



*Island Academy International*

**An IB World School**



**Assessment Policy**

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## Approach and Principles

At Island Academy we believe that assessment is a vital part of student progress and achievement. Assessment manifests itself in many formats, all of which play a different role in helping our students reach their full potential. We believe that assessment should be equitable, reliable and valid. We also believe that it should be informative and transparent, and ultimately improve student outcomes.

We therefore strive for assessment at Island Academy which:

- monitors the progress of student learning and achievement
- informs teachers' lesson planning
- gives students space and time to reflect on their progress
- encourages students to respond to learning and achievement
- produces coherent feedback for students, parents and external institutions
- shows tangible progress in knowledge and skills
- informs curriculum and assessment review, both long and short term.

### Curriculum

Assessment is informed through the curriculum. Course outlines are provided to students at the beginning of every term, and the different types of assessments that will take place are explicitly stated. [See Appendix 1 for an example course outline.](#)

### Types of Assessment

There are three main types of assessment that we use at Island Academy. These are formative, summative and reflective. The specifics of these are explained below.

#### **1. Formative Assessments - 'for learning'**

Formative assessments are those used to inform the teacher and the student of where their learning is at, to inform planning for next steps. These can be seen in a variety of ways.

- Verbal assessments - students give verbal answers when asked upon during class and the teacher assesses their understanding based on this. Using a marking rubric, these can be graded. Targeted questioning is also a form of verbal assessment.
- Quizzes - students take short quizzes in class. These can be multiple choice or short answers, and the questions can be posted on the interactive whiteboard, verbally by staff or in a written format. Mini whiteboards are also useful for this.
- Graded questions - for the older grades these can be past exam paper questions, and for the younger grades they can simply be one question to do during class which is graded.
- Peer and self-assessment should be used where appropriate to grade formative assessments. This enriches pupils' learning as they learn from not only their mistakes but others' as well.

#### **2. Summative Assessments - 'of learning'**

Summative assessments are used to assess what students have learnt. They should be less often, and for a higher amount of credit. For example, a midterm, end of term or end of topic test.

- Pupils should be given enough time to ensure they can demonstrate their learning (either a full single or full double lesson).

- Pupils should complete the assessment in silence, and answers should be written rather than spoken.
- Teachers should mark summative assessments, although peer review is useful when correcting and improving the work.
- Students should also be given time in class to reflect on their work and improve it, after it has been marked.

### **3. Reflective Assessment/Assessment for Learning A4L**

Students are involved in reflective assessment and are encouraged to reflect on their work. This can be done individually, as a group or as a class. They are given a safe space to do this in, to allow them to fully understand how to improve their learning and understanding. Students are also encouraged to think about how they have learned something and how they engaged with the topic. Students are sometimes asked to re-draft a piece of work for a second marking. See [Appendix 2 for an example of a re-drafted piece of work.](#)

# **National Assessments**

## **Grade 2 and 4 National Assessments**

In June every year, Grades 2 and 4 sit National Exams set by the Ministry of Education of Antigua and Barbuda. Each grade sits two exams, one in Language Arts and one in Mathematics. These exams are held in school, assessed by the Ministry of Education, and the results are released to schools over the following summer.

## **Grade 6 National Assessments for the Common Entrance Exam (CEE)**

In the final year of Primary school, Grade 6 students are encouraged to sit the Common Entrance Exam (CEE), held in June by the Ministry of Education Antigua Barbuda. The Ministry of Education publishes the results nationally in July of the same year.

The CEE is a national exam in four areas: Language Arts, Mathematics, Science and Social Studies. It is set every year by the Ministry of Education of Antigua and Barbuda. Students sit the exams on campus, with external invigilators from the Ministry and other schools.

## **Grade 10 and 11 Assessment for the Caribbean Examinations Council Exam (CXC)**

Grades 10 through 11 prepare students for both the regional Caribbean Examinations Council (CXC) examination, and entry to the IBDP program. In the final term of Grade 9, students select the CXC subjects they will take over the course of Grades 10 and 11. Students generally take between seven and nine CXCs.

