaking and listening in Arabic B. He can continue to develop reading and writing by joining the letters correctly to form correct words.

Music Mr. Garv Grover	P1	S1	P2	S2
Creating			6	5
Responding			6	6

Comments:

Ricky has shown a good understanding of Music arrangement using music technology in music while making progress in ensemble & individual performances, participating more each day.



Student: Ricky Feagan

Homeroom: 4B

Approached to Learning Miss Melike Seylam	P1	S1	P2	S2
Self- Management Skills				ME
Social Skills				ME
Communication skills				ME
Thinking Skills				ME
Research Skills				ME



Nicholas Gastaldi
Head of Elementary

Bruce Major
Superintendent