



Lorem Ipsum LastName	DP Year 2 "Grade 12" Class A
Code: 1000-10	Total Days of Absence: 0

IB-DP Quarter 1: 09-09-2018 - 04-11-2018
IB-DP Quarter 2: 05-11-2018 - 26-12-2018
IB-DP Quarter 3: 08-01-2019 - 29-03-2019
IB-DP Quarter 4: 01-04-2019 - 13-06-2019
IB Summer: 02-07-2019 - 19-07-2019



Course	IB-DP Quarter 1		IB-DP Quarter 2		Semester 1	IB-DP Quarter 3		IB-DP Quarter 4		Semester 2	Final Grade
	Grade	Descriptor	Grade	Descriptor		Grade	Descriptor	Grade	Descriptor		
IB Biology HL	66.5	3	-	-	-	-	-	-	-	-	-
IB Chemistry SL	54.3	1	-	-	-	-	-	-	-	-	-
IB Economics HL	82.4	6	-	-	-	-	-	-	-	-	-
IB English & Lit HL	78.1	5	-	-	-	-	-	-	-	-	-
IB Lang B Spanish Abinitio	43.3	1	-	-	-	-	-	-	-	-	-
IB Math SL	55.1	1	-	-	-	-	-	-	-	-	-
TOK	43	1	-	-	-	-	-	-	-	-	-
GPA					-					-	-

*TOK is a half credit course



**International Baccalaureate
End of IB-DP Quarter 1 Report
Academic Year 2018/2019**

Lorem Ipsum LastName

DP Year 2 "Grade 12" Class A

IB-DP Quarter 1 Report for Academic Year 2018/2019

IB Biology HL	Grade: 66.5
Effort: StudetName needs to improve in his focus and readiness in class.	
Skills: He asks questions but, needs to develop a deeper understanding to be able to inquire in a more relevant way.	
Engagement: He needs to stay more focus on the lessons in class and be less distractive.	
Time and Self-management: He needs to stay on task to complete his IA and to review past topics.	
Other: Q1: Current predicted grade - 2	

IB Chemistry SL	Grade: 54.3
Effort: Sharif's effort can improve with being more readied for class.	
Skills: His focus, listening skill, and note taking skill can improve so that he will have a better chance to do well in Chemistry.	
Engagement: He is engaging in class but his questions are often off topic or lack clarity.	
Time and Self-management: He needs to stay on task to complete his IA and to review past topics.	
Other: Q1: Current predicted grade - 2	

IB Economics HL	Grade: 82.4
Effort: When sharky puts for effort he seems to do a good job.	
Skills: Sharky has good analytical skills and has seemed to improve his analytical abilities while in class.	
Engagement: Sharky could improve his engagement while in class.	
Time and Self-management: Sharky could improve his time management while in class.	

IB English & Lit HL	Grade: 78.1
Effort: Excellent	
Skills: Orally, StudetName is often accurate and very reflective. His knowledge of current and past times brings diversity and engagement to our class discussions. Lacking in consistent writing skills and genre specific vocabulary for high level is where he must improve.	
Engagement: Highly and enthusiastically. However, annotating the texts will give him greater depth to showcase in his writing. StudetName need to be willing to write, edit, revise and rewrite. First drafts, even for professionals are rarely good enough to meet the task at hand, so this is a habit I would like for him to break prior to reflections after the summatives.	
Time and Self-management: Fair but progressing. He should be farther along in the third novel for HL students and have his laptop daily. Although assigned weeks prior to summatives, StudetName does not use the IB Literature Guide book, so he does not fully understand the depth of tasks. There is too little evidence that StudetName is reading outside of class. His writing seems to be stuck in an above average place that will not generate the high marks he is capable of. For an HL student, I am aware of the expected rigor and specificity that must be employed. StudetName must take his time to organize his pre-writing, select strong quotes as he reads, use vocabulary and produce high level written work that matches his class participation.	
Other: StudetName is an intellectual who enjoys our course and learning in English literature. I am working with all of my students to develop stronger writing skills. He would be much better off if he annotated the literature and took more comprehensive notes in class. I am working with the youth to compose and follow better pre-writing strategies. Choosing this will allow him to excel, growing in depth and breadth. The sporadic use of IB Literary Terms, text specific vocabulary and remaining on the surface of his analysis undermines his writing. Once implemented, StudetName can and will write in appropriate register, with strident analysis and thorough explanation, as is expected by the IB. By the end of December, students will have to have their 1200-1500 word Written Assignment Essay complete. Much of this is done out of class and can only be edited once by me. I strongly suggest an outline to organize writing of this length, specific judgements in the life of the literature and for her as the student expert. My concern is his due diligence in work done outside of class. This is a task where StudetName will find great success, provided that he follows the aforementioned improvements.	