Compulsory CXC subjects required to receive the Island Academy High School Diploma are English A (Language), English B (Literature), Mathematics, Spanish, Biology, PE and IT. (Five of these six subjects are also compulsory IBDP subjects at IA). Students are then permitted to select a further two subjects from the following six: Chemistry, Physics, Music, Art, POB or History (these can change from year to year depending on student demand).

## IB Assessments

IB students can either take the full Diploma, or they can opt to take between 3 and 5 courses, rather than the full diploma. If students opt for the courses option, they are still encouraged to complete ToK and the EE. CAS is compulsory for all students. The IB is graded on a scale from 1-7 (7 being the highest). Courses are graded individually on this scale.

### **IB Diploma**

To earn the Diploma, students at IA are required to take six academic courses for two years, as part of concurrent learning. Subjects are a combination of higher level (HL) and standard level (SL). Students must take a minimum of three subjects at HL to qualify for the IB Diploma. Subjects are chosen from six major areas, and are:

- ☐ Group 1: Language A: English (HL)
- ☐ Group 2: Language B: Spanish (SL, and *ab initio* for beginners)
- ☐ Group 3: Individuals and Societies: History (HL)
- ☐ Group 4: Sciences: Biology (HL and SL);
- ☐ Group 5: Mathematics: Analyses and Approaches (SL) or Mathematics: Applications and Interpretations (SL)
- ☐ Group 6: Global Politics (HL/SL); Chemistry (SL/HL)

IB subjects involve a combination of Internal Assessments and External Examinations, depending on the subject and level.

At IB level students are encouraged to use original IB marking rubrics or modified rubrics based on IB mark schemes. The aim is for students to really understand what their examiners look for when grading papers. [See Appendix 3 for an example of a teacher modified marking rubric.](#)

# Grading at Island Academy

## Primary (Kindergarten – Grade 6)

Grading is age specific in primary school. Teachers will mark pieces of work and students will reflect on these. Students are given time in class to reflect and then improve their work. Teachers also use assessment to inform their planning for the class, as well as for individual students. Once a term, students' reading is assessed using the Fountas and Pinnell structure, to ensure consistency across the school. Progress is monitored against international grade levels for each student, and intervention put in place where necessary.

## Secondary (Grade 7-13)

We believe it is critical to give students plenty of opportunities to demonstrate their abilities and achieve in each subject. It is also important that marking is done consistently and fairly across all grades and subjects.

### Pieces of work:

Every pupil should have **at least one (1) piece of work for each subject per week**.

There is leniency on the first and last week of term.

For a 12-week term, therefore, students should have **at least 10 grades per subject**.

These grades must be **put in weekly**, so that students can monitor their progress.

### Missing work:

If a student is missing a piece of work, teachers should enter an 'M' into the gradebook, which equates to a zero. If a student is missing 5 or more pieces of work over all subjects in a 3 week period, they are required to attend a Compulsory Study Session. [See Appendix 4 for the Compulsory Study Session Policy for more information.](#)

### Failing students:

A failing grade is any **grade below 60%**.

**No more than 10-15%** of a class should be failing. In a class of 24, this is 3-4 students.

If more than this are failing, the teacher should look closely at the assignments they are setting and amend if necessary.

### Participation Grades

A participation grade should be based on the attitude, effort and contribution of a pupil in class. This can be done on a per lesson, per week or per half term basis.

What we are looking for with a participation grade:

- Students attend class with a positive attitude
- Give 100% effort to their work
- Answer questions thoughtfully when called upon
- Work well with their peers
- Contribute willingly in discussions without asking
- Are respectful to others
- Take useful, well presented notes.

Students' grades should reflect how often they reach these standards.

**100%** - students are reaching these standards **90% of the time** (nobody is perfect!)

**90%** - students are reaching these standards **80% of the time**.

**80%** - students are reaching these standards **70% of the time**.

**70%** - students are reaching these standards **60% of the time**.

**60%** - students are reaching these standards **50% of the time**.

### **Practical Subjects (Art, Physical Education, Music):**

We acknowledge that grading regular written work can be more difficult in these subjects.

