



Cornerstone International Academy End of First Term Report

Prepared: December 12, 2025

Student Name: MANASSEH ABEIKU ORTSIN

Student ID: 1908127

Year: Year 4

Advisor: ESTHER AMA ARKOH YEBOAH

Dear Parent,

Greetings from C.I.A.

I am glad to present to you the report for the **First Term of the 2025 -2026** school year.

This report is designed to provide valuable feedback about various aspects of your child's learning in middle school, which includes the evaluation of Approaches to Learning (ATL) skills, and the development made in subject-specific concepts.

The report also provides information about the student's strengths and areas of improvement, which will help them plan for the next term and eventually help them develop into independent and responsible learners.

We have included an advisory comment section to give you a broader perspective on your child's learning journey. Kindly note that your child's progress is measured against subject-specific criteria and expectations and not in comparison with other students' progress.

We encourage you to review the report together with your child to reflect on their achievements and celebrate their learning.

Wishing you a restful vacation and we look forward to welcoming you back, rejuvenated, for the start of the second term on January 8, 2026.

Sincerely,

Mrs. Gifty Agbeshie

Acting Head of School

Cc:

Ms. Pamela Pearl Lamptey, MYP Coordinator.

Mr. Joseph Adams, Assistant MYP Coordinator.

Attendance

Absent	Present	Late	Excused
0	94	0	0

IB Learner Profile



Inquirers	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.
Knowledgeable	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.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	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.
Caring	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.
Courageous (Risk-takers)	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.
Balanced	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.
Reflective	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.

Summary of Achievement

First Term

Language and Literature: English Language And Literature-Edwardbouchet Felix Okudzeto

	Grade			
Achievement Levels	A	B	C	D
	7	7	7	7
Final Grade	7			

This term in MYP 4 English Language and Literature has been challenging yet rewarding, as students explored the units **‘What Does Courage Look Like?’**—focusing on differing perspectives, autobiographical writing, and poems such as *I Am Malala* and Wilfred Owen’s *Exposure*—and **‘What’s the Drama?’**, which engaged them in drama conventions, textual analysis and August Wilson’s *Fences*. Through these literary works, students developed their analytical, organisational, and creative writing skills while strengthening their ability to interpret texts critically.

For his first major exam with the school, Manasseh has demonstrated excellent potential and strong analytical skills. He is a great fit for the IB structure, though he must work on Criterion B by improving his understanding of IB command terms and response organisation. His respectful behaviour and focus make him a promising learner, and continued engagement with exemplars will help refine his written responses.

Language Acquisition: Language Acquisition French-Edwardbouchet Phases 1, 2, 3, 4, 5, 6 Edem Afandomi

	Grade			
Achievement Levels	A	B	C	D
	3	3	4	5
Final Grade	4			

Abeiku, you’ve shown strong understanding and a solid work ethic this term. When you focus, your responses are clear and well-structured. To improve further, try to expand your answers with more detailed explanations and reflect more deeply on the tasks. You are on the right path, continue to challenge yourself and remain consistent. Your potential is undeniable.

Individuals and Societies: Integrated Humanities - Edward Bouchet Daniel Aidoo

	Grade			
Achievement Levels	A	B	C	D
	8	7	7	8
Final Grade	7			

This term, our units explored the questions **“Why do individuals form social groups?”**, **“Why are empires formed?”**, and **“How do empires work?”** Manasseh has demonstrated excellent engagement with all three topics, consistently showing strong analytical skills and thoughtful reflection. His high criterion scores indicate clear understanding of historical processes and an ability to explain social behaviour with depth. He communicates ideas effectively and supports his arguments with appropriate evidence.

To continue improving, Manasseh should challenge himself by exploring more complex case studies and extending his written analysis even further. Overall, this is a strong performance, and he is encouraged to maintain this level of effort and curiosity next term.

Achievement Levels	A	B	C	D
	7	7	8	8
Final Grade	7			

Manasseh has shown a strong understanding in both units this term, demonstrating particular strength in knowing and understanding biological concepts. He is knowledgeable about cells, classification, and chemical processes such as respiration and photosynthesis. His area of weakness is in applying inquiry skills (Criterion B), and he should focus on designing and carrying out experiments more independently. Improving his processing and evaluation of data will further enhance his overall performance.

Sciences: Chemistry - Edward Bouchet
Charles Amaning

Achievement Levels	A	B	C	D
	6	7	5	6
Final Grade	6			

Manasseh showed strong understanding of the chemistry concepts and applied them confidently in different contexts. His experimental thinking continues to stand out, and he handled the end-of-term questions with good clarity. He is encouraged to keep building his consistency, especially by revising ahead of time. With steady effort, he can achieve even higher next term. Wishing him a restful and happy festive season.

Sciences: Physics - Edward Bouchet
Michael Essen

Achievement Levels	A	B	C	D
	7	6	6	6
Final Grade	6			

Manasseh has demonstrated strong academic performance. Regular revision will help maintain this high level of achievement. Advanced practice questions will continue to challenge and extend Manasseh's skills.

