

Reporting in EYP and PYP

Louise Lee- PYP Coordinator

Cheryl Wood- EYP Coordinator



Aims

- To provide an understanding of key components of the IB programme.
- To look at how the IB progresses throughout the PYP.
- To explore the curriculum framework.



Louise Lee

PYP Coordinator

Grade 1-5

llee@fairgreen.ae



Cheryl Wood

EYP Coordinator

PreK - KG2

cwood@fairgreen.ae

Why do we provide written report cards?

- To provide a piece of our home school communications.
- To produce transcripts of the students performance overtime.
- To keep the community updated on their child's progress and attainment.
- To share next steps in learning.

How do we inform our report cards?

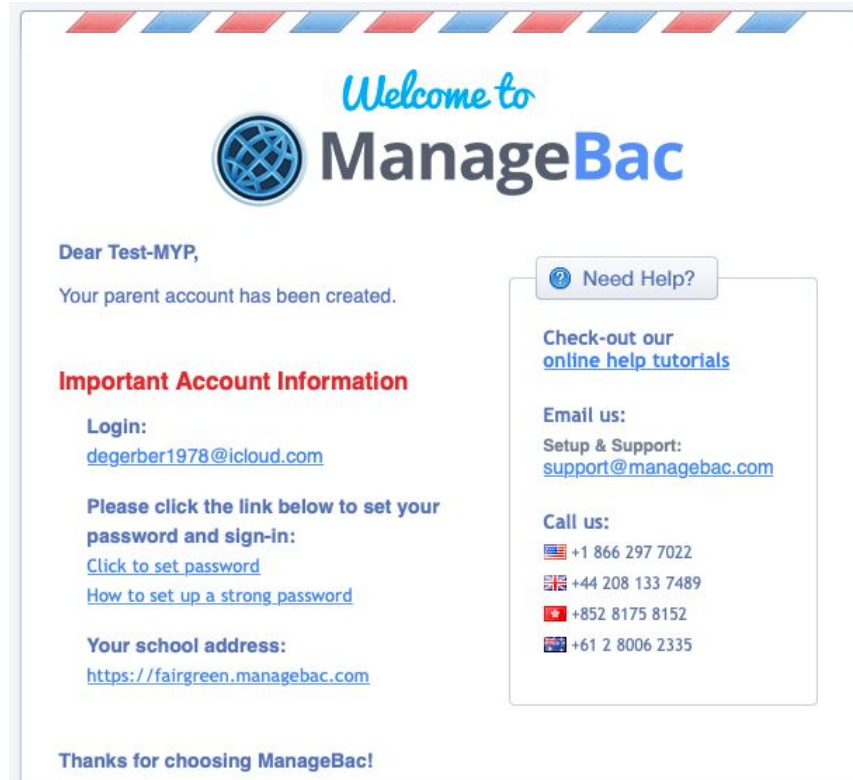
- Ongoing formative assessment.
- Data analysis from ongoing internal and external assessments.
- Moderation within grade levels and vertical alignment

Report Cards - WHERE

Please check to see if you received this email.

1. Click to set password
2. WRITE IT DOWN! -Make sure you save your information
3. Suggestion-Use the same password that you use for other school logins

**Any problems- email
managebac@fairgreen.ae**



Report Cards - WHERE

1

≡ 🏠 Fairgreen International School

2

👤 Eva

General

🕒 Dashboard

📁 Portfolio

💬 Discussions

Academics

3

👤 Academic Profile

Explore

📖 Guides & Handbooks



Eva Bonner

IB PYP Class of 2034 (Grade 1)

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Profile



Reports

Term Reports

August 2021 – July 2022 IB PYP



[End_of_Year_Report-Primary_Years_Programme_KG2_Bonner_Eva_2022-07-01.pdf](#)

Released on July 1, 2022



[Term_1_Report-Primary_Years_Programme_KG2_Bonner_Eva_2021-12-06.pdf](#)

Released on December 6, 2021

Assessment Descriptors

Approaches To Learning Level

Abbreviation	Descriptor
EE	Exceeding Expectations
ME	Meeting Expectations
AE	Approaching Expectations
BE	Below Expectations
N/A	Not Applicable



Academics-Reported Subjects EYP

Early Years Programme PreK:

- Personal, Social and Emotional Development
-Physical Development
-Communication and Language
-Unit of Inquiry

Early Years Programme KG1:





- Mathematics
-Physical Development
-Communication and Language
-Unit of Inquiry

Early Years Programm KG2:

-English	-UOI including Science Science
-Mathematics	-Arabic
-French	-Visual Arts
-Music	-Physical Education

Attainment Level Descriptors

Early Years Programme:

Indicator		Developmental Continuum Descriptors-Early Years:
B		Beginning: the student is <i>beginning</i> to grasp a conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry, according to grade level expectations.
C		Consolidating: the student is <i>consolidating</i> conceptual understandings of the learning outcomes and the skills explored during this period of inquiry, according to grade level expectations.
A		Applying: the student demonstrates <i>consistent</i> conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry, according to grade level expectations.
E		Extending: the student is extending his / her conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry <i>beyond grade level</i> expectations.



Subjects Assessment



English

	Approaches To Learning Level	Early Years Grade Descriptors
English	ME	Consolidating
• Spoken language		Applying
• Reading – word reading		Applying
• Reading – comprehension		Consolidating
• Writing – transcription		Beginning
• Writing – composition		Consolidating
• Writing – vocabulary, grammar and punctuation		Consolidating

Teacher Comment

During the first term, [REDACTED] has been revising his knowledge of reading and writing special friends in phonics. He is beginning to read Set 2 sounds and recognize them in his reading. [REDACTED]'s fluency is increasing as he reads, however, he is encouraged to read daily and make use of his Raz-Kids subscription. In writing, [REDACTED] is able to verbalise a sentence, however needs encouragement to write it down and sound out new words. He is starting to spell more difficult common exception words correctly. [REDACTED]'s next step is to continue to practice the correct letter formation for lowercase letters.

Academics-Reported Subjects

PYP

-UOI (Including Science and Social Studies)	-English
-Mathematics	-Arabic A and B
-French	-Moral Education (Grade only)
-Music	-Physical Education
-Islamic Education	-STEM/Design
- Approaches to Learning (Written by the students)	-Visual Arts

Attainment Level

Abbreviation

Descriptor

- | | |
|---|--|
| 7 | Excelling-The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. |
| 6 | Extending-The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in familiar and unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight. |
| 5 | Applying-The student has a thorough understanding of the required knowledge and skills, and the ability to apply them in familiar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight. |
| 4 | Achieving-The student has a general understanding of the required knowledge and skills with minor gaps, and the ability to apply them effectively in familiar situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| 3 | Developing-The student has limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. |
| 2 | Beginning-The student has very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support. |
| 1 | Not Yet Evident/Adapted Curriculum-The student has minimal achievement in terms of the objectives. The student has differentiated curriculum expectations that are adapted to their needs. |

IB/ FIS SCALE	DESCRIPTOR	Attainment
7	Excelling	<p>The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</p> <p>(Student is attaining 90-100% of all addressed curriculum standards in Educater)</p>
6	Extending	<p>The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in familiar and unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.</p> <p>(Student is attaining 90-100% of all addressed curriculum standards in Educater)</p>
5	Applying	<p>The student has a thorough understanding of the required knowledge and skills, and the ability to apply them in familiar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight.</p> <p>(Student is attaining 70-90% of addressed curriculum standards in Educater)</p>
4	Achieving	<p>The student has a general understanding of the required knowledge and skills with minor gaps in non-key curriculum standards, and the ability to apply learned knowledge effectively in familiar situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</p> <p>(Student is attaining 70-90% of addressed curriculum standards in Educater)</p>
3	Developing	<p>The student has limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</p> <p>(Student is attaining 50-70% of addressed curriculum standards in Educater)</p>
2	Beginning	<p>The student has very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.</p> <p>(Student is attaining 50-70% of addressed curriculum standards in Educater)</p>
1	Not Yet Evident/Adapted Curriculum	<p>The student has minimal achievement in terms of the objectives. The student has differentiated curriculum expectations that are adapted to meet the needs of the student.</p>



Individual Subject Assessment

PYP Class Report-Example



English

	Attainment Level	Approach To Learning Level
English	5	Mid
• Spoken language	5	
• Reading – comprehension	5	
• Writing – composition	5	

Comments:

████ is an independent reader who shows a good understanding of the passages he reads. █████ now needs to focus on making inferences and comprehending beyond the literal. Articulate in conveying his thoughts, █████ shows strong knowledge and application of writing conventions and his creative writing pieces are a pleasure to read. He incorporates suggestions to add more depth to his writing by using adjectives to describe the characters and setting.

