



ManageBac

Reporting in the Primary Years Programme
IB Asia-Pacific

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:

- **Australian International School**
- **MIT Pune's Vishwashanti Gurukul IB World School**
- **SPH Lippo Village**

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,
R Venus Lai
R Venus Lai
Regional Director
Asia-Pacific

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+852 8175 8152

*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

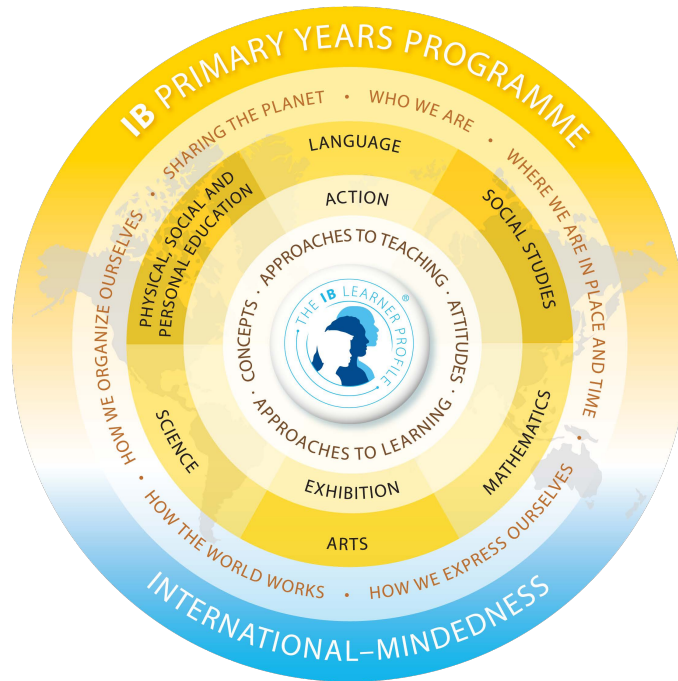
Attendance

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		

Australian International School

 **ManageBac** school since 2012

Introduction

In 2013, the Australian International School and ACG International School Vietnam merged to become one school, called "Australian International School". The school is now one of the top IB World Schools in Vietnam with over 1,100 students from 35 different nationalities at three campuses.

The Australian International School offers the International Baccalaureate Primary Years Programme in the Primary School, the Cambridge and IGCSE programme in the Middle School and at Senior School, students study the International Baccalaureate Diploma Programme

Contact Information

Rachel Perkins

Primary & Kindergarten Principal

rachel.perkins@aisvietnam.com



Australian International School

Unit of Inquiry 6 Report June 2017

Student Name: Simone

Grade: Year 2

Homeroom Teacher: Kerry

“Leading to a Bright Future”

Mission Statement

The Australian International School is committed to providing a high quality international education.

We encourage and support our students to become inquiring and knowledgeable learners with the confidence to achieve their potential.

SCHOOL'S PHILOSOPHY

The Australian Writer David Malouf exhorts the learner –

“Here take a tuning fork, throw it down, and hear the planet hum”.

At The Australian International School we want our students to listen to the world round them, to hear it hum, and to grow into young people who are curious, reflective and want to make a positive difference to their world.

The Australian International School emphasises the development of each student's academic ability and encourages well-rounded, confident individuals who aspire to achieve their potential.

Our curriculum is rigorous and balanced, with appreciation of different learning styles and experiences. It supports the individual strengths and talents of our students so that they are excited by learning and embrace challenges with a belief in their own ability.

Curriculum Overview

The Australian International School (AIS) curriculum is offered through the inquiry-based framework of the International Baccalaureate Primary Years Programme (PYP).

The PYP is an international curriculum framework designed for students between the ages of 3 and 12 years of age. The PYP at AIS focuses on the total growth of the developing student and combines the Australian National Curriculum to create a relevant and engaging educational programme.

The PYP offers a comprehensive inquiry-based approach to teaching and learning methodology. It incorporates guidelines on student learning styles, pedagogy and assessment strategies.

The PYP provides a shared, transdisciplinary framework for the delivery of the curriculum, through a well-balanced programme of concepts, knowledge, skills, attitudes and actions. The PYP transdisciplinary curriculum brings individual subjects together into a coherent whole, while preserving the essence of each single subject.

The approach to learning focuses on children developing skills and acquiring knowledge that will assist them in becoming successful life-long learners. Children are encouraged to participate in the development of learning experiences and are challenged to hypothesise, reflect, question and test in order to construct their own understandings and thus gain further knowledge.

Progress Report

The Australian International School Primary provides a written report of your child's progress for each Unit of Inquiry and offers additional information through interviews, information meetings, portfolio sharing and student led conferences. AIS Primary students are assessed against the Australian National Curriculum expected Outcomes and Indicators for each Year Level.

The Dynotots (4 per year) or the Primary (6 per year) Progress Reports of the student's learning at the AIS is designed to give you frequent, continuous, specific and accurate feedback about your child's learning development. Each PYP Unit of Inquiry highlights particular areas of your child's growth and development. Each Progress Report should be viewed as part of the student's whole year's academic, personal and social development.

The Dynotots (4 per year) or the Primary (6 per year) Progress Reports, as a whole, will give you comprehensive information about your child's academic progress, strengths, personal and social skills, work and study habits and requirements for future learning success.

In addition, you are always free to contact your child's classroom teacher about any questions or concerns you may have about your child's Progress Report. An appointment to see your child's teacher may be made by calling the Primary School Office.



Peter O'Sullivan
Principal

Assessment

Achievement

Abbreviation	Title	Description
6	Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
5	High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
4	Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. A student at this level is achieving at year level expectation.
3	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills. The student is working positively towards meeting the year level expectations.
2	Limited Achievement	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
1	Individual Programme	Learning adjustments have been made in relation to teaching, learning and assessing that enable a student to access and participate in achieving syllabus outcomes and content, that are different from those for the year group.
0	Unable to Assess	Unable to assess due to extended absence or incomplete tasks.