Classes (G7-9) should be given a **minimum** of:

- A weekly participation grade (see below).
- Two assessments (one at mid term and one at the end of term).

Classes (G10-11) should be given a minimum of:

- A weekly participation grade.
- Two assessments (one at mid term and one at the end of term).
- An additional four (4) written pieces of work per term to reflect the higher grade level.

### **All Other Subjects**

Each student should have some of their grade dedicated to effort, participation and attitude in class. This can be anywhere between 10-20% at the teacher's discretion.

All classes should be given a minimum of:

- Two (2) assessments (one at mid term and one at the end of term)
- Six (6) homework assignments.
- Two (2) participation grades (can be an overall for each half term or more regularly per lesson/week).
- Additional topic quizzes where necessary.

### **Grade Breakdowns (examples)**

<b>Practical Subjects G7-9 (P.E., Music, Art)</b>	50% participation grades 20% written assignments/homework 30% midterm/end of term assessments
<b>Practical Subjects G10+</b>	30% participation grades 20% group projects/presentations/quizzes 20% written assignments/homework 30% midterm/end of term assessments
<b>All other subjects G7-13</b>	10% participation grades 20% projects/presentations 20% quizzes/topic tests 20% homework/written assignments 30% midterm/end of term assessments

Students also receive effort grades on their report cards (see more details below), which are graded using the following rubric.

### **Effort Grades (Grade 7-13 Report Cards)**



<p><b>Excellent (i)</b></p>	<p><b><u>90-100% of the time the student is:</u></b></p> <ul style="list-style-type: none"> <li>● Always on task/ engaged, with little teacher influence; seeks out additional learning opportunities beyond the classroom</li> <li>● Always shows a positive and respectful attitude to learning expectations, classroom rules, the teacher, and class peers.</li> <li>● Always comes to class prepared; always hands in/ completes assignments on time; always meets all required deadlines.</li> <li>● Always comes to class unless genuinely sick; always comes on time.</li> </ul>
<p><b>Good (ii)</b></p>	<p><b><u>80-89% of the time the student is:</u></b></p> <ul style="list-style-type: none"> <li>● Almost always on task/ engaged with little teacher influence; often seeks out additional learning opportunities beyond the classroom.</li> <li>● Almost always shows a positive and respectful attitude to learning expectations, classroom rules, the teacher, and class peers.</li> <li>● Almost always comes to class prepared; almost always hands in/ completes assignments on time; almost always meets all required deadlines.</li> <li>● Almost always comes to class unless genuinely sick, and almost always comes on time; when late, always brings an appropriate slip.</li> </ul>
<p><b>Satisfactory (iii)</b></p>	<p><b><u>70-79% of the time the student is:</u></b></p> <ul style="list-style-type: none"> <li>● Is generally on task/ engaged, and only occasionally needs teacher influence.</li> <li>● Generally, shows a positive and respectful attitude to learning expectations, classroom rules, the teacher, and class peers.</li> <li>● Generally, comes to class prepared, generally hands in/completes assignments on time; usually meets all required deadlines.</li> </ul>
<p><b>Room for Improvement (iv)</b></p>	<p><b><u>60-69% of the time the student is:</u></b></p> <ul style="list-style-type: none"> <li>● Is only sometimes on task/ engaged, and always needs teacher influence.</li> <li>● Often does NOT show a positive and respectful attitude to learning expectations, classroom rules, the teacher, or class peers. Often does NOT come to class prepared, hand in complete homework on time, or meet all required deadlines.</li> <li>● Usually comes to class unless genuinely sick; generally, comes on time, and if late, always brings an appropriate slip.</li> </ul>

<b>Unacceptable (v)</b>	<p><b><u>50-59% of the time the student is:</u></b></p> <ul style="list-style-type: none"><li>● Rarely on task/ engaged; rarely seeks out additional learning opportunities beyond the classroom, with or without teacher influence.</li><li>● Rarely shows a positive and respectful attitude to learning expectations, and/or classroom rules, and/or the teacher, and/or class peers.</li><li>● Rarely comes to class prepared; rarely hands in complete assignments on time; rarely meets all required deadlines. Skips classes without permission or just cause, and/or rarely comes to class on time.</li></ul>
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# **Recording and Reporting**

IA uses a Student Management System called Rediker. This centralized management system keeps and updates student records, communicates assignments, stores grades, generates reports, creates schedules, and does a range of other administrative support actions. Critically, it allows parents, students and teachers to communicate and access information readily through online portals.

