OWL NEWS

Until 6 February

First Term Report Cards

Dear DKIS community,

We are approaching the end of the first term, and the students will receive their first term report cards on **Friday 30 January**.

Please note the following exceptions:

- Kindergarten students receive only a final report card **at the end of the school year.**
- MYP 2 students will be away on a field trip and will therefore receive their first term report cards on **Monday, 2 February.**

This year, we have introduced an updated format for our PYP report cards. As with any new system, occasional technical or formatting issues may arise. We kindly request your patience and understanding should any such matters occur. Please be assured that our team is committed to addressing them promptly and ensuring a smooth experience for all.

As you review the report cards with your child, we encourage you to see them not only as a summary of academic progress, but also as a reflection of each student's individual learning journey. Growth, effort, curiosity, and resilience are just as important as outcomes, and every step forward contributes meaningfully to long-term development.

Best wishes,

DKIS team

7M Winter Field Trip Details

Kope 2026

Start of the Adventure:

We will kick off our journey on **Monday 26 January 2026**. The meeting point for departure point is in front of the TUŠ supermarket car park at **08:00**, where the bus will be ready and waiting. **Departure is scheduled for 08:30, so please be punctual.**

Return:

We will return on **Friday 30 January 2026, at approximately 15:00.**

What to Bring:

Personal Documents:

- **Health insurance card**

Accommodation Essentials:

- Linen bag for dirty laundry
- Personal hygiene items (toothbrush, toothpaste, etc.)
- Sunscreen
- Lip balm
- Flashlight
- Hard plastic water bottle or a 0.5L reusable water bottle

Clothing and Footwear:

- Underwear and socks
- Pyjamas
- Tracksuit
- Spare trousers
- T-shirts
- Warm winter pullovers
- Ski outfit (trousers and jacket)
- Indoor shoes / slippers, flipflops
- Sturdy hiking boots with a well-profiled sole

Sports and Activities:

- Small backpack for hiking
- Social games (cards, board games, etc.)
- Ski equipment: helmet, ski goggles, ski boots, Alpine skis and ski poles - for those who won't rent it there
- Swimming suit
- Towel

Important Information

Emergency Contact:

You can reach us at **+386 31 333 782**. A substitute homeroom teacher (Jasna Lavrenčič) will carry this phone at all times and will return missed calls as soon as possible (please note, that during skiing tuition, Ms Jasna will not be available).

Student Phones: ***Students are required to leave their mobile phones at home.***

Departure Instructions:

On Monday, all equipment and luggage will be loaded onto the bus prior to departure. Ms Jasna and Mr Mitja will accompany students who need to rent ski equipment in Kope to collect it from the store located near the ski slopes. **If you plan to rent ski equipment, please ensure you have 55€ with you.**

Allergies:

To ensure the safety of all students, please avoid packing any food containing peanuts.

Snacks and Money:

Students should not bring sweets, crisps, or other unhealthy snacks. Additionally, they will not need any money during the trip.

Daily Routine

Wake-Up Call: 07:15

Morning Activities & Breakfast: 07:45

Room Tidy-Up: 08:15

Preparation for Activities: 08:30

Skiing Activities: 09:00 – 12:30

Lunch Break: 12:30 – 13:30

Skiing: 16:00 – 17:00

Rest: 17:00 – 18:00

Free Time: 18:00 – 19:00

Dinner: 19:00 – 20.00

Evening Activities: 20.00 – 21:00

Preparation for Bed: 21:00 – 22:00

Lights Out: 22:00

Non-Participants:

Students who are not attending the winter field trip will join 8M at school.

Ms Jasna Lavrenčič, Mr Mitja Uršič and Mr Vid Turnšek

MYP 3 Community Project Presentations

Dear Parents, Schoolmates, and Teachers!

You are warmly invited to attend the **MYP 3 TED Talk style presentations**, where students will showcase their **community projects**.

During this event, the MYP 3 students will present short, engaging talks inspired by the TED Talks format. Each presentation highlights a real-world issue connected to their community, the actions students have taken or proposed, and the impact of their learning. Through this process, the students have developed research, communication, critical thinking, and reflection skills aligned with the IB Middle Years Programme.

🏫**Location:** TBA

🗓️**Dates:** Tuesday 27 and Wednesday 28 January

⏰**Time:** Lessons 5 and 6

These presentations are the culmination of sustained inquiry and personal engagement, and they demonstrate the students' commitment to making meaningful connections between classroom learning and the world around them.

