

Reporting in the PYP

小学成绩报告单

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and Jennifer Nicklas



Indicators (BE, WE, ME, EE)

评分解读 (BE WE ME EE)

Exceeding Expectations: Student has exceeded grade level understanding of concepts and skills and consistently demonstrates application of grade level outcome expectations in all settings independently.

超出期望：学生展示了他们已掌握超出年级水平的概念和技能，并能在所有情景中将所学的年级水平的知识独立且连贯地运用

Meeting Expectations: Student has demonstrated that they have grasped grade level concepts and skills. Student is demonstrating grade level proficiency.

达到期望：学生展示了他们已掌握年级水平的概念和技能，并已达到熟练程度。

Working Toward Expectations: Student has demonstrated that they are beginning to grasp some of the concepts and skills for the grade level.

正向期望努力：学生展示了他们开始掌握年级水平的概念和技能

Below Expectations: Student has demonstrated that they have not yet grasped the concepts and skills for the grade level.

低于期望：学生展示了他们还未掌握年级水平的概念和技能



Rationale for Outcome Based Reporting

采用成果为导向的学业报告方式的原因

- Families will be able to more clearly understand the outcomes upon which our units are based
家长将能够清晰地了解各个单元的教学目标
- Families will be able to more clearly understand their child's current progress toward expectations for multiple outcomes, as opposed to one overall indicator
家长能清晰地了解孩子在每个学科中不同领域的当前学业水平，而不是只参考一个总的成绩指数
- Teacher can provide more time specific feedback regarding a child's progress on individual outcomes.
就孩子的进展情况和单个学习领域，老师能提供更多具体的反馈



Rationale to Changes in Reporting

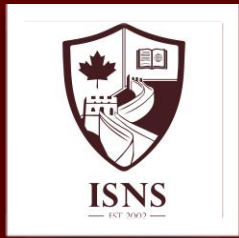
改变学业报告方式的原因

Just because a student is "working towards" expectations doesn't mean that s/he hasn't made growth.

当学生被评估为“正向期望努力”，这并不意味着这个学生没有取得任何进步

Students have a partial understanding and are making progress towards proficiency – but they aren't yet meeting expectations.

这表示学生掌握了部分所学知识，他们正向达到熟练程度前进-但他们还未达到年级期望水平



Overall Comment in Reporting

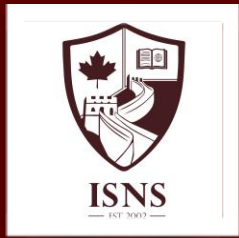
成绩报告单上的总体评估

The overall comment might include:

总体评估可能包括：

- Progress 学业进展情况
- Attitude / Participation 态度/参与度
- Literacy 读写能力
- Learner Profile 学习者品质
- Skills 技能
- Subject-specific skills where they stand out or need more detail (Math/UOI/English)

表现突出或需要改进的单科技能（数学/探究单元/英语）



Teachers discuss outcomes 老师对评分标准进行讨论

Teachers meet divisionally with the PYP coordinators to discuss the indicators for BE, WE, ME, and EE so that there is a common understanding across the grade level and all subjects (UOI, Math, Literacy).

老师和小学课程协调员开展部门会议，共同讨论关于评估等级（BE，WE，ME以及EE）的含义，确保大家对同一年级的所有学科（探究单元、数学、读写）的评估标准有一致的认识。



Language Proficiency

语言水平

A student might meet a language outcome in their home language, but still requires additional English vocabulary to articulate and show proficiency in English.

Teacher comments can help to clarify this distinction.

EAL, where applicable, will provide supporting comments.

学生的母语水平可能已经达到了期望水平，但同时他们被要求能使用更多的英语词汇展示自己的英语水平。

老师的评语能帮助说明这一区别

部分学生的成绩单上，还会有EAL老师的评语



EE, ME, WE, BE in Literacy

阅读与写作的评分（EE, ME, WE, BE）

- In Writing – using 6 traits (common in many North American schools); a continuum from Kinder through to Grade 6 – a rubric provides teachers with concrete examples of working towards, meeting, and exceeding expectations. This carries over into MYP.
• 写作 – 六个特征（被许多北美学校采用以评估写作水平）；具有连续性，从幼儿园贯穿至六年级——写作评估准则为教师提供了各个等级（向期望努力、达到期望、超过期望）的具体说明，这种评分标准也延续至中学（MYP）。
- In Reading – Fountas & Pinnell standards for typical student achievement in stages throughout the year and as they progress through different grades. A holistic reading grade is generated from all the work from guided reading, not just the reading levels.
• 阅读 – 根据Fountas & Pinnell 阅读系统来评估学生经过一年的学习所达到的阅读水平。一个全面的阅读评估报告是通过老师在指导阅读期间的所有工作而得出的，而不是只根据学生阅读书籍的级别来评定的。
- However, we have certain markers for each grade that indicates the standard in which students should be to make them MYP ready.
• 然而，我们为各年级的学生制定了一定的评估标准，指出学生需要达到目标，为他们顺利步入中学做好准备。

