



ManageBac

Reporting in the Primary Years Programme
IB Americas



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ManageBac report cards for the Primary Years Programme are designed for flexibility and customization, 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 customized 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:

- **Cedar International School**
- **Center for Inquiry - Indianapolis Public School #2**
- **Riverstone International School**
- **Westlake Academy**

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,

A handwritten signature in black ink that reads 'Stephen Worden'.

Stephen Worden
Regional Director
Americas

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*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

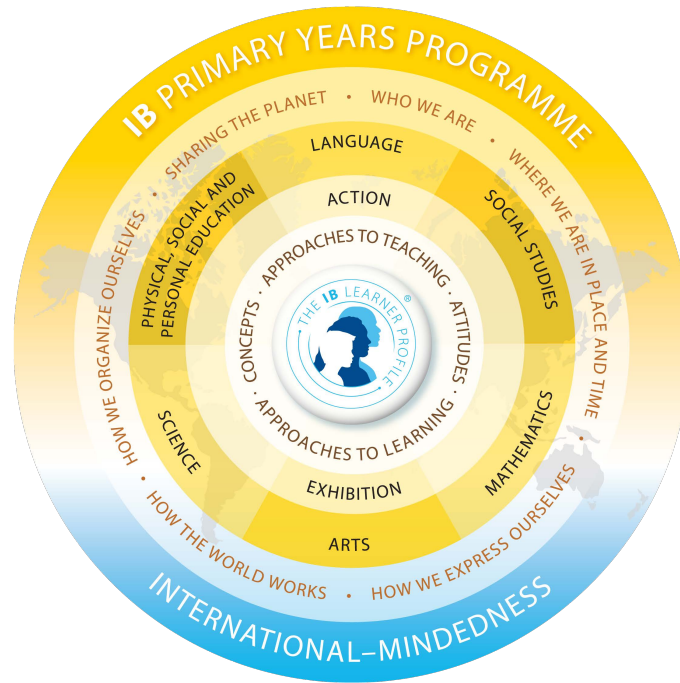
Attendance

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		

Cedar International School

 ManageBac school since 2012

Introduction

Cedar International School is an international private school that was founded in the beautiful British Virgin Islands 1990. Cedar serves students from Pre-Kindergarten (age 4) through Grade 12 (age 18). Its learning community is richly diverse, with students representing approximately 40 nationalities.

Cedar International School is accredited by the Council of International Schools and the Middle States Association of Colleges and Schools (United States). It is an International Baccalaureate (IB) World School authorized to teach the full IB continuum — the Primary Years Programme, the Middle Years Programme and the Diploma Programme.

Despite its small size, Cedar is committed to providing a challenging international education complemented by an extensive roster of co-curricular clubs and activities ranging from soccer and surfing, to drama and cooking. Cedar is preparing today's students for a lifetime of learning.

Contact Information

Karen Fletcher
PYP Coordinator
karen.fletcher@cedarschoolbvi.com



Cedar International School PYP Progress Report- Semester One 2016-2017

Student Name: Brian

Grade: Grade 2

Homeroom Advisor: Cristina

Dear Parents,

Attached you will find your child's first semester report card. Earlier this year, you received a mid-semester report to keep you informed of your child's progress in school. This report is written primarily for the parents, although we trust you will use it to help your child set goals for the remainder of the year. Nothing in this report should be a surprise to your child, as their teachers constantly give them feedback.

This report includes your child's progress and participation grades, which follow specific International Baccalaureate learner outcomes in addition to the IB attributes and transdisciplinary skills. If you have questions about your child's report, please make an appointment to speak to the appropriate teacher. In the reports for students in Grades 3- Grade 5 we have included a student self-assessment of the IB Learner Profile Traits. For students in Pre K- Grade 2, the teachers will share reflections of the Learner Profile Traits in the students' portfolios, which will be shared with you in semester two. We continue to encourage parents to incorporate the use of the IB Learner Profile Traits at home.

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.

PRINCIPILED: 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: 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, and emotional—to achieve well-being for ourselves and others.

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.

Virginia

Primary School Head

Transdisciplinary Skills

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

Comments: Brian has shown outstanding development with:

- communicating his ideas verbally in a way that can be easily understood
- analysing what is being discussed and expressing his thoughts in insightful ways
- positively acknowledging the work of others

Brian continues to need support to:

- manage his materials so that they are organized
- calmly manage his emotions when he gets frustrated
- consistently present his work neatly

Cedar Primary Criteria 7 Outstanding 6 Very Good 5 Proficient 4 Satisfactory 3 Needs Strengthening 2 Support Required 1 Intervention Required N/A Not Applicable

Effort & Participation O Outstanding S Satisfactory NS Needs Strengthening IR Intervention Required N/A Not Applicable

Summary of Achievement

Units of Inquiry

Who we are: UOI 1 -I Can Work It Out

Cedar Primary Criteria: 5 Effort & Participation: S

Central Idea: The way we think and act can impact people and our relationships.

Lines of Inquiry:

- *The role of relationships in our lives*
- *Behaviour and attitudes that build relationships*
- *The role of perspective in building effective relationships*

Comments: Our first Unit of Inquiry entitled I Can Work It Out had students inquiring about how behaviours, thoughts and attitudes impact how we get along with one another. Brian's written assignments, role playing and work with others showed that he had an excellent understanding of the concepts covered during this unit.

How the world works: UOI 2 -Snap, Crackle, Pop

Cedar Primary Criteria: 5 Effort & Participation: O

Central Idea: The creation and use of electricity impacts our life and our environment in different ways.

Lines of Inquiry:

- *Electricity use in our daily lives*
- *The generation of electricity*
- *Using electricity safely and responsibly*

Comments: During the Snap, Crackle, Pop! Unit of Inquiry students inquired into how electricity is made and how it can be used safely and responsibly. Brian eagerly participated in activities using the circuit building materials. However, he found it very frustrating when his circuit did not work and tended to look how others had put theirs together successfully rather than persist in testing out different ways to make his work. Brian worked well with his partner to produce a well-laid out, informative poster about wind energy. He was able to confidently present his part of the poster and to effectively answer most of the questions that were asked. Brian's work during the unit and his summative assessment showed that he had an excellent understanding of the central idea of this unit.

How we express ourselves: UOI 3- What Made You Do That?

Cedar Primary Criteria: 5 Effort & Participation: O

Central Idea: People often express their beliefs, values and attitudes through what they say and what they do.

Lines of Inquiry:

- *Beliefs and values*
- *The expression of beliefs and values*
- *How the expression of beliefs and values impacts society.*

Comments: Brian was highly engaged in all of the learning experiences that comprised this Unit of Inquiry. He particularly enjoyed watching the animated movies about people who have taken action during their lives to make the world a better place and the discussions that arose in response to the movies. Brian was able to independently write most of the sections of the biography that he wrote about Alfred Nobel. Brian's book, the assignments, his participation in class discussions and the summative assessment showed that he had a good understanding of the central idea of this unit.

Subjects

English – Cassandra	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Oral language - speaking	6	O	Oral language - listening	5	S
Writing- structure (organisation and sentence fluency)	5	S	Writing- content (word choice, ideas and voice)	5	S
Writing- conventions (spellings, grammar and mechanics)	5	S	Reading- comprehension	5	S
Reading- fluency (rate, accuracy and expression)	5	S	Visual language - viewing and presenting	5	S

Comments: Brian is making good progress with his reading. His sight vocabulary is growing in leaps and bounds and he is increasingly using a variety of word attack skills to decode words that are unfamiliar to him. Brian is now more likely to apply the reading comprehension strategy of making connections and is being encouraged to slow down when he is reading so that he can remember more of what he has read. During this semester Brian has had practice identifying the main idea and details of a paragraph but is not yet able to do it on his own.