Teachers all use the same online gradebook which helps in consistency across the subjects. Secondary teachers have a minimum requirement of one grade per pupil per week in each subject (see guidelines above). Primary teachers can record grading as they wish to, as long as they use the standardized system for the end of each term on the report cards.

## **Student Tracker**

All staff use a centralized student tracker to share key information about students' learning. Students who are underachieving are targeted here to help all staff share best practice on how to improve their progress in class. This includes student strengths, areas for development and successful techniques. It also includes barriers to learning and general information about the students' interests. This shared information allows all staff to understand how our pupils learn best, and tailor the teaching and learning to benefit their progress.

## **Mid-Term Grades**

High School/Secondary Students in G7-13 receive mid-term grades that are officially recorded in Rediker.

## **Report Cards**

Students receive three report cards each academic year, one per each of three terms. Report card formats are different for different grades:

- Kinder – G6 – Primary Format (see Appendix 5)
- Grades 7 - 13 - Secondary Format (see Appendix 6)

The school's GPA scale is included on the secondary report card.

The school's primary grading system for the report card is included on the primary report cards

Each report includes grades per subject, teacher comments by subject, and effort grades in each subject. IB students also receive a "currently working towards level" grade within the same report.

In Kinder through Grade 6, families receive a 'Friday Report' eight times a year which details topics the students have been studying, and a general assessment of social and academic progress. These are self-evaluated by the students, with some help from the teachers for the younger grades.

## **Transcripts**

Every secondary/high school graduate from Island Academy, or any students that is taken off roll from G8 onwards receives an official transcript.

# Appendices

## 1. Course Outline Example

### Island Academy Curriculum Overview

<b>Subject</b> Mathematics Analyses and Approaches SL/Mathematics Applications and Interpretations SL	<b>Grade</b> 12; IB 1
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#### Term 1: Topics and Skills Overview

##### Number and Algebra

- Arithmetic and Geometry Sequences and Series
- Financial Applications of Sequences
- Exponents and Logarithms

##### Functions

- Equation of a straight line, all forms, parallel and perpendicular lines
- Functions, domain, range, inverse.
- Graphs, using technology.

#### Term 2: Topics and Skills Overview

##### Geometry and Trigonometry

- Distance between two points in 3D space and midpoint.
- Volume and surface area of 3D solids. Circle, length of arc, area of sector.
- Pythagoras, SOH CAH TOA, Sine and Cosine rules, Area of a triangle.
- Angle between lines, elevation and depression.

##### Statistics and Probability

- Notation, terminology, sampling techniques, presentation of data (histograms, CF graphs, boxplots)
- Measures of spread – IQR, range, percentiles, median. Measures of central tendency, quartiles.
- Linear correlation, Pearson’s correlation and Linear Regression.
- Probability – formulas, Venn diagrams, tree diagrams, table of outcomes.
- Combined events, independent events, conditional probability, mutually exclusive.

#### Term 3: Topics and Skills Overview

##### Statistics and Probability

- Discrete Random Variables, probability distributions, expected values.
- Binomial Expansion, Binomial Distribution.
- Normal Distribution, inverse normal.

##### Calculus

- Limits, gradient function, rate of change, derivative.
- Increasing and decreasing functions, graphical representation.
- Derivatives and Integrals, finding c, definite integrals.
- Tangents and normal at given points and finding their equations.
- Area of a region enclosed by curve and axis.

#### Assessment Criteria

Students grades will be made up of:

40% tests, 25% homework/individual assignments, 25% topic assessments/group projects, 10% contribution in class, presentation, effort.

