

Name of school	Campus International School	IB school code	7018
Date	30-06-2014	Programme	PYP

### **Introduction to *Report on school authorization***

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that for others implementation is in progress. This information is available for schools in the *Guide to school authorization* related to each programme.

This report describes the outcome of the process of authorization that the school has gone through. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

The report is structured according to the *Programme standards and practices*.

The report includes the following:

The full list of practices that must be in place, indicating those which were found to be in place (identified with YES) and those which were found not to be in place (identified with NO).

- For practices that were found not to be in place the following will be identified: associated finding(s), matter(s) that the school needs to address and the evidence to be provided by the school.
  - *Matters to be addressed are areas within a school's practices that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.*
- Practices that were found to be in place or in progress, as required, which have an associated commendation or recommendation will show related finding(s).
  - *Commendations relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.*
  - *Recommendations provide guidance for the school on further developing the programme, and it is expected that the school incorporates these into its action plan in order to respond to them at the time of evaluation.*

Where the practices and programme requirements that must be in progress are not included in the report, it is considered that the school has shown evidence that they are effectively in progress.

### **Outcome of the school's authorization process**

You will find the report related to your school in the pages that follow. Based on the findings included in it, the IB has identified the following matters that the school needs to address before the final recommendation on authorization can be made to the Director General.

**Section B: Organization**

**Standard B1: Leadership and structure**

	Practice	Finding	Matter to be addressed  The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
5b	The school has developed and implements an assessment policy that is consistent with IB expectations.	Teachers are aware of the policy and refer to it in conversations. However, the policy lacks evidence to support standardized testing and how it is used in the school.	If the school has local/state/national requirements: the assessment policy describes how local/state/national requirements link with the PYP philosophy on assessment.	School assessment policy includes a description of how the school will link the PYP philosophy on assessment with local/state/national requirements and of the process by which this approach was developed collaboratively. A description must be included of what the school has already implemented in this regard and what further implementation is planned, including timelines and accountabilities.	<i>Making the PYP happen: A curriculum framework for international primary education, p.54</i>

The school will upload its response and the required evidence in IB Docs by **1 December 2014**.

## Report

### Section A: Philosophy

#### Standard A

Practice	Description	Practice in place
1	The school's published statements of mission and philosophy align with those of the IB.	YES
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	YES
3	The school community demonstrates an understanding of, and commitment to, the programme(s).	YES
3a	The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision making and functioning of the school.	YES
3b	The school as a community of learners is committed to a collaborative approach to curriculum development.	YES
3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.	YES
3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.	YES
3e	The school demonstrates a commitment to transdisciplinary learning.	YES
7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.	YES
9	The school supports access for students to the IB programme(s) and philosophy. a. The school implements the Primary Years Programme as an inclusive programme for all students.	YES

<b>Practice 3b</b>	The school as a community of learners is committed to a collaborative approach to curriculum development.
<b>Finding</b>	Teachers describe a collaborative approach to curriculum development in day-to-day planning, as well as long-term policies that have been put in place.  All teachers sign a memorandum of understanding upon accepting a position to the school which outlines collaborative planning and curriculum development expectations. Also, teachers participate in expert groups and instructional rounds that support the collaborative approach.
<b>Commendations</b>	The school promotes a collaborative approach to curriculum development.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.12,14,28</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12</i>

<b>Practice 3c</b>	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
<b>Finding</b>	Classroom observations show that students are engaged in inquiry and critical thinking.
<b>Commendations</b>	The school's commitment to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical thinking skills is evident through classroom discussions, displays and resources.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.28</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12</i>

<b>Practice 3e</b>	The school demonstrates a commitment to transdisciplinary learning.
<b>Finding</b>	There is a commitment to transdisciplinary learning.
<b>Commendations</b>	The school displays authentic use of concept-based learning, especially the key concepts.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.5–7</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, p.23</i>  <i>Developing a transdisciplinary programme of inquiry</i>

<b>Practice 4</b>	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
<b>Finding</b>	The IB learner profile is a natural part of the school discourse.
<b>Commendations</b>	The whole school community displays development of the IB learner profile.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.2</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, p.8</i>