Effort

Abbreviation	Title	Description
O	Outstanding	The student has given an outstanding effort and through this exceptional effort has demonstrated initiative and independence above the expectations of the year level.
VG	Very Good	The student has a given a very good effort and through this remarkable effort has demonstrated initiative and independence above the expectations of the year level.
G	Good	The student has a given a good effort and through this significant effort has demonstrated initiative and independence above the expectations of the year level.
S	Satisfactory	The student has a given a satisfactory effort and through this acceptable effort has demonstrated initiative and independence at the expectations of the year level.
I	Improving	The student is showing improving effort with respect to advancing on previous efforts to demonstrate initiative and independence at the expectations of the year level.
NS	Needs Strengthening	The student has given a limited effort and through this partial effort has demonstrated some degree of initiative and independence at the expectations of the year level.
NA	Not Applicable	The student is not being assessed on this strand or outcome at this time.

Summary of Achievement

Units of Inquiry

How the world works: Simple Machines

Achievement: 5

Effort: VG

Central Idea: People use simple machines to make life easier.

- *How simple machines work*
- *How simple machines help us*
- *Uses of simple machines*

Comments: The Central Idea for this Unit of Inquiry was 'People use simple machines to make life easier'. The students explored the six different types of simple machines and inquired into the uses of these machines and how they help our daily lives. Simone demonstrated an excellent understanding of this and was able to contribute well to all conversations. She was able to show an extension of her knowledge by examining compound machines and being able to identify the different simple machines present. This Unit required the students to work in pairs to conduct several experiments. Simone worked well in these situations as she was knowledgeable and helpful, but could sometimes assume the role of a leader instead of a partner. Throughout this Unit, the students were encouraged to be independent by keeping track of their own learning in a 'learning journal'. Simone did well recording her newly-acquired knowledge and has produced a detailed and useful document.

Subjects

English	Achievement	Effort
Speaking and Listening		VG
Formulate open and closed questions appropriate to the context.	5	
Demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances.	5	
Rehearse and deliver short presentations on familiar and new topics.	5	
Reading		VG
Reading and Viewing		
Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends.	5	
Understand the variability of sound–letter matches.	5	
Manipulate sounds in spoken words including phoneme deletion and substitution.	4	
Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations.	5	
Writing		VG
Grammar, Punctuation and Vocabulary		
Compose sentences effectively using basic grammatical features and punctuation conventions.	5	
Handwriting and Using Digital Technology		
Write legibly and with growing fluency using unjoined upper case and lower case letters	4	
Writing and Representing		
Reread and edit text for spelling, sentence-boundary punctuation and text structure.	5	
Describe some differences between imaginative informative and persuasive texts.	4	
Spelling		
Use morphemic and phonological knowledge when spelling.	5	

Comments: Throughout this Unit we have focused on formulating open and closed questions and using these in the correct context. Simone has shown an excellent understanding of this and can easily distinguish between the two types of questions. The students have been working towards developing their oral presentation skills by rehearsing and delivering short presentations on familiar and new topics. Simone is a confident speaker who delivered information in a logical and interesting sequence. She spoke clearly and fluently and was easily understood by all audience members. She is encouraged to work on maintaining eye contact with the audience, as she often reverted to looking at her notes instead of the audience. With regards to writing, it is apparent that Simone enjoys this and produces some excellent written pieces beyond what is expected at her year level. She is encouraged to keep working towards editing her own work and ensuring she pays attention to spelling. She is an excellent reader and is reading well above the expected level for her age.

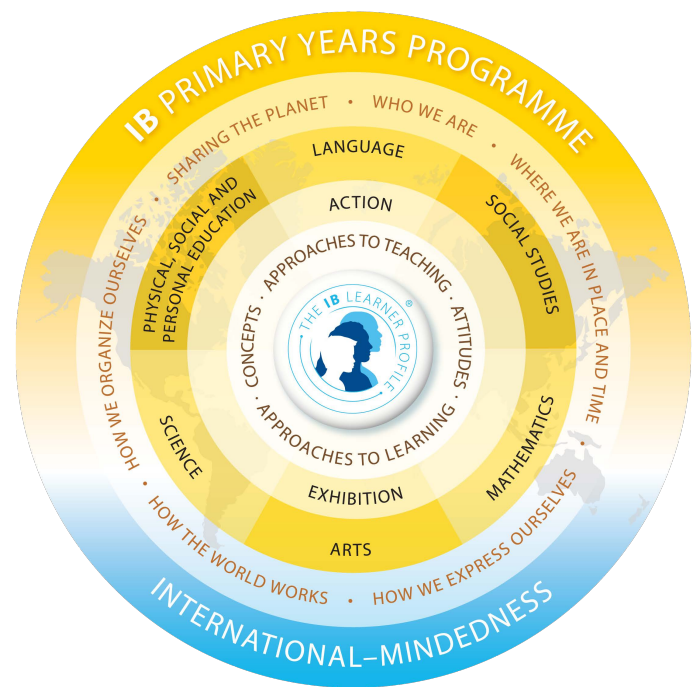
Mathematics	Achievement	Effort
Number & Algebra		VG
Addition & Subtraction		
Use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers.	5	
Use the equals sign to record equivalent number sentences involving addition, and to mean 'is the same as', rather than as an indication to perform an operation.	4	
Use concrete materials to model the commutative property for addition and apply it to aid the recall of addition facts.	4	
Measurement & Geometry		VG
Volume & Capacity		
Estimate the volume of a pile of material and check by measuring.	4	
Measure the volume of a container by filling the container with uniform informal units and counting the number of units used and record.	4	
Estimate volumes of containers by referring to the number and type of uniform and informal unit used and check by measuring.	4	
Area		
Estimate areas by referring to the number and type of uniform informal unit used and check by measuring.	4	
Compare, indirectly, the areas of two surfaces that cannot be moved or superimposed.	4	
Use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps and record.	4	
Predict the larger of the areas of two surfaces of the same general shape and compare these areas by cutting and covering.	4	
Statistics & Probability		VG

Comments: As with all aspects of her learning, Simone approaches Mathematics with enthusiasm and discipline. Throughout this Semester, she has learnt to identify, sort, order and count money using the appropriate language and is able to do this without support. She is also able to recognise that total amounts can be made using different denominations. Simone enjoyed using the play money and often spent time with her friends role-playing in our classroom shop. Simone has gone beyond year level expectations by being able to read analogue and digital time to the quarter hour. This Semester, she has also learnt how to identify possible outcomes of familiar activities and events and is able to describe this using appropriate language such as 'impossible' and 'likely'. She understands the concept of area and can easily identify and compare the difference between the areas of two surfaces. Simone should be commended for her conscientious approach to learning all new concepts.