We look forward to welcoming you and celebrating our students' ideas, creativity, and voices.

Kind regards,

Ms Mateja Kores, Community Project Coordinator

4M Science Day – Velenje Coal Mining Museum

On **Tuesday 3 February**, the 4M students will visit the Coal Mining Museum in Velenje. During the trip we will experience a ride on a coal mining train and be guided through historical scenes with puppets, as well as audiovisual presentations depicting the life and work of miners. Additionally, a miner's snack will be provided. **The students need to be at school by 07:30, as we will depart by bus at 07:45. The expected return will be at 12:00 noon.** The pupils should bring small backpacks, a water bottle, and wear warm clothing. After the excursion, AP and lunch will follow as usual.

Ms Anja Plut

First LEGO League Regional Competition

On **Saturday 17 January**, our school team, the Dominant Owls, achieved remarkable success at the First LEGO League regional competition. The students excelled in all four competition categories, securing third place among the teams that qualified for the final state round.

The team consists of seven students from the national department and two students from the international department. They demonstrated outstanding adherence to LEGO core values, such as inclusion, teamwork, discovery, innovation, and respect. The team particularly excelled in the robot game, as well as in the technical aspects of robot design and coding, which involve designing, building, and programming an autonomous LEGO robot to complete missions.

Most notably, they impressed the judges with their project presentation, in which they used RFID chip technology to develop an innovative solution to the challenges archaeologists face when working with artifacts at the National Museum.

Congratulations to everyone involved!

Mentors: Ms Lojzka Lušin & Mr Uroš Medar

International School GimB Open Day

Gimnazija Bežigrad, International school

Peričeva ulica 4, 1 000 Ljubljana

Slovenia

Gimnazija Bežigrad

Dear Parent of MYP 3 student,

We warmly welcome you to our Open Day, which will take place on Friday, **13th February 2026, at 9.30.**

During the Open Day, we will introduce you to how MYP 4 and 5 are taught in our school and you will have an opportunity to see the premises and talk to our current MYP students.

We lookforward to seeing you here at Gimnazija Beiigrad!

Sincerely,

Dr. Mirko Mrčela

Principal of International School

Reminder: 100 Active Days

The students are building healthy habits all year by staying active, caring for their minds, eating well, and getting enough rest. They should track their choices on the active days chart, and parents should sign each section to confirm their honest reflection. Small daily actions – like walking, choosing healthy snacks, taking brain breaks, and sleeping well – help the students stay balanced and feel their best.

Mr Denis Divjak

CURRICULUM SECTION

UNDERSTANDING MYP PROJECTED GRADES: WHAT YOU NEED TO KNOW AS THE REPORT CARDS APPROACH

With the end of the first term fast approaching, the report cards are just around the corner. As part of the MYP, the students will receive **projected grades** on their report cards. These grades give parents and students a clear picture of where the students currently stand in each subject and their likely final achievement if they continue on their current learning path.

To help you better understand how these projected grades are determined, here's a simple breakdown of the assessment process the teachers follow throughout the year and how they define both the projected and final grades.

1. HOW TEACHERS ASSESS STUDENTS THROUGHOUT THE YEAR

- **Pre-knowledge check:** At the beginning of each unit, the teachers check the students' skills and understanding to see what they already know.
- **Formative assessments:** During the unit, the students do smaller tasks like homework, quizzes, and classwork to practice their skills. Teachers give feedback to help the students improve and take note of the learning process and progress.
- **Summative assessments:** At the end of a unit or important section, the students complete a bigger task (like essays, projects, investigation, tests, etc.) that is graded using specific IB criteria.
- **Repeating the process:** This process is repeated throughout the year for different subjects and units so that each criterion is assessed at least twice.

2. HOW PROJECTED GRADES ARE DETERMINED

- Each subject has four different criteria.
- For each criterion, the teacher looks at the **evidence from all the student's tasks** and decides on a level (from 1 to 8) based on patterns in their work.
- **It's not an average.** Defining the best grade fit is part of the teachers' autonomy, as they must evaluate the collected evidence to provide a clear insight into how much the students know, understand, and apply concepts and ideas. Additionally, the teachers should consider how much the students have improved and how well they have understood and implemented feedback.

3. HOW TEACHERS DECIDE ON THE GRADE FOR EACH CRITERION

Teachers make a **professional judgment** based on the following factors:

- **Consistency:** Has the student consistently demonstrated the skill over time, or were there fluctuations in performance?
- **Improvement:** Has the student shown limited or significant progress throughout the unit or semester?
- **Complexity of tasks:** Were the assessments simple or more challenging? A student performing well on harder tasks may be awarded a higher level.

