

VISTA MAGNET



MIDDLE SCHOOL

6th Grade

International Baccalaureate Report Card Key

IB Report Card Grades

Students receive a report card at the end of each semester which includes an Overall Grade based on the scale shown below. In each subject, students earn an Overall Grade using a 1-7 scale, which is based on their Achievement Level Scores in the four criteria for each subject. Achievement levels scores and associated descriptors for each subject are explained on the following pages.

IB Report Card: Overall Grade

Grade	General 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 real-world 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.

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IB Grade Reporting Background

Vista Magnet Middle School uses the International Baccalaureate (IB) grade reporting system. All teachers use IB assessment practices in each class, and report IB grades to all students in order to provide more specific feedback on student progress. The goal is to help students and parents more accurately understand their learning progress, where they currently are on a continuum of skills and performance, and specific next steps for improvement.

The IB grade system is based on a growth mindset, where grades represent a continuum of student progress over time. All learners naturally start at lower levels of performance and grow to more advanced levels over time through practice, experience, and persistence.

On the report card, students receive grades in the categories outlined below. All categories are equally important to fully understanding a student's progress as a learner.

Overall Grades

In each subject, students earn an Overall Grade using a 1-7 scale, which is based on their Achievement Level Scores in the four criteria for each subject.

Achievement Level Scores

IB grades provide Achievement Level scores on a 0-8 number scale. These Achievement Level scores are summative measurements of student learning that students demonstrate through class assignments including but not limited to writing tasks, projects, tests, lab reports, and performances.

Students receive Achievement Level scores in four criteria areas for each subject, and each criterion is well defined on the following pages. Achievement Level scores align to narrative feedback based on the student's current ability level and learning progress. Please note, some criterion may not have been fully assessed by the Progress Report. Any criterion not yet assessed will be marked as IP meaning In Progress.

Work Habits

Work Habits grades are reported using the same letter scale we have used in previous years:

O = Outstanding, S = Satisfactory, N = Needs Improvement, and U = Unsatisfactory.

Work Habits grades are formative measurements of student learning on regular, daily assignments like classwork and homework. Work Habits grades demonstrate student effort, work ethic, patterns of learning, and participation.

Citizenship

Citizenship grades are reported using the same letter scale we have used in previous years:

O = Outstanding, S = Satisfactory, N = Needs Improvement, and U = Unsatisfactory.

Citizenship grades reflect student attitude and behavior such as being on-time and prepared, showing respect, and engaging in teamwork. All teachers use the IB Learner Profile Traits as a lens to assess student citizenship.

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Sciences

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: 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.
<u>Criterion B: Inquiring and Designing</u>
Students will: i. outline an appropriate problem or research question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how data will be collected iv. design scientific investigations.
<u>Criterion C: Processing and Evaluating</u>
Students will: i. present collected and transformed data ii. interpret data and outline results using scientific reasoning iii. discuss the validity of a prediction based on the outcome of the scientific investigation iv. discuss the validity of the method v. describe improvements or extensions to the method.
<u>Criterion D: Reflections on the Impact of Science</u>
Students will: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Science Glossary

Apply: Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.

Describe: Give a detailed account or picture of a situation, event, pattern or process.

Design: Produce a plan, simulation or model.

Discuss: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Document: Credit sources of information used by referencing (or citing) following a recognized referencing system.

Interpret: Use knowledge and understanding to recognize trends and draw conclusions from given information.

Outline: Give a brief account or summary.

Present: Offer for display, observation, examination or consideration.

Summarize: Abstract a general theme or major point(s).

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International Baccalaureate Report Card Key

Mathematics

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.
<u>Criterion B: Investigating Patterns</u>
Students will: i. apply mathematical problem-solving techniques to recognize patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify whether the pattern works for other examples.
<u>Criterion C: Communicating</u>
Students will: i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements ii. use different forms of mathematical representation to present information iii. communicate coherent mathematical lines of reasoning iv. organize information using a logical structure.
<u>Criterion D: Applying Mathematics in Real-Life Contexts</u>
Students will: i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. describe whether a solution makes sense in the context of the authentic real-life situation.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Science Glossary

Apply: Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.

Describe: Give a detailed account or picture of a situation, event, pattern or process.

Explain: Give a detailed account including reasons or causes. (See also "Justify".)

Identify Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Organize: Put ideas and information into a proper or systematic order.

Select: Choose from a list or group.

Solve: Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

Use: Apply knowledge or rules to put theory into practice. (See also "Apply".)

Verify: Provide evidence that validates the result.

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International Baccalaureate Report Card Key

Language & Literature

IB Criteria

<u>Criterion A: Analyzing</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.
<u>Criterion B: Organizing</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
<u>Criterion C: Producing Text</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas
<u>Criterion D: Using Language</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Language & Literature Glossary

Comment: Give a judgment based on a given statement or result of a calculation.

Create: Evolve from one's own thought or imagination, as a work or an invention.

Explore: Undertake a systematic process of discovery.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Justify: Give valid reasons or evidence to support an answer or conclusion.

Organize: Put ideas and information into a proper or systematic order; give structure to a text.

Select: Choose from a list or group.

Use: Apply knowledge or rules to put theory into practice.

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Individuals & Societies

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<u>Criterion B: Investigating</u>
Students will: i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.
<u>Criterion C: Communicating</u>
Students will: i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.
<u>Criterion D: Thinking Critically</u>
Students will: i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyze a range of sources/data in terms of origin and purpose iv. identify different views and their implications.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Individuals & Societies Glossary

Analyze: Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)

Demonstrate: Make clear by reasoning or evidence, illustrating with examples or practical application.

Explain: Give a detailed account including reasons or causes.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Use: Apply knowledge or rules to put theory into practice.

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Physical Education and Health

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: i. outline physical and health education-related factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology to communicate understanding.
<u>Criterion B: Planning for Performance</u>
Students will: i. construct and outline a plan for improving health or physical activity ii. describe the effectiveness of a plan based on the outcome.
<u>Criterion C: Applying and Performing</u>
Students will: i. recall and apply a range of skills and techniques ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively.
<u>Criterion D: Reflecting and Improving Performance</u>
Students will: i. identify and demonstrate strategies to enhance interpersonal skills ii. identify goals and apply strategies to enhance performance iii. describe and summarize performance.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Physical Education and Health Glossary

Apply: Use an idea, equations, principle, theory or law in relation to a given problem or issue.

Construct: Display information in a diagrammatic or logical form.

Demonstrate: Make clear by reasoning or evidence, illustrating with examples or practical application.

Describe: Give a detailed account or picture of a situation, event, pattern or process.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Outline: Give a brief account or summary.

Recall: Remember or recognize from prior learning experiences.

Summarize: Abstract a general theme or major point(s).

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Arts

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created.
<u>Criterion B: Developing Skills</u>
Students will: i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.
<u>Criterion C: Thinking Creatively</u>
Students will: i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas.
<u>Criterion D: Responding</u>
Students will: i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Arts Glossary

Demonstrate: Make clear by reasoning or evidence, illustrating with examples or practical application.

Evaluate: Make an appraisal by weighing up the strengths and limitations.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Use: Apply knowledge or rules to put theory into practice.

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Language Acquisition - Phase 1

IB Criteria

<p style="text-align: center;"><u>Criterion A: Comprehending Spoken and Visual Text</u></p> <p>Students will:</p> <ol style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
<p style="text-align: center;"><u>Criterion B: Comprehending Written and Visual Text</u></p> <p>Students will:</p> <ol style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
<p style="text-align: center;"><u>Criterion C: Communicating in Response to Spoken and/or Written and/or Visual Text</u></p> <p>Students will:</p> <ol style="list-style-type: none"> i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicate with a sense of audience.
<p style="text-align: center;"><u>Criterion D: Using Language in Spoken and/or Written Form</u></p> <p>Students will:</p> <ol style="list-style-type: none"> i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context.

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student does not reach a standard described by any of the descriptors.

IB Language Acquisition Glossary

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Organize: Put ideas and information into a proper or systematic order; give structure to a text.

Use: Apply knowledge or rules to put theory into practice.

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Additional Elective Classes

IB Criteria

<p><u>AVID Elective Class</u></p> <p>Criterion A: Reading/Writing Criterion B: Inquiry Criterion C: Collaboration Criterion D: Organization</p>
<p><u>ELD Elective Class</u></p> <p>Criterion A: Analysing Criterion B: Organizing Criterion C: Producing Text Criterion D: Using Language</p>
<p><u>Math 180 Elective Class</u></p> <p>Criterion A: Knowing and Understanding Criterion B: Investigating Patterns Criterion C: Communicating Criterion D: Applying Mathematics in Real-World Contexts</p>
<p><u>Study Skills Elective Class</u></p> <p>Criterion A: Organization Criterion B: Communication Criterion C: Study Habits Criterion D: Critical Thinking</p>
<p><u>Encuentros</u></p> <p>Criterion A: Reading/Writing Criterion B: Inquiry Criterion C: Study Habits Criterion D: Organization</p>

IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
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