Homeroom Teacher Comments

Simone is an intelligent, outgoing and respectful student who has a positive attitude towards school. She puts consistent effort into her work and completes all assignments on time and with great thought and detail. Simone demonstrates a mature learning style by taking time to complete work well and checking back to the criteria to make sure all instructions have been followed. She participates enthusiastically in class discussions and listens attentively to others as well. She has worked hard on ensuring that she is not always in the leadership role by making an effort to let others contribute in small group situations as well. At times, she can be a little chatty during class time, so is encouraged to work on this next year. For her Student Led Conference goal, Simone decided to work towards being able to tell the time. She achieved this goal well by going beyond the expectations of her year level. Her positive, energetic and respectful nature makes her a great role model for her classmates and she did a wonderful job as our class SRC representative.

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.	5
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.	5
Achievement 6 Outstanding Achievement 5 High Achievement 4 Sound Achievement 3 Basic Achievement 2 Limited Achievement 1 Individual Programme 0 Unable to Assess		

Transdisciplinary Skills

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

Achievement 6 Outstanding Achievement 5 High Achievement 4 Sound Achievement 3 Basic Achievement 2 Limited Achievement 1 Individual Programme 0 Unable to Assess

Attitudes

Demonstration of:			
Attitude	Achievement	Attitude	Achievement
Curiosity	5	Independence	5

MIT Pune's Vishwashanti Gurukul IB World School

 **ManageBac** school since 2013

Introduction

IB World School Vishwashanti Gurukul's mission is to provide a resource-based education with global opportunities for academic growth and development, and assure that all students are provided the necessary life skills and competencies to function productively in an ever-changing society while retaining Indian values and Philosophy.

The emphasis of MIT's Vishwashanti Gurukul will be to make the students proud of their deep-rooted ethos, the ancient Indian culture and train them in the most modern methodology prescribed by the International Baccalaureate & Cambridge International Examinations.

Contact Information

Prasuna Vemuri
PYP Coordinator
prasuna.vemuri@mitgurukul.com



MIT Pune's Vishwashanti Gurukul IB World School Term 1 Report

Prepared: December 23, 2016



Student Name: Paul

Date of Birth: September 23, 2008

Grade: Grade 2

Homeroom Advisor: Daniela

PRIMARY YEARS PROGRAMME

This is the first term report based on the formative as well as summative assessments conducted to understand the learning outcome of your ward. Our Primary Years Programme focuses on the holistic development of the child, touching hearts as well as minds encompassing social, physical, emotional and cultural requirements in addition to academic excellence.

The contents of this written record encompass the reflection by the advisors besides the performance levels. While the performance levels are categorized using a scale from 0 to 7, the advisors' reflection is all about the learning outcomes which were evident during the learning process, throughout the term.

These milestones occurring at various levels, both in class and on field, help the school curriculum to continually mediate and develop a concept based system for teaching and learning.

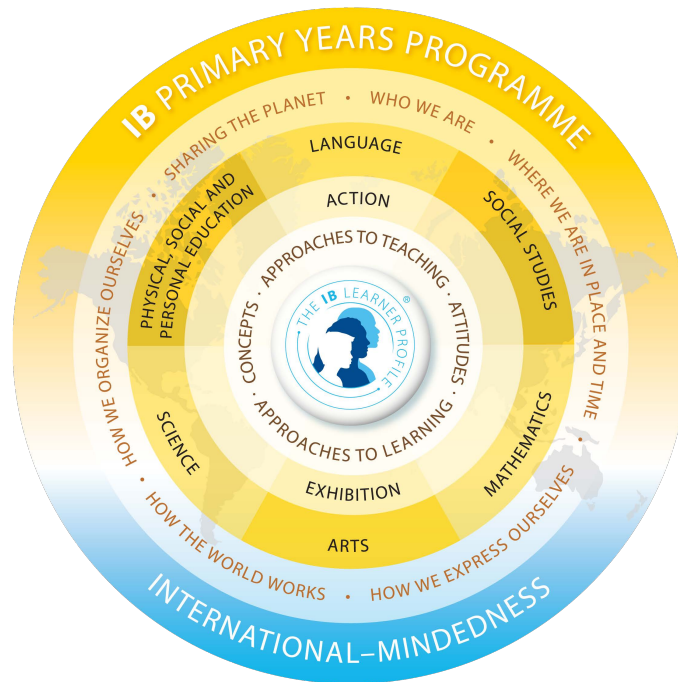
The Report is generated to initiate a reflection process for all its stakeholders namely, students, teachers, parents and the management team. While we endeavour to meter the gradual development to acquire specific competencies of various streams of knowledge and learning experiences, we also aim to pave a way for:

- a) Deductive reasoning
- b) Stimulating learning environment
- c) Divergent thinking opportunities

Hence, the practical purpose of this Report is not to mark the end of learning outcomes within a specific period but to act as a reflection to embark on the journey of lifelong learners.

Total Number of Working Days 106

IB Learner Profile



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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.

A peep into the units of the first term

Healthy living:

The unit on healthy living which focused on the transdisciplinary theme of 'Who we are' made the students aware about healthy and Junk food. In this unit, children were very good communicators as they inquired about healthy eating habits, food pyramid and making right choices. The unit began with provocation questions as to how children become healthy or weak. The students enjoyed the field trip to the refectory and were very good inquirers while asking the chef questions related to food. Students learned about the 'thali', the plate where food is served and the five food groups. Children showed tremendous interest while making the food pyramid. With different group and individual activities as well as presentations in class, children learned to sort out the different food groups with the help of the food pyramid. The best part of this unit was when they had their summative assessment, where they had to prepare a full day meal plan and have a healthy meal session in the class.

Expressions:

Students enjoyed this unit as they learned about different feelings and expressions and how to deal with them. They enjoyed exploring about different dances and dance forms from India and across the globe. The students read handouts, watched videos and enjoyed practicing the different dance forms which they performed for the class assembly. They decided to go for a field trip to Sangeet Kala Academy. The students learned about the different notes in a song. They were excited to see the instruments categorised under Percussion,

String instruments, Wind instruments, Western music instruments, Preservation of rare instruments such as Kinnar, Tanpura, Sur Singar. They enjoyed making 'My book of feelings'. The students made their own story and enacted it beautifully.