#### Independent and Home Learning

Students will be given approximately 1-2 hours assigned homework each week.

Students should spend more time independently reviewing the work we have done in class each week to ensure they understand and consolidate learning. This will secure their knowledge and understanding throughout the course. Students are encouraged to come and meet with the class teacher if they have any questions or topics that they are unsure of.

$$\frac{39}{44} = 89\%$$

$$\log_a a = x$$

$$a^x = y$$

Thursday 21<sup>st</sup> November, 2019

[Redacted]

to cancel logs  
this needs to be in  
log form  
 $\hookrightarrow 1 = \log_3 3$

①  $P = P_1 \times (1.023)^m$

$P = 2.3\%$  per min

$2 = (1.023)^m$

$\log_{1.023} 2 = m$

$30.48 = m$

$\therefore \underline{\underline{30 \text{ minutes}}}$

$\hookrightarrow$  if doubles at 30.48, must be 31  
as not enough at 30.

② a)  $\log_3 x - \log_3 (x-5) = \log_3 A$  b.)  $\log_3 x - \log_3 (x-5) = 1$

$\log_3 \left( \frac{x}{x-5} \right) = \log_3 A$   $\left( \frac{x}{x-5} \right) = 1$

③  $\therefore \left( \frac{x}{x-5} \right) = A$

$x = 1(x-5)$   
 $x = x-5$

$\log_3 \left( \frac{x}{x-5} \right) = \log_3 3$   
 $\frac{x}{x-5} = 3$   
 $x = 3x - 15$   
 $-2x = -15$   
 $x = 7.5$

① ③  $\log_2 (5x^2 - x - 2) = 2 + 2 \log_2 x$   
 $\log_2 (5x^2 - x - 2) = 2 \log_2 2 + \log_2 x^2$   
 $5x^2 - x - 2 = 2 + x^2$

must be  
single log on  
each side before  
can cancel

$4x^2 - x - 2 = 2$   
 $4x^2 - x - 4 = 0$   
 $x(4x-1) = 0$   
 $x = \frac{-(-1) \pm \sqrt{1 - 4(4)(-4)}}{2(4)}$

$\log_2 (5x^2 - x - 2) = 2 \log_2 2 + \log_2 x^2$  go from here.

$\log_2 (5x^2 - x - 2) = \log_2 2^2 + \log_2 x^2$

$\log_2 (5x^2 - x - 2) = \log_2 4 + \log_2 x^2$

$5x^2 - x - 2 = 4x^2$

$5x^2 - x - 2 - 4x^2 = 0$

$x^2 - x - 2 = 0$   
 $(x+1)(x-2) = 0$   
 $\therefore \boxed{x+1=0} \ \& \ \boxed{x-2=0}$   
 $\boxed{x=-1} \ \& \ \boxed{x=2}$

4

(a)  $\log_x 49 = 2$       (b)  $\log_2 8 = x$       (c)  $\log_{25} x = -\frac{1}{2}$   
 $x^2 = 49$                        $2^x = 8$                        $25^{-1/2} = x$

5

$x = 7$  ✓

$x = 3$  ✓

$x = \frac{1}{5}$  or  $0.2$  ✓

6

(d)  $\log_2 x + \log_2 (x-7) = 3$  → needs to be  $3 \log_2 2$  before cancelling  
 $\log_2 (x)(x-7) = 3$   
 $x^2 - 7x = 3$

$x^2 - 7x - 3 = 0$

$x^2 - 4x - 3x - 3 = 0$

$x(x-4) - 3(x+1) = 0$

$(x-3) = 0$

5  $r = 1.3\% = 100\% + 1.3\% = 1.013$

6

(a)  $\text{pop} = 250,000 \times (1.013)^2$   
 $= 253,250$  at the end of 1973

(b)  $\text{pop} = 250,000 \times (1.013)^{30}$   
 $= 250,000 \times 1.47327$   
 $= 368,318$  at the end of 2002

