

**ISB MS PTA
MARCH 12, 2013**

IN FOCUS: *HUMANITIES*

MAP READING: FALL, 2012

<i>% of ISB STUDENTS</i>	G6	G7	G8
ALL > 50%tile	75%	82%	71%
NON-EAL/LS > 50%tile	87%	88%	83%
ALL > 85%tile	29%	30%	28%
NON-EAL/LS > 85%tile	37%	36%	36%

ISA TESTING: FALL, 2012

G7 STUDENTS	READING	WRITING EXP.	WRITING NARR.
ISB ALL >= 50%tile	65%	65%	63%
ISB NON-EAL/LS >= 50%tile	72%	73%	69%
ISB AVERAGE	499	534	540
INT'L SCHOOL AVERAGE	465	526	522

ISB SAT vs. WORLD SAT

CLASS OF 2012

	WORLD AVERAGE	ISB AVERAGE SCORE	ISB AVERAGE %TILE
CRITICAL READING	496	566	72%tile
WRITING	488	583	79%tile

CORE PRINCIPLES

- ✧ FOCUS ON INDIVIDUAL GROWTH
- ✧ APPROPRIATE CHALLENGE
- ✧ POSITIVE ATTITUDES TOWARD LITERACY

INTEGRATED HUMANITIES

- ✧ LANGUAGE ARTS STANDARDS
 - *Reading, Writing, Speaking, Listening, Language Usage*
- ✧ GLOBAL CITIZENSHIP STANDARDS
 - *Social Justice, Identity & Diversity, Globalization & Interdependence, Sustainability, and Peace & Conflict*

PK-12 ENGLISH LANGUAGE ARTS

- ✧ ISB Curriculum Documents can be found:
 - ✧ @ inside.isb.ac.th/curriculum
- ✧ Philosophies
- ✧ Standards and Benchmarks

LANGUAGE & LITERACY

MS ELA General Language & Literacy Agreements

- ✧ Conduct formative assessments to monitor and guide individual readers and writers
- ✧ Focus on meaning and exploration of concepts through literature and non-fiction texts
- ✧ Seek an authentic audience for students' speaking and writing
- ✧ Explicit instruction matched to students' needs

LANGUAGE & LITERACY

MS ELA General Language & Literacy Agreements

- ✧ Modeling of processes and strategies
- ✧ Individual goal setting and reflection
- ✧ Address conventions, grammar, word usage and mechanics in the context of reading, writing, speaking and listening
- ✧ Explicitly teach vocabulary building and comprehension strategies including etymology, morphology, syntax and context.

SPEAKING and LISTENING

MS Speaking & Listening Agreements

- ✧ Formally assess student speaking and listening throughout the year
- ✧ Varied groupings for speaking including whole class, small group and presentation
- ✧ Varied opportunities for speaking and listening such as Socratic seminars, debates, discussions, role-plays, simulations, oral presentations, interviews, podcasts, etc.

READING

MS ELA Reading Instruction Agreements

- ✧ A balance of reading instruction strategies
- ✧ Establish theme, purpose for class novels
- ✧ Some literature circles based on student choice
- ✧ Reading materials to match student reading levels
- ✧ Independent reading conference with students - anecdotal notes, require at home reading, require students to track volume and variety, and daily in-class reading time at reading level
- ✧ Opportunities to respond to reading
- ✧ Balance between on-line and hard copy reading

READING

MS ELA Reading Assessment Agreements

- ✧ Monitor student reading for comprehension, reading choices, quantity and appropriate level of challenge
- ✧ Independent reading program
- ✧ Book club approach
- ✧ Thematic groupings of novels for units
- ✧ Relationship between social studies content and novels
- ✧ Mentor texts

WRITING

MS Writing Program Overview

- ✧ Several units focused on narrative, explanatory and argument writing
- ✧ An emphasis on regular writing in their writer's notebook
- ✧ Conferencing and small group help for individual needs
- ✧ Modeling
- ✧ Mentor texts

WRITING

MS ELA Writing Agreements

- ✧ Individualized writing instruction
- ✧ Multiple opportunities to learn and use the writing process throughout the year
- ✧ Conferences w/ students regarding writing
- ✧ Use an agreed upon rubric
- ✧ Calibrate and collaboratively assess student writing on a regular basis
- ✧ Dedicated time for in-class writing

PROFESSIONAL DEVELOPMENT

- ✧ Focused on different elements of the ELA Agreements (such as mentor texts, rubrics, standards)
- ✧ Conferencing (Carl Anderson)
- ✧ Process/Choice/Writer's Notebooks (Penny Kittle)
- ✧ Visible Thinking (Mark Church)
- ✧ Columbia Teachers College

COLLABORATION w/ ES & HS

- ✧ K12 English Language Arts Committee
- ✧ Classroom Collaboration
- ✧ HS+MS Teacher Collaboration on Workshops/Presentations
- ✧ Model United Nations
- ✧ Columbia Teachers College
- ✧ Classroom Visits