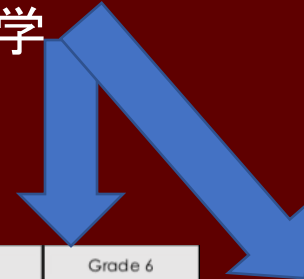


EE, ME, WE, BE in Literacy

阅读与写作的评分

As students progress through different grades, the expectations increase; skills build upon earlier mastery.

随着学生进入更高的年级，对学生的期望也在不断增加；学生的技能是建立在他们以往的知识水平基础上的



	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Content & Ideas	The writer told a story with pictures and some "writing." The writer put something on the page and then added more to it.	The writer tells a simple story or idea through drawings, words, and/or word approximations to convey meaning. The writer understands that ideas can be recorded with written words and remain constant from one reading to another	The writer wrote about a story that happened to someone. The writer put the picture from his mind onto the page. He had details in pictures and words.	The writer wrote about one time when a story happened to someone. The writer tried to bring her character to life with details, talk, and actions.	The writer told the story bit by bit. The writer worked to show what was happening to (and in) her characters.	The writer wrote the important part of an event bit by bit and took out unimportant parts. The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	The writer wrote a story of an important moment. It read like a story, even though it might be a true account. The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme. The writer developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.
Hook	The writer started by drawing or saying something.	The writer had an event that showed what happened first.	The writer tried to make a beginning for his story to set the scene (e.g. One day, Once upon a time, or When I was five).	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues (foreshadowing) to what would later become a problem for the main character.	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.

	Blue - Exceeds	Green - Meets	Yellow - Approaches	Red - Does Not Meet
K5 Sept.	n/a	n/a	n/a	n/a
K5 Dec.	B	A	Pre-A	n/a
K5 March	C	A/B	Pre-A	n/a
K5 June	D	B/C	A	Pre-A
G1 Sept.	D	B/C	A	Pre-A
G1 Dec.	F	D/E	B/C	Below B
G1 March	H	F/G	D/E	Below D
G1 June	J	H/I	F/G	Below F
G2 Sept.	J	H/I	F/G	Below F
G2 Dec.	K	I/J	G/H	Below G
G2 March	M	K/L	I/J	Below I
G2 June	N	L/M	J/K	Below J



Literacy Reading Level Standard

阅读水平评级标准

Fountas and Pinnell are used in schools across North America to help teachers determine the most appropriate level for guided reading.

Fountas & Pinnell 在北美各学校被广泛采用，以帮助老师确定最适合用于指导阅读的阅读素材的级别

In early years, improvement in reading level occurs more quickly.

在早期教育中，学生的阅读水平能得到很快的提升

As students get older (Grades 3-5), growth slows down as the level of complexity increases.

随着学生步入更高的年级（3-5年级）以及学习难度加大，学生的阅读水平进步放缓

	Blue - Exceeds	Green - Meets	Yellow - Approaches	Red - Does Not Meet
K5 Sept.	n/a	n/a	n/a	n/a
K5 Dec.	B	A	Pre-A	n/a
K5 March	C	A/B	Pre-A	n/a
K5 June	D	B/C	A	Pre-A
G1 Sept.	D	B/C	A	Pre-A
G1 Dec.	F	D/E	B/C	Below B
G1 March	H	F/G	D/E	Below D
G1 June	J	H/I	F/G	Below F
G2 Sept.	J	H/I	F/G	Below F
G2 Dec.	K	I/J	G/H	Below G
G2 March	M	K/L	I/J	Below I
G2 June	N	L/M	J/K	Below J
G3 Sept.	N	L/M	J/K	Below J
G3 Dec.	O	M/N	K/L	Below L
G3 March	P	N/O	L/M	Below M
G3 June	Q	O/P	M/N	Below N
G4 Sept.	Q	O/P	M/N	Below M
G4 Dec.	R	P/Q	N/O	Below N
G4 March	S	Q/R	O/P	Below O
G4 June	T	R/S	P/Q	Below P
G5 Sept.	T	R/S	P/Q	Below P
G5 Dec.	U	S/T	Q/R	Below Q
G5 March	V	T/U	R/S	Below R
G5 June	W	U/V	S/T	Below S



The Process of Moderation

评分校准过程

Moderation important since using outcome-based approach.

