

Report on the school evaluation



Name of head of school	Dr. Mary Jo Heatherington		
Name of school	AIS Mozambique	IB school code	002357
Date	22-05-2014	IB programme	MYP

MYP years offered at the school	<input checked="" type="checkbox"/> Y1	<input checked="" type="checkbox"/> Y2	<input checked="" type="checkbox"/> Y3	<input checked="" type="checkbox"/> Y4	<input checked="" type="checkbox"/> Y5
--	--	--	--	--	--

Dear Head of school

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following.

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed
 - related finding(s)
 - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
 - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
 - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has identified the following matter that the school must address.

	Practice	Finding	Matter to be addressed	Evidence to be provided by the school	Support in IB documentation
			The school must ensure that:		
.B1.5b	The school has developed and implements a	While there is support available for students with mild special educational	The school has documented and implemented a special	• The school's special educational needs policy includes a	<i>MYP: From principles into practice</i> , pp.100-

	special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	needs, there is no documented special educational needs policy.	educational needs policy that is aligned with the school's admission policy.	description of how special needs are catered for in those cases that are accepted to the school on the basis of the school's admission policy. Description of actions taken by the school to implement the special educational needs policy.	101
--	---	---	--	--	-----

The school is required to upload its response and the requested evidence in IB Docs by 15 March 2015.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

Yours sincerely

Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 11
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	No

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	Through reading documentation and conversations with the Director and Secondary School Principal, the visiting team found evidence the school reviewed its mission statement in 2010 to ensure it aligns with the IB mission statement.
Commendations	The school for reviewing and aligning its statement of mission and philosophy with that of the IB.
Support in IB Documentation	<i>MYP: From principles into practice, p.7, 11</i>

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
-------------------	---

Findings of the team	The school's leadership team and members of the Board demonstrated understanding and commitment to IB philosophy and to the MYP.
Commendations	The school leadership team and the members of the Board for their commitment and dedication to understanding the MYP.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.81

Practice 3c	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (1)
Findings of the team	In conversations with students, teachers and parents, it is clear that the personal project is celebrated as the culmination of the Middle Years Programme at the school.
Commendations	The MYP Coordinator and Personal Project Coordinator for their development and promotion of the personal project throughout the school community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.43, 62-63

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	The school develops and promotes international-mindedness through the concept of Ubuntu. Students travel to other countries through activities such as MUN, Week Without Walls, and sports tournaments. The school also recently hosted an in-school International-Mindedness workshop.
Commendations	The school for promoting and developing international-mindedness throughout the school community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.8-9

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	Conversations with the Service Leader, the students, and teachers, as well as reading school documents indicate that the school has six Service Learning days per academic year which include building community schools and painting orphanages in the Maputo area. Students are involved in action through participation in the student run Central Committee, and the co-curricular programme (After school activities, sports and arts).
Commendations	The school for promoting and providing a wide variety of opportunities for meaningful action within and beyond the school community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp. 25-7

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	Conversations with the Director, the Secondary School Principal and the Chair of the Education Committee of the Board demonstrated that the school has initiated a review of language offerings and created a Languages Focus Group comprising parents, teachers and administrators to investigate further opportunities to enhance the language programme at the school.
Commendations	The school for the importance it places on language learning.
Support in IB Documentation	<i>Learning in a language other than mother tongue in IB programmes</i> , pp.1–5

Practice 8	The school participates in the IB world community.
Findings of the team	While the Director is on the board of AISA and a Math teacher is a MYP moderator, there is significant room for additional involvement within the greater IB community.
Recommendations The IB recommends that:	The school provides opportunities for teachers to participate in professional learning within the IB community including applying to be workshop leaders, school visitors and consultants.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp. 5-6

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s)
Findings of the team	The Director attends monthly meetings of the Board and presents a monthly report. The leadership team creates an Annual Report which is distributed to all members of the school community.
Commendations	The Director for creating effective systems to keep the Board informed about the development of the programme.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.86

Practice 4+4a	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.a. The Middle Years Programme coordinator is part of the school pedagogical leadership team.
Findings of the team	The MYP Coordinator has a job description and ample release time to fulfil her responsibilities. She has led the school through a systematic review of the progress made in the implementation of the programme to date. She is a member of the secondary school pedagogical leadership team and has taken initiatives to organise documentation and created a MYP website.
Commendations	The MYP Coordinator for her dedication to the programme and for her pedagogical leadership.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.81, 83, 86, 105