Past and Present:

This unit had students actively involved in exploring the different kinds of families, cultures and traditions around the world, artefacts, celebrations, superstitions, family timeline. The students read handouts and discussed about paintings, photography, architecture, dance, language and clothes. As they were exploring various celebrations, family gatherings and interactions with friends in the past and now in present, they had a visit to Sambhaji Park. They enjoyed the field trip to Parvati museum and Raja Dinkar Kelkar museum. The students started their voyage climbing the Parvati steps. Students were baffled seeing the articles that were 300 years old like: weapons, coins, vessels, clothes, shoes, paintings, pottery, palkhi, sandals, instruments, ornaments, maps, books, letters, written records, locks, watches, kitchen equipments etc. Students were overflowing with questions and they enjoyed discussing together and putting up their reflections on the chart. Students made photo frames with their photograph in it. It was good to see each child looking at the photo frame with a different perspective. Making the family timeline and writing a booklet 'All about me' was really fun for them.

Descriptors

Performance Levels

Abbreviation	Title	Description
7	Outstanding	Outstanding attainment in majority of the key elements
6	Enriched	Enriched mastery in majority of the key elements
5	Enhanced	Enhanced aptitude of knowledge, understanding and skills
4	Consistent	Consistent broad level of understanding, knowledge and skills
3	Normal	Normal level of understanding, knowledge and skills
2	Basic	Basic understanding of required knowledge and skill
1	Individual	Individual attention and guidance required
0	Not Applicable	Not applicable

Transdisciplinary Skills

Social Skills		Performance Levels	
Cooperating	7	Respecting Others	7
Research Skills			
Organizing Data	6	Observing	7
Presenting Research	6	Collecting Data	6
Recording Data	7		
Communication Skills			
Non-verbal	7	Viewing	6
Presenting	6		
Self-Management Skills			
Informed Choices	6	Time Management	7
Gross Motor	7	Healthy Lifestyles	7
Fine Motor	7		
Thinking Skills			
Acquisition of Knowledge	7	Dialectical Thought	6
Metacognition	6	Application	7
Performance Levels			
7 Outstanding 6 Enriched 5 Enhanced 4 Consistent 3 Normal 2 Basic 1 Individual 0 Not Applicable			

Summary of Achievement

Units of Inquiry

Who we are: Healthy living

Performance Levels: 6

Central Idea: Our health and well being depends upon the food we eat and the choices we make.

Lines of Inquiry:

- *daily routine*
- *Balanced Diet*
- *Consequences of Choices*

Key Concepts: Connection, Responsibility.

Comments: Paul enjoyed exploring and inquiring about the five food groups. He was overflowing with questions when he went for a visit to the refectory. He interviewed the people working in the refectory. He enjoyed making the food pyramid and came up with good reflections.

How we express ourselves: Twinkling toes

Performance Levels: 6

Central Idea: People express their ideas and feelings through various performing arts.

Lines of Inquiry:

- *My feelings*
- *expressions through dance*
- *dance forms (local to global)*

Key Concepts: Form, Reflection.

Comments: Paul showed excitement to learn about feelings, expressions and dance. He performed very well for the class assembly and summative assessment on different forms of dance. He is a good inquirer. The field trip to Sangeet Kala Academy was indeed a learning experience for him.

Where we are in place and time: Present is yesterday's gift

Performance Levels: 7

Central Idea: Learning about the past helps us to know where we have come from and why we behave the way we do.

Lines of Inquiry:

- *Family timeline*
- *Impressions of the past*
- *Making my identity*

Key Concepts: Change, Perspective.

Comments: Paul has been actively involved during the course of this unit. He came up with relevant questions during group discussions. He enjoyed doing the interview sheets and showed overwhelming excitement while presenting his research work. He inquired about weapons, coins, vessels, clothes, shoes, paintings, pottery, palkhi, sandals, instruments, ornaments, maps, books, letters, written records, locks, watches, kitchen equipments. His research work is much appreciated. Keep it up Paul.

Subjects

English — Daniela

	Performance Levels		Performance Levels
Oral language - listening and speaking	7	Visual language - viewing and presenting	7
Written language - reading	6	Written language - writing	6

Comments: Paul can communicate well in English. He is an effective speaker during class presentations and his interactions with peers. He confidently interacts with guest lecturers too as observed during guest sessions. He comprehends well the stories he listens. He exhibits interest in writing assignments and tries to finish them though he requires more support and time to do so. He could differentiate well between common nouns and proper nouns.

Paul is reading wonderfully well and eager at all times to learn the strategies to improve and gain fluency. He is getting confident and developing love for books.

Hindi — Bina

	Performance Levels		Performance Levels
Oral language - listening and speaking	4	Visual language - viewing and presenting	4
Written language - reading	3	Written language - writing	3

Comments: Paul is a hardworking child. He is good in oral question answer session. He needs help to complete his task. More reading and writing practice is required to improve in the subject.

Mathematics — Daniela

	Performance Levels		Performance Levels
Data Handling	7	Measurement	6
Shape and Space	7	Pattern and Function	7
Number	6		

Comments: Paul can spell number names correctly. He is good in tables. He can add and subtract vertically and horizontally. He can solve word problems by reading and using the given information. He can estimate whether given event takes place in the morning, afternoon or night.

Physical Education — Amanda

	Performance Levels		Performance Levels
Identity	6	Active Living	6
Interactions	6	Applies and displays motor skills	6
Playing ability of games and sports	6	Swimming	3

Comments: Paul is good at grip and stance. He needs to improve in his batting skills. He is able to bowl a bit. He is working to be fitter.

Music — Aleksi

	Performance Levels		Performance Levels
Responding(pitch/rhythm, sight reading, performing attitude and confidence)	3	Creating(rhythmic sense,melody sense, observation and theory , technical work)	2

Comments: Paul is a keen learner. He is a good inquirer as well. He has a good understanding of rhythm and performs well in a group. Paul needs more concentration and practice to keep up the good effort.