<b>Practice 5</b>	The school promotes responsible action within and beyond the school community.
<b>Finding</b>	Conversations with teachers, students and parents reveal that students are given various opportunities and the power to choose to act; students decide on their actions; and time is allocated to reflect on these actions.
<b>Commendations</b>	Promotion of responsible action within and beyond the school community is evident in the school ethos and is integrated into the school curriculum.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.25–27</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, p.10</i>

<b>Practice 6</b>	The school promotes open communication based on understanding and respect.
<b>Finding</b>	Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.
<b>Commendations</b>	The culture of the school is based on supportive, open communication.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.4</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.5,17</i>  <i>IB learner profile booklet</i>

<b>Practice 7a</b>	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
<b>Finding</b>	From the age of 5, the school supports the learning of another language in addition to the language of instruction. The schools offers daily Mandarin instruction from the age of 5. Grade level teachers participate in the classes.
<b>Commendations</b>	The school has developed an additional language programme that is clearly aligned with the philosophy of the PYP.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp. 75-89</i>  <i>Language scope and sequence</i>  <i>Guidelines for developing a school language policy</i>

<b>Practice 7b</b>	The school supports mother tongue and host country language learning.
<b>Finding</b>	Teachers are able to share ways in which mother tongue and host country languages are supported within the curriculum and throughout the school.
<b>Recommendations</b> The IB recommends that:	the school further develops support for mother tongue and host country language learning.  specific emphasis is placed and literacy and sharing of mother tongue with others.
<b>Support in IB Documentation</b>	<i>Learning in a language other than mother tongue in IB programmes, pp.1–5</i>  <i>Guidelines for developing a school language policy</i>

<b>Practice 8</b>	The school participates in the IB world community.
<b>Finding</b>	Teachers have had minimal exposure to the IB world community.
<b>Recommendations</b> The IB recommends that:	the school develops and implements strategies to further participate in the IB world community.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.20–24</i>

**Section B: Organization**

**Standard B1: Leadership and structure**

Practice	Description	Practice in place
2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	YES
2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.	YES
2b	The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.	YES
3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	YES
4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	YES
5	The school develops and implements policies and procedures that support the programme(s).	YES
5a	The school has developed and implements a language policy that is consistent with IB expectations.	YES
5b	The school has developed and implements an assessment policy that is consistent with IB expectations.	NO
6	The school has systems in place for the continuity and ongoing development of the programme(s).	YES

<b>Practice 1</b>	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
<b>Finding</b>	Conversations with the governing body show that: <ul style="list-style-type: none"> <li>• it is aware of the authorization process of the school;</li> <li>• there are plans to develop systems to keep the governing body informed about the ongoing implementation and development of the programme.</li> </ul>
<b>Recommendations</b> The IB recommends that:	the school continues to develop ways to showcase learning, specifically authentic assessments, as a celebration of learning and to give validity to other ways of reflecting knowledge besides standardized test scores.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.2,8,11</i>

<b>Practice 2b</b>	The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.
<b>Finding</b>	Through conversations with the pedagogical leadership team, it is evident that they demonstrate an understanding of the benefits and challenges of programme implementation.
<b>Commendations</b>	The Cleveland Metropolitan School District has allowed more site-based control for budget and decision making for the school. This has allowed for the school to make decisions that have a positive impact on the implementation of the programme.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18</i>

<b>Practice 3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
<b>Finding</b>	The pedagogical leadership team demonstrate an understanding of the benefits and challenges of programme implementation.  The school principal and the PYP coordinator are involved in past or planned meetings to inform the community.  The school principal and PYP coordinator will lead or be involved in planned activities to support teachers.
<b>Commendations</b>	The pedagogical leadership structure serves as a facilitator of the programme.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.5–18</i>

<b>Practice 5a</b>	The school has developed and implements a language policy that is consistent with IB expectations.
<b>Finding</b>	Conversations with the leadership team and teachers reflect the process by which the language policy review/development took place and how different stakeholders were involved. However, essential elements of the policy were not always evident.
<b>Recommendations</b> The IB recommends that:	the school refines its language policy using the "Guidelines for school self-reflection on its language policy" in order to place greater emphasis on the importance of language learning, including mother tongue, host country language and other languages.
<b>Support in IB Documentation</b>	<i>Guidelines for developing a language policy</i>  <i>Learning in a language other than mother tongue in IB programmes</i>