Mathematics: Extended Mathematics - Edward Bouchet
Charles Debrah

Achievement Levels	A	B	C	D
	7	6	7	8

Final Grade

7

This term students completed two connected units in Extended Mathematics. In Unit 1 (Quadratic Functions) they reviewed laws of indices and developed fluency solving quadratics—by factorising, using the square root property, completing the square, and using the quadratic formula—interpreting the discriminant and analysing quadratic graphs. Building on these algebraic and graphical skills, Unit 2 (Trigonometry) extended students' reasoning to geometric contexts: they applied Pythagoras' theorem (and its converse), learned sine, cosine and tangent ratios, solved problems involving angles of elevation/depression and bearings, and connected trigonometric ratios to distances and functions. The sequence from manipulating quadratic expressions and interpreting graphs to modelling with trigonometric ratios reinforced algebra–geometry links, strengthened problem-solving and modelling skills, and prepared learners for advanced topics in functions and applied mathematics.

Manasseh has demonstrated outstanding performance this term and shows a deep and confident understanding of advanced mathematical concepts. He fluently applies the laws of indices and solves quadratic equations using factorisation, completing the square, the square root property, and the quadratic formula. He accurately interprets the discriminant and analyses quadratic graphs with strong reasoning. In trigonometry, he applies Pythagoras' theorem and trigonometric ratios (sine, cosine, and tangent) with confidence to solve problems involving angles of elevation, depression, and bearings. His problem-solving skills and logical thinking are excellent, and he consistently applies mathematical concepts with precision and maturity.

Mathematics: Standard Mathematics-Edwardbouchet
Charles Debrah

Grade

Achievement Levels

A B C D
8 7 7 8

Final Grade

7

This term students completed two substantive, connected units in Standard Mathematics. In Unit 1 (Relations and Functions) they reviewed change of subject and explored relations before developing a firm understanding of functions definition, domain and range, function notation, inverse functions, and evaluating piecewise functions. Building on that foundation, Unit 2 (Rational and Irrational Expressions and Functions) extended function reasoning to the number system: students distinguished rational and irrational numbers, simplified algebraic (rational) expressions, examined domain and range of rational functions, and finally learnt how to find the asymptotes of rational functions and from the graph of rational functions. The progression from general function concepts to rational functions behavior helped learners see how algebraic manipulation and number properties interact, strengthening their problem-solving skills and preparing them for more advanced topics.

Manasseh consistently demonstrated a very high level of understanding throughout both units. He confidently identified and explained relations, functions, domain and range, and showed strong fluency in using function notation and inverse functions. He worked accurately with piecewise functions and displayed excellent reasoning when simplifying rational expressions and analysing rational functions, including identifying vertical and horizontal asymptotes from both equations and graphs. His strong work ethic and positive attitude toward learning greatly contributed to his outstanding performance.

Arts: Visual Arts-Edwardbouchet
Bryan Annan

Grade

Achievement Levels

A B C D
7 4 6 6

Final Grade

5

Manasseh demonstrated strong engagement during the graffiti unit, showing good understanding of techniques and contributing actively to his group's IDU project. In the Artist as Explorers unit, he showed solid effort and understanding of shading, collage, and observational drawing. His summative score reflects his consistent dedication and growing confidence in the arts. Manasseh demonstrates strong *Thinking* and *Inquirer* skills. With continued practice, he will further refine his artistic style and technical accuracy.

Physical and Health Education: Physical And Health Education-Edwardbouchet
Kwabena Assiamah-Damti

Grade

Achievement Levels

A B C D
8 6 7 7

Final Grade

7

This term in PHE, the units covered were Introduction to Football and Mind Over Muscle. Manasseh showed excellent understanding of concepts and applied them confidently during activities. He consistently demonstrated resilience and strong decision-making skills. He is encouraged to keep challenging himself to maintain this high standard.

Design: Integrated Design-Edwardbouchet
Juliana Naa Ode Hammond, BELINDA AMARTEY-PRAH

Grade

Achievement Levels

A B C D
7 6 4 4

Final Grade

5

This term, students explored how fashion communicates identity in the *Threads of Culture* unit. They investigated ergonomics, cultural expression, and functional garment design while researching user needs and analyzing inspiring cultural garments. Through sketching, pattern drafting, stitching practice, and paper prototyping, students developed both creative and technical skills. The unit concluded with each student constructing a culturally inspired garment and presenting how their design communicates cultural identity.

Manasseh showed both creativity and strong technical understanding through his detailed specimen book, which included fabric types, seams, stitches, and precise croquis sketches. His garment was skillfully produced and presented with clear explanations. Taking on increased responsibility within collaborative work will help Manasseh enhance his leadership skills and contribute more dynamically to group success.

ESTHER AMA ARKOH YEBOAH
Advisor

Class Reports

Language and Literature: English Language And Literature-Edwardbouchet

Felix Okudzeto

Learner Profile: Knowledgeable

Units Covered

WHAT DOES COURAGE LOOK LIKE? August, Week 3, 20 hours

Description: This unit invites students to explore the power of language and storytelling as tools for self-expression, cultural identity, and social commentary. Through diverse literary and non-literary texts, students will analyze how authors construct meaning, perspective, and voice to influence readers. Students will also engage in creative and analytical tasks, applying their understanding of structure, stylistic choices, and purpose in their own written and spoken compositions. The unit aims to develop students' critical and creative thinking while cultivating empathy, reflection, and global awareness.

