

NIS Report Card...

- Averages about 1,000 words of narrative comments
- 45 Approaches to Learning levels displayed
- 36 Criteria (4 per subject)
- 9 (or 10) Subject-specific achievement levels
- Advisory comment on Service and ASA/Sports
- Given twice per year (plus Q1 ATL/Advisory report)



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Reporting at NIS...

- Five Parent-conferences (Aug, Oct, Jan, March, April)
- Q1 Progress Report (Approaches to Learning/ADV)
- S1 and S2 Comprehensive Reports
- Meetings with teachers + Heads of sections + GC
- E-mail notifications
- Informal conversations
- Summative assessments via Veracross*



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Approaches to Learning (ATL's)

- Transdisciplinary Skills
- Clusters: Thinking, Research, Communication, Social, Self-Management
- The skills students need to engage in the type of learning we* want to see!
- Now reported in Q1, S1, and S2 (Not Transcript...yet)
- Over 100 skills provided by the IB MYP!



Top 10 skills

In 2020

In 2015

1. Compan Problem Salving
2. Consult Phasing
3. Consult Phasing
4. Phasin Recognist
4. Phasin Recognist
6. Report Recognist
6. Report Recognist
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Social Skills

Collaboration

- · listen actively
- · use appropriate language in relevant settings (ie greetings, manners)
- · manage and resolve conflict and work collaboratively in teams
- · show open-mindedness and caring related to other cultures



			2000	10000000		Skills
9 English A						
9 Korean A						1
9 Chemistry						
9 Biology				į ir mainty		()
9 Mathematics Extension						
9 Art			-		<u> </u>	<u></u>
9 Music				ļt i		
9 Physical Education						
9 Humanities						<u> </u>
Exceeding Me	eeting Some	times R	arely	P N/A		

SKILLS

Research: formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings

Thinking: acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, seeing other points of view, metacognition

Communication: listening, speaking, reading, writing, viewing, presenting, non-verbal communication

Social: accepting responsibility, respecting others, co-operating, resolving conflict, group decision making, adopting a variety of group roles

Self-Management: Gross and fine motor skills, spatial awareness, organization, time management, safety, healthy life style, codes of behaviour, informed choices

Grading Criteria

Grading Criteria

R = Rarely Meeting: The student is rarely meeting subject specific criteria and transdisciplinary skills.

S = Sometimes Meeting: The student is progressing and sometimes meets subject specific criteria and transdisciplinary skills.

M = Meeting: The student is developing as expected and meets subject specific criteria and transdisciplinary skills.

E = Exceeding: The student has developed well and is exceeding subject specific criteria and transdisciplinary skills. This student is working above and beyond grade level expectations.

P = Pass: Pass on a modified programme.

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We believe your child is an individual. We believe each child develops at their own pace and that rates of progress differ. We encourage discussion of this report with the appropriate teacher.



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What are marks in the MYP @ NIS?

- Feedback!
- Criterion scores on assignments... (2 per Sem., per Criterion, per class)
- Become 4 achievement levels per class (1 per Criterion)
- Become an overall achievement level (mark) per class (1-7)-Transcript



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Criterion Scores on Assignments...

- Language A Example...
- 4 Criteria:
 - Analysis
 - $\bullet \ {\sf Organization}$
 - Producing Text (style, imagination, detail)
 - Using Language (grammar, spelling, punctuation)



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Language A, Criteria A: Analysis G.8 | Section | Institute | Inst

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Achievement levels per criterion Best fit... A A A B B B C C D D D Quiz Project Essay Outline Essay S.Story Essay Quiz S.Story Essay Name Barack Donald 3 2 2 3 3 4 3 Elizabeth 5 6 2 3 Hillary Inspiring International Mindedness Personal Excellence, Creative Thinking

Name A Qu Barack 4	1000	A		В	C	C	D	D	D
	uiz Proje	ect Essay	B Outline	Essay	S.Story	Essay	Quiz	S.Story	Essay
Barack 4		6	4	4	4	7	5	6	6
Donald 3	3	3	2	2	3	3	4	4	3
Elizabeth 5	5	6	6	6	2	3	2	5	5
Hillary 7	7	8	7	7	3	5	6	7	8

				<u>D</u>	ona	<u>ald</u>				
Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8
		A	: 3,	, B:2	2, 0	2:3,	D:			
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Name	Α	A	Α	В	В	С	С	D	D	D
Barack	Quiz 4	Project 5	Essay 6	Outline 4	Essay 4	S.Story 4	Essay 7	Quiz 5	S.Story 6	Essay 6
Donald	3	3	3	2	2	3	3	4	4	3
lizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8
	23	7	8		7	3	5	6		

				<u>H</u>	illa	iry				
Name	A Quiz	A Project	A Essay	B Outline	B Essay	C S.Story	C Essay	D Quiz	D S.Story	D Essay
Barack	4	5	6	4	4	4	7	5	6	6
Donald	3	3	3	2	2	3	3	4	4	3
Elizabeth	5	5	6	6	6	2	3	2	5	5
Hillary	7	7	8	7	7	3	5	6	7	8
Nanja An iso	ng Inters	urtional Scho	d	B:7	7, 0	2:4,		hopiring	international islance, Crest	