Visual Arts — Saanvi	Performance Levels		Performance Levels
Responding(aptitude and consistency,presentation and outcome)	5	Creating(creative processes, arts in society, elements of principles)	6

Comments: Paul is silent worker who has taken efforts to learn art skills. His art work shows constant efforts taken by him. Constant practice will improve upon finishing skills. Keep up good art work!

Dance — Maria	Performance Levels		Performance Levels
Responding(knowledge and understanding, application)	4	Creating(knowledge and understanding, evaluation)	3
Enthusiasm and Reflection	4	Overall Presentation	4

Comments: Paul is a very humble student. He enjoys dancing. He likes to watch varieties of dance videos. He needs to be a little more focused to improve on his line-work and posture. His positive approach will lead him in dance class. Keep it up.

ICT — Sandra	Performance Levels		Performance Levels
Basic operations and Concepts	5	Text Handling	5
Internet	6	Windows Basic Skills	5
Applications	5		

Comments: Paul is an active learner who tries his level best to complete a given assignment. He should work on being more open in asking doubts and difficulties. Paul can do really well with little more practice.

Homeroom Advisor Comments

Paul is a bright and thoughtful student. He always shows interest and enthusiasm for the things we do in class. His work is accurately and neatly done and he uses his time wisely. He has great potential and works towards achieving it with full efforts. He learns new vocabulary quickly. He is a polite and conscientious pupil. Paul is a very responsible and well mannered student. All the best for the next term!
His attendance for this term is 88.

Daniela
Homeroom Advisor

Isabel
PYP Coordinator

Sonia
PYP Principal

SPH Lippo Village

 **ManageBac** school since 2012

Introduction

The SPH Lippo Village community operates from a Biblical Christian worldview that enables members to explore all things from a foundation of Truth that is to be found in Christ.

Offering the full IB continuum, the school has about 1,100 students from K -12; about 140 teachers and over 100 support staff; all committed to engaging redemptively with the world.

SPH Lippo Village's principals and educational leaders are highly qualified and experienced people. Its teachers come from all parts of the world and are committed to the healthy and rigorous development of young people.

Contact Information

Ida Sriguntari
PYP Coordinator
ida.sriguntari@sph.ac.id



SPH Lippo Village Second Quarter Report

Prepared: January 27, 2017



Student Name: Jade

Date of Birth: September 9, 2013

Grade: K3

Homeroom Advisor: Iris

Achievement:

HC - Highly Competent: Excellent application of knowledge and skills

C - Competent: Proficient in knowledge and skills

D - Developing: In the process of developing knowledge and skills; some support is needed

NYE - Not yet evident: Significant support and guidance is needed

SC - See Comment: This refers to a situation where a student may not receive a regular grade such as being on modified program or because they are temporarily an ESL student acquiring language.

Checklist Continuum:

Consistently - Demonstrated consistently; Strong.

Often - Often demonstrated; Adequate

Sometimes - Demonstrated in some situations; Weak

NY - Not yet demonstrated

NA - Not applicable

Effort descriptors - (also see Effort Attributes)

O: Outstanding - consistent evidence of the attributes listed below

S: Satisfactory - evidence of the attributes listed below

N: Needs more effort - limited evidence for the attributes listed below

Effort Attributes:

Listens carefully and follows instructions

Takes pride in her work

Stays on task and completes work on time

Contributes to class discussions

Works independently

Persists when challenged

Works cooperatively in a variety of situations

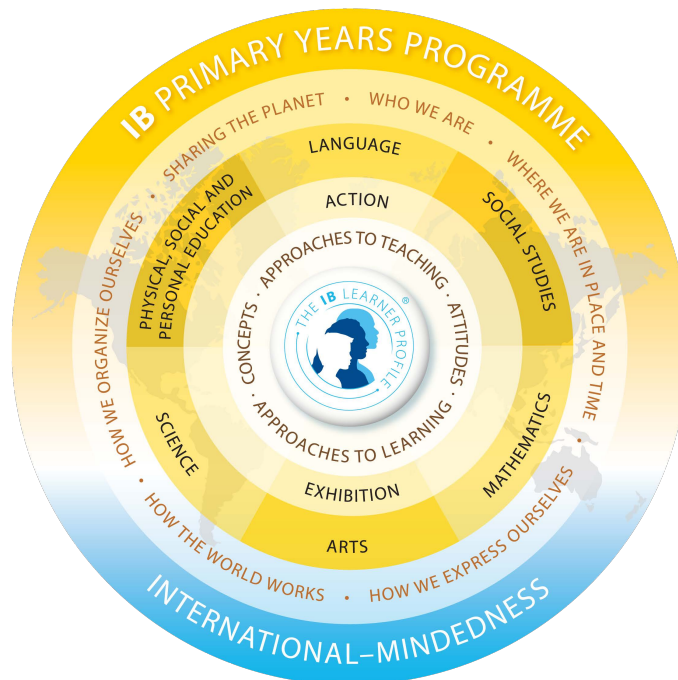
Willingly takes risks with her learning

* Please note that any criteria not assessed during this reporting period have been left blank.

Mr. Gregg Faddegon
Academic Principal

Irene Tjandramihardja
Administrative Principal

IB Learner Profile



		Checklist Continuum
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.	Often
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.	Often
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.	Often
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.	Sometimes
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.	Often
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.	Sometimes
Checklist Continuum Consistent Consistently demonstrated Often Often demonstrated Sometimes Sometimes demonstrated Not Yet Not yet demonstrated NA Not applicable		

Transdisciplinary Skills

Social Skills	Checklist Continuum		Checklist Continuum
Respecting Others	Sometimes	Cooperating	Sometimes
Adopting a Variety of Group Roles	Often		
Research Skills			
Formulating Questions	Often	Presenting Research	Often
Collecting Data	Often	Organizing Data	Often
Communication Skills			
Listening	Sometimes	Speaking	Often
Viewing	Often	Presenting	Often
Non-verbal	Sometimes		
Self-Management Skills			
Fine Motor	Consistent	Codes of Behaviour	Often
Thinking Skills			
Acquisition of Knowledge	Often	Analysis	Sometimes
Application	Sometimes		
Checklist Continuum Consistent Consistently demonstrated Often Often demonstrated Sometimes Sometimes demonstrated Not Yet Not yet demonstrated NA Not applicable			

Summary of Achievement

Units of Inquiry

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

Central Idea: Homes reflect culture and diversity

Lines of Inquiry:

- 1. *Purposes of a home*
- 2. *Factors that influence different types of homes*
- 3. *Similarities between different types of homes*

Subject Focus: English, Mathematics, Biblical Studies, PSPE with BCWV, Classroom Music, Social Studies.

