



ManageBac

Reporting in the Primary Years Programme
IB Africa, Europe, Middle East



**Faria
Systems**

ManageBac report cards for the Primary Years Programme are designed for flexibility and customisation, reflecting the wide diversity of assessment approaches at IB PYP schools.

Our reports are based on the most common forms of PYP assessment. They include:

- The IB Learner Profile, Transdisciplinary Skills, Attitudes, Units of inquiry, and subject-specific assessment
- The IB Scope & Sequence or a customised Scope & Sequence (for instance, local or national standards)
- Homeroom and specialist teacher feedback

Once generated, PDF report cards are available immediately on **ManageBac** for students, parents, and teachers to view and download.

This booklet includes a sample fictional report card from Faria International School, followed by real sample report cards* generated by **ManageBac** schools. We hope this range of examples allows you to see new possibilities in your assessment practices.

We are grateful to the following schools for allowing us to showcase their report cards:

- **Emirates National Schools - Mohamed Bin Zayed City Campus**
- **GEMS World Academy - Dubai**
- **International School of the Stockholm Region**
- **International School of Telemark**

At the end of the booklet, we've included a PDF QuickStart guide to PYP reporting on **ManageBac**.

If you're interested in exploring our reporting functions further, call or e-mail us to enable the functions on your account.

We are looking forward to working with you this year!

Best regards,

Kevin Piersialla

Kevin Piersialla
Regional Director
Europe, Africa & the Middle East

kevin@managebac.com
+44 208 133 7489

*All personally identifiable student and teacher information, including names, birthdates, photos, and ID numbers, have been altered to ensure anonymity.



Student Name: Henry Epelbaum

Grade: Grade 3

Homeroom Advisor: Richard Chandler

Dear Parents,

An education at Faria International School is about actively combining challenging and enriching experiences with academic rigor and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results, there is so much more to the education we provide. It is, therefore, important that parents wholeheartedly support the ethos of the school.

Whether it is in the classroom, on the stage, whilst participating in an expedition, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

On this note, I would like to present the first report card of this academic year. Let's work together to create an environment for true development.

Kind regards,
John Walden
Head of School

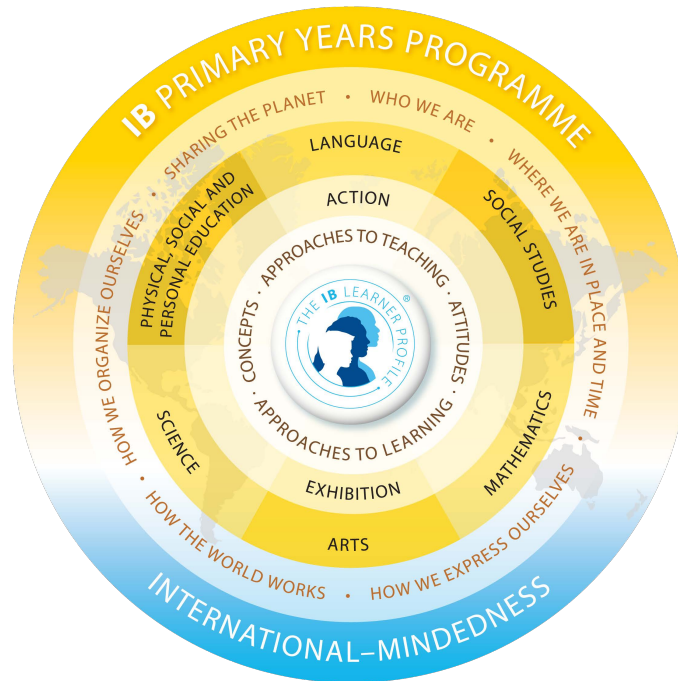
Attendance

Absent	Present	Late
1	96	0

John Walden
Head of School

Sharon Arese
PYP Coordinator

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.
Risk-takers (Courageous)	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 recognize 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.

Programme of Inquiry

Units of Inquiry

Where we are in place and time: Machines of the Past, Technology of Today

Achievement: 5

Effort: O

Central Idea: Past civilizations shape present day systems and technologies

Lines of Inquiry:

- *Aspects of past civilizations that have survived*
- *Reasons these systems and technologies developed*
- *Why modern societies continue to use adaptations of these systems and technologies*
- *Implications for the future.*

Comments: Henry did a great job. I was especially impressed with his dedication to the clock project. He excels with hands-on activities.

How we express ourselves: Art in 19th Century America

Achievement: 5

Effort: O

Central Idea: What were the central themes of art in 19th century America?
How did it reflect what was going on at the time?

Lines of Inquiry:

- *What were the main themes in 19th Century Art?*
- *What different styles were there?*
- *What style would you choose as a 19th century artist?*

Comments: Henry is showing a great deal of interest in the works of great artists of the Impressionist period. He is able to express his feelings about the art clearly using appropriate terminology.

Subjects

Language Arts	Achievement	Effort
Oral language - listening and speaking	5	O
use language to explain, inquire and compare	6	VG
begin to understand that language use is influenced by its purpose and the audience	5	O
Visual language - viewing and presenting	6	VG
realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding	5	G
with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful	6	O
Written language - reading	6	G
Written language - writing	6	O

Comments: Henry continues to do well in our language arts coursework! He is an avid reader, although at time his attention can drift from the task at hand. He is careful and deliberate in his writing, and always works hard to make sure that the work he produces is of high quality. he is also ready to write second and third drafts, and makes a clear effort to take comments into consideration and produce improved work with each iteration.

Physical Education	Achievement	Effort
Identity	6	VG
analyse how they are connected to the wider community	5	VG
use understanding of their own emotions to interact positively with others	6	VG
explain how self-talk can influence their behaviour and their approach to learning	6	VG
Active Living	5	VG
identify different stages of life and how these can affect physical performance	5	O
demonstrate greater body control when performing movements	6	VG
plan, perform and reflect on movement sequences in order to improve	6	VG
Interactions	6	G
identify individual strengths that can contribute to shared goals	5	G
adopt a variety of roles for the needs of the group, for example, leader, presenter	6	VG
discuss ideas and ask questions to clarify meaning	6	VG

Comments: Henry has shown great sportsmanship!

Spanish	Achievement	Effort
Oral language - listening and speaking	6	O
verbalize their thinking and explain their reasoning	4	VG
listen for a specific purpose in a variety of situations	6	O
explain and discuss their own writing with peers and adults	6	G
realize that grammatical structures can be irregular and begin to use them appropriately and consistently	4	O
Visual language - viewing and presenting	4	S
identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters	5	G
Written language - reading	6	VG
know when and how to use the internet and multimedia resources for research	6	VG
Written language - writing	4	O

Comments: Henry has worked hard in Spanish class this semester. He is eager to learn about the cultures of the Spanish speaking world and is particularly attentive for our in class discussions about the cultural backgrounds of different countries. He does quite well on his work both in class and at home.

Homeroom Advisor Comments

Henry has continued to put forth a strong effort in both his studies and his extracurricular activities. He is attentive, responsible, and polite. Excellent progress this term.

