



**Title:** Reporting

**Date:** March 2017

**Purpose:**

Reporting on assessment communicates what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme.\*

**Procedure:**

Reports shared with parents and students include:

1. ***Unit of Inquiry Report***

One document is completed by the teacher for each unit of inquiry. This report is sent home directly after the end of the unit. The document has three sections:

- indication of level of student understanding of the central idea, using same descriptors as on McGraw report card (“Secure”, “Developing” and “Emerging”) for student unit of inquiry achievement; assessment tools (rubrics, checklists, continuums, etc.) have been developed to measure student understanding of the central idea for each unit, and may be included with the unit report
- teacher comment detailing the student’s level of understanding and engagement with the unit
- teacher comment describing student demonstration learner profile attributes being focused on during the unit

2. ***Student Unit of Inquiry Reflection***

At the end of each unit of inquiry students complete a reflection on their learning during the unit. This reflection may be written, drawn and /or recorded and is placed in students’ PYP portfolios. It includes the following:

- key learnings related to the central idea/transdisciplinary theme of the unit
- questions/wonderings that the student had/has as a result of the unit
- actions that the student was inspired to take/would like to take as a result of the unit
- demonstration of learner profile attributes being focused on during the unit
- application of PYP essential elements (attitudes, knowledge, concepts, skills and action)

3. ***Unit of Inquiry Communication for Parents***

Communication is sent home at the beginning of each unit of inquiry to introduce the focus and aims of the unit to parents. This includes:

- description of the aspects of the transdisciplinary theme the unit explores
- the unit central idea and lines of inquiry
- concepts and transdisciplinary skills being focused on during the unit
- central idea/summative assessment scoring criteria/tool, if developed
- learner profile attributes being focused on during unit
- how parents can support student learning through the unit at home and at school

- how parents can support and report back to school on learner profile attributes being focused on during the unit (at home SOAR hearts are one option)

#### 4. ***Learner Profile Reflection***

Students are encouraged to reflect continuously on how they and others are displaying the learner profile and related attitudes. Formal reporting on student demonstration of the learner profile is incorporated into the student unit of inquiry reflection and the unit of inquiry parent report for all six units of inquiry in grades K-4 and in all five units of inquiry and the Exhibition in grade 5. See the above descriptions of the Unit of Inquiry Report and Student Unit of Inquiry Reflection for details.

#### 5. ***Poudre School District Report Card***

One document is completed each semester in Grades K-5. The report card addresses student progress in subjects of study and inquiry, as well as the IB Approaches to Learning (ATL) skills and attendance data. An attachment that lists the ATL sub skills that fall under each of the five main ATL skill areas (social, research, self-management, thinking and communication skills) will be sent home with the 1<sup>st</sup> semester report card.

(Documents for reports 1-3 are stored as templates on the McGraw PYP file server or in grade level folders on the shared “McGraw IB” Google Drive. Document 5 is produced using the district Synergy online gradebook application.)

\*Adopted from Making the PYP Happen, International Baccalaureate, 2009.