



**Verdala**  
INTERNATIONAL SCHOOL

Verdala International School  
**2021-2022 Semester1 Progress Report**

Prepared: November 19, 2021

Student Name:	Aleksanteri Aho	Student ID: 1017792
Date of Birth:	April 7, 2005	
Grade:	Grade 11	
Homeroom Teacher:	Nicky Schembri	

**Yearly Attendance**

% Present	Absent	Present	Late	Dismissed	Health	Excused
97.92	1	42	3	0	1	1

LaTosha Parler-Jackson,  
M.Ed.  
High School Principal

# IB Learner Profile




<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers (Courageous)</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# IB Diploma Core

## Creativity, Activity, Service



Advisor: *Nicky Schembri*

Overall Progress:  **On-track**

7 of 7 learning outcomes planned with 0 out of 7 outcomes completed.

Key Experiences:

VIS MUN, VIS Yearbook, Peace Lab, Biking, JAYE

## Extended Essay



Supervisor: -

Student Progress:

 To Be Determined

## Term Grades

Criteria	Achievement Level
EE Progress	N/A
Attitudes to Learning	N/A

Nicky Schembri

### Homeroom Teacher

Aleksanteri is polite, quiet and a thinker. His contributions in class discussions are always relevant, his opinions are considered. Aleks is undertaking a number of activities for CAS including JAYE, MUN and physical activity through biking. I feel confident that his contribution in the collaborative activities will be positive as he is well able to discuss a variety of subjects plus his interest in acquiring business knowledge is apparent. Remembering to submit reflections for these is key to consistent progress.

This term, during advisory sessions, students have dealt with a range of subjects and participated in a variety of workshops which support their learning and promote the acquisition of skills. Workshops include Leadership & Management, Writing Reflections, Bridge U University Application Procedures whilst topics for discussion and reflection dealt with Peace Day Initiatives, Anti Bullying and Mental Health First Aid. Aleks offers considered comments and perspectives in these sessions.

# Summary of Achievement

## First Semester (Progress)

Subject	Grade	Attitudes to Learning
English A Language and literature SL <b>Ben May</b>	5	S+
French B <b>Duncan Roberts</b>	4	S
Business Management HL <b>Colleen Currie</b>	5	S+
Economics SL <b>Martin Kacor</b>	6	S+
Computer Science HL <b>Maria Mora</b>	7	E
Mathematics: analysis and approaches HL <b>Jill Kirkstadt</b>	7	S+
Aleksanteri is doing very well on his summatives, but I gave them a Paper 3-Style Investigation to do over the November Break and he did not do it.		
Extended Essay <b>Joseph Barker</b>	N/A	N/A
Theory of Knowledge <b>Ben May</b>	A	S+
<b>Total Points</b> 34		

Nicky Schembri  
Homeroom Teacher

# Grade Descriptors

## Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.

N/A Not Yet Assessed.

## CAS Progress

### Grade Descriptor

Excellent	This student has demonstrated all of the following behaviours through their CAS portfolio: Engaged in a wide range of experiences that cover the three strands of Creativity, Activity and Service. Considered each of the learning goals on a number of occasions in the proposals Addressed each of the learning goals in the reflections with purposeful comments Demonstrated a clear process of investigation, planning and research into the development in the CAS experiences. Has continued to look for new CAS experiences to add to their portfolio throughout the year. Has engaged in plans and/or delivery/ completion of at least one CAS project experience.
On-track	This student has demonstrated most, if not all, of the following behaviours through their CAS portfolio: Engaged in a range of experiences that cover the three strands of Creativity, Activity and Service. Considered each of the learning goals at least once in the proposals Addressed each of the learning goals at least once in the reflections. Demonstrated a clear process of investigation, planning and research into the development in the CAS experiences. Has engaged in plans and/or delivery of at least one CAS project experience.
Concern	This student has demonstrated some, but not all, of the following behaviours through their CAS portfolio: Engaged in experiences that cover the three strands of Creativity, Activity and Service. Considered most of the learning goals at least once in the proposals. Addressed each of the learning goals at least once in the reflections. Demonstrated some understanding of the need for investigation, planning and research in the development in the CAS experiences. Has engaged in some plans for at least one CAS project experience. However, the student has not: Maintained a consistent/regular pattern of engagement and reflection in their CAS portfolio. Engaged in CAS experiences that address at least one (or more) of the learning goals. Developed a clear plan for a project and/or their summer program for CAS.

## Attitudes to Learning

### Grade Descriptor

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E	Excellent- Consistently demonstrates outstanding diligence, care and participation in all aspects of work including independent study. Always up-to-date, punctual, prepared for class. Behaviour is exemplary and student works at a level that shows initiative and goes “beyond the call of duty”.
S+	Very Good – Demonstrates diligence, care and participation. Up-to-date, punctual and prepared for class.
S	Good – Generally diligent, careful and participates in class. Work assignments done as required. Some room for improvement and the student is capable doing better.
S-	Weak/Insufficient – almost adequate. More effort and an increase in diligence, care and participation is possible and necessary. Needs to take more responsibility for his/her progress and seek guidance if unable to improve by him/herself.
U	Completely inadequate – Level of behaviour, effort and progress are unacceptable. Shows a complete lack of interest. A significant increase in diligence, care and participation is essential.

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