Transdisciplinary Skills

Skill	Achievement
Social Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles	6
Research Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	5
Thinking Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	4
Self-management Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	3
Communication Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	6
Achievement 6 Outstanding Achievement 5 High Achievement 4 Sound Achievement 3 Basic Achievement 2 Limited Achievement 1 Individual Achievement 0 Unable to Assess	

Attitudes

Demonstration of:					
Attitude	Achievement	Attitude	Achievement	Attitude	Achievement
Appreciation	4	Commitment	6	Confidence	5
Cooperation	6	Empathy	5	Enthusiasm	5
Independence	5	Integrity	5		

Emirates National School – Mohammed Bin Zayed City Campus

 **ManageBac** school since 2012

Introduction

Emirates National Schools (ENS) consist of three campuses: the Mohammed Bin Zayed City Campus, Al Ain City Campus and the Abu Dhabi City Campus.

All ENS primary schools have been authorized as International Baccalaureate Primary Years Programme World Schools since 2013 and attained authorization to offer the International Baccalaureate Diploma Programme in June 2014.

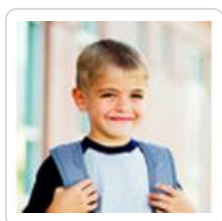
Contact Information

Aimee Clark
PYP Coordinator
a.clark@ens.sch.ae



مدارس الإمارات الوطنية Emirates National Schools

Emirates National Schools - Mohamed Bin Zayed City Campus Kindergarten Report



Student Name: Alexander

Student ID: 30494113

Grade: KG 1

Dear Family,

We are pleased to present you with this report on your child's progress. Emirates National Schools' Kindergarten is a caring community, focused on academic excellence. The purpose of this report is to communicate the progress each student is making toward accomplishing the IB PYP essential skills, learner profile and attitudes along with the KG standards. At ENS, summative and formative assessments provide insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction. The following criteria are used to evaluate our students' progress:

D = Developing

P = Progressing

M = Meeting Expectations

E = Exceeding Expectations

NA= Not Assessed

This information will help you monitor your student's progress during the year. By supporting learning in this way, we can celebrate successful learning together.

Amir (Head of Kindergarten)

Hakim

Homeroom Teacher

Selma

Head of School

Summary of Achievement

Attitudes

Comments: Alexander demonstrated curiosity and was very enthusiastic throughout the unit of inquiry. He showed commitment to a particular task and was able to express his thoughts, ideas and knowledge with his fellow peers during discussion and group time sessions. Alexander displayed care and responsibility towards the pets and plants on display in the classroom and often requested to feed the fish. Alexander is very close to Jenny and communicates with her in Arabic most of the time.

Units of Inquiry

Sharing the planet: Sharing The Planet

Central Idea: Living things require care and responsibility to survive.

- *Exploring and classifying living things*
- *Needs of living things*
- *The importance of living things*

Comments: Alexander showed a good understanding of the lines of inquiry throughout the unit of inquiry. He was able to understand, identify and classify living and non living things. Alexander demonstrated his knowledge of living things and what living things need to survive and the importance of care and responsibility of living things on the planet.

How the world works: How The World Works

Central Idea: People and animals can adapt to change as the Earth rotates.

- *Natural light -Form*
- *Day and Night- Change*
- *Changing Routines- Connection*

Comments: Alexander maintained steady progress in understanding differences of night and day and changing routines. Alexander is able to show some knowledge through drawing pictures by identifying one or two daily routines independently.

English	Report Criteria	Report Criteria
Literature	P	Informational Text
Foundational Skills	P	Writing
Speaking and Listening	M	Language

Comments: Alexander can identify some letters of the alphabet and is able to print the letters of his own name. Alexander's pencil control is good his handwriting and drawing tasks are done well. Alexander demonstrated improved listening and speaking skills in the classroom.

Mathematics	Report Criteria	Report Criteria
Geometry	P	Counting and Cardinality
Operations and Algebraic Thinking	NA	Number and Operations in Base 10
Measurement and Data	P	

Comments: Alexander can identify some colors, numbers and two and three dimensional shapes. He can count in order to 10 on occasions he tend to forget the number order. Alexander is beginning to reproduce, create and extend patterns and sort objects by attributes.

Physical Education

Comments: Alexander demonstrates strength, flexibility, balance and good hand-eye, foot-eye coordination using large and small muscles. He is able to work cooperatively with supervision during physical activity, respecting others personal space.

Swimming

Alexander is showing more confidence, strength and ability in the pool since the beginning of the year. He is able to go under the water in different water games, which is the first step to gain complete confidence in the water and each year during swimming, will continue to build on different skills.

Music

Comments:

Alexander has been showing progress with his vocal, dancing and movement skills, which were evident in our end of year concert practices. He has developed more confidence performing on stage and in front of a larger audience.

Homeroom Advisor Comments

Alexander is a lovely little boy who has maintained steady progress throughout the unit of inquiry. He demonstrated care and responsibility in helping to take care of the plants and pets that were brought into the classroom. Alexander participated in all activities that took place inside and outside of the classroom. He formed good relationships with fellow learners and the teacher. Alexander on occasions was reminded of the classroom essential agreements during work time and group time sessions.

Introduction

GEMS World Academy - Dubai (GWA) is a PreK to Grade 12 international school for young world citizens; a school where students benefit from an education beyond any single national curriculum.

Established in 2008 as a member of the GEMS Network of schools, GWA hosts students from a sweeping range of countries. The school views its multicultural community as a source of learning as it develops an understanding of what makes people different, while celebrating similarities in this increasingly connected world.

GWA offers a 21st-century learning environment where every student participates as an active learner. The school is authorized by the International Baccalaureate Organization (IBO) to offer the IB continuum to students aged 3 to 18. GWA is also a member of the Council of International Schools (CIS) and was accredited during the 2012-2013 school year as yet another mark of a quality. Contact Information

Contact Information

David Gerber

PYP Coordinator

d.gerber_gwa@gemsedu.com

Student Name: Ginny

Grade: Grade 5

Homeroom Advisor: Max

GWA-Dubai Mission Statement

GEMS World Academy-Dubai develops inquiring, reflective and caring learners who, through the rigour of the IB programs, have the knowledge, skills and character to take action and create a better, more peaceful world. Supported by highly qualified staff in world-class facilities, our diverse international community is encouraged to develop intercultural understanding and respect.

Measuring Progress, Not Grades: Making Sense of the GWA-Dubai Elementary Report

Assessment in the Primary Years Programme provides students, parents and teachers with information on student performance in a variety of subject areas, and in their development of knowledge, skills, concepts and attitudes. In a developmental program such as ours, teachers use a wide variety of assessment tools and observations to document where a child is in relation to the expectations for their age at a certain time of year. Going beyond just paper and pencil tests, assessment includes a wide variety of options for students to demonstrate their learning. Teaching staff rely on activities, group and individual work, teacher observations, performances, projects and reflection pieces to shape a holistic picture of your child's learning. This first quarter progress report is a comprehensive, and cumulative view of student achievement from the beginning of the year.