Brian regularly contributes to class discussions. The ideas he shares are usually insightful and the charismatic way in which he expresses his ideas often commands the attention of the class.

During this semester Brian has shown development in his ability to elaborate on the ideas he has for his writing and to organize his ideas for a variety of purposes. He has learned about writing paragraphs that include topic, detail sentences as well as how to use transitional words (first, next, also etc.) in a paragraph to describe steps to carry out a task. Brian has also made good progress with learning how to apply the structure of stories to his own writing, expanding on the events and providing more detail about the characters and the settings. Brian is more likely now to use capitalisation and punctuation and is being encouraged to read over his work so that he can continue to improve in this area. Brian has made a goal to use joined up handwriting in his daily work and is making great progress toward meeting this goal.

Brian usually does well on weekly spelling assessments and is making excellent progress toward mastering the list of spelling words that students in grade two are expected to know. He is also making good effort to transfer his knowledge of high frequency words to his written work.

Spanish – Patricia	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Oral Communication - listening and speaking	5	S	Written language - reading and writing	5	S

Comments: This semester the children have practised and expanded upon their knowledge of greetings, and introductions, as well as learnt how to express appreciation and compliments. They have also reviewed basic parts of the body and a range of common verbs, learning through action songs, matching exercises, puzzles and diagrams. Brian has worked well and I am very pleased with his progress. Keep it up, Brian!

Mathematics – Cristina	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Data and Chance	5	S	Measurement and Reference Frames	5	S
Geometry	5	S	Patterns, Function and Algebra	5	S
Number and Numeration	5	S	Operations and Computations	5	S

Comments: Brian has developed a good understanding of most of the concepts that have been covered during the first semester. Errors in his work are usually the result of rushing rather than because he does not understand a concept. I must remind him many times during each work period to slow down and check over his work, otherwise many of the questions are incomplete or incorrect. Brian continues to need practice with the different ways to add two digit numbers, telling the time and making change up to \$1 but will have plenty of opportunity during the next semester to master these concepts. Brian is developing more confidence in his ability to approach math tasks that involve problem solving and is becoming more likely to try solving a problem on his own before asking an adult for help. Brian is making good progress with learning the addition and subtraction facts with answers to 18 but could benefit from practicing these facts at home so that they are solidly in his memory.

Physical Education – Rhonda	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Personal & Social Skills	6	S	Physical Skills	6	O

Comments: This semester, Grade 2 have reinforced their sports skills and fitness through organized team games such as t-ball and football, focusing on fairness, good sportsmanship and communication. The students also participated in cooperative games that encourage problem solving, creative thinking and team-work. Brian loves his P.E. lessons and participates eagerly. He is always prepared and arrives to class with bundles of energy. In all activities, he demonstrates good hand-eye coordination and solid fundamental sport skills (throwing, catching, running). Brian has a positive attitude and usually shows fairness and cooperation during team games. Keep it up, Brian!

Visual Arts – Lianne	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Responding	5	S	Creating	5	S

Comments: Completed Grade 2 projects to date: visualization drawings, 'shoe rubbings monsters', still lifes, rotational symmetry pieces, observational drawings, colour-block names, oil pastel clown heads, dry pastel pumpkins, foreground/middle ground/background study, tissue paper 'stained glass', drawing to scale, mixed media pieces, watercolour resist flowers, Picasso-style geometric Christmas trees, black glue sunflowers, holiday bead stringing, and Mondrian colour-block pieces. Brian is a pleasure to have as an art student. His personality comes through in all his work, and his free feeling self-expression makes each and every piece he creates special. He completely enjoys time spent in art class.

Music – Bianca	Cedar Primary Criteria	Effort & Participation		Cedar Primary Criteria	Effort & Participation
Responding	5	O	Creating	5	O

Comments: In semester one of music class, students review Grade One curriculum and build upon it. This semester students were able to learn more complex music "words" as well as rhythms. They also continued their studies in understanding and differentiating musical instruments and their families. Students are learning to be excellent audience members by performing for each other and giving positive critiques. Brian continues to enjoy music and always jumps in with both feet! He is a delight to have in music and has a good grasp of the musical concepts being taught. Brian is currently on target with Grade two music curriculum. Good job, Brian!

Computer Technology – Nedra	Cedar Primary Criteria	Effort & Participation	Digital Citizenship and Responsibility	Cedar Primary Criteria	Effort & Participation
Information Technology Skills	4	S	Digital Citizenship and Responsibility	4	S

Comments: This semester in Information Technology Grade 2 have focused upon developing their operation and communication skills using technology. The class has worked towards improved typing and navigation skills using online programs integrated with classroom units. Brian is an eager student in IT and is generally able to use the technology in a responsible and creative manner. He is working to focus upon the operational skills that will help him communicate most effectively through the programs we use.

Homeroom Advisor Comments

I so much enjoy having Brian in my class. He is a very thoughtful child who has an outstanding ability to think about ideas from different perspectives and to ask questions. Brian loves making the class laugh and is well liked by everyone. I look forward to supporting his learning during the second semester.

Cristina

Classroom Teacher

Assessment

Cedar Primary Criteria

Abbreviation	Title	Description
7	Outstanding	Student's achievement and presentation is consistently above grade level expectations
6	Very Good	Student's achievement and effort is often above grade level expectations
5	Proficient	Student's achievement and effort is consistently meeting grade level expectations
4	Satisfactory	Student's achievement and effort often meets grade level expectations
3	Needs Strengthening	Student requires support towards meeting grade level expectations
2	Support Required	Student is receiving additional support but is not yet meeting grade level expectations
1	Intervention Required	Student needs a plan of action that involves both home and school to support academic needs
N/A	Not Applicable	Not Applicable or Not Introduced

Effort & Participation

Abbreviation	Title	Description
O	Outstanding	Student's effort and participation consistently exceeds expectations
S	Satisfactory	Student's effort and participation consistently meets expectations
NS	Needs Strengthening	Student's effort and participation requires support and/or encouragement towards meeting expectations
IR	Intervention Required	Student is receiving additional support but does not meet effort and participation expectations
N/A	Not Applicable	Not Applicable

Center for Inquiry - Indianapolis Public School #2

 **ManageBac** school since 2012

Introduction

The Center for Inquiry - Indianapolis Public School #2 is a public school based in Indianapolis, Indiana, serving students from K - 8. It is an International Baccalaureate World School, offering the Middle and Primary Years Programmes.

In 2015, it was named a 2015 Magnet School of Excellence by the Magnet Schools of America (MSA)-sponsored National Merit Awards program, which recognizes the top magnet schools in the United States. To be eligible for these awards, magnet schools must demonstrate a commitment to innovation, high academic standards, diversity and overall high-quality educational services.