(d)  $\log_2 x + \log_2 (x-7) = 3$   
 $\log_2 x \cdot x-7 = 3 \log_2 2$   
 $\log_2 x^2 - 7x = \log_2 2^3$   
 $x^2 - 7x = 8$   
 $x^2 - 7x - 8 = 0$   
 $(x-8)(x+1) = 0$

$x-8=0$                        $x+1=0$

$x=8$                                $x=-1$

3. Teacher Modified Marking Rubric  
**IB Global Politics PAPER 2 Grading Rubric**

Markband	Marks Level descriptor
0	<ul style="list-style-type: none"> <li>The response does not reach a standard described by the descriptors below.</li> </ul>
1–5	<ul style="list-style-type: none"> <li>There is little relevant knowledge.</li> <li>The response demonstrates a limited grasp of fundamental political concepts and approaches.</li> <li>The response is poorly structured, or where there is a recognizable essay structure there is minimal focus on the question.</li> <li>The response reveals little understanding of the demands of the question.</li> <li>The response is mostly descriptive.</li> </ul>
6–10	<ul style="list-style-type: none"> <li>Relevant knowledge is present, but is not fully or accurately detailed.</li> <li>The response demonstrates some grasp of fundamental political concepts and approaches.</li> <li>The response indicates some understanding of the demands of the question.</li> <li>There is an attempt to follow a structured approach.</li> <li>There is some justification of main points and some coherent argument.</li> <li>Counterclaims are implicitly identified but are not explored.</li> </ul>
11–15	<ul style="list-style-type: none"> <li>Relevant knowledge is present and applied.</li> <li>The response demonstrates a sound grasp of fundamental political concepts and approaches.</li> <li>The demands of the question are understood and addressed, though not all implications are considered.</li> <li>There is a clear attempt to structure the response.</li> <li>Many of the main points are justified and arguments are coherent.</li> <li>Some counterclaims are considered and some examples are included.</li> </ul>
16–20	<ul style="list-style-type: none"> <li>The response is well structured, and shows a good awareness of the demands of the question.</li> <li>The response demonstrates detailed knowledge and understanding.</li> <li>The response demonstrates a good grasp of fundamental political concepts and approaches.</li> <li>All or nearly all of the main points are justified and arguments are both coherent and compelling.</li> <li>Counterclaims are explored and relevant examples are included.</li> </ul>
21–25	<ul style="list-style-type: none"> <li>Very well-structured, balanced and effectively organized response.</li> <li>The response is clearly focused, showing a high degree of awareness of the demands of the question.</li> <li>Detailed and accurate knowledge is applied and used consistently and effectively.</li> <li>The response demonstrates an excellent grasp of fundamental political concepts and approaches.</li> <li>Appropriate terminology is used throughout.</li> <li>All of the main points are justified.</li> <li>Arguments are clear, logical, coherent and compelling.</li> <li>Counterclaims are explored and evaluated.</li> <li>Relevant examples are used effectively.</li> </ul>

**Grading Scale (from IB grade boundaries):**

Rubric Score (out of 25)	Number Grade (out of 100)	IB Projected Grade (out of 7)		Rubric Score (out of 25)	Number Grade (out of 100)	IB Projected Grade (out of 7)
24-25	100	7		9-11	64	4
19-23	92	7		6-8	40	3
15-18	86	6		3-5	28	2
12-14	76	5		1-2	16	1



#### 4. Compulsory Study Session Policy

##### **Island Academy Compulsory Study Session (CSS) Policy**

Students make the best progress when they are completing all set work. Many of our students struggle with organisation, and this policy is another tool to help students discipline themselves and take responsibility for their learning. This is an opportunity for consistency across all subjects and gives us the ability to identify students who are missing work across the board.

##### **Entering Missing Work**

1. When a student is missing a piece of homework, teachers should enter a 'M' in Plus Portals where their grade would normally go.
2. This 'M' **equates to a 0 grade**, so will be calculated as such in the overall average. (This is automatically set, you just need to put the letter in).
3. This will show up on the students' Plus Portals so they will know it has been counted as missing.