On this report, you will notice that most specialists (Art, PE, Islamic Studies, Music, ICT and Library) are not providing a "grade" (ie. score of 1-7), but only general comments about what students have been learning. Due to our 6 day rotation and the number of times students are seen by specialists, we felt it's important to provide more instructional time and opportunities for teachers to interact with students before providing an overall "grade". For the remainder of the year, students will receive a "grade" at each quarter and specific comments about your child's progress from our specialist teachers.

In addition to this progress report, your child is developing a portfolio. A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of learning over time. It provides a picture of each student's progress and development over a period of time both as an individual and collaborative learner. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement. Finally, it serves as the foundation for the development of individual goals that are used to establish teaching and learning plans. Portfolios will be available later during the year. Please be in touch if we can help answer any questions.

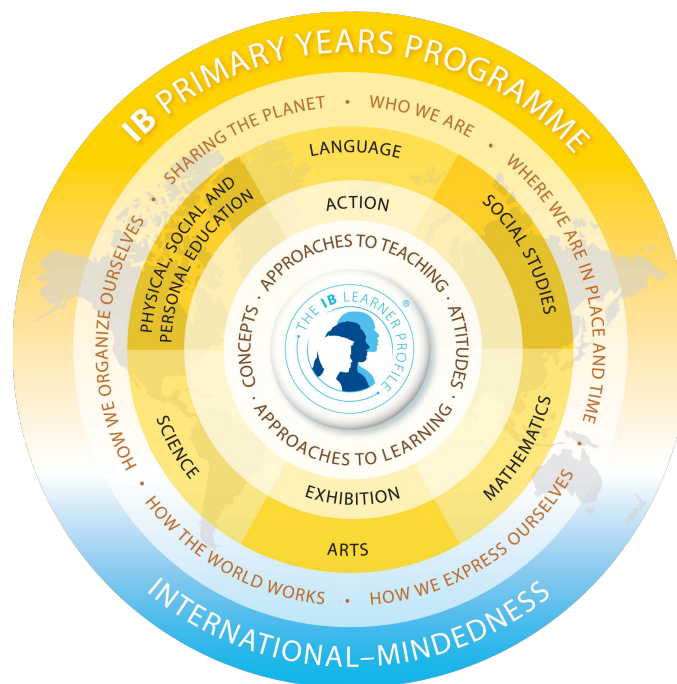
Please be in touch if we can help to answer any questions.

Sincerely,



Jason Smith
Elementary Principal

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.
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Risk-takers (Courageous)	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 recognize 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.

Assessment

Subject Criterion

Abbreviation	Title	Description
1	Not Yet Evident	The student has not yet demonstrated their understanding, knowledge or use of skill. The student requires consistent teacher prompting or support to complete work, connect ideas, or take ownership of his or her learning.
2	Beginning	The student is beginning to develop their understanding, knowledge or use of skill. The student requires teacher prompting or support to complete work, connect ideas, or take ownership of his or her learning.
3	Developing	The student is developing basic understanding, knowledge and use of skill. Student shows basic understanding of concepts and context with occasionally significant misunderstandings or gaps. Student requires support even in familiar classroom situations.
4	Achieving	The student can communicate basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Student often demonstrates critical and creative thinking. Student is able to use knowledge and skill with some flexibility in familiar classroom situations.
5	Applying	The student has a secure understanding and is able to use knowledge and skills to communicate their understanding of concepts and contexts. Student is able to use knowledge and skills in familiar classroom and real world situations and, with support, unfamiliar real-world situations.
6	Extending	The student has a secure understanding and is able to use knowledge and skills to communicate and build upon their understanding of concepts and contexts. Student is able to use knowledge and skills in familiar classroom and real world situations independently.
7	Excelling	The student has a secure understanding and is able to transfer knowledge and skills to communicate and build upon their understanding of concepts and contexts. Student demonstrates sophisticated critical and creative thinking.
N/A	Not Applicable	Not applicable at this time.

Additional Support Received:

Abbreviation	Title	Description
EAL	English as an additional language	Student receives EAL in-class or pull out support
LS	Learning Support	Student receives learning support which can include speech and language pull-out support.
LS/EAL	Learning Support and EAL	Student receives learning and EAL support
Yes-behavior	Teacher Interview Request	A parent-teacher interview is requested to discuss the child's behavior.
Yes-academic	Teacher Interview Request	A parent-teacher interview is requested to discuss the child's academic.
No	Teacher Interview Not Requested	Teacher does not feel the need for a special meeting to discuss the child's education.

Transdisciplinary Skills

Skill	Subject Criterion
Social Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles	
Thinking Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	
Research Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	
Self-management Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	
Communication Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	

Comments: Ginny is gentle and courteous to others. She shows solid communication skills during group work situations and enjoys offering her opinions and ideas. She manages her monitor duties with pride and enjoys being given various classroom responsibilities. Ginny enjoys an organized environment and is well prepared for the school day. It is evident, by her positive attitude, that she enjoys school. Ginny always strives to give of her best and has an excellent attitude towards her school work. Although Ginny has grown in confidence this quarter, I'd still like to see her believe more in her own abilities. Only then will she reach the high potential that she is capable of.

Summary of Achievement

Units of Inquiry

Where we are in place and time: Where we are in Place and Time

Subject Criterion: 6

Central Idea: Human exploration leads to discoveries and inventions that shape the world.

Lines of Inquiry:

- Human drive to explore.
- Explorations leading to discovery and inventions.
- Discoveries and inventions shaping the present and future.

How the world works: How the World Works

Subject Criterion: 5

Central Idea: The types and properties of forces affect our natural world.

Lines of Inquiry:

- The cause and effect of forces.
- The types and properties of forces.
- How laws apply to the natural world.

Sharing the planet: Sharing the Planet

Subject Criterion: N/A

Central Idea: Our use of energy resources impacts our environment and the way we live.

Lines of Inquiry:

- Sources of energy
- The process of energy production
- How energy is used in our locality
- Energy usage and its impact on society and the environment

Subjects

English	Subject Criterion	Subject Criterion
Oral language - listening and speaking	4	Visual language - viewing and presenting
Written language - reading	5	Written language - writing
Written language - writing	6	
Mathematics	Subject Criterion	Subject Criterion
Data Handling	4	Measurement
Shape and Space	N/A	Pattern and Function
Number	3	
Arabic	Subject Criterion	Subject Criterion
Oral language - listening and speaking	6	Written language - reading
Written language - writing	6	Attitude and Participation

Physical Education

Comments: This term in Physical Education, students have been actively participating in invasion games and sports leadership. During invasion games, students have been working in teams focusing on developing their communication, cooperation and decision-making skills. In this unit, they have also focused on the importance of rules and fair play. In sports leadership, students have been participating in a range of cooperative games that have been designed to promote trust and honesty amongst classmates. During these games, students have taken responsibility in their own learning by modifying rules, and discussing tactics.

Swimming

Comments: In swimming, students enter at various levels. Our program is differentiated to support students at their swimming developmental level. Our instruction focuses on the essential elements of: safety, water confidence, submerging, breathing techniques, body position, different strokes, progressive skills and developing stamina with strength. Our PE department and swimming staff conduct assessments to determine appropriate placement in developmental groups. As students make progress, we change groups to ensure challenge and rigor and further development of swimming skills. On the quarter two report, specific information about your child's current level will be shared.