<b>Practice 5b</b>	The school has developed and implements an assessment policy that is consistent with IB expectations.
<b>Finding</b>	Teachers are aware of the policy and refer to it in conversations. However, the policy lacks evidence to support standardized testing and how it is used in the school.
<b>Matters to be addressed</b> The school must ensure that:	If the school has local/state/national requirements: the assessment policy describes how local/state/national requirements link with the PYP philosophy on assessment.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.54</i>

**Standard B2: Resources and support**

Practice	Description	Practice in place
1	The governing body allocates funding for the implementation and ongoing development of the programme(s).	YES
2	The school provides qualified staff to implement the programme(s).	YES
3+ 3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.	YES
4	The school provides dedicated time for teachers' collaborative planning and reflection.	YES
5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	YES
10+ 10a	The class schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.	YES

<b>Practice 1</b>	The governing body allocates funding for the implementation and ongoing development of the programme(s).
<b>Finding</b>	Conversations with the governing body shows understanding and support of the financial requirements of the programme.
<b>Commendations</b>	The governing body has allocated funding for the PYP above and beyond the requirements. The partnership with Cleveland State University provides funding for special initiatives, such as technology, as well as human resources, such as student teachers or specialists from other departments.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.3,5-7</i>

<b>Practice 3+ 3a</b>	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
<b>Finding</b>	The teaching staff has access to PYP documents and are able to avail themselves of relevant professional development opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning.
<b>Recommendations</b> The IB recommends that:	the school plans its ongoing professional development taking into consideration the requirements to be met at evaluation and the needs of staff. This may include the development of an induction process that not only happens at the beginning of the year but is revisited throughout the year.
<b>Support in IB Documentation</b>	<i>Guide to school authorization: Primary Years Programme</i>



<b>Practice 4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.
<b>Finding</b>	Conversations with teachers reflect the collaborative planning times allocated by the school.
<b>Commendations</b>	Teachers are provided with 90 minutes of sustained collaborative planning per week with their grade level team in conjunction with the coordinator.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.28</i> <i>Developing a transdisciplinary programme of inquiry, pp,6–11</i>

<b>Practice 5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
<b>Finding</b>	Classroom layout and space allow for students to be grouped and regrouped.  There is space for students to work independently, in small groups, or as a whole class.
<b>Commendations</b>	The school has worked hard to create a stimulating, creative and student-centered learning environment.

<b>Practice 6</b>	The library/multimedia/resources play a central role in the implementation of the programme(s).
<b>Finding</b>	The librarian demonstrates understanding of her role in the programme.
<b>Recommendations</b> The IB recommends that:	the school further develops the library/multimedia/resources to ensure that these have a central role in the implementation of the programme.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.43</i>

<b>Practice 11</b>	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
<b>Finding</b>	Teachers and students can give examples of using expertise found in the community within the curriculum.
<b>Commendations</b>	The school has taken full advantage of the resources around them to enhance learning by utilizing all resources at the local university, museums, library and professionals in the community.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.42–43</i> <i>Developing a transdisciplinary programme of inquiry, p.6</i>

## Section C: Curriculum

### Standard C1: Collaborative planning

Practice	Description	Practice in place
1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.	YES
2	Collaborative planning and reflection takes place regularly and systematically.	YES

<b>Practice 1+ 1b 1c</b>	b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
<b>Finding</b>	PYP planners are used by classroom and single-subject teachers.
<b>Recommendations</b> The IB recommends that:	The Encore teachers expand their use of unit planners by taking a lead role in how they support the units of inquiry and by documenting these contributions directly on the planners in the appropriate areas.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.41</i>  <i>Developing a transdisciplinary programme of inquiry, pp.6–11</i>

<b>Practice 1+ 1b 1c</b>	c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.
<b>Finding</b>	The planning process is utilized by all members of the school and addresses the essential elements.
<b>Commendations</b>	The school addresses the essential elements with special attention to the appropriate and authentic use of the key concepts.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.41</i>  <i>Developing a transdisciplinary programme of inquiry, pp.6–11</i>

<b>Practice 3</b>	Collaborative planning and reflection addresses vertical and horizontal articulation.
<b>Finding</b>	Teachers are able to describe how the planning process allows them to collaborate and reflect on the vertical and horizontal articulation of the programme.
<b>Recommendations</b> The IB recommends that:	teachers continue to align, articulate, and scaffold all elements of the programme (beyond central ideas and lines of inquiry), such as assessments, key concepts, transdisciplinary skills, and approaches to learning.
<b>Support in IB Documentation</b>	<i>Developing a transdisciplinary programme of inquiry, pp.8–9</i>