ISB MS PARENT QUESTIONS

- ◇ How do ISB students do on the SAT reading & writing?
 - ◇ **SEE SLIDE 4**
- ◇ Is public speaking part of the MS curriculum?
 - ◇ **SEE SLIDE 10**
- ◇ What "classics" are the students assigned to read in MS?
 - ◇ **STUDENTS MAINLY READ BOOKS THAT MEET THEIR INDIVIDUALIZED READING LEVEL AND INTEREST LEVEL AS PART OF OUR DIFFERENTIATED APPROACH TO DEVELOPING READING. HOWEVER, WE DO HAVE STUDENTS AT EACH GRADE LEVEL READ COMMON BOOKS, INCLUDING SOME MODERN-DAY CLASSICS SUCH AS 'THE GIVER' IN GRADE 6.**

ISB MS PARENT QUESTIONS

- ◇ My child used to read more, but now is more interested in the computer. Is it possible to encourage more reading?
 - ◇ **STUDENTS DO SUSTAINED SILENT READING IN SCHOOL ON A REGULAR BASIS, AND ARE REQUIRED TO READ AT HOME AS WELL TO MEET INDIVIDUALIZED READING GOALS. PLEASE CONTACT YOUR CHILD'S TEACHER IF YOU WOULD LIKE MORE INFORMATION IN THIS REGARD.**
- ◇ Is peer review effective for international schools?
 - ◇ **PEER FEEDBACK IS APPROPRIATE IN TERMS OF PROVIDING FEEDBACK ON CONTENT AND IDEAS, BUT MAY NOT BE APPROPRIATE FOR STUDENTS WHO ARE NOT NATIVE ENGLISH SPEAKERS TO BE PROVIDING FEEDBACK ON GRAMMAR OR LANGUAGE USAGE.**

ISB MS PARENT QUESTIONS

- ✧ Should writing be differentiated like ISB does in math?
 - ✧ **WRITING INSTRUCTION IS INDIVIDUALIZED IN ISB MIDDLE SCHOOL CLASSROOMS BASED UPON THE WRITER'S WORKSHOP MODEL. THEREFORE, IT IS NOT NECESSARY TO DIFFERENTIATE BY TRACKING STUDENTS INTO DIFFERENT CLASSES AS IN MATH.**
- ✧ What strengths and weaknesses do 9th grade writing teachers notice from our middle school students compared to students that enter from other schools?
 - ✧ **OUR HS ENGLISH DEPARTMENT HEAD, WHO TEACHES BOTH G₉ ENGLISH AND G₁₂ IB ENGLISH REPORTED AT THE MEETING THAT ISB MS STUDENTS ARE GENERALLY MUCH BETTER PREPARED FOR THE ACADEMIC EXPECTATIONS IN OUR HS THAN ARE STUDENTS COMING FROM OTHER SCHOOLS.**
- ✧ I used to see my child's writing but now I rarely see what she writes. Is there a way to be more involved in my child's writing or am I suppose to be removed?

ISB MS PARENT QUESTIONS

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 - ✧ **STUDENTS HAVE A WRITING NOTEBOOK THAT PARENTS MAY VIEW AT HOME. THEY MAY ALSO HAVE WRITING POSTED ON THEIR BLOG. WITH OUR ULTIMATE GOAL OF DEVELOPING INDEPENDENT LEARNERS (AND WRITERS), IF THEY ARE ON TARGET ACCORDING TO THE TEACHER THEN IT MAY BE BEST TO OFFER SUPPORT BUT ALLOW THEM A GREATER DEGREE OF AUTONOMY OVER TIME. IF THEY ARE STRUGGLING, THEN YOU SHOULD INSIST ON SEEING THEIR WORK IN ORDER TO OFFER SUPPORT.**

ISB MS PARENT QUESTIONS

- ✧ The Social Studies curriculum can be depressing, with 'heavy' topics for students this age.
- ✧ ***OUR SS CURRICULUM IS BASED UPON OUR STANDARDS FOR GLOBAL CITIZENSHIP. WE INVESTIGATE IMPORTANT WORLD ISSUES, INCLUDING POVERTY, DISCRIMINATION, ENVIRONMENTAL SUSTAINABILITY, ETC. THE FOCUS IS ON DEVELOPING AWARENESS, A SENSE OF RESPONSIBILITY, AND CREATING AUTHENTIC SOLUTIONS AS PART OF OUR MISSION TO DEVELOP 'CARING, GLOBAL CITIZENS.' WE TRY TO KEEP THE TOPICS DEVELOPMENTALLY APPROPRIATE FOR THE AGE GROUP, BUT WILL ALSO TRY TO BE MORE COGNIZANT OF THE SERIOUSNESS OF THESE ISSUES AND FOCUSING ON HUMAN SUCCESS STORIES AS WELL AS THE PROBLEMS AND FAILURES.***

ISB MS PTA – 3/12/13

THANK
YOU!