Music

Comments: In Grade 5 Music, students have established basic music routines for professional music-making and are working on the Music "Who We Are" presentations. At the finish of Quarter 1, about ten students in each class have presented, with the rest presenting between November and February. In Strings, students reviewed all previous string techniques, like bow hold and posture. In addition, students have improved their performance on the D major scale and have started reading rhythmic notation.

Library

Comments: Students have been questioning the reliability of resources and using a variety of resources to cross-reference information. They have researched an explorer and cross-referenced the information to determine its accuracy. The students have participated in brainstorming activities to locate specific information. Students have begun to understand and be aware of the implications for citations and plagiarism.

ICT

Comments: The students in Grade 5 began the year by creating a word cloud about themselves using Tagxedo. They explored the concepts of digital citizenship and responsibility while sharing their understandings using Padlet. They have begun constructing their digital portfolio using Weebly. Within that program they have learned how to choose different themes and fonts for their home page, how to insert pictures saved on a computer, how to add captions to their selected images and how to publish their changes before logging out. In the coming months grade 5 students will be learning how to generate links on their Weebly pages while exploring the different methods of importing digital work onto their site (e.g. Microsoft Word documents, videos, pdf's, etc.).

Visual Arts

Comments: In Art, students began the school year by exploring who they are as unique artists and individuals through their creative name designs for their sketchbook covers. Students have worked on strengthening their skills in observational drawing, with a focus on the element of space and one-point perspective. Most recently, students have explored the sense of sight as they have learned about optical illusions, and how Optical (Op) Art can show movement and depth on a two-dimensional surface. Students have diligently been working on their own Op Art designs as they have learned to appreciate the brain's role in vision.

Learning Support		Additional Support Received:	
Additional Support Received	No	Teacher Interview Requested	No

Extra Curricular Activities

Comments: Piano Lessons, Golf

Melissa
Homeroom Advisor

International School of the Stockholm Region



ManageBac school since 2012

Introduction

The International School of the Stockholm Region (ISSR) is a publicly funded English-speaking school founded by the city of Stockholm in response to the growing demand for a truly international education.

ISSR, formerly known as IB School South, has been authorized to offer the Diploma Programme (DP) to both local and international students since 1999. In 2015, ISSR was also authorized to offer the Primary Years Programme.

Contact Information

Jenny Arvidsson
Deputy Head & PYP Coordinator
jenny.arvidsson@stockholm.se



International School of the Stockholm Region

PYP Progress Report With Learning Goals October 2016

Prepared: October 14, 2016

Student Name: Carson

Grade: PYP 3

Homeroom Advisor: Amelia

Dear ISSR PYP Families,

In this first progress report you will find the assessment of your child's achievement in all subject areas so far this term. You will also find an overview of the transdisciplinary skills and how your child has developed them. Included in the report comments are also the attributes of the learner profile. This report is based on the assessments that have been performed so far and may not cover all areas of the curriculum. The next report will be prepared for you in January.

We look forward to seeing you together with your child at the student-parent-teacher conference on October 19th or 20th.

Please sign-up via the online booking system.

At the PYP conferences we identify areas of potential growth and development so it is important to do a little "homework" before the meeting. Please read this document carefully prior to your development conference. Also, take the time to discuss it with your child and brainstorm possible areas for improvement. Students and teachers will also develop goals together in school. At the student-parent-teacher conference you will collaboratively set up learning goals for your child.

The report will be regenerated with the learning goals about a week after the conference. Please review the goals together with your child.

Kind regards,

The ISSR PYP Team

Margorie
Deputy Head/ PYP Coordinator

IB Learner Profile

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Transdisciplinary Skills

Skill	Skill Descriptors
Social	M
Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles	
Research	M
Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	
Thinking	M
Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	
Communication	M
Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	
Self-management	M
Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	

Summary of Achievement

Units of Inquiry

Who we are: Who We Are

Learning Descriptors : Sec

Central Idea: Being part of a community comes with rights and responsibilities.

- *The connection between rights and responsibilities*
- *The rights and responsibilities children have*
- *Rights and responsibilities impact our everyday lives*

Key Concepts: Perspective.

Comments: During the last weeks we have been working on the conceptual understanding of rights and responsibilities. We assessed the children's prior knowledge by discussing our essential agreements in class in the beginning of the unit. The children had to think about why we have essential agreements and what would happen if we didn't follow or respect the agreements. We then discussed the concept of fairness and wants and needs as a whole class and in small groups. The children have discussed, written and role-played during our sessions which have helped their understanding of rights and responsibilities. During the unit the children have been formatively assessed by reviewing responses to writing prompts in their Thinking Journals, and by commenting during class discussions and in their writing. For the summative assessment task, the children had to write down three examples of rights and responsibilities they have at home, in the classroom and that they have towards each other.

Carson chose to demonstrate his good understanding of the central idea by taking an active part in our class discussions where he came up with thoughtful and insightful ideas about what rights and responsibilities we have in our classroom, at home and towards each other. With effective cooperative skills and curiosity, Carson and his group discussed what would happen if we didn't have any responsibilities in our society, and later presented his findings to the class. In his summative assessment, Carson's choice of "I have the right to have a bed" and "I have the responsibility to make it" showed an extensive understanding of what rights and responsibilities we have in the classroom, at home and towards each other. Carson has been a principled student as he cleans up after himself and he has also been caring since he takes good care of his friends. Carson has done an outstanding job during this unit!

English	Learning Descriptors	Learning Descriptors
Oral language - listening and speaking	Sec	Visual language - viewing and presenting
Written language - reading	NA	Written language - writing

Comments: During the last few weeks the children have been studying fables. They have discussed the characteristics of fables based on a teacher read-aloud and have read other fables in small groups. They practiced retelling stories and have discussed how the characters in fables are different and why these differences are important to the moral of the story. The students then compared and contrasted different versions of the fables. As an assessment task, the children created their own fable. They then assessed how well they felt they had covered the features of a fable in their story using the checklist.

Carson engaged effectively in a range of collaborative discussions on fable texts with different partners, building on others' ideas and expressing her own clearly. Carson consistently discussed how the characters were different and why these differences were important to the moral of the story. Carson compared/contrasted how fables were alike and how they were different in characters, setting, and moral. He then created a new fable with a moral where he chose a ducklet and poochiyena as main characters with a clear message. His story included all the information necessary for the fable.

Swedish	Learning Descriptors	Learning Descriptors
Oral language - listening and speaking	Em	Visual language - viewing and presenting
Written language - reading	NA	Written language - writing

Comments: In Swedish, the pupils have been busy exploring key words and phrases that pertain to the classroom, have practiced communication by introducing themselves in Swedish to their classmates, practiced the Swedish alphabet and different spelling patterns, and worked on a project called "Allt om mig" where they write about themselves, where they live, their families, their school and their future aspirations. The work is differentiated according to the child's needs.

Carson demonstrates a solid understanding of Swedish words and phrases and is consistently able to answer questions during group discussion. He shows great commitment to building his knowledge of the language.