Key Concepts: Function, Causation, Connection.

Comments: Jade enjoyed listening to the home presentations.

Who we are: Who We Are

Central Idea: Families celebrate their important events and traditions in different ways

Lines of Inquiry:

- *Family celebrations*
- *Ways to celebrate*
- *The values and beliefs on which celebrations are based*

Subject Focus: English, Mathematics.

Key Concepts: Form, Function, Perspective.

Comments: Jade showed a good level of understanding during this unit.

Subjects

English — Iris, Jenny

Checklist
Continuum

Talking -Speaking and Listening Stage 1A - NSW Mid stage 1A (TS1.1 to TS1.4) Listens actively and responsively (asks questions). Speaks clearly and with a varying voice in class conversations and formal presentations. Effective contributions in class.

Answers and asks questions as a form of inquiry.	Often
Uses a range of strategies to participate cooperatively in small group discussions, e.g. taking turns, asking questions to gain more information.	Often
Communicates with friends, parents and teachers in casual situations and structured activities using familiar topics.	Often
Participates and responds in an appropriate manner.	Often
Participates in discussion about stories.	Sometimes
Demonstrates short speaking presentations.	Often
Sits and listens attentively for age-appropriate periods of time	Sometimes
Listens to others with courtesy	Sometimes
Listens to and follows one or two instructions	Often
Listens to a short presentation and responds	Often

Reading NSW Mid Stage 1A (RS1.5 to RS 1.8)Decodes written text using language patterns,& high-frequency sight words.Uses context to predict meaning & to self-correct.Responds to grade level literary & factual texts.Begins to use a dictionary & book parts

Participates in shared reading experiences	Often
Recognizes the beginning sound of words	Consistent
Demonstrates knowledge of medial/ending sounds	Often
Reads simple, predictable classroom reading books	Consistent

Writing -NSW Mid Stage 1A (WS1.9 -WS 1.14)Writes,conveying a meaning through simple forms (often in a form lay-out) of literary and factual text.Uses grade level spelling,grammar & punctuation.Self-corrects & clarifies meaning by reading their own work.

Demonstrates developed pencil grip.	Sometimes
Attempts to send an idea or message through drawings and/or words	Often
Talks about personal events and tries to record this data.	Often
Writes most lower-case letters.	Often
Attempts to copy words accurately and neatly from board.	Often
Experiments with using the mouse and keyboard on the computer	Often

Comments: Jade continues to show progress in English lessons. Jade is able to communicate in English, although we encourage her to join discussions about stories more frequently and with a louder voice.

Her memory for sight words is good and she can hear most sounds in words, sometimes she confuses 'a' and 'e' in the middle of a word. She would benefit from working on her pencil grip, which is poor and to slow down when she writes. Jade has lots of basic sight words memorized when she writes in her journal, so she could try to experiment more and make her stories more interesting. She is learning when to use full stops.

Overall, a consistent term, keep it up Jade!

Mathematics — Iris, Jenny		Checklist Continuum
Number		
Counts by ones, twos, fives and tens, using rhythmic or skip counting		Consistent
Patterns and Algebra		
PAES1.1 Patterns and Algebra. Recognizes repeating patterns and number patterns that increase or decrease		Consistent
PAES1.1 Patterns and Algebra. Creates repeating patterns and number patterns that increase or decrease		Consistent
Data		
DES 1.1 Data. Represents data displays made from objects and pictures		Often
DES 1.1 Data. Interprets data displays made from objects and pictures		Often
Space and Geometry		
SGES 1.2 2D Space. Manipulates representations of 2D shapes using everyday language		Often
SGES 1.2 2D Space. Sorts representations of 2D shapes using everyday language		Often
SGES 1.2 2D Space. Describes representations of 2D shapes using everyday language		Often
SGES 1.3 Position. Uses everyday language to describe position		Often
SGES 1.3 Position. Give and follow simple directions		Often
Names, Describe, sort and models cones, cubes, cylinder, pyramid		Often
Recognizes three dimensional objects in pictures and the environment, and presented in different orientations		Often
Ensemble Ballet — Iris, Linda, Jenny		Checklist Continuum
Dance		
Show an awareness of correct posture and weight placement. Perform steps with co-ordination of the whole body.		Consistent
Show correct use of the feet and legs. Show elevation with controlled landings. Show use of space.		
Perform with correct timing and an ability to respond to phrasing and atmosphere.		Consistent
Perform with expression, and artistic interpretation.		Consistent
Movements		
Show secure posture and correct weight placement. Perform arms movement with coordination of the whole body.		Often
Perform with correct timing.		Often
Biblical Studies — Iris, Jenny		Checklist Continuum
Term 2		
Participates in singing Scripture songs during devotion times and chapel.		Sometimes
Uses hand motions/actions with songs during Biblical Studies, devotion times and chapel.		Sometimes
Participates respectfully in prayer times during Biblical Studies, devotion times and chapel		Sometimes
Listens attentively to Bible stories during Biblical Studies, devotion times and chapel.		Often
Understand Bible stories by answering questions.		Often
The student memorizes Bible verses that are taught in class.		Consistent