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	The language policy was developed in 2008 and has not had any changes although it is reviewed annually. An addendum to reflect the changes in Language B was created, but not integrated into the policy.
Recommendations	The school ensures the language policy is reviewed and updated to accurately reflect the requirements of

The IB recommends that:	the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Guidelines for developing a school language policy</i>

Practice 5b	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	While there is support available for students with mild special educational needs, there is no documented special educational needs policy.
Matters to be addressed The school must ensure that:	The school has documented and implemented a Special Educational Needs Policy that is aligned with the school's admission policy.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>MYP: From principles into practice, pp.100-101</i>

Practice 5c	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	The assessment policy does not provide guidance on the best fit approach for deciding achievement levels and other MYP assessment procedures, however a separate document called MYP Introduction to Assessment outlines these practices.
Recommendations The IB recommends that:	The school ensures that all assessment information and procedures is incorporated into one clear Assessment Policy document that meets the requirements of the IB.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice, pp.59, 100</i>

Practice 5d	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the team	While there is an Academic Honesty Policy published in the MYP Handbook, it does not comply with the requirements and expectations of the IB.
Recommendations The IB recommends that:	The school ensures it reviews and updates the Academic Honesty Policy
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB	<i>MYP: From principles into practice, pp.101-102</i>

Documentation	
---------------	--

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	The school provides 12 half days each year for professional development activities which includes time for collaborative planning. Several departments have a scheduled collaborative planning block within the timetable.
Commendations	The school for providing time within the schedule for collaborative planning and reflection as well as programme development.
Support in IB Documentation	<i>MYP: From principles into practice, p.65</i>

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	Since authorization, the school has completed significant campus facility additions and upgrades which include a new library, arts rooms, technology labs, and classroom spaces. Following a growth feasibility study, the school has planned a three phase campus expansion which includes a new sports centre, science labs, cafeteria, office administration buildings and more classrooms.
Commendations	The members of the Board and the school leadership team for their pro-active and thoughtful approach to meeting the needs of the current and future school community.
Support in IB Documentation	<i>Guide to school authorization: Middle Years Programme, p.2</i> (For specific information for subject groups, see the MYP subject-specific guides.)

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	In conversations with teachers, it is apparent that teachers are actively engaging with the local Mozambique community to enhance teaching and learning. In conversations with teachers and students, it was clear that the Week Without Walls and Service Learning programmes provide for significant opportunities for students to engage in the local community.
Commendations	The teachers for their engagement with the local community to enhance their teaching and learning.

Support in IB Documentation	<i>MYP: From principles into practice, p.25</i>
------------------------------------	---

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 1+1a+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s).a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers.b. The school follows the Middle Years Programme planning process. c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
Findings of the team	While the school has provided opportunities for the faculty to collaboratively plan the curriculum, at this time part-time teachers are not required to attend these meetings. The leadership team and teachers understand the need for further development of interdisciplinary planning and collaboration, but at this point in time few opportunities have been utilised.
Recommendations The IB recommends that:	The school ensures all teachers are involved in collaborative planning meetings and opportunities.The leadership team ensures that dedicated time is scheduled for interdisciplinary planning.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice, pp.65, 79-80</i>

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	The teachers have developed a vertical scope and sequence for approaches to learning skills. However, there is no horizontal planning or analysis of these skills across each grade.
Recommendations The IB recommends that:	The school ensures that as it prepares for the changes in the Next Chapter that it addresses both horizontal and vertical articulation of the approaches to learning skills.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice, p.66</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Requires significant attention 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1d	The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.
Findings of the team	Managebac has been utilised by subject departments to document unit planning. In review of these unit plans, it is evident that units require further development in developing conceptual understanding through contexts.
Recommendations The IB recommends that:	The MYP Coordinator initiates structured professional learning time for teachers to understand and develop units of work which reflect the required key and related concepts through global contexts in their unit planning process.
Support in IB Documentation	<i>MYP: From principles into practice, pp.68-77</i>

Practice 1g	There is a system for the regular review of individual units of work, vertical and horizontal subject documentation and documentation of the areas of interaction.
Findings of the team	The school has invested in the use of Managebac to document the curriculum planning process. The Secondary School Principal and the MYP Coordinator have utilized this system to review and monitor departmental planning progress.
Commendations	The school leadership team for adopting Managebac as a system to regularly review and analyse curriculum documentation.
Support in IB Documentation	<i>MYP: From principles into practice, pp.77, 81-82</i>

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	The subject scope and sequence documents have no evidence of vertical articulation of knowledge, skills and attitudes.