Mathematics	Learning Descriptors	Learning Descriptors
Data Handling	NA	Measurement
Shape and Space	NA	Pattern and Function
Number	NA	

Comments: During the last few weeks the children explored activities to develop their understanding of number sense. They have been investigating the fact that numbers operate using a place value system, and the students have used materials including MAB blocks (10s and 1s) to model numbers while exploring how numbers can be partitioned. The children also explored the logical sequence of numbers and worked with the hundreds charts and number lines to represent and sequence numbers from smallest to largest and largest to smallest.

Carson actively participated in whole class, group and individual activities to acquire a conceptual understanding that numbers can be partitioned into hundreds, tens and ones/units. Carson confidently sequences numbers in logical order, and is able to order and represent numbers to 100 and beyond. Carson has a good grasp on number sense and is able to use his understanding to assist with solving mathematical problems.

Physical Education

Comments: In PYP2-3 PE we have been studying "Who we are". We have been focusing on team games and how we are responsible for each other in PE. The focus has been on fairness and how we can affect the learning of our classmates. Students are now showering after PE so there has been some discussion around why we shower and the necessary organization and clothing required. Carson has been very good in all areas since his arrival. He works well in teams and practices his skills to a high level with other students.

Visual Arts	Learning Descriptors	Learning Descriptors
Responding	Dev	Creating

Comments: Building on the topic of fables, students worked to create a fable character based on their own features and that of an animal. First students worked on creating a self-portrait using markers, oil pastels, and dry pastels. They explored facial proportions when creating their self-portrait. Then students sketched themselves as a fable character with animal characteristics. In this project students first brainstormed some describing words for their animal, next they sketched out themselves incorporating their animal characteristics, and finally the students outlined and painted their fable character portrait.

Music

Learning Descriptors

Creating	Sec
----------	-----

Comments: In our first units, we have thought about the difference between wants and needs, and our rights and responsibilities when making music together. We have been learning to play together using boomwhackers and also keyboards. We also thought about how the UN Children's Rights related to music. Carson is a principled and committed student. He understands the difference between rights and responsibilities and can give examples of these in relation to music. He is able to play music with good accuracy from colour coded notation on the keyboard and boomwhackers.

Goals and Reflections

Learning Goals	Status
Caring: 1. Help Carston feel good about his work.	
Thinkers: 2. Use descriptions and adjectives when writing	

Attendance

Absent	Present	Late	Fieldtrip	Other
1	47	0	0	0

Malcolm
Deputy Head/ PYP Coordinator

Amelia
Homeroom Advisor

Assessment

Learning Descriptors

Abbreviation	Title	Description
NA	Not Assessed Yet	Hasn't been evaluated yet
Em	Emerging	With support, student learning and application of skills reflect an introductory level of understanding.
Dev	Developing	With some support, the student learning and application of skills reflect the acquisition of knowledge, comprehension of information and some conceptual understanding.
Sec	Secure	Student learning and application is mostly independent and reflects solid conceptual understanding, analysis and application of new ideas.
Ex	Extending	Student learning and application of skills is independent and reflect deeper conceptual understanding, evaluation and synthesis of ideas.

Skill Descriptors

Abbreviation	Title	Description
NA	Not assessed	Hasn't been evaluated yet
S	Sometimes	Shows evidence of the skill some of the time
M	Most of the time	Shows evidence of the skill most of the time
A	All the time	Shows evidence of the skill all of the time

International School of Telemark

 **ManageBac** school since 2013

Introduction

International School of Telemark (IST) is situated in Porsgrunn, an attractive coastal town in Telemark County, Norway. There are over 25 different nationalities among the schools' students, parents and staff.

The school was established in 2004 and has steadily grown over the last 10 years to have over 160 students from Grade 1 to Grade 10. IST is an IB World School and offers the Primary Years Programme and the Middle Years Programme.

Contact Information

Tjandra Purnama
PYP Coordinator
tjandra@istelemark.no



International School Telemark

PYP Term 2 Report 2016-2017

Prepared: June 16, 2017

Student: Macy

Grade: Grade 5

Form Tutor: Jo

Dear Parent/Guardian,

We have had a very positive year at IST and the student numbers have grown considerably. The building is being used more effectively and we are starting to improve the classroom decor and resources that children have access to. There have been many events and trips this year, and the school now celebrates 10 years with confidence in the future.

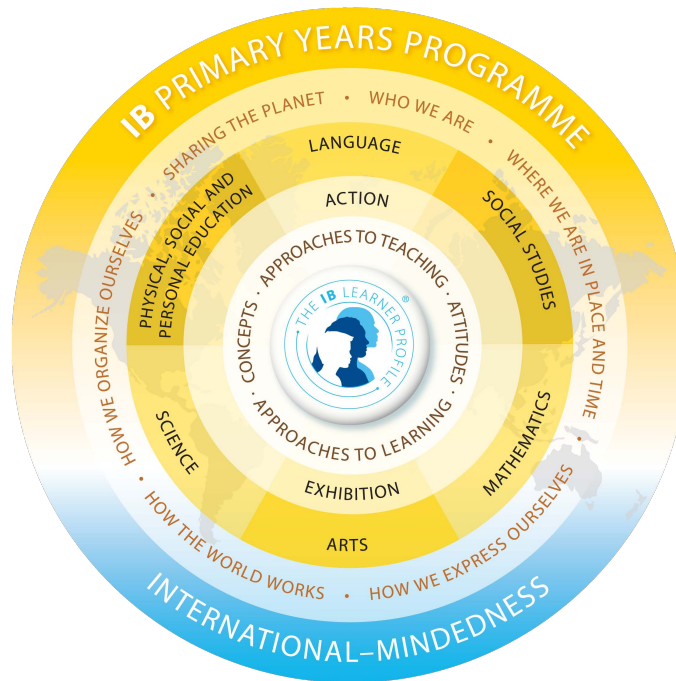
It has been a pleasure to read through the reports and the teachers have put a lot of effort into praising each child, whilst critically engaging with any challenges. The report system we have used now is ManageBac which is more focused on the IB programmes. The use of the Learner Profile and how each student can improve in the future are important aspects of this system, as is the improved layout.

Please read through your child's report and understand how we can work together in supporting their academic and social progress for the coming year.

All of us at IST wish you and your family a very pleasant summer holiday. If you are leaving IST we wish you all the best for the future, and if you are coming back in August then we look forward to working with you and your child/children in 2016-2017.

Sincerely,
Dr. Richard Caffyn
Principal

IB Learner Profile



		Achievement
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.	ME
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.	ME
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.	ME
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.	WB
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.	ME
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.	WB

Achievement NS Needs Support ME Meets Expectation WB Working Beyond NA Not Assessed

Transdisciplinary Skills

Skill	Achievement
Thinking Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition	ME
Social Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles	ME
Research Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	ME
Communication Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	WB
Self-management Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	WB

Achievement NS Needs Support ME Meets Expectation WB Working Beyond NA Not Assessed

Attitudes

Demonstration of:					
Attitude	Achievement	Attitude	Achievement	Attitude	Achievement
Appreciation	ME	Commitment	WB	Confidence	ME
Cooperation	WB	Creativity	ME	Curiosity	ME
Independence	ME	Integrity	ME		

Summary of Achievement

Units of Inquiry

How we organize ourselves: Government Systems

Achievement: ME

Effort: 5

Central Idea: Government systems influence the lives of citizens.