Key Concepts Perspective

Global Context Personal and cultural expression

Statement of Inquiry Perspectives formed about what 'courage' may look like can be influenced both by one's own experience, and the point of view of others.

WHAT'S THE DRAMA October, Week 2, 15 hours

Key Concepts Communication

Global Context Identities and relationships

Statement of Inquiry Writers can use **conventions** in literature to convey the importance of **communication** in **relationships**.

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

MANASSEH

- i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts
- ii. perceptively analyses the effects of the creator's choices on an audience
- iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology
- iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

7

8

B: Organizing

MANASSEH

- i. makes sophisticated use of organizational structures that serve the context and intention effectively
- ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
- iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

7

8

C: Producing text

MANASSEH

- i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas
- ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience
- iii. selects extensive relevant details and examples to develop ideas with precision.

7

8

Totals:

28

32

D: Using language

MANASSEH

- i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression
- ii. writes and speaks in a consistently appropriate register and style that serve the context and intention
- iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective
- iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective
- v. makes effective use of appropriate non-verbal communication techniques.

7

8

Totals:

28

32

Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		
Critical Thinking Skills		✓		
Creative Thinking Skills		✓		
Transfer Skills		✓		

Comments:

This term in MYP 4 English Language and Literature has been challenging yet rewarding, as students explored the units **‘What Does Courage Look Like?’**—focusing on differing perspectives, autobiographical writing, and poems such as *I Am Malala* and Wilfred Owen’s *Exposure*—and **‘What’s the Drama?’**, which engaged them in drama conventions, textual analysis and August Wilson’s *Fences*. Through these literary works, students developed their analytical, organisational, and creative writing skills while strengthening their ability to interpret texts critically.

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Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Language Acquisition: Language Acquisition French-Edwardbouchet Edem Afandomi

Phases 1, 2, 3, 4, 5, 6

Learner Profile: Principled

Units Covered

Quelle est mon identité culturelle? August, Week 1, 2 hours

Description: This topic invites you to reflect on what makes up your cultural identity. It involves exploring the different cultural influences that have shaped you. your family background, language, traditions, values, education, social environment, and personal experiences that have contributed to your sense of belonging to one or more cultures. This reflection can help you better understand who you are, where you come from, and how you relate to the world around you.

Key Concepts Culture

Global Context Identities and relationships

My College life August, Week 2

Description: Students will explore the IB system of education with the systems of education in the world.

Key Concepts Communication

Global Context Fairness and development

Statement of Inquiry We communicate messages to specific people with the purpose of gaining an education based on values, solidarity and tolerance.

What does it mean to speak French? August, Week 2, 12 hours

Description: In this unit, students will explore how the French language reflects the rich cultural and historical influences of different regions around the world. Through creative projects and presentations, they'll gain a deeper understanding of the global impact of the Francophonie and the shared sense of belonging it fosters.

Quelle est mon identité culturelle ? August, Week 3

Description: In this unit, students explore the concept of cultural identity through personal reflection and intercultural exchange. Using authentic French texts, media, and discussions.

Qu'est ce qu'il y a autour de moi? October, Week 3

Key Concepts Communication

Global Context Orientation in space and time

Statement of Inquiry The ability to communicate the future events and aspirations help, pay homage to big history while living in the present.

Qu'est-ce que l'immigration dans le contexte francophone? November, Week 2

MYP Assessment Criteria	Achievement Level	Maximum
A: Listening		
MANASSEH		
i.identifies some stated information (facts and/or opinions) in simple authentic texts	3	8
ii.identifies basic conventions in simple authentic texts		
iii.identifies basic connections between simple authentic texts.		
B: Reading		
MANASSEH		
i.identifies some stated information (facts and/or opinions) in a variety of simple authentic texts	3	8
ii.identifies basic conventions in simple authentic texts		
iii.identifies basic connections between simple authentic texts.		
C: Speaking		
MANASSEH		
i.uses a basic range of vocabulary		
ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication	4	8
iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension		
iv.during interaction, communicates some relevant information		
Totals:	15	32

D: Writing

MANASSEH

i.uses a range of vocabulary

ii.uses a range of grammatical structures with a few errors which do not hinder communication

5

8

iii.organizes information in an appropriate format using simple and some complex cohesive devices

iv.communicates most relevant information with a sense of audience and purpose to suit the context

Totals:**15****32****Final Grade****4****Approaches to Learning**

ATL	EE	ME	AE	BE
Communication Skills		✓		
Collaboration Skills		✓		

Comments:

Abeiku, you've shown strong understanding and a solid work ethic this term. When you focus, your responses are clear and well-structured. To improve further, try to expand your answers with more detailed explanations and reflect more deeply on the tasks. You are on the right path, continue to challenge yourself and remain consistent. Your potential is undeniable.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Learner Profile: Thinkers, Open-minded

Units Covered

Global trade *August, Week 1, 21 hours*

Description: Trade relations between country's foster a future that is fair for all

Key Concepts Systems

Global Context Personal and cultural expression

Statement of Inquiry Global trade fosters different individual choices by consumers and producers in a market system lead to the allocation of resources.