##### **Identifying Students**

1. Every 3 weeks, Admin will generate a report which gives a list of all students who are missing work across all subjects. This will be on a Tuesday. The first check will be **Tuesday 26th January**.
2. Any student who is missing five (5) or more pieces of work will be noted.
3. Parents will be called and informed by Admin that the student is required to stay after school on the Thursday of the same week until 4pm.

##### **Compulsory Study Session (CSS)**

1. Students must attend the Study Session in G5 with Admin. The first session will be **Thursday 28th January**. In this session, they are required to complete all the pieces of work they are missing. They must come prepared.
2. The students will not receive a grade for these pieces of work, but they must be completed for the students' progress and discipline.
3. Once a Study Session has been completed, the student will return to 'zero' pieces of missing work for the next three (3) week period.

Primary Report Card Example



Island Academy International School



Name	George Awad		
Term	TERM 3		
Grade	Two		
SA	Significantly Above (grade level)	Working At	
WA	Working Above	Working Below	
<b>Science</b>			
Scientific knowledge	TERM 1 WAT	TERM 2 WA	TERM 3 WA
Inquiry skills	WA	WA	WA
Ability to make conclusions	WA	WA	WA
<b>Social Studies</b>			
Knowledge of issues	TERM 1 WA	TERM 2 WA	TERM 3 WA
Use of different sources	WA	WA	WA
Ability to share information	WAT	WA	WA
<b>Music</b>			
Listening attentively and following directions	TERM 1 WA	TERM 2 WA	TERM 3 WAT
Mastery of musical material	SA	WA	WAT
Effort and attitude	WA	WA	WAT
<b>P.E.</b>			
Listening and following directions	TERM 1 WB	TERM 2 WAT	TERM 3 WAT
Effort	WAT	WA	WA
Sportsmanship	WA	WAT	WAT
<b>Spanish</b>			
Participates appropriately in class activities	TERM 1 WAT	TERM 2 WAT	TERM 3 WAT
Participates in singing songs	WAT	WAT	WAT
Answers basic conversational questions	WAT	WA	WAT
Masters grade level vocabulary	WA	WA	SA
<b>Art</b>			
Comprehension of art values	TERM 1 WAT	TERM 2 WAT	TERM 3 WAT
Level of technical ability	WAT	WAT	WAT
Independent thinking and creativity	WAT	WAT	WAT

Absences	3.0		
Lates	1.0		
<b>Conduct</b>			
Motivation and effort	TERM 1 I	TERM 2 I	TERM 3 I
Attention and listening	I	I	I
Ability to follow class rules	II	II	I
Ability to work in a group	I	I	I
Ability to work independently	I	I	I
Maturity and attitude	II	II	I
Presentation of work	IV	IV	III
Contribution in class	I	I	I
<b>Language Arts</b>			
<b>Reading Assessment</b>	TERM 1 U	TERM 2 V	TERM 3 W
Independent Reading Level	SA	SA	SA
Achievement compared to international grade level averages			
<b>Reading</b>			
Word Reading	SA	SA	SA
Comprehension	SA	WA	WA
<b>Writing</b>			
Creative ideas	WAT	WAT	WA
Vocabulary	WA	WA	WA
Punctuation	WA	WA	WA
Handwriting	WB	WB	WB
Grammar	WAT	WAT	WAT
Spelling	SA	WA	WA
Proof reading and editing	WA	WA	WA
<b>Maths</b>			
<b>Number</b>	TERM 1 SA	TERM 2 SA	TERM 3 SA
Place value and properties	SA	SA	SA
Computation (+, -, x, ÷)	SA	SA	SA
Number fact recall	SA	SA	SA
Fractions	NA	WA	WA
<b>Measurement</b>			
Mass, length and volume	NA	NA	WA
Time	NA	WA	WA
Money	NA	WA	WA
<b>Geometry</b>			
Geometry/shape	NA	SA	SA
Statistics/data	NA	NA	WA

**Comments and next steps**  
George has had a fantastic year. His handwriting continues to improve but he should continue to work on this over the summer. Well done George!

