



7th Grade

International Baccalaureate Progress Report Key

IB Grade Reporting Background

Vista Magnet Middle School has fully transitioned to the International Baccalaureate (IB) grade reporting system in the 2017-2018 school year. 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.

Students receive grades in three categories outlined below, all are equally important to fully understanding a student's progress as a learner.

Achievement Levels

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 scores in four criteria areas for each subject on their Progress Report, 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. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyze information to make scientifically supported judgments.
<u>Criterion B: Inquiring and Designing</u>
Students will: i. describe a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis and explain it using scientific reasoning iii. describe how to manipulate the variables, and describe 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 describe results using scientific reasoning iii. discuss the validity of a hypothesis 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. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyze 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.

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 Sciences 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. (See also "Use".)

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.

Use: Apply knowledge or rules to put theory into practice

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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. 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 and justify relationships and/or general rules.
<u>Criterion C: Communicating</u>
Students will: i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete and coherent mathematical lines of reasoning v. 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. explain whether a solution makes sense in the context of the authentic real-life situation.

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 Mathematics 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. (See also "Use".)

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

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.

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

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.

Verify: Provide evidence that validates the result.

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Language & Literature

IB Criteria

<u>Criterion A: Analyzing</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator’s choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and 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 coherent and 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, imagination and sensitivity, while exploring and considering 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 develop 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.

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

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.

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

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>
<p>Students will:</p> <ul style="list-style-type: none"> i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
<u>Criterion B: Investigating</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance.
<u>Criterion C: Communicating</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information.
<u>Criterion D: Thinking Critically</u>
<p>Students will:</p> <ul style="list-style-type: none"> i. analyze concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations iv. recognize different perspectives and explain their implications.

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.

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

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

Explore Undertake a systematic process of discovery.

Formulate: Express precisely and systematically the relevant concept(s) or argument(s).

Investigate :Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

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

Synthesize Combine different ideas in order to create new understanding.

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

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.

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

Explain: Give a detailed account including reasons or causes.

Outline: Give a brief account or summary.

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Arts

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
Students will: i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork.
<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. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization.
<u>Criterion D: Responding</u>
Students will: i. outline connections and transfer learning to new settings ii. create an artistic response inspired by the world around them iii. evaluate the artwork of self and others.

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

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

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

Evaluate: Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)

Outline: Give a brief account or summary.

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

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Language Acquisition - Phase 1

IB Criteria

<u>Criterion A: Comprehending Spoken and Visual Text</u>
Students will: 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.
<u>Criterion B: Comprehending Written and Visual Text</u>
Students will: 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.
<u>Criterion C: Communicating in Response to Spoken and/or Written and/or Visual Text</u>
Students will: 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.
<u>Criterion D: Using Language in Spoken and/or Written Form</u>
Students will: 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.

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

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