Contact Information

Christine Snow
IB Coordinator
snowc@myips.org

Center for Inquiry - Indianapolis Public School #2
PYP Quarter 2 Report
Prepared: January 13, 2017

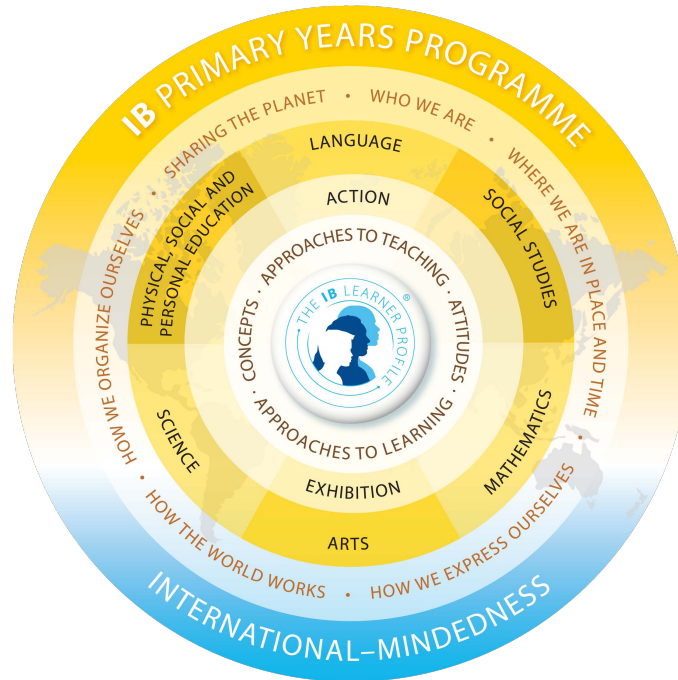


Student Name: Ella

Grade: 1

Homeroom Teacher: Daphne

IB Learner Profile



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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 Descriptors

Achievement

Abbreviation	Title	Description
N	Not meeting expectations	Student is not meeting grade level expectations and standards and may be receiving differentiated instruction to help him/her reach grade level.
R	Reaching expectations	Student is on target and meeting grade level expectations and standards. Most students perform at this level, meeting most standards.
E	Exceeding expectations	Student is exceeding grade level expectations and standards and may be receiving differentiated instruction in the classroom to provide adequate challenge.

Effort

Abbreviation	Title	Description
N	Not meeting expectations	Student is not meeting grade level expectations and standards and may be receiving differentiated instruction to help him/her reach grade level.
R	Reaching expectations	Student is on target and meeting grade level expectations and standards. Most students perform at this level, meeting most standards.
E	Exceeding expectations	Student is exceeding grade level expectations and standards and may be receiving differentiated instruction in the classroom to provide adequate challenge. Edit

Transdisciplinary Skills

Social Skills	Achievement	Effort
Accepting Responsibility	E	E
Research Skills		
Collecting Data	E	E
Communication Skills		
Presenting	E	E
Self-Management Skills		
Informed Choices	E	E
Thinking Skills		
Application	E	E

Achievement N Not meeting expectations R Reaching expectations E Exceeding expectations

Effort N Not meeting expectations R Reaching expectations E Exceeding expectations

Summary of Achievement

Units of Inquiry

Sharing the planet: Resources (B)

Central Idea: Earth materials are a shared usable resource that sustain life.

Lines of Inquiry:

- *The properties of earth materials*
- *Ways living things use earth materials to meet needs*
- *Skillfull handling of materials for specific purpose*

Subject Focus: Language Arts, Mathematics, Science.

Learning Outcomes:

Achievement Effort

Mathematics

Number

uses combinations of 10, doubles, and near doubles to solve problems	E	E
interprets and solves addition story problems	E	E
interprets and solves subtraction story problems	E	E
defines even and odd numbers	E	E
demonstrates fluency with math facts (addition and subtraction)	R	R
skip counts on from a given number (2, 5, 10, 100)	E	E
interprets and solves a story problem about tens and ones	E	E
writes and correctly forms numbers (up to 300)	R	R

Data Handling

groups data in categories based upon attributes	E	E
interprets data from line plot	E	E

Measurement

recognizes and states value of coins (pennies, nickels, dimes, quarters)	R	R
correctly counts group of coins (pennies, dimes, nickels, quarters)	R	R
correctly tells time (hour, half hour, 5 minutes)	E	E

Science

Earth and space

engages in scientific conversations with peers	R	R
conducts investigations	R	R
records what was learned in science log	E	E
observes and describes rocks	E	E
identifies and orders rocks from smallest to largest	E	E
identifies different ways rocks can be used	R	R
tells what earth materials make up soil	R	R
explains what can happen when rocks and water are together	R	R
explains why rocks are not all the same size	E	E
effectively presents on an animal's use of earth materials	R	R

Language Arts

Written language - reading

Learning Outcomes:

Achievement Effort

reads at grade level	E	E
comprehends at grade level	E	E
uses expression	E	E
uses multiple strategies to figure out unknown words	E	E
takes active part in literature discussions	E	E
writes thoughtful responses about literature	R	R
is on task during Reading Workshop	E	E
knows grade level sight words	E	E
completes reading homework	N	N
Written language - writing		
personal narrative has solid beginning, middle, and end	R	R
how-to follows chosen format	R	R
varies sentence length	E	E
stays on topic	E	E
includes supporting details	R	R
uses spelling patterns to represent words	R	R
writing is readable	R	R
uses correct sentence punctuation (period, exclamation point, question mark, comma, apostrophe)	E	E
uses capital letters where needed (beginning of sentences, dates, names, pronoun I)	N	R
Uses illustration study to add meaning to writing	R	R

Comments: Math -Ella needs to work on learning her addition Math facts through 18. Please drill her on these. She has a good conceptual understanding of Math. She needs more practice finding the missing addend ($8 + \underline{\quad} = 15$).

Science - Ella did a great job in our Science unit Getting our Hands Dirty. Her presentation on Meerkats was creatively completed. She tended to pause while reading her cards and repeated herself. For her next presentation I would recommend having more practice at home with her speaking points in order to gain more confidence.

Reading - Ella has made so much progress this grading period in her reading! She has worked so hard and stayed focused consistently when we practice songs and reading. She needs more practice identifying key words and rereading passages to answer comprehension questions. Please have her do her reading homework each week. She is such a good reader, but she needs the practice of writing about what she has read. Thank you!

Writing - Ella has really started to develop her writing style. Her use of punctuation has been very effective in her writing pieces. She stays on topic and writes with a lot of expression. In her writing pieces, Ella will randomly capitalize letters where they are not needed. For further development in writing, I would like to see Ella focusing on capitalizing the correct letters; beginning of sentences, dates, names, etc.

Subjects

Language Acquisition Spanish

Achievement

Effort

Oral language - listening and speaking

actively participates in vocabulary lessons and games that require both listening and speaking in Spanish

R

R

attentively listens to and comprehends stories read in Spanish

R

R

Written language - writing

takes notes on vocabulary words

R

R

completes worksheets using Spanish vocabulary for family members

R

R

Comments: Eilla does a great job in Spanish class! She is an active participant and does a good job engaging in the Spanish language.

Physical Education

Achievement

Effort

Active Living

use and adapt basic movement skills (gross and fine motor) in a variety of activities

R

Interactions

work and play cooperatively

R

understand personal space and respect the personal space of others

R

Music

Achievement

Effort

Responding

identify various uses of music in the community and examples of music used for special occasions

R

R

Creating

maintain a steady beat on a percussion instrument while playing in a group

R

R

sing with accurate pitch, appropriate tone quality, clear diction, and good posture

R

R

Comments: Eilla enjoyed learning about different winter holidays by singing songs from Hanukkah, Kwanzaa, Las Posadas, and Christmas traditions. She is learning to read and sing short melodies using the pitches "mi," "so" and "la." Eilla demonstrates good skill in singing short melodic answers to sung questions. She pays attention in class and participates fully in all learning activities.

Visual Arts

Achievement

Effort

Responding

describe similarities and differences between artworks

E

E

investigate the purposes of artwork from different times, places and a range of cultures including their own

R

R

Creating

demonstrate control of tools, materials and processes

R

R

consider their audience when creating artwork.

R

R

Additional Learning Outcomes

meet grade level visual arts standards to date

R

R

demonstrate the attributes of the learner profile in visual arts class

R

R

Comments: This quarter in art we explored our changing seasons and crafts associated with fall and winter. Eilla enjoyed both the painting and collage elements of our projects. She pays close attention during story and direct instruction and, she enjoys working with others.

Homeroom Teacher Comments

Ella was very principled this quarter. She was open-minded learning new units. She is a great leader and is caring to her classmates and teachers. She has really stepped up as a reader. Great job Ella!