Head of School *P. Conway* Date 01-07-2019

Secondary Report Card Example



Island Academy International School  
P.O. Box W1884 St. John's, Antigua



REPORT CARD

Reporting Period: TERM 3		Date: 28-06-2019																										
Luca Deleau	Grade Nine	Final G.P.A.: 3.82	Tardies: 0.0																									
Subject	Teacher	Absences: 5.0			Tardies: 0.0																							
		%			English			Math			Information Technology			Social Studies			Physical Education			Spanish			Art					
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3			
English	Wright, K	92	97	99	3.6	4.0	4.0																					
Math	Campbell, J	96	96	89	3.8	3.8	3.4																					
Science	Bainton, A	94	97	96	3.8	4.0	3.8																					
Spanish	Daniel, A	100	100	100	4.0	4.0	4.0																					
Information Technology	James, D	98	93	94	4.0	3.8	3.8																					
Art	Wright, K	94	98	99	3.8	4.0	4.0																					
Physical Education	Mitchell, M	91	99	93	3.6	4.0	3.8																					
Social Studies	Fleming, M	88	96	87	3.4	3.8	3.4																					
Average Overall Performance for Term					3.75			3.93			3.78																	

IA Grading Key	Grade Point
A+	97 - 100
A	93 - 96
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	Below 60

Behavioural Performance Rating
Excellent
Good
Satisfactory
Room for Improvement
Unacceptable

Subject	General Comments & Targets for Improvement
English 9 Wright, K	This term we have been learning about William Shakespeare focusing on the play Julius Caesar. We have also worked hard to complete a Journal on Fangpansi House by Bevil Ghnoy. Students have worked in groups to produce lively presentations. Luca produces an extremely high standard of work and his understanding of all our learning is of a high level. He always contributes in lessons and has a really mature attitude to all his learning.
Math 9 Campbell, J	This term we have been working on Vectors, Matrices and Changing the Subject of a Formula. Luca has a natural ability to manipulate formulae up to and including Quadratic formulae. If he continues to work hard then he will have every success in his CXC exams.
Science 9 Bainton, A	This term Grade 9 have been studying Chemistry. We reviewed the basics of Atomic Structure and the Periodic Table, before going on to focus on Bonding, Metals and Chemical Reactions. Grade 9 also had a teaching module to complete this term - helping educate Grade 4 about Science! Luca has continued to be an extremely hard worker, his quality of work is outstanding. Well done!
Spanish 9 Damiel, A	This term in Spanish, the students learn how to talk about clothes, consider pros and cons of shopping in different places, and find their way around in department stores. Luca is a mature student who is determined to do well in Spanish. He showed understanding in all covered programs and was able to work independently during each lesson. His lesson participation is excellent and he has good daily work habits.
Information Technology 9 James, D	This term, Grade 9 covered Problem Solving and Programming at an intermediate level. Students were also exposed to advanced algorithm writing as a form of planning and programming as a form of testing. Each student had to be able to look at a problem and see both variables and hiding ones as they approach their planning stage. Luca has performed well this term and has demonstrated his ability to execute his plans and coding in a logical way. Well done Luca!
Art 9 Wright, K	In Art this term we have been studying the local wildlife - focusing on the wild birds of Antigua, with some extremely pleasing results. Students have also worked very hard to produce an end of year exhibition. Luca always works very well in Art. He is responsible and can always be relied upon to look after the resources we use. He has a very creative imagination and has produced some really great work this term.
Physical Education 9 Mitchell, M	This term students researched, planned, filmed and edited short educational videos on common sports related injuries. Luca has performed above average in most aspects of theoretical and practical P.E., however he struggled on his written exam this term.
Social Studies 9 Fleming, M	This term, Grade 9 covered an in-depth study of 'The Diary of Anne Frank and the Holocaust' in Social Studies/History. Luca has remained focused and driven throughout his studies. Well done in surpassing your potential!

Homeroom Performance												
Home room Teacher: Travers, J												
Uniform/Presentation	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Organisation												
Peer Relationships												
Respect for Others												

Portia Mourry  
Principal