



Primary Years Programme Approaches to Learning

Primary Years Programme Approaches to Learning

On this year's report card, we are reporting on the PYP Approaches to Learning. In order to be prepared for lifelong learning and conduct purposeful inquiry, students need to master a whole range of skills which are relevant to all subject areas as well as life outside school. Students are assessed on the following approaches to learning; **Thinking Skills, Social Skills, Communication Skills, Self- Management Skills and Research Skills.** Please note that not all of these skills are taught explicitly each term. Students are assessed based on grade level expectations at the end of each term. The descriptions for each specific skill are described below.

Grades 1-3 Performance Scale (Grades 4-5 receive letter grades in subject areas)

Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
------------------------------	--------------------------	----------------------	------------------------

PYP Approaches to Learning Performance Scale for Grades 1-5

Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Student demonstrates a few of the following.	Student demonstrates some of the following;	Student demonstrates many of the following;	Student demonstrates nearly all of the following independently ;

Thinking Skills

Acquisition of knowledge: Ability to recall facts and vocabulary.

Comprehension: Understanding of what is read or taught.

Application: Using knowledge in new situations.

Analysis: Comparing and contrasting; seeing relationships.

Synthesis: Creating, designing, or inventing.

Evaluation: Expressing and defending an opinion.

Dialectical Thought: Recognizing and understanding reasons for different points of view.

Metacognition: Thinking about how to make good decisions.

Social Skills

Accepting responsibility: Taking responsibility for completing tasks.

Respecting others: Respecting the thoughts, feelings and beliefs of others.

Cooperating: Working together by being courteous, sharing and taking turns.

Resolving conflict: Accepting responsibility, compromising, being fair.

Group decision-making: Listening to others, discussing ideas, asking questions, and working towards agreement.

Adopting a variety of group roles: Making decisions as part of a group, knowing how to behave in different situations.

Communication Skills

Listening: Listening to directions, listening to others, listening to information.

Speaking: Speaking clearly; expressing ideas clearly and logically; giving oral reports.

Reading: Reading from a variety of sources and understanding what has been read ; making inferences; and drawing conclusions.

Writing: Recording information and observations; taking notes and paraphrasing; writing reports; writing journal entries.

Viewing: Viewing and interpreting signs, icons, and images in a variety of contexts.

Presenting: Presenting using visuals and appropriate technology.

Non- verbal communication: Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and using symbols.

Self- Management Skills

Gross motor skills: Using large muscle skills effectively.

Fine motor skills: Using fine muscle skills effectively.

Spatial awareness: Being spatially aware of objects in relation to oneself or each other.

Organization: Planning and carrying out activities effectively.

Time management: Using time effectively and appropriately.

Safety: Avoiding behaviour that puts them or others in danger.

Healthy lifestyle: Practicing appropriate hygiene and self-care; washing hands, using tissue, getting enough rest, making healthy food choices.

Codes of behaviour: Following classroom essential agreements.

Informed choices: Making choices based on information or facts.

Research Skills

Formulating questions: Asking questions; being curious about finding out more about something that can be researched.

Observing: Using all our senses to learn new things; noticing relevant details.

Planning: Figuring out ways to find out necessary information.

Collecting data: Gathering information from different sources.

Recording data: Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.

Organizing data: Sorting and categorizing information data into descriptions, tables, timelines, diagrams or graphs.

Interpreting data: Drawing conclusions from information.

Presenting research findings: Effectively communicating what has been learned; choosing appropriate media.