<b>Practice 3a</b>	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
<b>Finding</b>	Teachers describe the process by which subject-specific scope and sequences are integrated with the programme of inquiry.
<b>Commendations</b>	Teachers have aligned their programme of inquiry to the PYP scope and sequence documents.
<b>Support in IB Documentation</b>	<i>Developing a transdisciplinary programme of inquiry, pp.8–9</i>  <i>Subject-specific scope and sequence documents</i>

**Standard C2: Written curriculum**

Practice	Description	Practice in place
1a	The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.	YES

<b>Practice 1b</b>	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
<b>Finding</b>	The central ideas and lines of inquiry have been aligned; evidence does not support the same for the other essential elements.
<b>Recommendations</b> The IB recommends that:	the school facilitates a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.56</i>  <i>Developing a transdisciplinary programme of inquiry, pp.6–11</i>

<b>Practice 4</b>	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
<b>Finding</b>	The written curriculum identifies the knowledge, skills, concepts and attitudes to be developed within each planner. However, this is not scaffolded to show development over time.
<b>Recommendations</b> The IB recommends that:	the school further develops the written curriculum to include the knowledge, concepts, skills and attitudes to be developed over time.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.10–27</i>

<b>Practice 4a</b>	The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.
<b>Finding</b>	The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each of the following Primary Years Programme subject areas: <ul style="list-style-type: none"> <li>• language;</li> <li>• mathematics;</li> <li>• science;</li> <li>• social studies;</li> <li>• PSPE;</li> <li>• arts (dance, drama, music and/or visual arts).</li> </ul>
<b>Recommendations</b> The IB recommends that:	the school continues to reflect on these documents in order to deepen the concepts in the central ideas for units of inquiry.
<b>Support in IB Documentation</b>	<i>Subject-specific scope and sequence documents</i>

<b>Practice 5</b>	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
<b>Finding</b>	Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum.
<b>Commendations</b>	The school supports authentic action as a natural outcome based on student learning.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.25–27</i>

<b>Practice 6</b>	The written curriculum incorporates relevant experiences for students.
<b>Finding</b>	Teachers can explain how unit planners incorporate relevant experiences for students.
<b>Recommendations</b> The IB recommends that:	the school continues to ensure that developmentally appropriate learning experiences are integrated within the programme of inquiry.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.5</i>

<b>Practice 6a</b>	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
<b>Finding</b>	Reflections recorded on individual unit planners indicate how past units offered significant, relevant, engaging and challenging learning opportunities.
<b>Commendations</b>	Teachers are adjusting units to incorporate concepts that are current, so that content is relevant to students.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.5</i>

<b>Practice 7a</b>	The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.
<b>Finding</b>	Teachers can relate learning experiences that focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.
<b>Recommendations</b> The IB recommends that:	the school continues to take advantage of the diverse population of the school and local area by identifying units and lines of inquiry where authentic and relevant links could be made to the study of host or home country, the culture of individual students, and the culture of others, including their belief systems.

<b>Practice 8</b>	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
<b>Finding</b>	Teachers can explain how unit planners include learning experiences that provide reflection on human commonality, diversity and multiple perspectives.
<b>Recommendations</b> The IB recommends that:	the school continues to promote student reflection on human commonality, diversity and multiple perspectives through transdisciplinary themes.

### Standard C3: Teaching and learning

Practice	Description	Practice in place
<b>1b</b>	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.	YES

<b>Practice 1a</b>	The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.
<b>Finding</b>	Teachers are able to describe ways in which students have been involved in learning engagements that provide them with an opportunity to experience coherence in their learning.
<b>Recommendations</b> The IB recommends that:	the school reviews whether students are experiencing coherence in their learning supported by the five essential elements of the programme of inquiry with all their teachers and refine teaching and learning practices accordingly.  single-subject teachers continue to use their subject area to deepen the understanding of concept-related learning tied to the units of inquiry.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education</i>

<b>Practice 2a</b>	The school ensures that inquiry is used across the curriculum and by all teachers.
<b>Finding</b>	Classroom observations show students engaged in inquiry where students: <ul style="list-style-type: none"> <li>• explore, wonder and question;</li> <li>• experiment and play with possibilities;</li> <li>• make connections between previous learning and current learning;</li> <li>• make predictions and act purposefully to see what happens;</li> <li>• collect data and report findings;</li> <li>• deepen their understanding through the application of a concept;</li> <li>• make and test theories;</li> <li>• research and seek information;</li> <li>• take and defend a position;</li> <li>• solve problems in a variety of ways.</li> </ul>
<b>Commendations</b>	Classroom observations revealed use of inquiry across all subject areas in all grade levels, including single-subject teachers.