- *How government systems function.*
- *How decision-making practices reflect human rights.*
- *Impact of government on citizens.*
- *The rights and responsibilities of citizenship.*

Comments: Macy has been principled in the way she has approached her learning. When working with others she participates well and did very well during our field trips. She is a great communicator in the classroom, in group work and she is doing better with her written work. She does well with her inquiry and should continue developing her questions to drive her inquiry further. Her reflection, participation in class and work show that she has an understanding of the central idea.

Where we are in place and time: Technology

Achievement: WB

Effort: 6

Central Idea: Technology impacts on the world of work and leisure.

- *Technology and inventions of the home, workplace and leisure activities.*
- *Circumstances that lead to the development of important inventions and their impact.*
- *How inventions affect our daily lives.*

Comments: Macy was very creative and showed great thinking skill when coming up with her idea. She worked very independently on her invention and looked for way to improve it. She became more and more knowledgeable while working on different tasks and her curiosity drove her to e.g. making her own cosmetics at home. Because she started developing her product before finishing certain steps for her design it became sometimes difficult to complete them. Here it is important to stick to the process as well as developing the product itself. Macy used the unit concepts while learning and has a good understanding of the central idea.

How the world works: Earth changes

Achievement: ME

Effort: 5

Central Idea: Human survival is connected to understanding the continual nature of Earth.

- *How different components of Earth are interrelated.*
- *How the Earth has changed and is continuing to change.*
- *Human response to the Earth's changes.*
- *Why the Earth changes.*

Comments: Macy was very committed to her work in the unit and worked well on every task and assignment. Her confidence has grown and she has become more and more independent in her inquiry. Working with others she more often takes the lead and at the same time appreciates the efforts made by herself and others. Macy has made some good reflections where she explains what was done well and where to improve. She communicated well orally and through writing. She appreciates that she needs to work on her spelling but doesn't let that stop her writing. She has a good understanding of the unit's central idea.

English	Achievement		Achievement
Writing	ME	Reading	NS
Listening and Speaking	ME	Viewing and Presenting	ME

Comments: Macy's effort in the English lessons has improved during term 2: she works well in class and contributes to class discussions. She is capable of presenting information confidently when speaking. Macy has also shown an ability to write well-structured paragraphs, which will be very useful in the future. She needs to continue working on spelling and sentence structures in order to reach a higher level.

Norwegian	Achievement		Achievement
Listening and speaking	ME	Viewing and presenting	ME
Reading	NS	Writing	ME

Comments: Macy continues to mature and shows that she is a responsible and attentive learning member of the class. A faster reading speed is a challenge to her, but her comprehension is good. Daily reading during the summer is vital for her further progress. This will also strengthen her spelling skills which in general need to improve. Happy summer!

Mathematics	Achievement		Achievement
Data Handling	NA	Measurement	ME
Shape and Space	ME	Pattern and Function	ME
Number	ME		

Comments: Macy has a good overall knowledge in all areas of Maths. The following are areas where she can practice to improve her skills further.

Numbers: Applying fractions and decimals to different every day life situations. Multiplying or dividing decimals by 10 or 100.

Measurement: Converting m to cm, cm to mm, ml to l, m to km. When working with perimeters it is important to remember to include all sides when working with more complex shapes.

Shape and space: Be more familiar with some of the properties of different shapes.

Macy is quick to begin working and enjoys Maths. She is able to explain her thoughts and understanding. This is a good quality to have in Maths.

Physical Education	Achievement		Achievement
Identity	WB	Active Living	ME
Interactions	ME		

Comments: Macy is pleasure to teach. She has a quiet and unassuming disposition and is attentive and disciplined at all times. She has made steady and pleasing improvements this year in all areas of activity. She is also willing to voice her opinion, a positive trait. Well done.

Visual Arts	Achievement		Achievement
Responding	WB	Creating	WB

Comments: Macy works well in art lessons. She makes thoughtful comments about the artworks we look at together and about other students work. She uses her new knowledge in her work to answer the project brief to the best of her ability. Her painting for the technology unit was especially successful.

Form Tutor Comments

Macy is a good communicator and likes to express herself. She does so equally well with spoken and written language. She is a caring student that respects and works well with others. She should continue to apply her enthusiasm to all areas of life and work. Thank you for your effort this year and best of luck in years to come!

Assessment

Achievement

Abbreviation	Title
NS	Needs Support
ME	Meets Expectation
WB	Working Beyond
NA	Not Assessed

Effort

Abbreviation	Title	Description
1	NS	Minimal participation and personal organization.
2	NS	Very limited participation in class activities and meeting ongoing work requirements. The student has difficulty in being punctual, managing personal organization and being actively involved in class activities. The student is unable to demonstrate these skills fully, even with support.
3	ME	Limited participation in classroom activities and meeting work requirements, or clear difficulties in some areas. The student demonstrates a limited capacity for punctuality, personal organization and active involvement in classes and ongoing work. The student is only able to demonstrate these skills with support.
4	ME	Generally participates constructively in classroom activities, meets ongoing work requirements and works effectively in normal situations. The student generally demonstrates co-operation, punctuality, personal organisation and active involvement in classes.
5	ME	Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in a variety of situations. The student frequently demonstrates punctuality, personal organisation and active involvement in classes. The student is co-operative, occasionally demonstrates initiative and often works to the best of her/his ability.
6	WB	Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in a wide variety of situations. Consistently demonstrates punctuality, personal organisation and active involvement in classes. The student is co-operative, generally demonstrates initiative and usually works to the best of their ability.
7	WB	Consistent and constructive participation in classroom activities, meets all ongoing work requirements and works conscientiously in a wide variety of situations. Always demonstrates punctuality, personal organisation and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to the best of their ability.

QuickStart Guide: PYP Reports

Our QuickStart Guide provides step-by-step instructions to assist administrators with:

- Uploading a high-resolution logo
- Creating Rubrics & Options
- Submitting term grades
- Customising the report template
- Tailoring the teacher gradebook

Further tutorials are available on our Online Support Center:

<http://help.managebac.com>

PYP Coordinator: Reports

Introduction to ManageBac Report Cards

Highly customizable, fully integrated with teacher gradebooks, and tailored for IB PYP assessment, ManageBac report cards are generated in PDF and are instantly available for students and parents to view.

Click **Reports** to begin.

Templates

Create different report templates based on year levels or terms.

Selections

Specify the academic term, template, and year levels.

Final Reports

Click to generate reports - immediately available to students

Excel Export

Export all grades.

Preview Options

Generate individual or full-scale drafts.

Step 1: Logo

Before customizing your reports, please first navigate to **Settings > General**. Here you can upload a high resolution logo for the reports. For best results, the logo should be between 1000 to 1500 pixels wide, and in PNG format.

High Resolution Logo



Choose File no file selected

Logo Appearance

☒ Normal (30% width)

☐ Full Size (100% width)

☐ Remove High Resolution Logo

Step 2: Customizing the Teacher Gradebook

Under **Settings > Primary Years > Criteria**, create or edit your forms of assessment.