- **Feedback implementation:** Has the student used the teacher's feedback to make meaningful improvements to their work, rather than minor or unrelated changes?
- **Independence:** How much support did the student need to complete tasks? More independent work may indicate a higher level of understanding.

4. EXAMPLES OF TEACHER JUDGMENT IN DETERMINING CRITERION LEVELS

Example 1: AWARDING A HIGHER GRADE THAN THE AVERAGE

If a student completes three tasks with levels of achievement of **3, 5, and 6**, the teacher would consider several factors before deciding on a final level. In this case, the teacher might award a **level 6** based on the following observations:

- The student has shown **consistent improvement** across the tasks.
- The student actively **participates in class discussions, activities** and **engages in learning activities**.
- The student regularly **completes homework assignments** that demonstrate understanding and practice of key skills.
- The student meaningfully **incorporates feedback** into their work, improving their performance on subsequent tasks.

Even though the average score across the three tasks is lower, the teacher recognizes that the student has demonstrated a solid grasp of the skills and consistent effort to improve, which justifies awarding a higher level.

Example 2: AWARDING A LOWER GRADE THAN THE AVERAGE

On the other hand, if a student completes three tasks with levels of achievement of **6, 6, and 4**, the teacher would consider the context of the lower score before determining a final level. In this case, the teacher might award a **level 5** based on the following observations:

- The student's most recent performance shows **difficulty in applying knowledge** to more complex or unfamiliar tasks, indicating **a lack of full conceptual understanding**.
- The student **did not complete homework assignments**, which could have helped reinforce their understanding.
- The student's **class participation is minimal**, indicating that they may not be fully engaged in the learning process.

- There is **no evidence that the student has acted on feedback** provided in previous tasks.

In this case, even though the average score across tasks might suggest a level 6, the teacher's professional judgment would place the student at a **level 5** due to the gaps in knowledge and understanding, lack of consistency, participation, and feedback implementation. The teacher would conclude that the student needs to show more effort and engagement to achieve a higher level.

It is important to note that **each student is assessed individually**, and these examples are simply two scenarios to illustrate how the teachers make their professional judgments. Each student's process is unique, and their grades reflect a holistic view of their progress and performance.

5. CONVERTING CRITERIA LEVELS TO A GRADE (1-7)

Once the teacher decides the levels for all four criteria, they add them up to get a total score. This is then compared to the **IB grade boundaries** to get a final grade out of 7.

Example:

- A student achieves **20 out of 32**.
- According to the IB grade boundaries, this equals a grade of **5 out of 7**.

Grade	Boundary	Descriptor
1	1-5	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.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	28-32	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. WHAT A PROJECTED GRADE SHOWS

The projected grade shows:

- **Where the student is right now** based on their assessments.
- **How they are likely to finish** if they continue at the same pace.

It’s important to remember that the students can **still improve their grades** by acting on feedback and continuing to work hard. On the other hand, they **might also lower their grade** by failing to maintain consistent effort in their studies.

7. UPDATES

The teachers review and update the projected grades monthly as the students complete more tasks. Parents receive updated grades on **16 March, 15 April, and 15 May**.

8. WHY IT MATTERS

Projected grades help:

- **Students** understand their progress.
- **Parents** see where their child stands and how they can improve.
- **Teachers** adjust their teaching to support students better.

By understanding the process behind projected grades, parents can better support their children’s learning journey and encourage them to make the most of the feedback provided by their teachers.

If you are worried about your child’s projected grades after receiving the report card, please **contact the subject teacher as soon as possible** to discuss where more work is needed and how your child can improve.

In case you have more questions about our programmes, please scan the QR code and we will be happy to answer them.

CALENDAR IN BRIEF

26.	MON	**7M WINTER FIELD TRIP**
27.	TUE	**7M WINTER FIELD TRIP** **MYP 3 COMMUNITYPROJECT**
28.	WED	**7M WINTER FIELD TRIP** **MYP 3 COMMUNITY PROJECT**
29.	THUR	**7M WINTER FIELD TRIP**
30.	FRI	**7M WINTER FIELD TRIP** **1ST TERM REPORT CARDS**
31.	SAT	
1.	SUN	
2.	MON	
3.	TUE	**4M SCIENCE DAY**
4.	WED	**PTA MEETING**
5.	THUR	
6.	FRI	
7.	SAT	
8.	SUN	**PREŠEREN DAY**