WHY INDIVIDUALS FORM SOCIAL GROUPS *August, Week 3*

Key Concepts Time, place and space

Global Context Orientation in space and time

Statement of Inquiry Individuals can change the world they inherit, but to do so they must understand how human societies and environments depend on each other.

Supra-National Alliances *October, Week 1, 18 hours*

Description: The unit focuses on the purpose, forces working for and against, and impact of supranational cooperation.

Key Concepts Global Interactions

Global Context Globalization and sustainability

Statement of Inquiry Unequal inter-state relationships, empires, are created for economic and ideological reasons. Nations develop systems of interdependence to protect their interest.

WHY ARE EMPIRES FORMED? *October, Week 3, 10 hours*

Key Concepts Systems

Global Context Identities and relationships

Statement of Inquiry Empires are systems of power arising from conflict over resources, creating new identities and relationships.

WHY ARE EMPIRES FORMED? *October, Week 4, 10 hours*

Key Concepts Systems

Global Context Identities and relationships

Statement of Inquiry

Empires are **systems** of **power** arising from **conflict** over **resources**, creating new **identities and relationships**.

HOW DO EMPIRES WORK? *November, Week 4*

Key Concepts Global Interactions

Global Context Personal and cultural expression

Statement of Inquiry Empires are governed by leaders who must control the interactions between different cultures both internally and globally

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

MANASSEH

- i. consistently uses a wide range of terminology effectively
- ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

8

8

B: Investigating

MANASSEH

- i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence
- ii. formulates and effectively follows a comprehensive action plan to investigate a research

7

8

Totals:

30

32

question

- iii. uses research methods to collect and record appropriate, varied and relevant information
- iv. thoroughly evaluates the investigation process and results.

C: Communicating

MANASSEH

- i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose 7 8
- ii. structures information and ideas in a way that is completely appropriate to the specified format
- iii. consistently documents sources of information using a recognized convention.

D: Thinking critically

MANASSEH

- i. completes a detailed discussion of concepts, issues, models, visual representation and theories 8 8
- ii. synthesizes information to make valid, well-supported arguments
- iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations
- iv. thoroughly interprets a range of different perspectives and their implications.

Totals: 30 32

Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills	✓			
Collaboration Skills		✓		
Information Literacy Skills		✓		
Critical Thinking Skills	✓			
Transfer Skills	✓			
Subject Specific Skills	✓			

Comments:

This term, our units explored the questions “**Why do individuals form social groups?**”, “**Why are empires formed?**”, and “**How do empires work?**” Manasseh has demonstrated excellent engagement with all three topics, consistently showing strong analytical skills and thoughtful reflection. His high criterion scores indicate clear understanding of historical processes and an ability to explain social behaviour with depth. He communicates ideas effectively and supports his arguments with appropriate evidence.

To continue improving, Manasseh should challenge himself by exploring more complex case studies and extending his written analysis even further. Overall, this is a strong performance, and he is encouraged to maintain this level of effort and curiosity next term.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Units Covered

How is Life Organized?; The Organization of Life. August, Week 1, 15 hours

Description: In this unit, we will explore how the identity of an organism is determined by the parts it is composed of, learn what defines something as living, examine how living things are classified based on similar characteristics, and investigate whether it is possible to create artificial life.

Key Concepts Relationships

Global Context Identities and relationships

Statement of Inquiry Your **identity** is determined by the **relationship** between different levels of organization in your body which, although differing in complexity, share **patterns** and **functions** with all life on Earth.

What Chemical Processes Support Life? November, Week 1, 12 hours

Description: This unit explores the fundamental chemical processes essential for living organisms, focusing on metabolism (cellular respiration and photosynthesis), biomolecules and enzyme function. Through hands-on experiments, model building, and group projects, students will investigate how these processes are interconnected and crucial for sustaining life. Assessments will include quizzes, presentations, and reflective journals, fostering a deeper understanding of the biochemical principles that underpin life.

Key Concepts Systems

Global Context Scientific and technical innovation

Statement of Inquiry The **systems** of life are supported by biochemical reactions and the **transformations** of **energy** that occur within cells. **Innovations** in science could lead to these reactions being utilized to meet growing energy and food needs.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

MANASSEH is able to:

- | | | |
|--|---|---|
| i. explain scientific knowledge | 7 | 8 |
| ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations | | |
| iii. analyse and evaluate information to make scientifically supported judgments. | | |

B: Inquiring and Designing

MANASSEH is able to:

- | | | |
|--|---|---|
| i. explain a problem or question to be tested by a scientific investigation | | |
| ii. formulate and explain a testable hypothesis using correct scientific reasoning | 7 | 8 |
| iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected | | |
| iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment. | | |

C: Processing and Evaluating

MANASSEH is able to:

- | | | |
|--|---|---|
| i. correctly collect, organize, transform and present data in numerical and/ or visual forms | | |
| ii. accurately interpret data and explain results using correct scientific reasoning | 8 | 8 |
| iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation | | |
| iv. evaluate the validity of the method based on the outcome of a scientific investigation | | |
| v. explain improvements or extensions to the method that would benefit the scientific investigation. | | |

D: Reflecting on the Impacts of Science

MANASSEH is able to:

- | | | |
|--|---|---|
| i. explain the ways in which science is applied and used to address a specific problem or issue | 8 | 8 |
| ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor | | |
| iii. consistently apply scientific language to communicate understanding clearly and precisely | | |

Totals:	30	32
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iv. document sources completely.