YEAR TO DATE ATTENDANCE:

02 Days Excused

05 Days Unexcused

00 Days Suspended

01 Days Tardy

74 Total Days Present out 82

Daphne

Homeroom Teacher

Riverstone International School

 ManageBac school since 2013

Introduction

Riverstone International School was established in 1997 under the name Hidden Springs Community School, with the mission to provide students in the Treasure Valley with a quality, independent education. Located just north of Boise, Idaho, the school opened its doors with 57 students enrolled in kindergarten through eighth grade.

Since then, it went on to become Idaho's first International Baccalaureate-authorized institution, offering the Primary Years, Middle Years, and Diploma Programmes for preschool through grade 12 students.

Academic excellence, international understanding, community and service, leadership by example, and outdoor education form the foundation of Riverstone's educational philosophy.

Contact Information

James Hamilton

PYP Coordinator

jhamilton@riverstoneschool.org



RIVERSTONE
INTERNATIONAL SCHOOL

Riverstone International School Semester 1 Grade Report

Prepared: January 24, 2017

Student Name: Toby

Grade: Pre-Kindergarten

Homeroom Advisor: Christoph

Dear Parents,

Happy New Year! We are pleased to deliver your child's Semester 1 report card.

The grade report includes feedback on your child's progress with respect to the following areas:

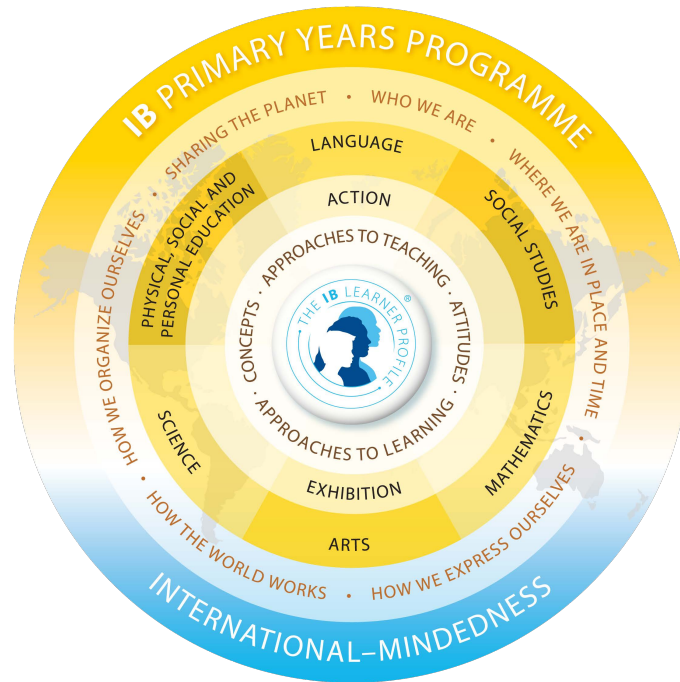
- Transdisciplinary Skills: Social Skills, Research Skills, Communication Skills, Self-Management Skills and Thinking Skills, all of which help students develop as lifelong learners.
- Units of Inquiry studied during the semester.
- Language Arts and Mathematics: Each subject area is split into specific grade level goals.
- Spanish.
- Specialist subjects: Art, Music, P.E.

Riverstone International School believes in 'Inspiring the Journey' for each student by providing opportunities that relate to our 5 pillars. These opportunities provide challenging and enriching experiences in addition to academic rigor.

Please feel free to contact me with any questions.

James Hamilton-Vail
Director of Elementary Education/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.

Transdisciplinary Skills

Social Skills	Achievement Scale		Achievement Scale
Cooperating	DEM	Resolving Conflict	PRG
Accepting Responsibility	PRG	Respecting Others	PRG
Research Skills			
Organizing Data	PRG	Formulating Questions	DEM
Interpreting Data	PRG	Collecting Data	PRG
Recording Data	PRG		
Communication Skills			
Non-verbal	DEM	Listening	DEM
Speaking	DEM		
Self-Management Skills			
Informed Choices	PRG	Organization	DEM
Time Management	PRG	Safety	DEM
Fine Motor	DEM	Codes of Behaviour	DEM
Spatial Awareness	DEM		
Thinking Skills			
Acquisition of Knowledge	DEM	Comprehension	DEM
Application	PRG		

Achievement Scale DEM Demonstrating PRG Progressing NYE Not Yet Evident ACC Accomplished PRG Progressing AOC Area of Concern NYC Not Yet Covered

Programme of Inquiry

Units of Inquiry

Who we are: Common Traits

Central Idea: People everywhere have common traits

Lines of Inquiry:

- *There are different types/kinds of beliefs, values and attitudes that encourage relationships*
- *We can learn many things about one another by interacting together*
- *We can understand other peoples points of views and have them understand ours*

Learning Outcomes:

Achievement Scale

Unit of Inquiry

Unit of Inquiry

Understands unit concepts	DEM
Poses thoughtful and insightful questions	PRG
Participates in group inquiry	DEM
Self-monitors and shows consistent effort and focus in class	PRG
Collaborates in group work with peers	PRG

Comments: During our Who We Are unit of inquiry, Toby is a strong communicator. He has lots of thoughts about our unit and likes to share them. We are helping him to also see the value in listening to other friends' ideas too. Toby is a confident student in the class and he likes to participate in the different activities supporting this unit.

How we express ourselves: Universal Languages

Central Idea: Universal languages link human beings together

Lines of Inquiry:

- *We think universal languages exist*
- *Universal languages do add to our understanding*
- *People can show how they are feeling*

Learning Outcomes:

Achievement Scale

Unit of Inquiry

Unit of Inquiry

Understands unit concepts	DEM
Poses thoughtful and insightful questions	DEM
Participates in group inquiry	DEM
Self-monitors and shows consistent effort and focus in class	PRG
Collaborates in group work with peers	PRG

Comments: During our How we express ourselves unit of inquiry, Toby continues to be a strong communicator and is a leader amongst his peers when working on the unit concepts. He is working to respect other's ideas and giving them the time to share theirs.

Subjects

Reading Literature

Achievement
Scale

Key Ideas and Details

- | | |
|--|-----|
| With prompting and support, retells familiar stories. | DEM |
| With prompting and support, asks and answers questions about characters and major events in a story. | DEM |

Craft and Structure

- | | |
|---|-----|
| Exhibits curiosity and interest in learning new vocabulary. | DEM |
| Students interact with a variety of common types of texts. | PRG |

Integration of Knowledge and Ideas

- | | |
|---|-----|
| With prompting and support, student engages in a picture walk to make connections between self, illustrations, and the story. | DEM |
| With prompting and support, student makes cultural connections to text and self. | PRG |

Reading-Foundations

Achievement
Scale

Print Concepts

- | | |
|--|-----|
| Follows words from left to right, top to bottom, and page by page. | DEM |
| Recognizes that spoken words are represented in written language by specific sequences of letters. | DEM |
| Understands that words are separated by spaces in print. | DEM |
| Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name. | DEM |
| Recognizes that letters are grouped to form words. | DEM |
| Differentiates letters from numerals. | DEM |

Phonological Awareness

- | | |
|--|-----|
| Engages in language play (e.g., alliterative language, rhyming, sound patterns). | PRG |
| Demonstrates awareness of relationship between sounds and letters. | PRG |

Phonics and Word Recognition

- | | |
|--|-----|
| With prompting and support, demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants. | PRG |
| Recognizes own name and common signs and labels in the environment. | DEM |
| Displays emergent reading behaviors with purpose and understanding. | DEM |

Writing

Achievement
Scale

Text Types and Purposes

- | | |
|---|-----|
| With prompting and support, uses a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | DEM |
| With prompting and support, uses a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. | DEM |

Production and Distribution of Writing

- | | |
|---|-----|
| With guidance and support, responds to questions and suggestions and adds details to strengthen illustration or writing, as needed. | DEM |
|---|-----|

Research to Build and Present Knowledge

- | | |
|--|-----|
| With guidance and support, participates in shared research and writing projects. | PRG |
| With guidance and support, recalls information from experiences. | DEM |

	Achievement Scale
Mathematics	
Counting And Cardinality	
Counts to 20.	DEM
Understands and represents a number of objects with a written numeral 0 - 10.	DEM
Counts to answer "how many?" questions about as many as 10 things.	DEM
Identifies whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group.	DEM
Identifies "first" and "last" related to order or position.	DEM
Operations And Algebraic Thinking	
Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.	DEM
Duplicates and extends simple patterns using concrete objects.	DEM
Measurement And Data	
Identifies measurable attributes of objects, such as length, and weight. Describes them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	PRG
Sorts objects into categories; counts the number of objects in each category.	DEM
Geometry	
Describes objects in the environment using names of shapes, and describes the relative position of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	DEM
Correctly names shapes regardless of size.	DEM
Creates and builds shapes from components.	PRG

	Achievement Scale
Physical Education — Katerina	
Specialists Criteria	
Personal Engagement	DEM
Knowledge/Understanding	DEM
Application	DEM

Comments: Through the Primary Years Program units of inquiry, students have demonstrated competency in motor skills and movement patterns needed to perform a variety of physical activities. The students' primary focus is on locomotors/non-locomotors movements, stability and cooperation. We have learned the basic instructions for equipment and gym safety. Toby is consistently working to improve his skills. It has been such a joy to see how he has progressed over the past year. He listens carefully, follows directions during activities, and is respectful towards peers and equipment.

	Achievement Scale
Art — Edward	
Specialists Criteria	
Personal Engagement	PRG
Knowledge/Understanding	PRG
Application	PRG

Comments: Students have been learning to follow basic instruction through guided practice by creating art that helps clarify concepts introduced through the Primary Years Program units of inquiry. We are learning how to care for the studio and the various materials used in the studio through controlled exploration. Students have been introduced to the art elements of line, shape, color, and form through the practice of drawing, painting, and sculpting. Toby enjoys coming to art and is engaged in activities introduced in class. He is thoughtful, creative, and is focused on learning basic artistic techniques and concepts. Toby is a pleasure to have in class.

Music — Michaela	Achievement Scale
Specialists Criteria	
Personal Engagement	DEM
Knowledge/Understanding	DEM
Application	PRG

Comments: Pre-Kindergarten music is about singing, moving, and storytelling. This semester we have focused on vocal exploration, action songs, and creative movement in class. One of our favorite places to visit is Arioso Land, where everything is sung. Often we sing about what we had for breakfast or snack. Other key elements are learning about drums and xylophones and connecting movements to songs and stories. Pre-Kindergarten has also begun to work on music literacy skills like rhythm notation and drawing the contour of melodies we sing. Toby has found his singing voice and often creates his own songs to share with the class. I truly enjoy his creativity and strong engagement in class.

Homeroom Advisor Comments

LANGUAGE

Both his peers and teachers easily understand Toby. He is able to communicate his needs, feelings and ask for help when needed. We are encouraging Toby to first try and communicate what he needs from his friends, and then if not successful, seek the help of the teachers. We hope to see Toby become a more confident communicator during conflict. Toby is listening with better skill at both circle and small group and can answer with more relevant information or questions to continue the conversations. He is no longer distracted as much by his peers and is able to make better choices on his own as where to sit. He is able to follow three/four step directions.

FINE MOTOR

Toby has developed strength and coordination in his fine motor skills. He can use different writing materials, scissors, and the small manipulative items in the classroom with ease. He has very strong fine motor skills. Toby uses a correct pencil grip and is able to write his name as well as other words. He uses his right hand for fine motor task. Toby enjoys the writing area of the classroom. He can draw a person with body parts and other recognizable objects. Toby is able to use scissors with ease and can cut out complex objects. He is able to put on his own coat.

SOCIAL-EMOTIONAL

Toby likes to participate in a variety of individual and group play experiences throughout his day at school. He is very comfortable in the classroom and he easily says goodbye to his Mom or Dad and transitions into the classroom. Toby is an active participant in the classroom and enjoys playing in all areas of the room. He prefers to seek out a special friend to play with or he will join small group play. Toby has a tight group of friends he likes to interact with. Anders and Paty are his friends of choice, but he is open to other peers joining in. Toby often will start a pretend game and other peers will want to join him. He inspires other peers with his creativity and is a leader with his ideas. Toby is playing cooperatively with his peers, but at times still needs help from the teachers when dealing with conflict. He is becoming aware of his friends feelings and of his own. Toby is starting to see the success of talking with his peers and expressing his ideas and needs. He is seeing how it can make the play more valuable and enjoyable. Toby is demonstrating strong self-help skills involving care of personal items, as well as classroom clean up. Toby exhibits better self-control and is more focused in class. He is able to take turns and it has become easier for him to listen to his peers' ideas during small group and circle time.

DESARROLLO DEL LENGUAJE

Toby is a lively and enthusiastic student who is willing to participate during Spanish circle time activities, like games, retelling stories and open-ended questions. Toby tries hard throughout the small group activities and generally succeeds in all tasks set. He enjoys learning new things in Spanish and he applies them every time he has the chance, particularly in free choice time when he can choose where to go and play with his classmates.

DESARROLLO SOCIAL EMOCIONAL

Toby is an active boy that loves to play and socialize with his classmates; he likes to help them whenever he considers they don't understand the instructions given in Spanish. He shows an honest desire to make good choices during the school day, but sometimes he needs to be reminded to focus and respect other people's turn.

DESARROLLO DE LA MATEMÁTICA

Toby counts orally in Spanish from 0-29, and he can point and say the names in Spanish of the numerals 0,1,2,3,4,5,6,7,8,9,10. Toby knows the Spanish names of the shapes: triangle, circle, diamond, square, rectangle, and oval. He can name all the colors taught in Spanish: red, blue, yellow, green, orange, purple, black and brown.

Achievement Scale

Transdisciplinary Skills, Units of Inquiry and Specialists Criteria

Demonstrating: At this point in the year, your child is consistently demonstrating this skill.

Progressing: At this point in the year, your child is making progress in this skill.

Not Yet Evident: At this point in the year, your child is not exhibiting evidence of this skill.

Language Arts and Math Criteria

Accomplished: At this point in the year, your child has met this goal.

Progressing: At this point in the year, your child is adequately progressing towards this goal.

Area of Concern: At this point in the year, your child needs further reinforcement to accomplish this goal.

Not Yet Covered: At this point in the year, this concept has not yet been assessed at this grade level.

Westlake Academy



ManageBac school since 2013

Introduction

Westlake Academy was founded in 2003 and is owned and operated by the Town of Westlake in Texas. It is the only municipally-owned and operated open enrollment charter school in the state. Westlake Academy first became an IB World School in 2006 after it was authorized for the Primary Years Programme (PYP); further authorization followed in 2007 with the Middle Years Programme (MYP), and in 2008 with the Diploma Programme (DP). The school graduated its first class in 2010 and became fully functional from Kindergarten through grade 12.

Westlake Academy inspires college-bound students to achieve their highest individual potential in a nurturing environment that fosters the traits found in the IB Learner Profile. The IB philosophy is strengthened through implementation of Visual Learning and Great Expectations. These methodologies work in tandem to deliver a curriculum that fosters international-mindedness.

Contact Information

Allison Schneider

PYP Coordinator

aschneider@westlakeacademy.org



Westlake Academy Fall Semester Report 2016-2017

Prepared: January 17, 2017

Student Name: Sasha

Grade: Year 3

Dear Kindergarten-Grade 5 Parents,

Please find attached your son or daughter's mid-year report for the period September-December 2016.

