

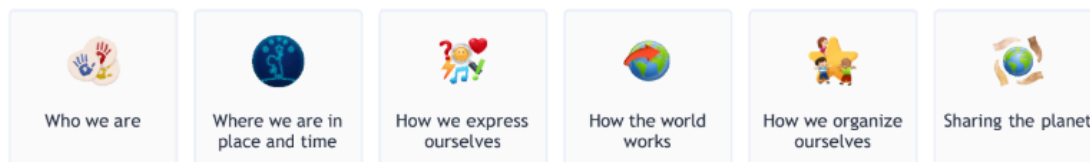
| Grade                      | Description  |
|----------------------------|--|
| <b>Very Beginning (VB)</b> | Very Beginning (VB) indicates that a student's learning evidence meets the requirement for two grade levels below their current assigned grade level. Substantial additional support is needed to reach the requirements for their own grade level by the end of the academic year. It is crucial to recognize that this indicates an initial stage of learning and offers an opportunity for targeted intervention and growth.      |
| <b>Beginning (B)</b>       | Beginning (B) indicates that a student's learning evidence meets the requirement for one grade level below their current assigned grade level. Substantial additional support is needed to reach the requirements for their own grade level by the end of this academic year. It is crucial to recognize that this assessment indicates an initial stage of learning and offers an opportunity for targeted intervention and growth. |
| <b>Developing (D)</b>      | Developing (D) indicates that a student's learning evidence is within grade level and working towards meeting the grade level target by the end of the school year or Unit of Inquiry. However, they need good support to achieve this target.   |
| <b>Meeting (M)</b>         | Meeting (M) indicates that a student's learning evidence meets the requirement at their current assigned grade level. No additional support is needed to reach the requirements for their own grade level by the end of this academic year or Unit of Inquiry.   |
| <b>Exceeding (E)</b>       | Exceeding (E) indicates that a student's learning evidence meets the requirement for one or more grade levels above their current assigned grade level. Additional support is required to enable continuous growth above grade level expectations. It is crucial to recognize that this grade indicates an advanced stage of learning and offers an opportunity for targeted growth.   |
| <b>Not Assessed (N/A)</b>  | Not Assessed (N/A) indicates that the student has insufficient or no learning evidence to be fairly assessed.  |

 IB Primary Years Programme



The PYP at Bishkek International School offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools. We believe this is an example of best educational practice globally, and responds to the challenges and opportunities facing young students in our rapidly changing world.

One of the most significant and distinctive features of the IB Primary Years Programme are the six transdisciplinary themes. These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas:



Approaches to learning (ATL) are an integral part of a PYP education at BIS. These skills are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process:

