



Term 2 report [2023-24]

2023-24 | Term 2



Ari Nolan

Grade 9

Student UID : IMDS7789

Date of birth : 09/06/2012

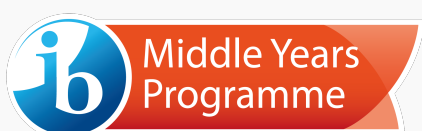
Homeroom advisor : Mr. James T

Gender : Male

Address : Calle San Martín, Sector 15, Córdoba - 5000, Provincia de Córdoba

Nationality : Argentina

Date of creation: 26/04/2024



Toddle International School

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Dear Parents,

Please find attached the MYP Term 2 report for the academic year 2023-24. The purpose of these reports is to give you a picture of the learning progress your child is making across the curriculum areas. This will help you, in collaboration with your child and their teachers, to follow a course of action towards an improved educational experience.

Student's progress in the MYP is measured along four assessment criteria (A, B, C, D) for each subject. Each criteria is assessed out of 8 points, adding up to a 32 point total for each subject. Points achieved are converted into a final grade between 1-7 based on the MYP grade boundaries.

There is a Parent-Teacher-Student conference planned on May 18-19th, 2024. You can use this conference as an opportunity to further discuss your child's progress. Please make an appointment with the relevant teachers.

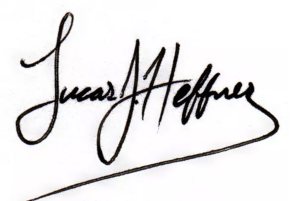
If you have any questions and/or concerns about this report, you may like to contact your child's home room teacher or the respective subject teachers for more guidance.

Thank you for all your support.

Kind regards,
John H Smith



John H Smith
Head of School



Lucas J Heffner
MYP Co-ordinator

Progress summary

Progress summary for subjects

	Achievement level by criteria				IB grade	Effort
	A	B	C	D		
English John P, Emma B	6	7	6	7	6	G
Spanish Liam R, Olivia M	8	8	8	7	7	VG
Math James T	4	5	5	5	5	Avg
Science Sophia L	6	4	5	5	5	Avg
Political science William D, Ava H	8	8	7	7	7	VG
Music Ethan S, Amelia C	6	6	6	6	6	G
Design Jackson W	6	6	7	7	6	G
Total					49	
Average					6	

Homeroom teacher comment

Ari Nolan is making wonderful progress in all of his subjects this year. He has shown a strong aptitude for learning and a willingness to put in the effort to succeed. In particular, I have been impressed by his strong work ethic and positive attitude in the classroom. Keep up the great work!

Attendance

1st Jan - 31st May 2024

Overall presence				63.39%
Present 57.14%	Absent 25%	Late 10.71%	Sick 7.14%	



English (Language and literature)

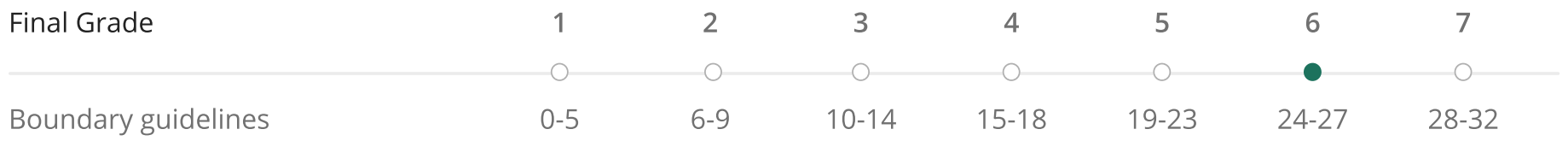
John P, Emma B

This semester, Grade 9 students engaged in discussions and activities that helped them understand different themes, characters, and writing styles. Students also practiced creative and formal writing, focusing on structure, clarity, and the use of language for different purposes. Through various assignments, they learned to express their ideas effectively, both in writing and orally.

MYP assessment criteria

	Achievement level	Effort
Criterion A: Analysing Ari Nolan: i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts	6	G
Criterion B: Organising Ari Nolan: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style	7	VG
Criterion C: Producing text Ari Nolan: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas	6	G
Criterion D: Using language Ari Nolan: i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques	7	VG
Total	26/32	

IB grade 6	Local Grade B+	Effort G
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Teacher comment for subject

Ari has made significant progress. He effectively analyzes and understands complex texts, and his well-developed organizational skills enable him to present ideas clearly. Ari articulates thoughts clearly using language, though he could further enhance his creativity by exploring diverse writing styles and attending workshops. His positive learning attitude indicates potential for continued improvement in writing skills.



Spanish (Language acquisition)

Liam R, Olivia M

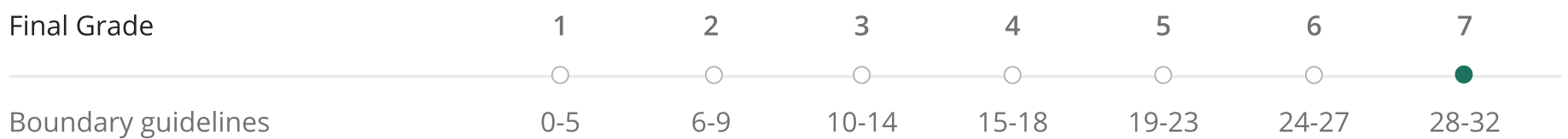
This semester, students developed their Spanish language skills through vocabulary building, conversational practice, and grammar exercises. They explored cultural aspects of Spanish-speaking countries, enhancing their ability to read, write, and speak in Spanish on familiar topics.

MYP assessment criteria

	Achievement level	Effort
<p>Criterion A: Listening</p> <p>Ari Nolan:</p> <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections between simple authentic texts 	8	VG
<p>Criterion B: Reading</p> <p>Ari Nolan:</p> <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections between simple authentic texts 	8	VG
<p>Criterion C: Speaking</p> <p>Ari Nolan:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all the required information clearly and effectively 	8	VG
<p>Criterion D: Writing</p> <p>Ari Nolan:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context 	7	VG

	Achievement level	Effort
Total	31/32	

IB grade 7	Local Grade A	Effort VG
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Teacher comment for subject

Ari has demonstrated exceptional skills in listening, reading, and speaking. Their participation shows evident dedication and deep understanding, with excellent results.

While their writing skills are strong, further improvement can be achieved by engaging in diverse writing exercises to broaden vocabulary and enhance grammatical precision. This will improve Ari's written communication and overall language proficiency.

With their positive attitude and commitment to improvement, Ari is well-prepared for future advancements.



Math (Mathematics)

James T

This semester, students strengthened their understanding of algebra, geometry, and data handling. They applied mathematical reasoning to solve real-world problems and developed critical thinking skills by exploring patterns, making conjectures, and justifying their solutions.

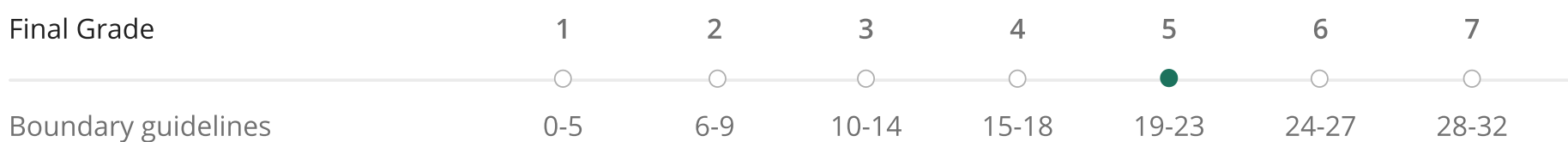
MYP assessment criteria

	Achievement level	Effort
Criterion A: Knowing and understanding Ari Nolan: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts	4	B
Criterion B: Investigating patterns Ari Nolan: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify these relationships and/or general rules	5	Avg

MYP assessment criteria

	Achievement level	Effort
Criterion C: Communicating Ari Nolan: i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure	5	Avg
Criterion D: Applying mathematics in real-life contexts Ari Nolan: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. discuss whether the solution makes sense in the context of the authentic real-life situation	5	Avg
Total	19/32	

IB grade	Local Grade	Effort
5	B	Avg



Teacher comment for subject

In Mathematics, Ari has demonstrated a strong grasp of various concepts, excelling in pattern investigation and real-life application. He communicates his ideas well, reflecting his dedication.

However, he could improve his fundamental understanding and concept mastery. Focusing on reinforcing his knowledge base through extra practice or study sessions will likely enhance his performance and confidence in complex problems. With continued effort, Ari's success is expected to grow.



Science (Sciences)

Sophia L

This semester, students investigated key concepts in biology, chemistry, and physics. They conducted experiments, analyzed data, and explored real-world applications of scientific principles. The focus was on developing inquiry skills and understanding the scientific method.

MYP assessment criteria

	Achievement level	Effort
Criterion A: Knowing and understanding Ari Nolan: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments	6	G
Criterion B: Inquiring and designing Ari Nolan: i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment	4	Avg
Criterion C: Processing and evaluating Ari Nolan: i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and describe results using scientific reasoning iii. outline the validity of a hypothesis based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation	5	Avg
Criterion D: Reflecting on the impact of science Ari Nolan: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly	5	Avg
Total	20/32	

IB grade	Local Grade	Effort
5	B	Avg



Teacher comment for subject

Ari has demonstrated a strong grasp of essential concepts, excelling in knowledge and data evaluation. While adept at understanding and analyzing scientific ideas, Ari needs to enhance his skills in designing inquiries and recognizing science's broader impacts. Encouraging him to participate more in experimental design and seek regular feedback will improve his inquiry abilities and comprehension of scientific implications. Ari's commitment to progress is notable, and with continued practice, he can achieve greater success in his scientific studies.



Political science (Individuals and societies)

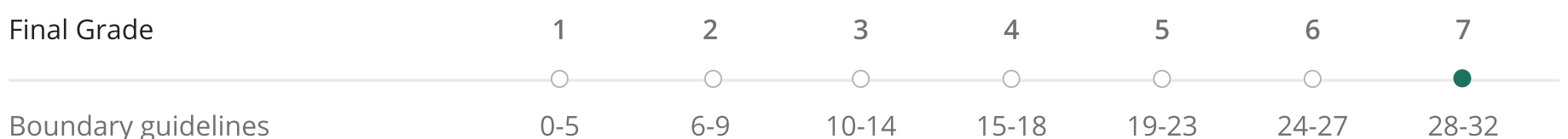
William D, Ava H

Students explored key political concepts, including governance, power, and citizenship. They examined different political systems, the role of institutions, and the impact of political decisions on society. Through case studies and discussions, students developed a deeper understanding of global and local political issues.

MYP assessment criteria

	Achievement level	Effort
Criterion A: Knowing and understanding Ari Nolan: i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples	8	VG
Criterion B: Investigating Ari Nolan: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results	8	VG
Criterion C: Communicating Ari Nolan: i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources	7	VG
Criterion D: Thinking critically Ari Nolan: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications	7	VG
Total	30/32	

IB grade 7	Local Grade A	Effort VG
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Teacher comment for subject

Ari has excelled in Political Science, particularly in knowledge and investigation, earning top marks. His strong grasp and analysis of political concepts have notably enhanced his performance.

He displays effective communication skills, articulating his ideas clearly and showcases impressive critical thinking, deeply engaging with the content and considering multiple viewpoints.

To advance his learning, Ari could benefit from using varied information sources and engaging in debates or discussions to further develop his analytical and communication skills, positioning him for continued success in his academic pursuits in Political Science.



Music (Arts)

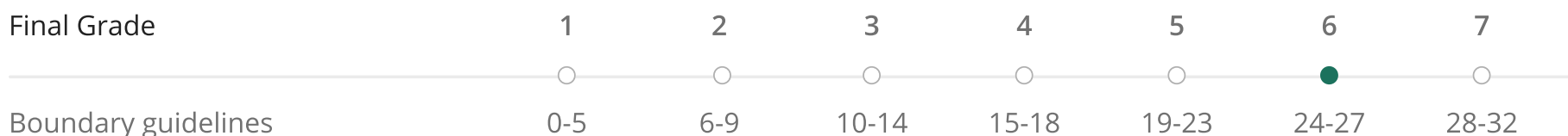
Ethan S, Amelia C

Students explored musical theory, composition, and performance. They studied various musical genres and learned to express themselves creatively through playing instruments, singing, and composing original pieces.

MYP assessment criteria

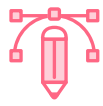
	Achievement level	Effort
Criterion A: Investigating Ari Nolan: i. provides mostly relevant information that is related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context	6	G
Criterion B: Developing Ari Nolan: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices	6	G
Criterion C: Creating or performing Ari Nolan: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work	6	G
Criterion D: Evaluating Ari Nolan: i. describes their own artwork or performance ii. outlines their development as an artist	6	G
Total	24/32	

IB grade 6	Local Grade B+	Effort G
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Teacher comment for subject

In the current Dance unit, Ari has made commendable progress, particularly in choreography, where he excels in creativity and technique. However, he should focus on critically evaluating his performances to deepen his understanding and enhance his skills. Continued self-reflection and constructive feedback are essential for his ongoing improvement and success in dance.



Design (Others)

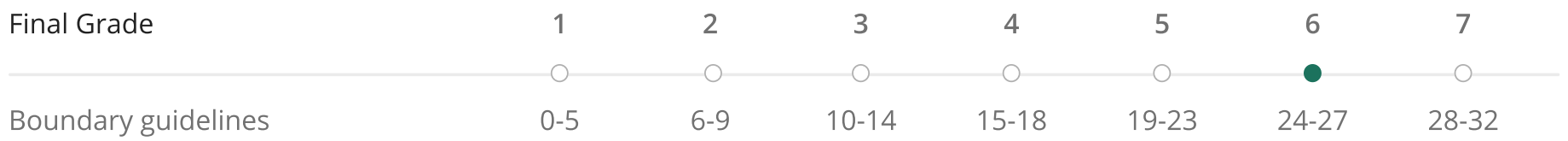
Jackson W

Students engaged in hands-on projects to develop creative problem-solving skills. They learned to design, test, and refine prototypes while exploring the relationship between form, function, and user needs in the design process.

MYP assessment criteria

	Achievement level	Effort
Criterion A: Inquiring and analysing	6	G
Ari Nolan: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research		
Criterion B: Developing ideas	6	G
Ari Nolan: i. develops a few success criteria for the solution ii. presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. presents the chosen design stating the key features iv. creates a planning drawing/diagram and lists the main details for the creation of the chosen solution		
Criterion C: Creating the solution	7	VG
Ari Nolan: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. lists the changes made to the chosen design and plan when making the solution		
Criterion D: Evaluating	7	VG
Ari Nolan: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience		
Total	26/32	

IB grade 6	Local Grade B+	Effort G
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Teacher comment for subject

Ari has demonstrated proficiency, particularly in creating and evaluating solutions. His idea development and analytical skills are improving, as shown by his rising achievements.

Ari excels in applying his knowledge to devise solutions and assess his work, though he could enhance his analysis skills. Deeper analysis will help him consider multiple perspectives and offer thorough insights.

To advance Ari's learning, engaging with various resources and seeking active feedback will further develop his analytical skills and overall growth in design projects.

MYP projects

PP Personal project

Completed

This term, students completed their Personal Projects, focusing on topics of personal interest. The emphasis was on fostering independence, creativity, and research skills, as they applied real-world contexts to their work. Each project showcases their growth and learning within the MYP framework.

Designing a comic book about my town's history

Supervisor name(s): Jack Bass

Hours spent: 14 h

MYP personal project criteria

	Achievement level
Criteria A: Planning Ari demonstrated strong planning skills throughout the project. He effectively outlined his objectives and organized the necessary resources to create a comprehensive and engaging comic book. His detailed approach to research and time management ensured steady progress and the successful completion of the project.	6
Criteria B: Applying skills Ari applied a range of creative and technical skills in executing his comic book. His ability to balance design, storytelling, and historical research was commendable. He demonstrated proficiency in digital tools and artistic techniques, resulting in a visually appealing and informative final product.	6
Criteria C: Reflecting Ari reflected thoughtfully on his learning process and the challenges he encountered. He provided insightful reflections on the skills he developed and how they contributed to his personal growth. His ability to critically evaluate his work and the impact of his project was clearly evident.	7
Total	19/24

Overall progress On track	Final grade 5
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Supervisor's comment

Ari has demonstrated excellent commitment and creativity throughout the personal project. His ability to balance research with creative expression in designing a comic book about his town's history is commendable. Ari consistently met deadlines and showed strong problem-solving skills when faced with challenges. His project reflects a deep understanding of the subject matter and a passion for storytelling. Well done, Ari!

This term, students participated in the Community Project, where they identified local or global issues and took action to make a positive impact. Through collaboration, research, and problem-solving, students developed empathy, social awareness, and leadership skills. Each project reflects their commitment to serving their communities and applying MYP values in a meaningful way.

Reducing plastic waste in the neighborhood

Supervisor name(s): Emily Rose

Collaborators: John Humphrey, Dave Niley

Hours spent: 20 h

MYP community project criteria

	Achievement level
<p>Criterion A: Investigating</p> <p>Ari conducted thorough research on plastic waste reduction strategies and identified key areas within the community that would benefit from clean-up efforts. His investigation into the environmental impact of plastic pollution provided a strong foundation for his project.</p>	6
<p>Criterion B: Planning</p> <p>Ari demonstrated strong planning skills by organizing clean-up drives and coordinating with local businesses. His well-structured plan ensured that resources were allocated effectively, and each phase of the project was completed on time.</p>	6
<p>Criteria C: Taking action</p> <p>Ari took effective and impactful action through his leadership in organizing community clean-up efforts. His ability to motivate others and lead by example contributed to the project's success and made a tangible difference in reducing plastic waste in the neighborhood.</p>	7
<p>Criteria D: Reflecting</p> <p>Ari reflected deeply on the outcomes of his project and the challenges he faced. His thoughtful reflections demonstrated an understanding of both the environmental and social impact of his work. He also identified ways in which he could further improve the project in the future.</p>	7
Total	26/32

Overall progress
On track

Supervisor's comment

Ari showed great initiative and leadership in his community project focused on reducing plastic waste. His ability to organize clean-up drives and collaborate with local businesses demonstrated strong communication and organizational skills. Ari's dedication to raising awareness about environmental issues through educational materials was impressive, and his project had a meaningful impact on the community. Excellent work, Ari!

Service as action

This term, students engaged in Service as Action projects, applying their learning to benefit their communities. Through hands-on activities, they developed empathy, social responsibility, and collaboration skills. Each project reflects their commitment to making a positive impact, whether through environmental initiatives, social justice work, or supporting local organizations.

Service learning outcomes

	No. of times the learning outcome was addressed
Become more aware of your own strengths and areas for growth	1
Undertake challenges that develop new skills	1
Discuss, evaluate and plan student-initiated activities	0
Persevere in action	0
Work collaboratively with others	1
Develop international-mindedness through global engagement, multilingualism and intercultural understanding	0
Consider the ethical implications of your actions	1

Activities



Visit to senior care homes

23 Jun - 4 Oct 2023

Direct service

Completed



Promote healthy lifestyles

13 Jan - 1 Mar 2024

Advocacy

Completed

Supervisor's comment

Ari has shown great initiative and empathy through his Service as Action activities. His visits to senior care homes have made a positive impact by providing companionship and engaging the elderly in meaningful activities. Additionally, Ari's health and wellness campaign at school demonstrated his leadership and commitment to promoting healthy lifestyles among his peers. His efforts in both activities reflect a strong sense of social responsibility and dedication to making a difference in his community.

Assessment criteria

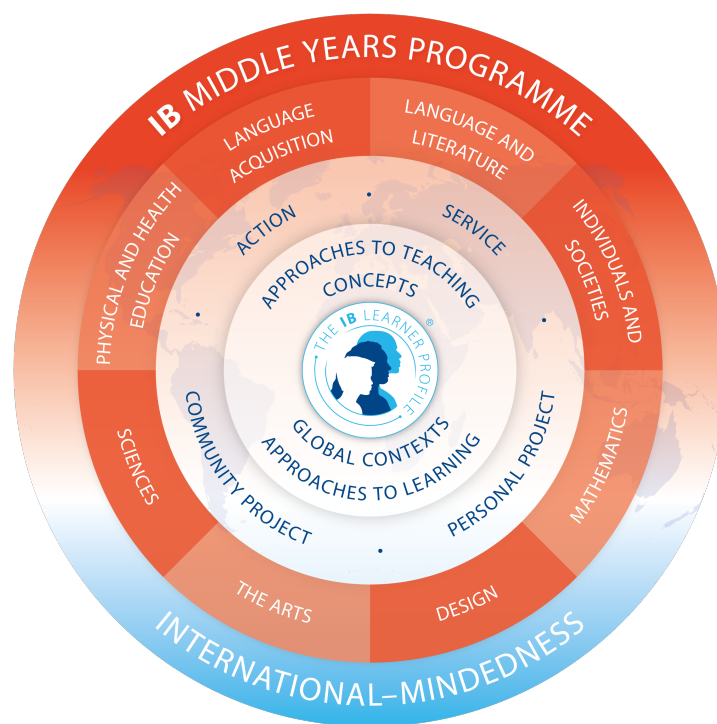
MYP assessment criteria

IB 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.
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.

Effort

Values	Abbreviation
Very good	VG
Good	G
Average	Avg
Bad	B
Very bad	VB

IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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.

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.

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.

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.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our inter-dependence with other people and with the world in which we live.

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.

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.

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.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.

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.