The mid-year report includes subject-based grades and narratives for Mathematics and Language Arts and specialist subjects (Spanish, Art, Music, Physical Education). The report is intended to be child friendly. We welcome your feedback regarding the mid-year report. The report card is divided into four (4) distinct sections.

1. Subject-based grades. Please note that Social Studies and Science comments are incorporated into the Unit of Inquiry reports, which have been sent home throughout the semester as units have ended.
2. Specialist subjects grades. Specials teachers have the option of including a narrative comment. In Grade 2, participation in Strings is required, whereas Grade 3-6 participation is based on parent/student option.
3. Student reflections. Written by the learners, this supplementary reflection provides evidence of the IB Learner Profile, PYP attitudes, and semester goals in action.
4. Personal/Social Development. This comment is written by the classroom teacher to provide insight into the student's social skills and overall conduct.

We would like to encourage you to use the Primary Report as a focus for discussion with your child to highlight his or her learning process and areas for growth; and together, with teacher meetings, think of constructive and developmentally appropriate ways to help him/her continue growing as an independent and reflective learner. Your child's teacher will be the focal point here as they can discuss with you the strengths and areas that are in need of growth. If, based on these reports you have immediate concerns, please schedule a meeting with teacher(s). Teachers will also make contact with you if they have immediate concerns based on the report. We encourage all parents to meet with their child's teacher, as this provides a additional forum for receiving feedback. Teachers have been asked to communicate directly with parents to arrange ongoing communication regarding student's progress in regard to academic or social needs. Please make plans via email to meet with your child's teacher over the coming weeks for general discussions regarding the report card if there are concerns or celebrations.

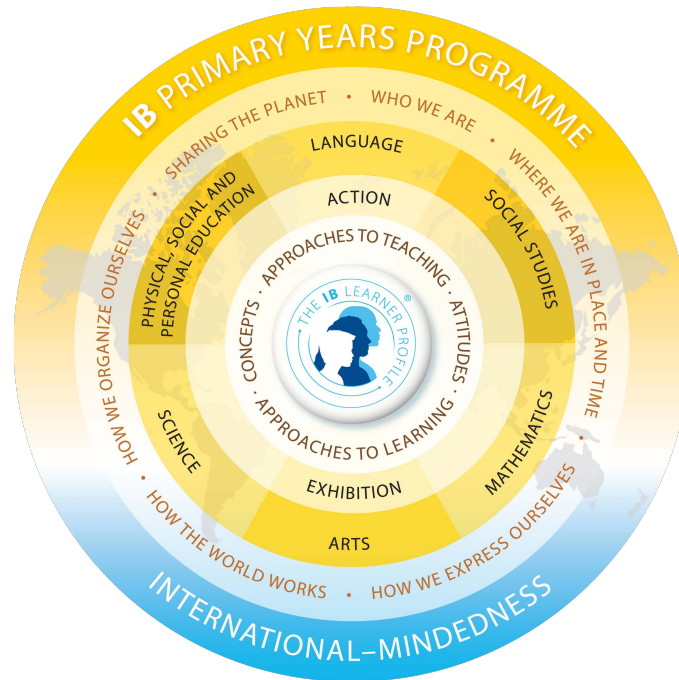
At the end of the report, you will have a number of academic descriptors to clarify the ratings given to your son or daughter.

Sincerely,

Brad
Primary Principal

Martina
Primary Years Programme 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.
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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.

Summary of Achievement

Subjects

Language Arts — Kimberly	Performance		Performance
Reading	2	Writing	3
Listening and Speaking	3	Viewing and Presenting	3
Motivated, Organized, and Prepared	3		

Comments: Sasha's overall reading level, comprehension, and vocabulary are on grade level and effectively used within her course work. Although she is an expressive reader, she struggles with her text fluency. Sasha primarily reads in smaller chunks with little attention to pausing guided by punctuation. Sasha is very imaginative and often writes lengthy stories that are meaningful and sequence well. She is very descriptive in not only her writing, but also in her speaking. She is very motivated in her course work and provides quality work without prompting.

Mathematics — Kimberly	Performance		Performance
Data Handling	2	Number	1
Measurement	N/A	Pattern and Function	2
Shape and Space	N/A	Motivated, Organized, and Prepared	3

Comments: Sasha needs to show improvement in her ability to solve basic addition/subtraction math problems. She is unable to regroup and borrow within a given problem successfully. I highly suggest performing regular home study with the use of flash cards to help her improve her math skills. Sasha is unable to easily remember facts and figures with her place value, addition, and subtraction skills. Sasha communicates her difficulties in understanding. If she does not understand a problem, she is quick to ask questions and listen carefully to explanations. Continued practice will strengthen the use of basic math facts.

Social Studies — Kimberly

Comments: Citizenship permeates everything we do. The year was started with Who We Are. As we progress through the units students develop social skills that contribute to the classroom community. Extension of these concepts will be applied as we look at global communities throughout our upcoming units which are focused on economics and geography.

Science — Kimberly

Comments: Students have been following the scientific method as we explore the function of simple machines. Reporting on science concepts was included in the How the World Works report issued in December.

Spanish — Maria Jose	Performance		Performance
Oral language - listening and speaking	3	Visual language - viewing and presenting	3
Written language - reading	3	Written language - writing	3
Motivated, Organized, and Prepared	3		

Comments: Sasha has been improving in Spanish. She is responding to simple questions, creating short phrases using the vocabulary learned during class. She is making an attempt to improve her reading and writing skills in Spanish.

Physical Education — Priscilla, Fatima		Performance	
Movement Skills			3
Knowledge and Understanding			3
Active Participation			4

Visual Arts — Holly		Performance		Performance	
Responding and Reflection	4	Creating			4
Understanding and Application of Concepts	3	Application of Skills			4

Music — Patrick		Performance		Performance	
Responding	4	Concepts and Knowledge			3
Content Related to the Unit of Inquiry	3	Musical Skills (Vocal and Instrumental)			3
Participation	4				

Strings — Rita		Performance		Performance	
Instrumental Skills	4	Musical Arrangements			4
Practice Time	3	Music Theory			4

Personal Social Development Comments

Sasha is an outgoing student that participates well in the given activities at school. She demonstrates the trait of a communicator within the IB Learner Profile as she verbalizes her strengths and struggles, as well as communicates effectively with peers. Sasha struggles to balance her communication skills with being principled. She is often redirected for talking during inappropriate times as well as being off task. She always shows a great level of enthusiasm within her course work and relationships. Sasha is often motivated to do the right thing but just needs verbal redirection to stay focused on the task at hand.

Assessment Criteria

Performance Descriptors Grades K-5

Meets with Excellence 4	The learner has extended and constructed new and deeper understanding of grade level expectations. The learner consistently applies knowledge to unfamiliar situations through independent investigation, uses higher-level thinking to communicate understanding through reflections, work samples, and discussions. The learner takes responsibility and sets high standards.
Meets with Proficiency 3	The learner meets grade level expectations with good understanding. The learner applies knowledge and thinking skills to familiar situations to communicate understanding through reflections, work samples, assessment and discussions.
Developing Proficiency 2	The learner is approaching a proficient level of understanding in many of the concepts taught. Support is sometimes needed by the teacher to encourage self-directed learning. Grade level expectations of knowledge and skills continue to develop with increasing independence.
Requires Support to Meet Proficiency 1	The learner is struggling to reach proficiency in many or most of the concepts taught. Support is regularly given, and is needed to encourage and guide learning.
Not Applicable (N/A)	This strand has not been formally assessed at this point in the school year. In-depth study in this area will be addressed next semester.

Motivated/Prepared/Organized Effort Criteria (for Grades 3-5 ONLY) Exceptional Effort 4

The learner consistently and confidently demonstrates a willingness to work hard and is driven by external (peer and parental expectations), as well as internal (interest and desire to achieve their highest individual potential) factors. The management of time is used effectively and appropriately to plan and carry out activities. The learner is reflective about sharing information with an audience and is always well prepared with materials and resources.