由于采用了成果为导向的学业报告方式，因此对评分进行校准很重要。

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Name: [redacted] Date: 2020.4.18

Wrote diary again life

Six years ago, I was six years old. I was dancing alone. I thought I could dance very good. Twirling all around the floor. Standing on my tippy toes. Dad wasn't home. Brother was doing housework, mom was cooking supper. I was all alone, and myself in the basement dancing. I went upstairs want to mom and said "Mom look at me! I can dance!" Mom turned around glanced at me, said "good, if I felt hurt, mom didn't even look at me closely and hug me for my good job. I went to brother and said "Hey brother, look at me!" He looked at me and said "Good job, sis!" I was impressed, went downstairs, asked mom "Look at me mom, look at me!" Mom looked annoyed, said "something really bad happened."

I couldn't control my balance, and I fell. I was strapped. I couldn't do a thing. I bit my lip, and there, when I tested blood. If I got up, went to mom. She used tissue trying to stop the bleeding. Hell no! That didn't do much help. Brother called 911, but then he stopped. Brother called a taxi, he many and brother went to the hospital. I got a little hurt on my lip when my mom put my hair into a pony tail.

We got to the hospital. Asked the nurse if there were doctors who were open to stitches. There wasn't so we had to wait. Mom looked scared + was sniffing. I regretted during the taxi. Got hurt and went to the hospital. I wanted to speak but I was afraid that my lip would start bleeding again, so I kept quiet. I fell asleep for some time until I woke, there was a doctor who was leading us in.

	Grade 3 Level 3: Developing	Grade 4 Level 4: Developing	Grade 5 Level 5: Proficient	Grade 6 Level 6: Proficient
Content	The writer lists the major part of an event by the order of time.	The writer writes the major part of an event by the order of time and sequence.	The writer writes a story of an event in a way that is interesting and easy to read.	The writer writes a story that has a beginning, middle, and end. The writer uses a variety of sentence structures to make the story interesting.
Organization	The writer lists the major part of an event by the order of time.	The writer writes the major part of an event by the order of time and sequence.	The writer writes a story of an event in a way that is interesting and easy to read.	The writer writes a story that has a beginning, middle, and end. The writer uses a variety of sentence structures to make the story interesting.
Style	The writer uses simple sentences and words.	The writer uses simple sentences and words.	The writer uses simple sentences and words.	The writer uses simple sentences and words.
Vocabulary	The writer uses simple words.	The writer uses simple words.	The writer uses simple words.	The writer uses simple words.
Writing Conventions	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.
Voice	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.
Supporting Details	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.
Fluency	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.	The writer does not use capital letters or punctuation.



The Process of Moderation

评分校准过程

Together, teachers read a draft of a student's paper. They score the draft based on the rubric and then discuss why they marked the indicators as beginning, approaching, meeting, and exceeding.

老师们共同检查学生的作品，并根据评分标准进行评分，然后共同讨论给学生评分的依据（初学水平、向期望接近，达到期望、超出期望）

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Name [REDACTED] Date 2020.9.15

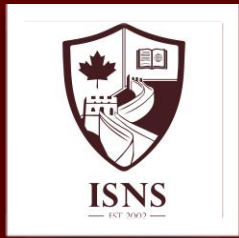
Work of my life

5 years ago I was 5 years old. I was dancing alone. I thought I could dance pretty good. Twirling all around the places. Standing on my tippy toes. Dad wasn't home. Brother was doing homework, mom was cooking supper. I was all alone, just myself in the basement dancing. I went upstairs went to mom and said "Mom look at me! I can dance." Mom turned around glanced at me, said "good." I felt hurt, mom didn't even look at me closely and hug me for my good job. I went to brother and said "My brother, look at me!" He looked at me and said "good job sis!" I was impressed, went downstairs, asked mom "look at me mom, look at me!" Mom looked annoyed, suddenly "something really bad happened..."

I couldn't control my balance, and I fell. I was stunned. I couldn't do a thing. I hit my lip, and there, when I tasted BLOOD! I got up went to mommy. She used tissue trying to stop the bleeding. Hell no! That didn't do much help. Brother called 911, but then he stopped. Brother called a taxi, my mom and brother went to the hospital. I got a little hair on my lips when my mom put my hair into a pony tail.

We got to the hospital. Asked the nurse if there were doctors who were open to stitches. There wasn't so we had to wait. Mom looked scared. I was sniffing. I regretted dancing like that. Got hurt and went to the hospital. I wanted to speak, but I was afraid that my lip would start bleeding again, so I kept quiet. I fell asleep for some time until I woke, there was a doctor who was leading us in.