IB Lang B Spanish Abinitio	Grade: 43.3
Effort: He must change his attitude towards his studies and put more effort into attaining the results he is capable of achieve	
Skills: He is keen to improve but lacks the basic skills needed to progress.	
Engagement: He needs to concentrate on his class work much more than he is currently doing.	
Time and Self-management: He is too talkative in class. He needs to overcome this in order to improve .He is a capable student who is not working to his full potential	
Other: My predicted grade for StudetName is 2 or 3	

IB Math SL	Grade: 55.1
Effort: He is starting to work on himself. His efforts are advancing and they show now in the grades. He still needs practice like everyday! He needs to work faster on his papers to finish.	
Skills: He is doing better but not significantly better as we don't have the luxury of time. Calculator skills are low and for finishing the exam, he ought to be alot faster.	
Engagement: He is not engaging inside the classroom except when I ask him questions	
Time and Self-management: He needs improvement in his time management. I still didn't receive any IA drafts from him yet!	
Mr. Ayman Mohamed	

TOK	Grade: 43
Effort: There is some improvement with regards to the effort, but StudetName is still struggling to apply the concepts and skills learned in class activities and his writing. StudetName started out strong at the beginning of the quarter when he submitted journals for both weeks one and two. However, for week three, StudetName only submitted one of the three journals, and he failed to submit the journals for weeks four, five and six. Consistency is important - not just for the quality and depth of the work, but also for creating a strong work ethic and habit.	
Skills: As expressed in quarter four of the last academic year, StudetName needs to focus on developing his communication, analytical, organization, and critical thinking skills. He needs to improve his writing and engagement with the material, and tackle the material by focusing on the depth (e.g. implications, consequences, etc.).	
Engagement: There is improvement regarding behavior, as StudetName is not as disruptive as last academic year. I would like to see him engage more in class discussions, as this can be a good way to practice communicating his claims and ideas while using RLS as support. In doing so, he will receive immediate responses and replies from his colleagues, which can help him reassess and reengage with the material. There is still quite a bit that StudetName needs to work on with regards to the depth of his engagement, which I hope he will work on both in and out of class.	
Time and Self-management: Self-management regarding how he should develop and strengthen his skillset is important. We are in the second and final year of the diploma program with internal and external assessments deadlines coming up soon, it is imperative for StudetName to set goals and milestones on how to strengthen his communication, critical thinking and analytical skills.	
Other: N/A	
Ms. Charollete Wang	

IB-DP Quarter 1 Report for Academic Year 2018/2019

Lorem Ipsum LastName

DP Year 2 "Grade 12" Class A

Code: 1000-10

General Comment:

School Principal Signature:

Printed Date: Dec 11, 2018

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, (spiritual) and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



IB Grading Scale



The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on *TOK* Theory of Knowledge and the *EE* Extended Essay. The diploma is awarded to students who gain **at least 24 points**, subject to certain minimum levels of performance across the whole programme and **satisfactory participation** in the *CAS* Creativity, Activity and Service requirement. **The highest total that a Diploma Programme student can be awarded is 45 points.**

	GPA	IB DP Percentage	Grade	Descriptor
A+	4.0	98-100	7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
A	4.0	88-97	6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
A-	3.7	85-87		
B+	3.3	82-84		
B	3.0	78-81	5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
B-	2.7	75-77		
C+	2.3	72-74	4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
C	2.0	68-71		
C-	1.7	65-67	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
D+	1.3	63-64		
D	1.0	61-62		
D-	0.7	60	2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support
F	0	Below 60	1	Minimal achievement in terms of the objectives.