



6th 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.

6th Grade

International Baccalaureate Progress Report Key

Sciences

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
<p>Students will:</p> <ul style="list-style-type: none"> 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>
<p>Students will:</p> <ul style="list-style-type: none"> 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>
<p>Students will:</p> <ul style="list-style-type: none"> 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>
<p>Students will:</p> <ul style="list-style-type: none"> 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).

6th Grade

International Baccalaureate Progress Report 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.

6th Grade

International Baccalaureate Progress Report Key

Language & Literature

IB Criteria

Criterion A: Analyzing

Students will:

- 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.

Criterion B: Organizing

Students will:

- 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 intent

Criterion C: Producing Text

Students will:

- 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

Criterion D: Using Language

Students will:

- 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.

6th Grade

International Baccalaureate Progress Report Key

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.

6th Grade

International Baccalaureate Progress Report Key

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).

6th Grade

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Arts

IB Criteria

<u>Criterion A: Knowing and Understanding</u>
<p>Students will:</p> <ul style="list-style-type: none"> 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>
<p>Students will:</p> <ul style="list-style-type: none"> 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>
<p>Students will:</p> <ul style="list-style-type: none"> i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas.
<u>Criterion D: Responding</u>
<p>Students will:</p> <ul style="list-style-type: none"> 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

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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.

6th Grade

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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> <ul style="list-style-type: none">i. identify basic facts, messages, main ideas and supporting detailsii. recognize basic conventionsiii. 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> <ul style="list-style-type: none">i. identify basic facts, messages, main ideas and supporting detailsii. recognize basic aspects of format and style, and author's purpose for writingiii. 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> <ul style="list-style-type: none">i. respond appropriately to simple short phrasesii. interact in simple and rehearsed exchanges, using verbal and non-verbal languageiii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topicsiv. 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> <ul 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 intonationii. organize information and ideas and use a range of basic cohesive devicesiii. use language to suit the context.

IB Achievement Levels

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7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
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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.

6th Grade

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Additional Elective Classes

IB Criteria

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

IB Achievement Levels

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