

International School of Central Switzerland

CHAM, SWITZERLAND



Founded in 2008 and located in Cham, Zug, the International School of Central Switzerland (ISOCS) offers the International Baccalaureate Primary Years and Middle Years programmes.

The school began using ManageBac in 2012 as a learning management system, and eventually extended its use of ManageBac for reporting and attendance.

Implementing ManageBac

ISOCS implemented ManageBac for the Middle Years Programme in July 2012, expanding one year later in August 2013 to the Primary Years Programme.

Previously, all unit planners had been written in Microsoft Word, making it hard for the academic coordinators to view the curriculum centrally. With ManageBac, coordinators, teachers, parents, and students can see current units alongside a schedule of upcoming units. Coordinators also have access to granular curriculum analytics, facilitating the balancing of concepts and skills being covered in each year level and subject.

In 2013, coordinators sent sample report cards to the ManageBac support team. The key concern centered on using phase-specific and subject-specific criteria. Working closely with ISOCS, the ManageBac support team customised reporting templates that met all assessment requirements, including progress indicators across Approaches to Learning. The result is a report card that pays close attention to students' individual progression.

In February 2015, ISOCS gave parents full access to ManageBac, and ceased printing report cards.

“ Being a ManageBac school has made us more attractive to parents, who appreciate the easy access to curriculum, assessment feedback, attendance, and report cards, all housed on one system. As a new and growing school, this has been critically important. ”



Jacqueline Webb
Director

Reporting

MYP Reports

1. AtL Assessment

For its MYP Progress Report, ISOCS has chosen to display the student's development in two AtLs: "Collaboration" and "Organization". The school has also included teacher comments to further explain how the student is progressing.

2. Grade Descriptors

ISOCS measures students' AtL achievements using the default criteria and built-in grade descriptors. These values and descriptions are completely customisable. New criteria can also be created to reflect all assessment practices.

Arts: Visual Arts Grade 6

Grade 6 — Jayne McIntyre

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration		✓		
Organization	✓			

Comments

Will has made a solid start to Visual Arts. He has demonstrated great organisational skills and has consistently produced work at a high level. Will has exhibited good self discipline and persistence in the classroom, and he has even separated himself from his friends so he can focus on his work.

Physical Education: PE 6

Grade 6 — TJ Anders

Approaches to Learning

ATL	EE	ME	AE	BE
Collaboration	✓			
Organization	✓			

Comments

Will plans, performs and evaluates to an excellent standard in all aspect of physical education. He continues to be a lovely boy to teach and I hope he enjoys continued success in all his chosen activities. Will achieved outstanding results in High Jump and Shot Put and set up a new record for ISOCS in the Long Jump.

Approaches to Learning

Grade Descriptor

EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.

German		Key
Oral language - listening and speaking		
listen for a specific purpose in a variety of situations		Dev
realize that grammatical structures can be irregular and begin to use them appropriately and consistently		Dev
use oral language appropriately, confidently and with increasing accuracy		Dev
Visual language - viewing and presenting		
understand and explain how visual effects can be used to reflect a particular context		Dev
Written language - reading		
know when and how to use the internet and multimedia resources for research		Dev
Written language - writing		
organize ideas in a logical sequence		Dev
reread, edit and revise to improve their own writing, for example, content, language, organization		Dev
use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing		Dev
work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.		App
Comments: Maya's motivation and participation in German are both very positive. She is a great role model to her classmates by focussing on tasks and finishing them within a specified time. Maya has started to use her wide range of vocabulary in writing independently this term.		
Performing Arts		Key
Responding		
use their knowledge and experiences to make informed interpretations of artworks		Ind
reflect on their own and others' creative processes to inform their thinking		App
consider the composition of an audience when preparing an effective formal and/or informal presentation		Ind
reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities		Ind
use responses to drama to adapt and improve work, considering the original intention.		Ind
REFLECTION ON DEVELOPMENT OF STUDENT LEARNING		
Key:		
Beginning		
The student has had initial experience or exploration of the concept or skill.		
Developing		
The student is developing an understanding of the concept or skill with strongly scaffolded and teacher-led instruction.		
Applying		
The student can apply the concept or skill with some teacher support and guidance.		
Independent		
The student can apply this concept or skill independently in relevant contexts.		

PYP Reports

1. Subject-Specific Assessment

Assessment is highly customisable, allowing flexibility for phase and subject-specific assessing. In this case, ISOCS has opted to assess students using learning outcomes and teacher comments. The school can pick which strands and learning outcomes to use for each subject. These are both fully customisable.

2. Personalised Criteria

ISOCS created its own criteria, "Key", with personalised descriptors to reflect the development of student learning. The school included an explanation of the values in its reports so parents can easily gauge their child's progress.

About ManageBac

ManageBac is the leading planning, assessment and reporting system for IB World Schools founded by three former IB Diploma students in 2007.

Today, ManageBac is the trusted choice of 4 in 5 IB Diploma students at over 2,000 leading schools.



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