Totals: 30 32

Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Critical Thinking Skills		✓		
Creative Thinking Skills		✓		
Transfer Skills		✓		
Subject Specific Skills		✓		

Comments:

Manasseh has shown a strong understanding in both units this term, demonstrating particular strength in knowing and understanding biological concepts. He is knowledgeable about cells, classification, and chemical processes such as respiration and photosynthesis. His area of weakness is in applying inquiry skills (Criterion B), and he should focus on designing and carrying out experiments more independently. Improving his processing and evaluation of data will further enhance his overall performance.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

A: Knowing and understanding

MANASSEH is able to:

i. describe scientific knowledge	6	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations		
iii. analyse information to make scientifically supported judgments.		

B: Inquiring and Designing

MANASSEH is able to:

i. explain a problem or question to be tested by a scientific investigation	7	8
ii. formulate and explain a testable hypothesis using correct scientific reasoning		
iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected		
iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.		

C: Processing and Evaluating

MANASSEH is able to:

i. correctly collect, organize and present data in numerical and/or visual forms	5	8
ii. accurately interpret data and explain results using scientific reasoning		
iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation		
iv. discuss the validity of the method based on the outcome of a scientific investigation		
v. describe improvements or extensions to the method that would benefit the scientific investigation.		

D: Reflecting on the Impacts of Science

MANASSEH is able to:

i. describe the ways in which science is applied and used to address a specific problem or issue	6	8
ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor		
iii. usually apply scientific language to communicate understanding clearly and precisely		
iv. usually document sources correctly.		

Totals: 24 32

Final Grade

6

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		
Critical Thinking Skills		✓		
Subject Specific Skills		✓		

Comments:

Manasseh showed strong understanding of the chemistry concepts and applied them confidently in different contexts. His experimental thinking continues to stand out, and he handled the end-of-term questions with good clarity. He is encouraged to keep building his consistency, especially by revising ahead of time. With steady effort, he can achieve even higher next term. Wishing him a restful and happy festive season.

MANASSEH ABEIKU ORTSIN

Cornerstone International Academy — End of First Term Report

No. 2 Harare Street, off Mensah Wood street, Accra, Greater Accra, Ghana, 00233

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Learner Profile: Thinkers, Caring

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

MANASSEH is able to:

i. explain scientific knowledge	7	8
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations		
iii. analyse and evaluate information to make scientifically supported judgments.		

B: Inquiring and Designing

MANASSEH is able to:

i. describe a problem or question to be tested by a scientific investigation		
ii. formulate and explain a testable hypothesis using scientific reasoning	6	8
iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected		
iv. design a complete and safe method in which he or she selects appropriate materials and equipment.		

C: Processing and Evaluating

MANASSEH is able to:

i. correctly collect, organize and present data in numerical and/or visual forms		
ii. accurately interpret data and explain results using scientific reasoning	6	8
iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation		
iv. discuss the validity of the method based on the outcome of a scientific investigation		
v. describe improvements or extensions to the method that would benefit the scientific investigation.		

D: Reflecting on the Impacts of Science

MANASSEH is able to:

i. describe the ways in which science is applied and used to address a specific problem or issue	6	8
ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor		
iii. usually apply scientific language to communicate understanding clearly and precisely		
iv. usually document sources correctly.		

Totals: **25** **32**

Final Grade

6

Approaches to Learning

ATL	EE	ME	AE	BE
Information Literacy Skills		✓		
Transfer Skills		✓		
Subject Specific Skills		✓		

Comments:

Manasseh has demonstrated strong academic performance. Regular revision will help maintain this high level of achievement. Advanced practice questions will continue to challenge and extend Manasseh's skills.

Grade	1	2	3	4	5	6	7
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Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32
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Learner Profile: Thinkers

Units Covered

QUADRATIC FUNCTIONS AND EQUATIONS August, Week 1, 19 hours**Key Concepts** Form**Global Context** Scientific and technical innovation**Statement of Inquiry** Representing a quadratic relationship in different forms allows engineers to model complex structures more simply and facilitates the use of technology in innovative ways**TRIGONOMETRY** October, Week 4, 14 hours**Key Concepts** Form, Relationships**Global Context** Orientation in space and time**Statement of Inquiry** Understanding the relationships between quantities and being able to generalise them helps us to calculate our position in space can help meet our everyday needs

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

MANASSEH is able to:

- i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving these problems
- iii. generally solve these problems correctly in a variety of contexts.

