

**7th 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**

<b>Grade</b>	<b>General Grade Descriptor</b>
<b>7</b>	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.
<b>6</b>	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.
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.

## 7th Grade

# International Baccalaureate Report Card Key

### 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.

# 7th Grade

## International Baccalaureate Report Card Key

### Sciences

#### IB Criteria

<b><u>Criterion A: Knowing and Understanding</u></b>
Students will: i. <b>describe</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyze information to make scientifically supported judgments.
<b><u>Criterion B: Inquiring and Designing</u></b>
Students will: i. <b>describe</b> a problem or question to be tested by a scientific investigation ii. <b>outline</b> a testable hypothesis and explain it <b>using</b> scientific reasoning iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how data will be collected iv. <b>design</b> scientific investigations.
<b><u>Criterion C: Processing and Evaluating</u></b>
Students will: i. <b>present</b> collected and transformed data ii. <b>interpret</b> data and <b>describe</b> results using scientific reasoning iii. <b>discuss</b> the validity of a hypothesis based on the outcome of the scientific investigation iv. <b>discuss</b> the validity of the method v. <b>describe</b> improvements or extensions to the method.
<b><u>Criterion D: Reflections on the impact of Science</u></b>
Students will: i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>discuss and</b> analyze the various implications of using science and its application in solving a specific problem or issue iii. <b>apply</b> scientific language effectively iv. <b>document</b> 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 <b>does not</b> 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

# 7th Grade

## International Baccalaureate Report Card Key

### Mathematics

#### IB Criteria

<b><u>Criterion A: Knowing and Understanding</u></b>
Students will: i. <b>select</b> appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. <b>apply</b> the selected mathematics successfully when solving problems iii. <b>solve</b> problems correctly in a variety of contexts.
<b><u>Criterion B: Investigating Patterns</u></b>
Students will: i. <b>select</b> and <b>apply</b> mathematical problem-solving techniques to discover complex patterns ii. <b>describe</b> patterns as relationships and/or general rules consistent with findings iii. <b>verify</b> and <b>justify</b> relationships and/or general rules.
<b><u>Criterion C: Communicating</u></b>
Students will: i. <b>use</b> appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. <b>use</b> 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. <b>organize</b> information using a logical structure.
<b><u>Criterion D: Applying Mathematics in Real-Life Contexts</u></b>
Students will: i. <b>identify</b> relevant elements of authentic real-life situations ii. <b>select</b> appropriate mathematical strategies when solving authentic real-life situations iii. <b>apply</b> the selected mathematical strategies successfully to reach a solution iv. <b>explain</b> the degree of accuracy of a solution v. <b>explain</b> 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 <b>does not</b> 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.

# 7th Grade

## International Baccalaureate Report Card Key

### Language & Literature

#### IB Criteria

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

Achievement Level	Student Performance
7–8	Excellent
5–6	Substantial
3–4	Adequate
1–2	Limited
0	The student <b>does not</b> 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.

# 7th Grade

## International Baccalaureate Report Card Key

### Individuals & Societies

#### IB Criteria

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

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student <b>does not</b> 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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## International Baccalaureate Report Card Key

### Physical Education and Health

#### IB Criteria

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

#### IB Achievement Levels

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student <b>does not</b> 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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## International Baccalaureate Report Card Key

### Arts

#### IB Criteria

<b><u>Criterion A: Knowing and Understanding</u></b>
Students will: i. <b>demonstrate</b> knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. <b>demonstrate</b> knowledge of the role of the art form in original or displaced contexts iii. <b>use</b> acquired knowledge to inform their artwork.
<b><u>Criterion B: Developing Skills</u></b>
Students will: i. <b>demonstrate</b> the acquisition and development of the skills and techniques of the art form studied ii. <b>demonstrate</b> the application of skills and techniques to create, perform and/or present art.
<b><u>Criterion C: Thinking Creatively</u></b>
Students will: i. <b>outline</b> a clear and feasible artistic intention ii. <b>outline</b> alternatives, perspectives, and imaginative solutions iii. <b>demonstrate</b> the exploration of ideas through the developmental process to a point of realization.
<b><u>Criterion D: Responding</u></b>
Students will: i. <b>outline</b> connections and transfer learning to new settings ii. <b>create</b> an artistic response inspired by the world around them iii. <b>evaluate</b> 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 <b>does not</b> 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.

# 7th Grade

## International Baccalaureate Report Card Key

### Language Acquisition - Phase 1

#### IB Criteria

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

Achievement Level	Student Performance
7-8	Excellent
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student <b>does not</b> 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.

# 7th Grade

## International Baccalaureate Report Card Key

### Additional Elective Classes

#### IB Criteria

<p><b><u>AVID Elective Class</u></b></p> <p>Criterion A: Reading/Writing            Criterion B: Inquiry            Criterion C: Collaboration            Criterion D: Organization</p>
<p><b><u>ELD Elective Class</u></b></p> <p>Criterion A: Analysing            Criterion B: Organizing            Criterion C: Producing Text            Criterion D: Using Language</p>
<p><b><u>Math 180 Elective Class</u></b></p> <p>Criterion A: Knowing and Understanding            Criterion B: Investigating Patterns            Criterion C: Communicating            Criterion D: Applying Mathematics in Real-World Contexts</p>
<p><b><u>Study Skills Elective Class</u></b></p> <p>Criterion A: Organization            Criterion B: Communication            Criterion C: Study Habits            Criterion D: Critical Thinking</p>
<p><b><u>Encuentros</u></b></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
5-6	Substantial
3-4	Adequate
1-2	Limited
0	The student <b>does not</b> reach a standard described by any of the descriptors.