The screenshot shows the ManageBac interface for Faria International School. The left sidebar is expanded, and 'Criteria' is highlighted. The main area displays the 'Criteria' settings for Kindergarten. A table lists achievement levels: Outstanding (O), Very Good (VG), Good (G), Satisfactory (S), Needs Strengthening (NS), Not Applicable (NA), and Improving (I). A modal window is open for creating a new criterion, showing fields for Abbreviation, Title, and Description, and a 'Create Criteria' button.

To add new criteria, click **Add Criteria**.

Apply the criteria to specific year levels and provide descriptors.

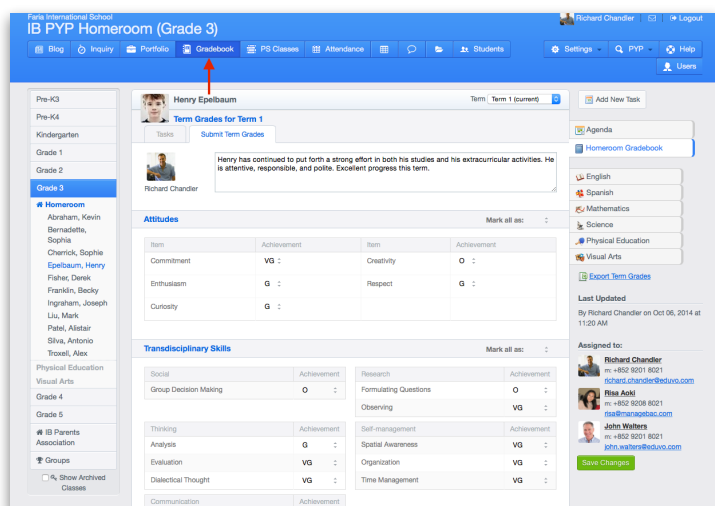
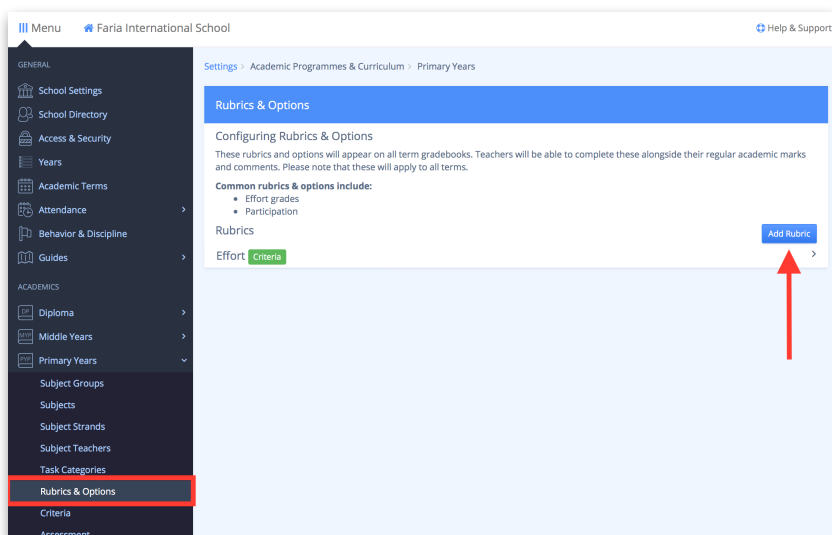
Next, under the **Assessment** tab, indicate which elements you would like to include in the teacher gradebook.

If you would like to include learning outcomes for assessed subjects, please speak with ManageBac Support to customize your Scope & Sequence.

The screenshot shows the ManageBac interface for Faria International School. The left sidebar is expanded, and 'Assessment' is highlighted. The main area displays the 'Assessment' settings. A table lists assessment elements: Learner Profile, Transdisciplinary Skills, Headers, Selected Skills, Attitudes, Units of Inquiry, Learning Outcomes, Stand-alone Units, and Learning Outcomes. The 'Assessed Subjects' section shows 'Language: English' and 'Overall Assessment'.

Step 3: Rubrics & Options

To include additional forms of assessment, click on the **Rubrics & Options** tab.



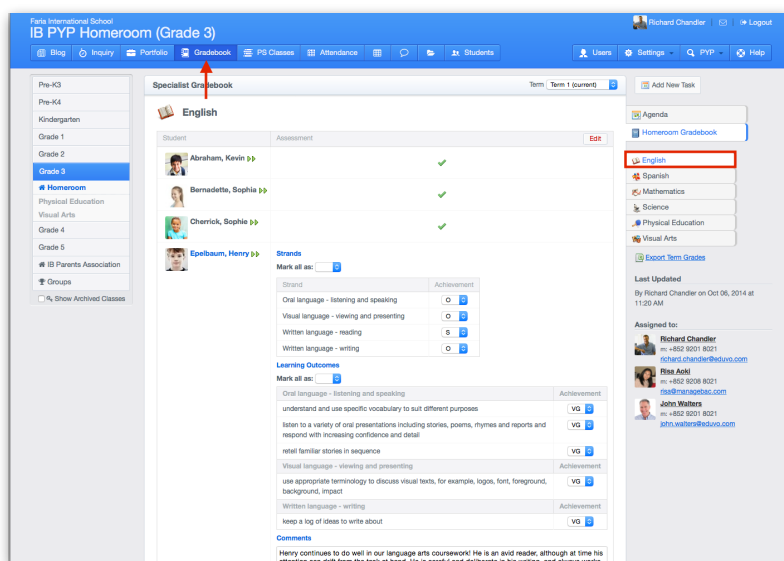
Step 4: Teacher Gradebook

Under the **Homeroom Gradebook** tab of a class, teachers can **Submit Term Grades** and comment on student performance. Click **Save Changes** when finished.

Step 5: Specialist Gradebook

Specialist teachers can access their grade books by clicking on the subject title on the right, e.g. English.

Unlike the Homeroom gradebook, the Specialist gradebook auto-saves each time the teacher switches to a new student.



Step 6: Customize Templates

Under **Reports**, click **Manage Templates** to begin. Edit an existing template or add a new one.

The screenshot shows the 'Faria International School' dashboard. The 'Reports' menu is open, and the 'Generate Reports' option is highlighted with a red rectangle. The main content area shows the 'Term Reports' section with tabs for 'Diploma', 'Middle Years', and 'Primary Years'. The 'Generate Reports' section includes fields for 'Select Term' (August 2015 – June 2016 Term 1 (current)), 'Select Template' (PYP Report Exemplar), and 'Select years' (Grade 3 selected). There are also checkboxes for 'Include non-IB term grades' and 'Primary School'. The 'Report Preferences' section includes a 'Report Title' field (Sample PYP Report), a 'Preparation Date' (December 19, 2014), and a 'Sort Order' (Family Name selected). The 'Confirmation' section states: 'Your Sample PYP Report will be generated for Term 1 (current), Grade 3 in the August 2015 – June 2016 Academic Year using the PYP Report Exemplar template.' At the bottom, there are buttons for 'Save Changes', 'Preview Individual Report', and 'Generate Draft'.