7

8

B: Investigating patterns

MANASSEH is able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. verify the validity of these general rules.

6

8

C: Communicating

MANASSEH is able to:

- i. consistently use appropriate mathematical language
- ii. use appropriate forms of mathematical representation to consistently present information correctly
- iii. move effectively between different forms of mathematical representation
- iv. communicate through lines of reasoning that are complete, coherent and concise
- v. present work that is consistently organized using a logical structure.

7

8

D: Applying mathematics in real-life contexts

MANASSEH is able to:

- i. identify the relevant elements of the authentic real-life situation
- ii. select appropriate mathematical strategies to model the authentic real-life situation
- iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation
- iv. justify the degree of accuracy of the solution
- v. justify whether the solution makes sense in the context of the authentic real-life situation.

8

8

Totals:**28****32**

Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration Skills		✓		
Critical Thinking Skills		✓		

Comments:

This term students completed two connected units in Extended Mathematics. In Unit 1 (Quadratic Functions) they reviewed laws of indices and developed fluency solving quadratics—by factorising, using the square root property, completing the square, and using the quadratic formula—interpreting the discriminant and analysing quadratic graphs. Building on these algebraic and graphical skills, Unit 2 (Trigonometry) extended students' reasoning to geometric contexts: they applied Pythagoras' theorem (and its converse), learned sine, cosine and tangent ratios, solved problems involving angles of elevation/depression and bearings, and connected trigonometric ratios to distances and functions. The sequence from manipulating quadratic expressions and interpreting graphs to modelling with trigonometric ratios reinforced algebra–geometry links, strengthened problem-solving and modelling skills, and prepared learners for advanced topics in functions and applied mathematics.

Manasseh has demonstrated outstanding performance this term and shows a deep and confident understanding of advanced mathematical concepts. He fluently applies the laws of indices and solves quadratic equations using factorisation, completing the square, the square root property, and the quadratic formula. He accurately interprets the discriminant and analyses quadratic graphs with strong reasoning. In trigonometry, he applies Pythagoras' theorem and trigonometric ratios (sine, cosine, and tangent) with confidence to solve problems involving angles of elevation, depression, and bearings. His problem-solving skills and logical thinking are excellent, and he consistently applies mathematical concepts with precision and maturity.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Learner Profile: Knowledgeable

Units Covered

RELATIONS AND FUNCTIONS August, Week 1, 10 hours**Key Concepts** Form**Global Context** Identities and relationships**Statement of Inquiry** Decision making can be improved by using models to represent relationship in different forms.**RATIONAL AND IRRATIONAL EXPRESSIONS AND FUNCTIONS** October, Week 4, 7 hours**Key Concepts** Logic**Global Context** Identities and relationships**Statement of Inquiry** Understanding the limitations of natural numbers when measuring leads us to develop logical methods to represent relationships between all types of numbers

MYP Assessment Criteria Achievement Level Maximum

A: Knowing and understanding

MANASSEH is able to:

- | | | |
|--|---|---|
| i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations | 8 | 8 |
| ii. apply the selected mathematics successfully when solving these problems | | |
| iii. generally solve these problems correctly in a variety of contexts. | | |

B: Investigating patterns

MANASSEH is able to:

- | | | |
|--|---|---|
| i. select and apply mathematical problem-solving techniques to discover complex patterns | 7 | 8 |
| ii. describe patterns as general rules consistent with correct findings | | |
| iii. prove, or verify and justify, these general rules. | | |

C: Communicating

MANASSEH is able to:

- | | | |
|--|---|---|
| i. consistently use appropriate mathematical language | | |
| ii. use appropriate forms of mathematical representation to consistently present information correctly | 7 | 8 |
| iii. move effectively between different forms of mathematical representation | | |
| iv. communicate through lines of reasoning that are complete, coherent and concise | | |
| v. present work that is consistently organized using a logical structure. | | |

D: Applying mathematics in real-life contexts

MANASSEH is able to:

- | | | |
|--|---|---|
| i. identify the relevant elements of the authentic real-life situation | | |
| ii. select appropriate mathematical strategies to model the authentic real-life situation | 8 | 8 |
| iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation | | |
| iv. justify the degree of accuracy of the solution | | |
| v. justify whether the solution makes sense in the context of the authentic real-life situation. | | |

Totals:	30	32
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Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Information Literacy Skills		✓		
Critical Thinking Skills	✓			

Comments:

This term students completed two substantive, connected units in Standard Mathematics. In Unit 1 (Relations and Functions) they reviewed change of subject and explored relations before developing a firm understanding of functions definition, domain and range, function notation, inverse functions, and evaluating piecewise functions. Building on that foundation, Unit 2 (Rational and Irrational Expressions and Functions) extended function reasoning to the number system: students distinguished rational and irrational numbers, simplified algebraic (rational) expressions, examined domain and range of rational functions, and finally learnt how to find the asymptotes of rational functions and from the graph of rational functions. The progression from general function concepts to rational functions behavior helped learners see how algebraic manipulation and number properties interact, strengthening their problem-solving skills and preparing them for more advanced topics.

Manasseh consistently demonstrated a very high level of understanding throughout both units. He confidently identified and explained relations, functions, domain and range, and showed strong fluency in using function notation and inverse functions. He worked accurately with piecewise functions and displayed excellent reasoning when simplifying rational expressions and analysing rational functions, including identifying vertical and horizontal asymptotes from both equations and graphs. His strong work ethic and positive attitude toward learning greatly contributed to his outstanding performance.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Units Covered

The Artist as Explorer *August, Week 3, 1 hour*

Description: In this unit, students will explore how artists use observation and experimentation to express personal and cultural stories. Through hands-on activities, students will learn drawing techniques and experiment with mixed media materials like charcoal, ink, and collage. They will research artists such as Frida Kahlo and Njideka Akunyili Crosby, who use their art to reflect identity, culture, and lived experiences. The unit encourages students to think creatively, reflect on their learning, and connect their artwork to who they are. For their final project, students will create a small mixed-media piece that expresses something meaningful to them. They will also document their ideas, choices, and progress in a process journal. This unit supports students in becoming confident, expressive, and thoughtful artists who use art to tell real stories and explore change through visual expression.

Key Concepts Change

The Wave of Graffiti *August, Week 3, 10 hours*

Description: Graffiti is art that is written, painted or drawn on a wall or other surface, usually without permission and within public view. Graffiti ranges from simple written words to elaborate wall paintings, and has existed since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire.

Key Concepts Communication

Global Context Personal and cultural expression

Statement of Inquiry Graffiti art embodies communication, visual culture, and personal and cultural expression, serving as a platform for artists to challenge conventional perspectives on urban aesthetics.

MYP Assessment Criteria	Achievement Level	Maximum
A: Investigating		
MANASSEH		
i. provides comprehensive, relevant information that is related to the statement of inquiry	7	8
ii. critiques an artwork or performance including elements, techniques and context.		
B: Developing		
MANASSEH		
i. demonstrates sufficient practical exploration of an idea or ideas	4	8
ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.		
C: Creating/Performing		
MANASSEH		
i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.	6	8
D: Evaluating		
MANASSEH		
i. evaluates their own artwork or performance	6	8
ii. analyses their development as an artist.		
Totals:	23	32

Final Grade

5

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		

ATL	EE	ME	AE	BE
Collaboration Skills		✓		
Creative Thinking Skills			✓	

Comments:

Manasseh demonstrated strong engagement during the graffiti unit, showing good understanding of techniques and contributing actively to his group's IDU project. In the Artist as Explorers unit, he showed solid effort and understanding of shading, collage, and observational drawing. His summative score reflects his consistent dedication and growing confidence in the arts. Manasseh demonstrates strong *Thinking* and *Inquirer* skills. With continued practice, he will further refine his artistic style and technical accuracy.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Learner Profile: Knowledgeable, Principled

Units Covered

Introduction to Football August, Week 3, 7 hours

Description: This unit introduces the fundamentals of football, focusing on rules, skills, and basic tactics. Through gameplay, students explore communication, interaction, and teamwork, learning how strong relationships and cooperation contribute to success and fair play on the field.

Key Concepts Communication

Global Context Identities and relationships

Statement of Inquiry Communication between participants of the football game helps them identify the relationship that helps them build a strong team based on their interactions and movements.

Mind Over Muscle October, Week 4, 6 hours

Description: In this unit, students explore how mental resilience impacts physical performance under pressure. They learn and apply strategies like visualization, self-talk, and breathing techniques to improve focus, confidence, and emotional control during challenging activities. By examining cultural perspectives on mental strength and reflecting on their own growth, students develop both their physical abilities and mental toughness in a balanced, thoughtful way.

Key Concepts Development

Global Context Personal and cultural expression

Statement of Inquiry Mental resilience is key to performance under pressure.

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
MANASSEH		
i. explains physical and health education factual, procedural and conceptual knowledge		
ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations	8	8
iii. applies physical and health terminology consistently and effectively to communicate understanding.		
B: Planning for performance		
MANASSEH		
i. explains goals to enhance performance	6	8
ii. designs and explains a plan to improve physical performance and health.		
C: Applying and performing		
MANASSEH		
i. demonstrates and applies a range of skills and techniques effectively	7	8
ii. demonstrates and applies a range of strategies and movement concepts effectively		
iii. analyses and applies information to perform effectively.		
D: Reflecting and improving performance		
MANASSEH		
i. explains and demonstrates strategies to enhance interpersonal skills	7	8
ii. analyses and evaluates the effectiveness of a plan based on the outcome		
iii. analyses and evaluates performance.		
Totals:	28	32

Final Grade

7

Approaches to Learning

ATL	EE	ME	AE	BE
Communication Skills		✓		
Organization Skills		✓		

Comments:

This term in PHE, the units covered were Introduction to Football and Mind Over Muscle. Manasseh showed excellent understanding of concepts and applied them confidently during activities. He consistently demonstrated resilience and strong decision-making skills. He is encouraged to keep challenging himself to maintain this high standard.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Units Covered

Threads of Culture August, Week 3, 18 hours

Description: This unit explores garment design and construction and how it relates to cultural heritage, traditions, and values. Students will investigate the client's cultural background to understand symbolic elements, traditional patterns, fabric choices, and construction techniques. Through research, design, and prototyping, students will create garments that reflect cultural identity while meeting functional needs. The unit develops skills in client-based research, cultural analysis, pattern drafting, sewing techniques, and creative problem-solving. It emphasizes respectful cultural representation, sustainable material selection, and the integration of traditional aesthetics with contemporary fashion trends. By the end of the unit, students will produce a culturally inspired garment accompanied by documentation of the design rationale, construction process, and the cultural elements incorporated. This project fosters global awareness, design empathy, and technical competence.

Key Concepts Communication

Global Context Personal and cultural expression

Statement of Inquiry Communication of intangible cultural elements and ergonomic principles can be achieved through visible and functional products.

How can designers help people share their feelings? October, Week 3, 13 hours

Key Concepts Communication

Global Context Identities and relationships

Statement of Inquiry The form of a product can help it better function to enable people better communicate their feelings.

MYP Assessment Criteria

Achievement Level Maximum

A: Inquiring and analysing

MANASSEH

- i. explains and justifies the need for a solution to a problem for a client/ target audience
- ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently
- iii. analyses a range of existing products that inspire a solution to the problem in detail
- iv. develops a detailed design brief, which summarizes the analysis of relevant research.

7

8

B: Developing ideas

MANASSEH

- i. develops design specifications, which outline the success criteria for the design of a solution
- ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others
- iii. presents the chosen design and justifies its selection with reference to the design specification
- iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.

6

8

C: Creating the solution

MANASSEH

- i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan
- ii. demonstrates satisfactory technical skills when making the solution
- iii. creates the solution, which partially functions and is adequately presented
- iv. outlines changes made to the chosen design and plan when making the solution.

4

8

D: Evaluating

MANASSEH

- i. designs a relevant testing method, which generates data, to measure the success of the solution

4

8

Totals:

21

32

- ii. outlines the success of the solution against the design specification based on relevant product testing
- iii. outlines how the solution could be improved
- iv. outlines the impact of the solution on the client/target audience.

Totals:	21	32
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Final Grade**5****Approaches to Learning**

ATL	EE	ME	AE	BE
Affective Skills		✓		
Creative Thinking Skills		✓		
Subject Specific Skills		✓		

Comments:

This term, students explored how fashion communicates identity in the *Threads of Culture* unit. They investigated ergonomics, cultural expression, and functional garment design while researching user needs and analyzing inspiring cultural garments. Through sketching, pattern drafting, stitching practice, and paper prototyping, students developed both creative and technical skills. The unit concluded with each student constructing a culturally inspired garment and presenting how their design communicates cultural identity.

Manasseh showed both creativity and strong technical understanding through his detailed specimen book, which included fabric types, seams, stitches, and precise croquis sketches. His garment was skillfully produced and presented with clear explanations. Taking on increased responsibility within collaborative work will help Manasseh enhance his leadership skills and contribute more dynamically to group success.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

Reflections

ESTHER AMA ARKOH YEBOAH

Homeroom Facilitator

Manasseh has shown remarkable dedication to his learning this term. He was respectful in class and consistently submitted his work on time. He engaged deeply with the subject and demonstrated a strong grasp of key concepts. Manasseh acted as a role model to his peers and willingly offered help when others needed it. He displayed the learner profile attributes of being knowledgeable and principled throughout the term. His strong work ethic and positive mindset will support his continued success.

HOW MYP ASSESSMENTS WORK

Assessments are essential to any teaching and learning programme. In IB Middle Years programme, assessments are of two types-

Formative and summative.

Formative assessments are ongoing and woven into the teaching and learning activities. They are meant to provide continuous feedback to the facilitator and the student. Considered as assessment for learning, formative assessments provide us an idea of the student's understanding and skills developed during the learning process. These assessments are not marked or graded. However, they play a vital role in the progress of learning.

Summative assessments are administered at the end of a unit to evaluate the learning on the basis of the learning goals. These are marked, graded and reported. In MYP, assessments are marked based on the prescribed subject specific criteria and the objectives of each subject. Each MYP subject has four specific objectives and equivalent assessment criteria. A student's final grade is based on the total of the achievement level in the four criteria. At the end of the term, the final grade awarded for each criterion depends on the best fit approach rather than an average or a sum. This is to ensure that students are graded on the basis of individual learning and "what they know" rather than against a class standard or average. Once all the criteria are assessed as per the achievement levels, MYP International grade point from 1-7 is awarded to the student.

IB MYP International Grade Descriptors

Final Grade Descriptor

7	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.
6	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 realworld situations, often with independence.
5	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.
4	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.
3	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.
2	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.
1	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.
N/A	Not assessed/absent

INC Incomplete

Approaches to Learning

Grade Descriptor

EE Exceeding Expectations: The student's progress against the ATL is exceeding expectations.

ME Meeting Expectations: The student's progress against the ATL is meeting expectations.

AE Approaching Expectations: The student's progress against the ATL is approaching expectations.

BE Below Expectations: The student's progress against the ATL is below expectations.