<b>Practice 5</b>	Teaching and learning supports students to become actively responsible for their own learning.
<b>Finding</b>	Classroom observations show examples of students being actively responsible for their own learning. Students are able to discuss and describe their own learning.
<b>Commendations</b>	Students are generally actively responsible for their own learning.

<b>Practice 7</b>	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
<b>Finding</b>	Support structures are provided in the classroom for students working in languages other than their mother tongue. Several students are fluent in the Mandarin, which is the additional language at the school. Currently, those students are being taught at the introductory level, despite it being their mother tongue.
<b>Recommendations</b> The IB recommends that:	the school ensures that teachers further adapt learning experiences to address the diversity of student language needs in Mandarin.

<b>Practice 10a</b>	The school provides for grouping and regrouping of students for a variety of learning purposes.
<b>Finding</b>	Teachers describe when and how they group and regroup students according to a variety of learning purposes.
<b>Commendations</b>	Students are grouped and regrouped often throughout the year based on interest, learning style, ability and behavior.

<b>Practice 14</b>	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
<b>Finding</b>	Students and teachers speak respectfully of and with each other.
<b>Commendations</b>	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

<b>Practice 14b</b>	Teaching and learning empowers students to take self-initiated action as a result of the learning.
<b>Finding</b>	Classroom displays and student work show ways in which students were empowered to take self-initiated action.
<b>Commendations</b>	The school environment as a whole encourages a community of active participation and empowers students to act on their learning.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.25</i>

<b>Practice 15</b>	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
<b>Finding</b>	Teachers and students can give examples of how students can demonstrate their understanding in a variety of ways.
<b>Recommendations</b> The IB recommends that:	teachers further adapt learning experiences to encourage students to demonstrate their learning in a variety of ways, considering mapping the opportunities to ensure scaffolding and avoiding overlaps and gaps.

#### Standard C4: Assessment

Practice	Description	Practice in place
2	The school communicates its assessment philosophy, policy and procedures to the school community.	YES

<b>Practice 1a</b>	Assessment at the school is integral with planning, teaching and learning.
<b>Finding</b>	Unit planners include assessment tasks that are specific to what is being taught and allows student learning to be continually supported.
<b>Commendations</b>	Teachers are effectively using pre-assessment, formative and summative assessments to drive instruction.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.31</i>

<b>Practice 1b</b>	Assessment addresses all the essential elements of the programme.
<b>Finding</b>	Teachers are able to provide examples by which they address the essential elements of the programme through assessments. However, documentation of assessments does not provide examples of how the essential elements of the programme are addressed.
<b>Recommendations</b> The IB recommends that:	the school reviews its assessment practices in order to ensure that assessment strategies and tools address all the essential elements of the programme.

<b>Practice 1c</b>	The school provides evidence of student learning over time across the curriculum.
<b>Finding</b>	The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum.
<b>Recommendations</b> The IB recommends that:	the school establishes methods for documenting and providing evidence of student learning over time across the curriculum, including all of the essential elements of the programme.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, p.47</i>

<b>Practice 3</b>	The school uses a range of strategies and tools to assess student learning.
<b>Finding</b>	Assessment strategies and tools allow for individual differences.
<b>Commendations</b>	The school uses a range of strategies and tools to assess student learning, including student choice, and making these evident through student work samples and unit planners.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.48–51</i>



<b>Practice 6</b>	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
<b>Finding</b>	The IB learner profile is used for self- and peer-assessment, as the basis for teacher/student/parent conferences and when reporting to parents.
<b>Recommendations</b> The IB recommends that:	the school further develops its reporting system to align with the philosophy and requirements of PYP assessment.
<b>Support in IB Documentation</b>	<i>Making the PYP happen: A curriculum framework for international primary education, pp.51–52</i>