Recommendations The IB recommends that:	The Heads of Department ensure that a clearly articulated scope and sequencing document is produced for their subject which identifies the knowledge, concepts, and skills to be developed over the five years of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.17, 68

Practice 9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.
Findings of the team	In discussions with teachers, it is apparent that they do not feel prepared for the changes to the programme to be implemented in August 2014. The majority of teachers were not aware of the significant changes to their subject areas and had limited engagement with the new subject guides.
Recommendations The IB recommends that:	The MYP Coordinator along with the Heads of Department ensure that the changes to the written curriculum are implemented in a timely fashion in order to meet the requirements of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.1

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1d	Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring.
Findings of the team	The Service Learning Coordinator provides opportunities for students to engage in a wide variety of activities in each year of the programme.

Commendations	The school for creating a full school Service Learning position. The Service Learning Coordinator for his knowledge and awareness of MYP requirements to meet the needs of the community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.26

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	Through viewing samples of student work and classroom observations, the visiting team saw evidence of implementation and adherence to academic honesty practices.
Commendations	The teachers for ensuring students understand and demonstrate academic honesty in their research assignments.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.101-102

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	Through classroom observations, and discussions with teachers and students it was apparent multiple perspectives and diversity is celebrated and discussed in many ways through teaching and learning.
Commendations	The teachers for developing learning opportunities for students that explore multiple perspectives and diverse points of view.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.20-21

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Findings of the team	Through discussions with teachers and the ESOL teacher, it was apparent that more support is required for English language learners. Currently there is no English B offered at the school.
Recommendations The IB recommends that:	The school investigates and reviews its protocols for supporting its English language learners.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.64

Practice 12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	In discussion with the Athletic Director, teachers and students, it was apparent that there were significant opportunities for students to take meaningful action within the school community.
Commendations	The school for providing opportunities through its co-curricular programme, student committees and service learning for students to utilize leadership skills and take action.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.63

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	In conversations with students and through classroom observations it was apparent that the school has fostered an environment based upon mutual respect where international-mindedness is valued and celebrated.
Commendations	The school leadership team and teachers for fostering a positive school community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.61

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration and provided information on IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1c	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
Findings of the team	Through conversations with teachers and reviewing documentation, it is apparent that some standardization is occurring, but is not yet a regular practice in all subjects.
Recommendations The IB recommends that:	The school leadership team and the Heads of Department ensure that regular documented standardization practices occur in all subject groups.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.46, 55

Practice 1d	The school provides students with task-specific clarifications for assessment.
Findings of the team	Through review of student assessed work, classroom observations and conversations with teachers, it is clear that while some teachers are providing task-specific clarifications for assessment tasks, this is not an expected practice for all teachers.
Recommendations The IB recommends that:	The Heads of Department ensure that teachers provide task-specific clarifications for all summative assessment tasks.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.51

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	The school has adopted the use of Managebac as a system for recording student progress. In conversations with parents, students and teachers they all said it has helped them have a clear understanding of the assessment process.
Commendations	The school for adopting a built-for-purpose system for recording student progress.
Support in IB Documentation	<i>MYP: From principles into practice, p.49</i>

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	In conversations with teachers and reviewing school report cards, it is evident that teachers are being required to assess all criteria twice in each trimester. This practice is creating challenges for teachers to provide a range of assessment tasks and compromises effective conceptual teaching and learning. In addition, each trimester is reported as a discrete reporting period, with no overall final achievement level for the course.
Recommendations The IB recommends that:	The school reviews and revises its reporting procedures to meet the requirements of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>MYP: From principles into practice, pp.55-57</i>

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	While the school has started to implement Managebac as a tool for recording assessment data, in discussions with teachers, it is apparent that at this stage, this data is not being analysed to inform teaching and learning. The school received monitoring of assessment reports for each subject group and the personal project, yet in discussion with subject teachers, it was apparent that most departments had not engaged in a significant way with these reports.
Recommendations The IB recommends that:	The school develops and implements systems to ensure teachers engage in the analysis of assessment results to inform teaching and learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>MYP: From principles into practice, p.42</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB		• The school has

<p>recommendations for this standard from the previous evaluation process or from authorization.</p>		<p>not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.</p>
<p>Conclusion</p>	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development