Very Good Effort 3

The learner demonstrates willingness to work hard and appears driven by external (peer and parental expectations), as well as internal (interest and desire to do well to achieve their potential) factors. The management of time is not always used effectively and appropriately to plan and carry out activities. The learner shares information but not always with the audience in mind, and could be better prepared with materials and resources.

Good Effort 2

The learner works to meet the minimum expectations and does not demonstrate the independence and drive. External motivation is needed on a regular basis to achieve more than is required. Support is needed in the management of time and to plan and carry out activities. The learner needs support in organization of materials and resources.

Improvement Needed 1

The learner seldom demonstrates willingness to work hard to potential. External factors (peer and parental expectations) and teacher intervention tend to be the only source of motivation to accomplish work of a satisfactory or better standard. Time is not used effectively and appropriately to plan and carry out activities. The learner shares information without care and does not see a purpose. The learner is always assisted in the preparation of materials and resources.

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
- Customizing 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.

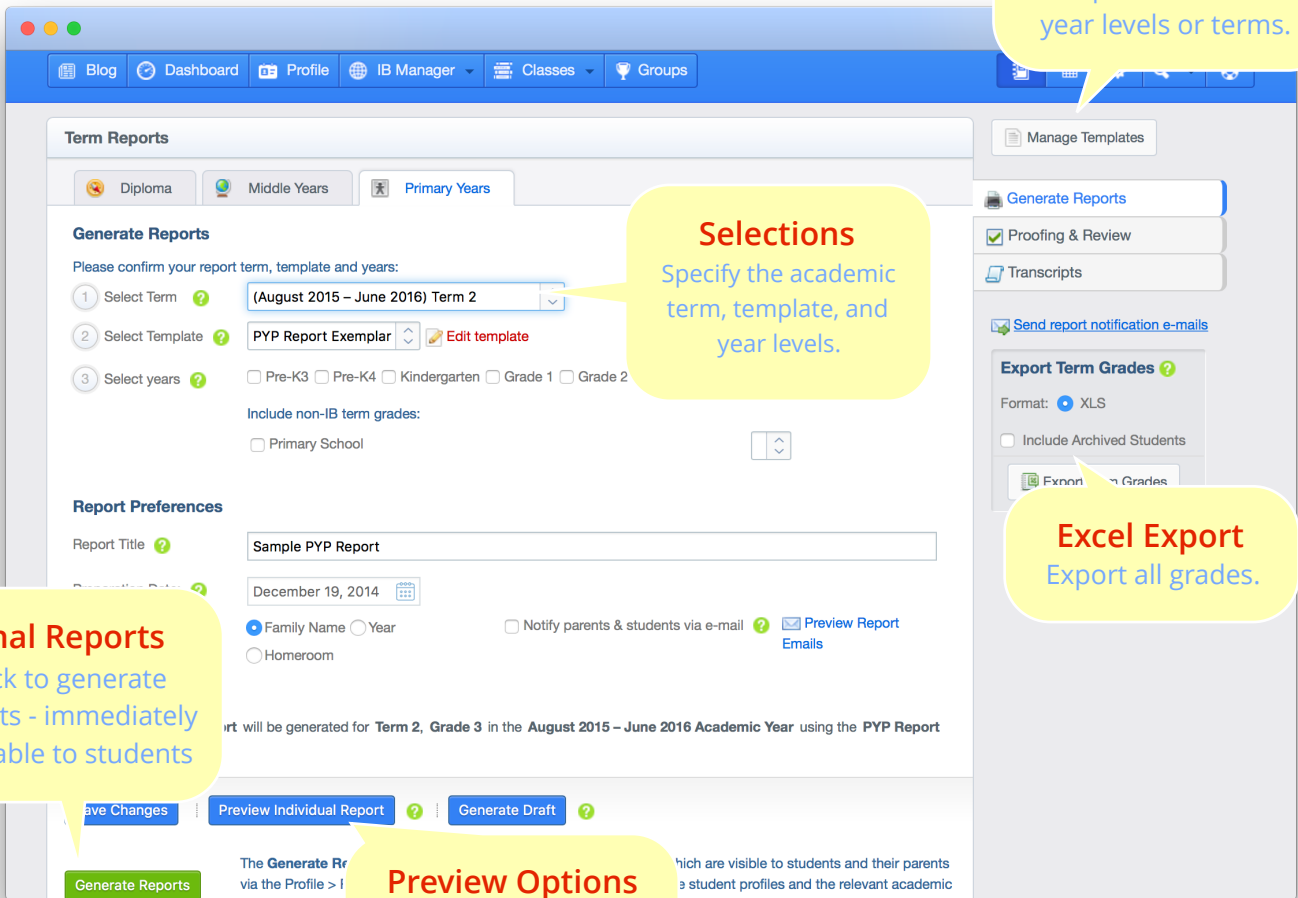
Templates
Create different report templates based on year levels or terms.

Selections
Specify the academic term, template, and year levels.

Final Reports
Click to generate reports - immediately available to students

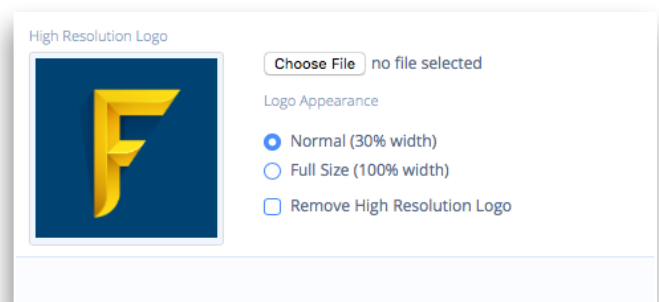
Excel Export
Export all grades.

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.



Step 2: Customizing the Teacher Gradebook

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

The screenshot shows the 'Criteria' configuration page for Kindergarten. The page lists existing criteria with their abbreviations and titles. An 'Add Criteria' modal is open, allowing selection of grade levels (Kindergarten, Grade 1-5) and a table for defining new criteria with columns for Abbreviation, Title, and Description.

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.

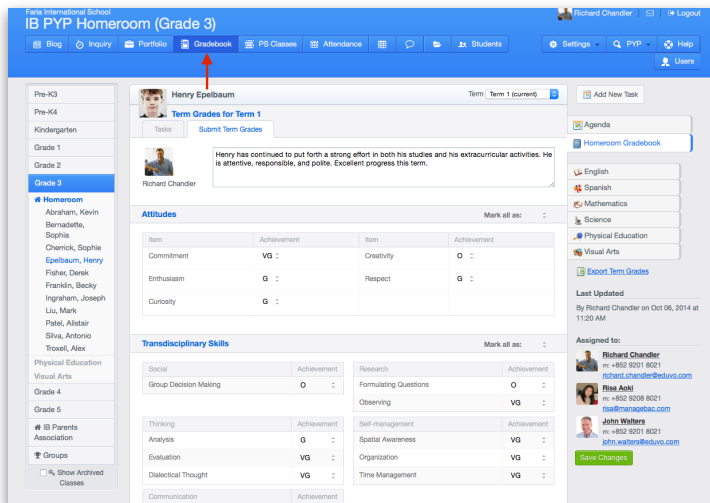
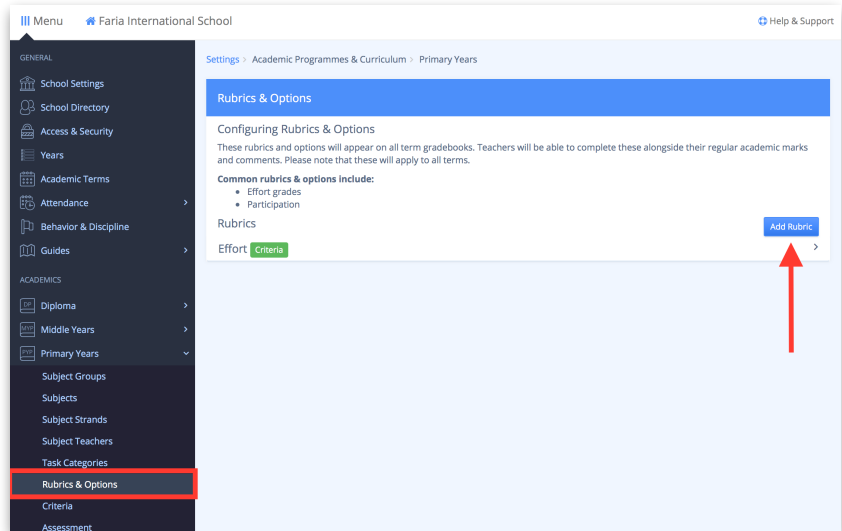
If you would like to include learning outcomes for assessed subjects, please speak with ManageBac Support to customize your Scope & Sequence.