In the template **Overview**, you can give your template a title, select items to include on the report, and drag and drop to re-order items. When satisfied, click **Save Changes** and **Next**.

For more information about different items, hover over the green question mark.

The screenshot shows the 'Faria International School' dashboard. The 'Reports' menu is open, and the 'PYP Report Exemplar' template is selected. The 'Overview' section shows the 'Template Title' (PYP Report Exemplar) and a list of items to include in the report. The items are: Cover Sheet, Letter, IB Learner Profile, Show Learner Profile Diagram, Summary of Achievement, Transdisciplinary Skills, Show Criteria Descriptors, Attitudes, Learning Goals & Reflections, Assessment Description, Explanation, Grade Descriptors, and Criteria Descriptors. The 'Options & Rubrics' section is also visible. On the right, there is a sidebar with links to 'Overview', 'Cover Sheet', 'Letter', 'Summary', 'PS Class Reports', 'Assessment', and 'Attendance'.

All information will pull from the teacher gradebook, e.g. to report on the Learner Profile, it must have been enabled for teachers to assess.

The screenshot shows the 'Cover Sheet Fields' form in the PYP Report Exemplar application. The form allows users to select which fields to include on the cover sheet. The 'Student Name' section has checkboxes for 'Student Name', 'Show Preferred Name', 'Show Other Name', 'Student ID', and 'National ID'. The 'Student Photo' section has checkboxes for 'Student Photo', 'Date of Birth', 'Year Level', 'Advisor', and 'Preparation Date'. The 'Signer One' section has a checkbox for 'Signer One' and fields for 'Signature' (with a 'Choose File' button), 'Name' (filled with 'Richard Chandler'), and 'Title' (filled with 'Head of School'). There are also checkboxes for 'Signer Two', 'Signer Three', and 'Signer Four'. The 'Save Changes' button is highlighted in green. The right sidebar shows the 'Cover Sheet' option selected.

Next, select the information you would like to include on the **Cover Sheet** of your report. You may include up to four signers along with a JPG of their signatures, so that the process is automated.

The screenshot shows the 'Letter' form in the PYP Report Exemplar application. The form contains a text area for the letter content, which includes a greeting 'Dear Parents,' and a paragraph about the school's mission. Below the text area, there is a section for 'Kind regards,' with the name 'Conor Jones' and the title 'Head of School'. The 'The letter is:' section has radio buttons for 'Textile' (selected) and 'HTML'. The 'Preview' button is highlighted in green. The right sidebar shows the 'Letter' option selected.

Your **Letter** can be formatted using Textile or HTML. Please note that if you copy and paste from Word, formatting will not be preserved.

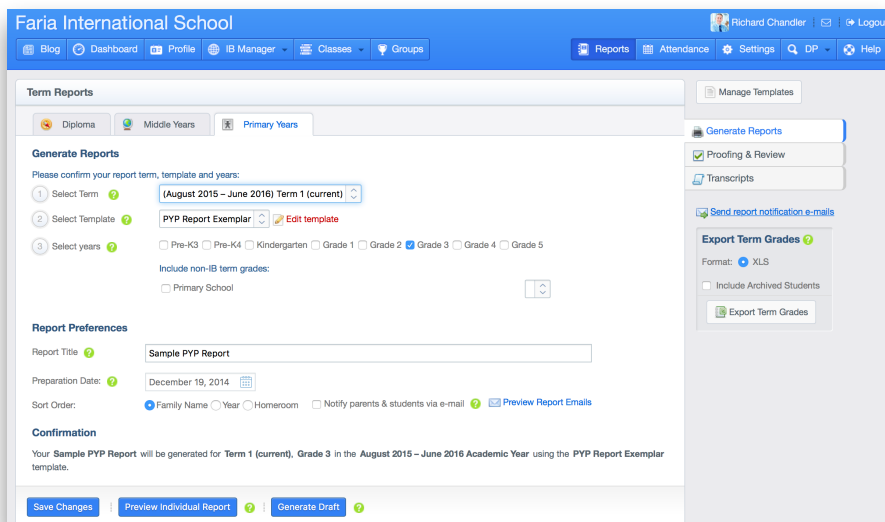
Customize your **Summary of Achievement** by selecting and re-ordering the information you would like to include. Grades and comments will automatically pull from the teacher gradebooks.



The screenshot shows the 'Summary' form in the PYP Report Exemplar application. The form allows users to customize the summary layout. The 'Summary Section Title' is 'Summary of Achievement'. The 'Grade Rubrics Section Title' is 'Custom Rubric Grades'. The 'Customize Summary Layout' section has a checkbox for 'Units of Inquiry' (selected) and a list of checkboxes for 'Show Subject Focus', 'Show Key Concepts', 'Show Related Concepts', and 'Show Transdisciplinary Skills'. The 'Assessed Subjects' section has a checkbox for 'Assessed Subjects' (selected) and a button for 'Options & Rubrics (Edit)'. The 'Options' section has a checkbox for 'Advisor Comments' (selected) and a section for 'Signatures' with checkboxes for 'Advisor' and 'Signer One'. The 'Preview' button is highlighted in green. The right sidebar shows the 'Summary' option selected.

Step 7: Preview and Generate Reports

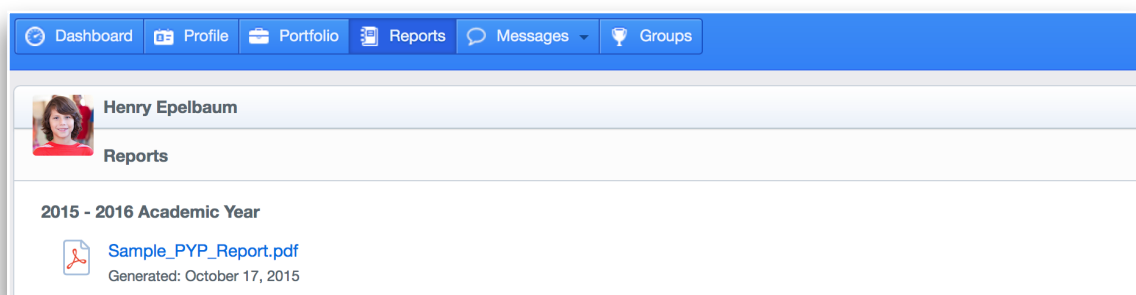
When you are satisfied with your report template(s), navigate back to **Reports**. From here, select your **Term**, **Template**, and **Years**.

Give your report an official title (this will display on the report), indicate your preparation date, sort order, and whether you'd like to **Notify parents & students via email**. Preview reports via the two blue buttons, and when you are satisfied, click the green **Generate Reports** button.



Report Title	Academic Term	Date Generated	Type	Download	Delete?
Sample PYP Report 11 Students from Pre-K3, Pre-K4, Kindergarten, Grade 1, Grade 3	(August 2015 - June 2016) Term 2	Oct 17, 2015 at 11:40 PM by Richard Chandler	<input checked="" type="radio"/> Final <input type="radio"/> Interim		

A master copy of the report cards will save under **Reports** and individual reports will be accessible via a ZIP file.



Individual report cards will also be available for students, teachers, and parents via the **Reports** tab.



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