Classroom Music — Iris, Alex, Jenny		Checklist Continuum
Rhythmic Development		
The student demonstrates his/her ability in reading, singing and playing the rhythmic patterns learnt in class		Often
Melodic Development		
The student demonstrates his/her proficiency to listen to each other while singing in canon		Often
Listening Skills		
The student demonstrates his/her proficiency in distinguishing the similarities and differences of music and consonant and dissonant sounds as well		Often
Singing Skills		
The student demonstrates his/her ability in reaching the high notes		Consistent
Part Work		
The student demonstrates his/her proficiency in being able to play together with others in class ensemble		Often
Unit of Inquiry — Iris, Jenny		Checklist Continuum
Who We Are		
Family celebrations		Consistent
Ways to celebrate		Often
The values and beliefs on which celebrations are based.		Sometimes
Where We Are in Time and Place		
Purposes of a home		Consistent
Factors that influence different types of homes		Often
Similarities of different types of homes		Often
Physical Education — Iris, Marissa, Jenny		Checklist Continuum
Individual Pursuits - Body Control and Spatial Awareness		
demonstrates an awareness of space, direction and level in relation to others and to their working environment		Often
travels in different ways, changing speed and direction with control		Often
holds his/her body weight using various body parts as bases		Often
understands and applies the basic safety guidelines in all activities		Often
handles different apparatus and small equipment using various body parts (manipulative skills)		Often
demonstrates stability, balance and control as they perform a variety of non-locomotor movement		Often
Comments: Effort: Satisfactory		

Homeroom Advisor Comments

Jade is usually confident to express her curiosity by asking questions but she prefers to do this one-on-one, not in a whole class setting. She occasionally shares her thoughts when there is a new topic. She does struggle sometimes to focus when seated on the carpet.

Jade appreciates non-fiction books and storytelling from the teachers. She does not mind borrowing Indonesian books from the library. Jade has started to enjoy singing and doing actions during morning devotions. At times, she needs to be reminded to show respect to God when praying for snacks.

Jade enjoys working cooperatively with her peers and is committed to finishing group work. She sets achievable goals with respect to time especially when the work includes drawing and coloring.

Jade shows integrity by showing academic honesty. She consistently completes her own work without following friends' ideas. When relating with her peers, Jade shows a gentle and compassionate heart towards her friends. She often shows her sympathy towards others who are sad in the class by offering things that might comfort them. We would love to encourage Jade to grow in her tolerance of things that do not always go her way, and be content, choosing an appropriate way to express herself (or by ignoring it).

We pray this verse for Jade, 'Then Christ will make his home in your hearts as you trust in him. Your roots will grow down into God's love and keep you strong, Ephesians 3:17'.

Attendance

Absent	Late	Dismissed	Health	Other
0	1	0	2	0

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 open, and the 'Criteria' option under 'Primary Years' is highlighted. The main content area displays the 'Criteria' settings for Kindergarten. A table lists achievement levels with their abbreviations and titles. A modal window is open for creating a new criterion, showing fields for Abbreviation, Title, and Description, and checkboxes for various grade levels.

Abbreviation	Title	Description
O	Outstanding	
VG	Very Good	
G	Good	
S	Satisfactory	
NS	Needs Strengthening	
NA	Not Applicable	
I	Improving	

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.

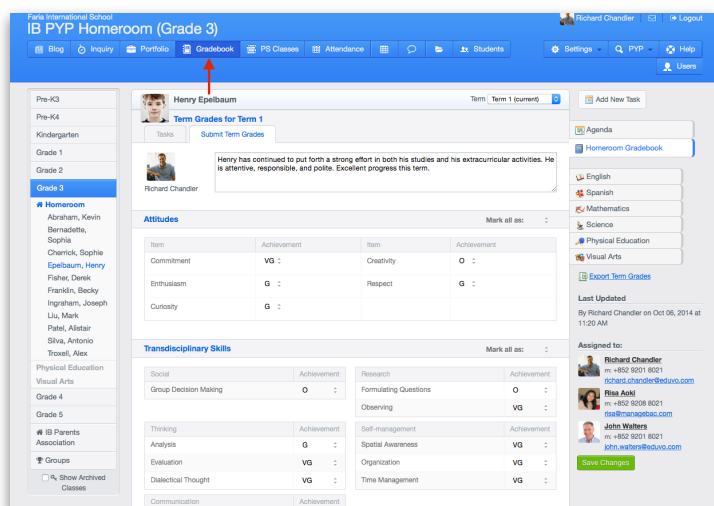
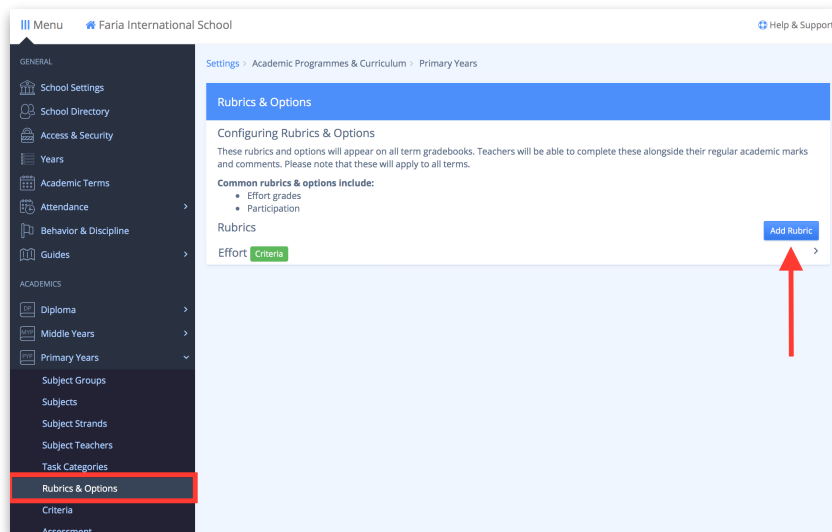
If you would like to include learning outcomes for assessed subjects, please speak with ManageBac Support to customize your Scope & Sequence.

The screenshot shows the ManageBac interface for Faria International School. The left sidebar is open, and the 'Assessment' option under 'Primary Years' is highlighted. The main content area displays the 'Assessment' settings for Primary Years. A table lists assessment elements with checkboxes for each. The 'Assessed Subjects' section shows checkboxes for Language: English, Overall Assessment, Strands, and Learning Outcomes.