The screenshot shows the 'Assessment' configuration page. The page allows selection of assessment elements like Learner Profile, Transdisciplinary Skills, Headers, Selected Skills, Attitudes, Units of Inquiry, Learning Outcomes, Stand-alone Units, and Assessed Subjects. The 'Assessment' tab is highlighted in the sidebar.

	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="radio"/> Headers <input checked="" type="radio"/> Selected Skills		
<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"/>
Assessed Subjects		
Language: English		<input checked="" type="checkbox"/>
<input type="checkbox"/> Overall Assessment	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Strands	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> Learning Outcomes	<input checked="" type="checkbox"/>	

Step 3: Rubrics & Options

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



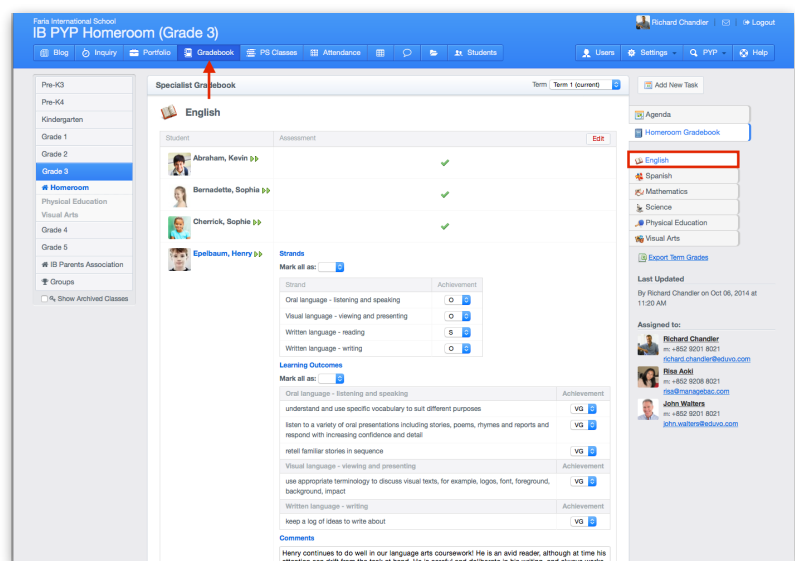
Step 4: Teacher Gradebook

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

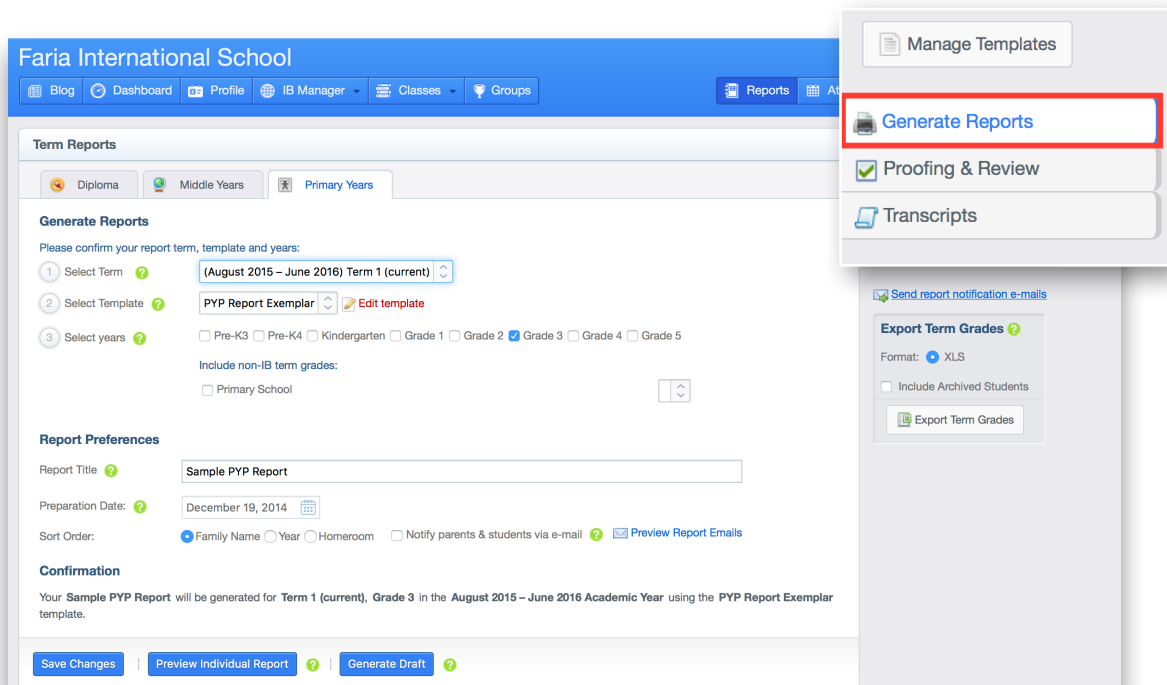
Specialist teachers can access their grade books by clicking on the subject title on the right, e.g. English.

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



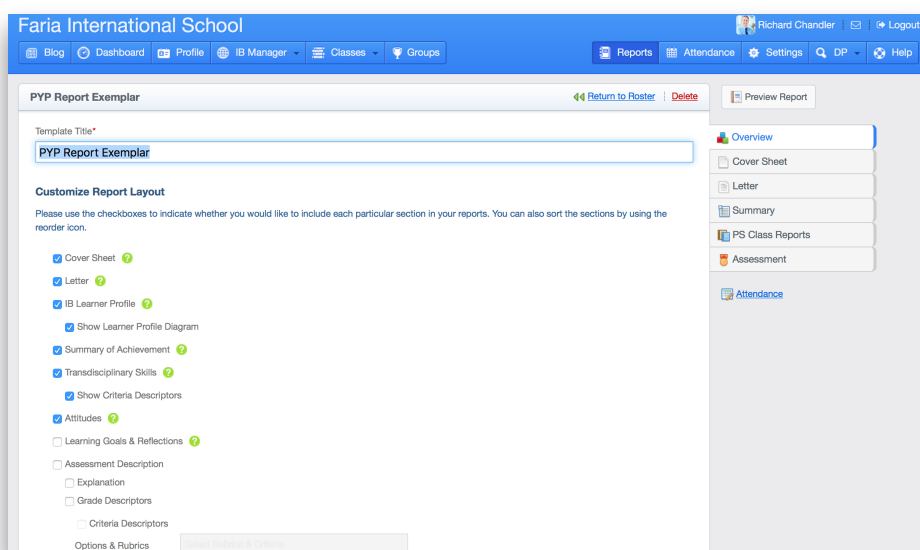
Step 6: Customize Templates

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



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.



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.

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.

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.

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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