	Grade 3 Level 1: Good/Not Meet	Grade 4 Level 2: Approaching	Grade 5 Level 3: Meeting	Grade 6 Level 4: Exceeding
Content	The writer told the story of his life.	The writer wrote the important part of an event including his feelings and a personal point.	The writer described characters, setting, and plot throughout his story, especially the heart of the story. In so doing, the writer showed his thoughts, feelings, and feelings.	The writer described main characters and discussed the details, action, dialogue, and internal thinking that contribute to the overall meaning of the story.
Organization	The writer wrote a beginning in which she related incidents where she described what was and what the setting was in her story.	The writer wrote a beginning in which she presented what was happening and where, getting readers into the world of the story.	The writer wrote an engaging story that not only drew the reader in but also gave the reader a sense of closure by the end of the story.	The writer wrote a beginning that set the scene and the end that provided a sense of closure by the end of the story. The writer used a variety of organizational devices to organize the story.
Language	The writer used simple words and phrases to describe what was happening.	The writer showed how much time and effort she put into writing the story.	The writer used a variety of words and phrases to describe what was happening.	The writer used a variety of words and phrases to describe what was happening.
Word Choice	The writer used simple words and phrases to describe what was happening.	The writer used words and phrases that were appropriate to the story.	The writer used words and phrases that were appropriate to the story.	The writer used words and phrases that were appropriate to the story.
Voice	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.
Sentence Structure	The writer used simple sentences to describe what was happening.	The writer used a variety of sentence structures to describe what was happening.	The writer used a variety of sentence structures to describe what was happening.	The writer used a variety of sentence structures to describe what was happening.
Fluency	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.	The writer wrote in a way that was appropriate to the story.



Internal Assessments in Math

数学内部评估

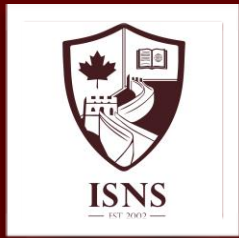
- In Math at ISNS teachers collaboratively develop tools to assess your child's learning. We moderate these assessments a few times a year to ensure consistency in grading practices.
- 在ISNS的数学课上，老师们会共同借助一些测评工具来评估孩子的学业水平。我们每年都会对这些评估进行几次调整，以确保评分的一致性。



External Assessments in Math

数学的外部评估

- Students are assessed using MAP twice a year. These results are diagnostic. They are used by teachers and coordinators in order to make appropriate adjustments to the curriculum and help support individual student needs. These results are shared with parents via Managebac and are accessible through their student's Managebac portfolio. They do not influence outcome-based reporting.
- 每年学生有两次数学MAP测试。这些评估结果具有诊断性，教师和协调员会利用这些评估结果对课程进行适当的调整，并帮助支持个别学生的学习需求。这些评估结果将通过Managebac分享给家长（在学生的Managebac档案中可查看）。这项评估结果不会对学生每学期成绩报告单上的成绩有任何影响。



Math Outcomes

数学教学目标

- Math grades at ISNS are based on combined outcomes from New Brunswick and PYP.

在ISNS，我们根据IB小学课程框架和新不伦瑞克省的教学大纲对学生的数学水平进行评分

- These outcomes are reported on during each unit.

教学目标有公布在每一个单元中



Approaches to Learning (ATL's - Skills)

学习方法 (ATL-技能)

Clarification on skills graded explicitly versus holistically.

对每一个技能的评分有清晰或全面的解释

Emphasis on the importance of skills.

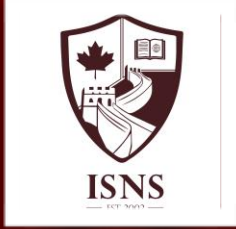
强调学习技能的重要性

Some of these ATLs are taught explicitly, and students might learn a specific research skill (ex. Cornell notes in G5)

一些ATL技能（学习方法）是有通过明确教学的，学生们会学习一种特定的研究技能（如五年级的康奈尔笔记）。

Whereas social skills might be more implicitly taught as part of a group discussion.

而社交技能则可能更多的是通过小组讨论隐性教学。



Thank you!

If you have more questions, please contact the PYP Coordinators

如果您有任何疑问，请联系相应的小学协调员

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Grades 3-5 (3-5年级) jenninfer.nicklas@isnsz.com

Literacy (阅读&写作) : byron.prugh@isnsz.com

FIRST CONTINUUM IB WORLD SCHOOL IN SHENZHEN, CHINA.