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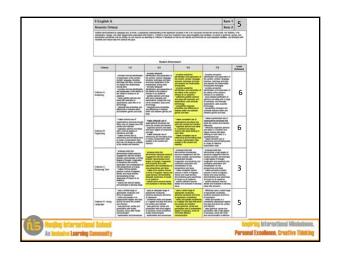
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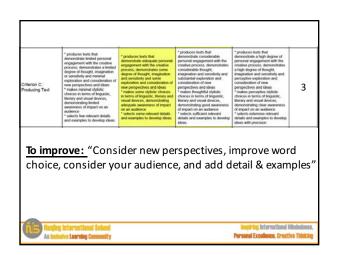
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B: 6	Offerior B. Organiza	" makes strong one of organizations through these role and alternative flows to receive and deposition of organization agriculture and alternative and alterna	"Implies alrequels cape of organizations officialisms that series the content and intention " organizat opinions and inten- sals active diagnase of coloration and rings."	"makes competed use of organizational structure that server the control and intention "reportion, operation and obtain in a colorant and inguise manner with color building on good other."	"makes implicated and of organizations discloses that organizations discloses that parts the control and organizations opinions and other in a college and the interventions opinions and discount in a college and indicates and the interventions of the intervention and interventions are also and interventions and interventions and interventions are also and interventions and interventions and interventions are also and also are also also are also also are also also also are also also also are also also also also also also also also	6
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Total=20	Criterion D: Using Language	" case, a limited target of paperquistes excellency and tarries of expression " writes and speaks in or responsible to agreed and older to a second second and and expension agreed and of expension and control of the control of the control and paper and the control and paper and the control particulation with broken and paper and the control particulation and produce particulation and produced and paper and the control particulation and produced and paper and paper page the control of the control page to the control of the control page to the control of the control page to the control of the control of the control page to the control of the control of the control page to the control of the control of the control page to the control of the control of the control page to the control of the control of the control of the control of the control of the control of the control of th	" uses an adequate carge of appropriate resolutions produced to the second of appropriates and feet and appropriate and feet and appropriate and feet and appropriate appropriate and appropri	* one a sample of appropriate electrons of appropriate electrons of these electrons of the electrons of appropriate companies of appropriate companies of approximate companies of approximate companies of a companies	" of free hardy users a control surger of appropriate conditioning confidence (and free to the conditioning and of surpressions). "And and appropriate of surface and appropriate companies and surface free to the condition and and controlled." "And a space and a surface and a high surpression of an appropriate, agreement of security and of security and surface and and controlled and a high surpression of an appropriate and security and of security agreement as in shade and constructions to a finite-	5

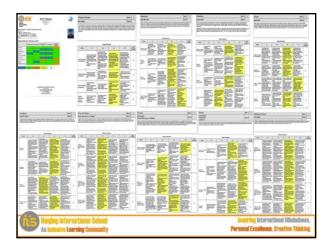
Subject-Specfic Achievement Levels: MYP/DP Final Grades Scale 7 Excellent 6 Very Good 5 Good 4 Satisfactory 3 Mediocre 2 Poor 1 Weak

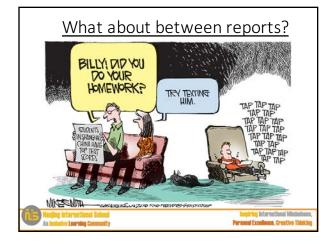
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English A			Numbers used of any timbed quality. Consept heavy applicant interests time to take understanding of heat consept and understanding the past of the consept and understanding and past or produce floriding they obtained, usely uniquicated past of the.	
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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.









What our parents have said...

- We need more timely information about our child's performance to:
 - Better support our children by understanding specific strengths and weaknesses
 - Have better conversations about learning
 - Understand how assessment works
 - Ask better questions at conferences and in meetings



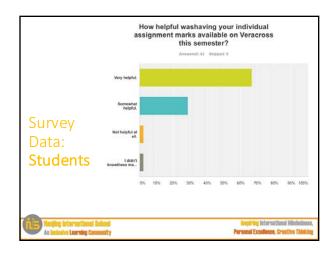
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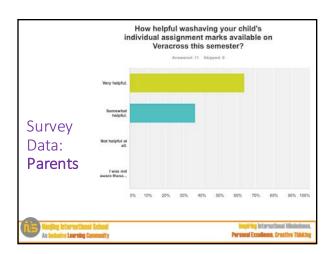
What research says...

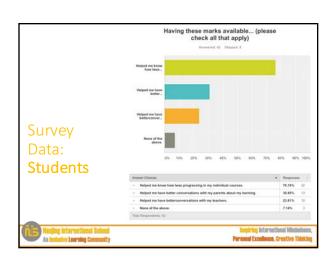
- 86% of students report "OLGB gave me a clearer understanding about my status in my courses." (Schrand, 2010)
- Increase in rates of communication, quality of communication (specific questions), rates of assignments in on-time, and levels of student responsibility. (Mathern, 2009)
- Students that checked grades online had "higher academic self-efficacy." (Lowell, 2010)
- OLGB can shift the focus of students and parents from formative feedback and learning to simplymarks. (Dylan William)-Not the goal!

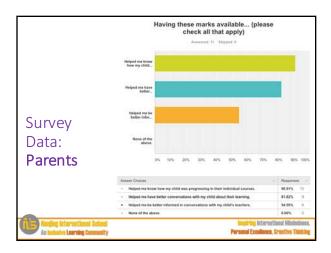


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What parents need to know...

- Focus on the Criteria, not the number
- Feedback comes first
- Not all assignments are criterion-marked
- Every class is different
- This is new for us...
- Ask questions!



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On the Horizon:

- Friday, Feb 17: Awards Assembly: 8:00am in the PAC
- Saturday, Feb 18: TEDx @ NIS: From 5pm in the PAC
- Friday, Feb 24: Student Council Talent Show
- Tuesday, March 7th: PP Exhibition Evening
- Friday, March 10th: ACAMIS @ NIS
- Wednesday, March 29th: SLC's
- Week 29: Parent Coffee focused on next year's Grade 6 and 7



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