	Achievement	Comment
<input type="checkbox"/> Learner Profile	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transdisciplinary Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Headers	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Selected Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Attitudes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Units of Inquiry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Learning Outcomes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Stand-alone Units	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>

Step 3: Rubrics & Options

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



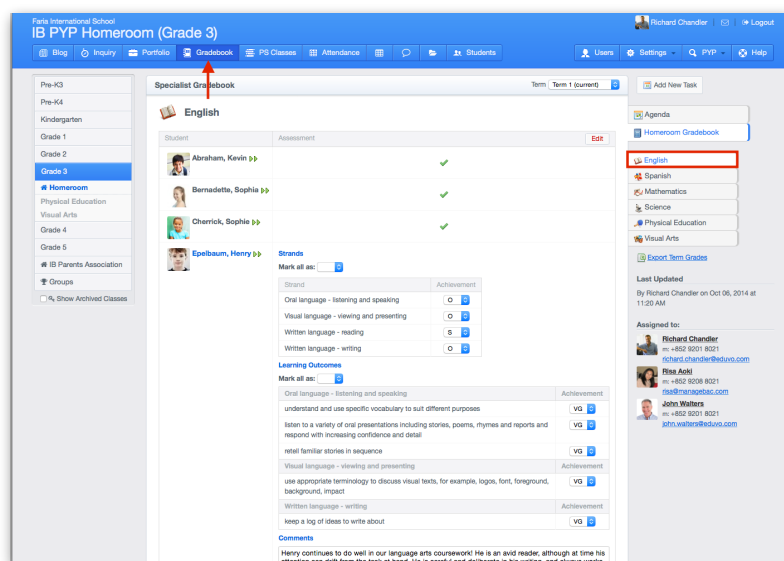
Step 4: Teacher Gradebook

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 box. 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' (checked), 'Show Preferred Name', 'Show Other Name', 'Student ID', and 'National ID'. The 'Student Photo' section has checkboxes for 'Student Photo' (checked), 'Date of Birth' (checked), 'Year Level' (checked), 'Advisor' (checked), and 'Preparation Date' (checked). The 'Signer One' section has a checkbox for 'Signer One' (checked) and fields for 'Signature' (with a 'Choose File' button), 'Name' (Richard Chandler), and 'Title' (Head of School). There are also checkboxes for 'Signer Two', 'Signer Three', and 'Signer Four'. The right sidebar shows a navigation menu with 'Overview', 'Cover Sheet' (highlighted with a red box), 'Letter', 'Summary', 'PS Class Reports', 'Assessment', and 'Attendance'. At the bottom, there are 'Save Changes', 'Next', and 'Cancel' buttons.

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'. At the bottom, there is a radio button to select the letter format: 'Textile' (selected) or 'HTML'. The right sidebar shows a navigation menu with 'Overview', 'Cover Sheet', 'Letter' (highlighted with a red box), 'Summary', 'PS Class Reports', 'Assessment', and 'Attendance'. At the bottom, there are 'Preview', 'Save Changes', 'Next', and 'Cancel' buttons.

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

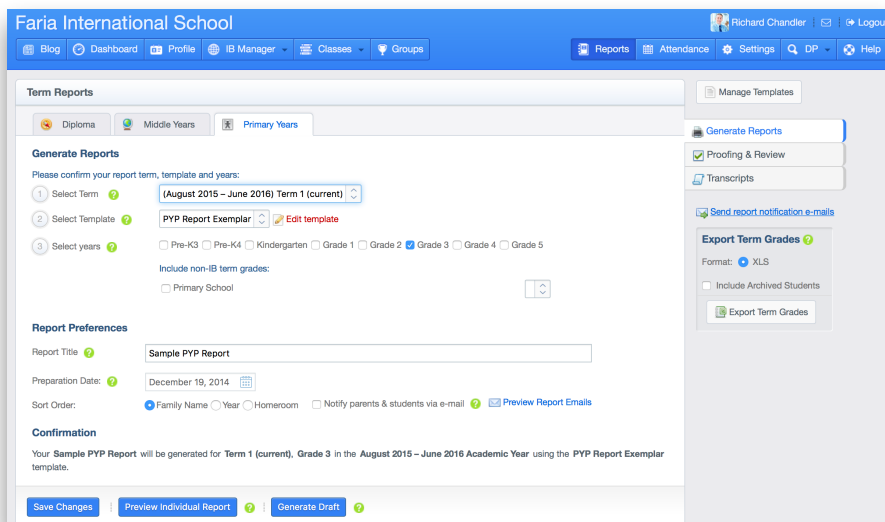
Customize your **Summary of Achievement** by selecting and re-ordering the information you would like to include. Grades and comments will automatically pull from the teacher gradebooks.



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' and the 'Grade Rubrics Section Title' is 'Custom Rubric Grades'. The 'Customize Summary Layout' section has a checkbox for 'Units of Inquiry' (checked) 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' (checked) and a button for 'Options & Rubrics (Edit)'. The 'Options' section has a checkbox for 'Advisor Comments' (checked) and a section for 'Signatures' with checkboxes for 'Advisor' (checked) and 'Signer One' (checked). The right sidebar shows a navigation menu with 'Overview', 'Cover Sheet', 'Letter', 'Summary' (highlighted with a red box), 'PS Class Reports', 'Assessment', and 'Attendance'. At the bottom, there are 'Return to Roster', 'Delete', and 'Preview Report' buttons.

Step 7: Preview and Generate Reports

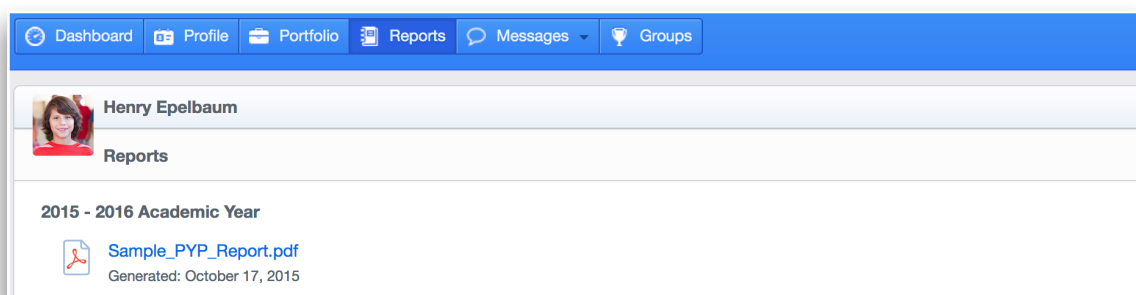
When you are satisfied with your report template(s), navigate back to **Reports**. From here, select your **Term**, **Template**, and **Years**.

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.



The Trusted choice of 4 in 5
IB Diploma students



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