# Evaluation report

## IB World Schools Department

Education for a better world

**Report on Programme Evaluation**


**Head of school:** Mr. Mark Tolley
**School:** Corrales International School
**IB school code:** 004905
**IB programme:** Middle Years Programme
**Evaluation visit date(s):** 4 December 2020
**MYP years offered at the school:** Y1, Y2, Y3, Y4, Y5


Dear Mr. Mark Tolley,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- • feedback on the self-study process;

- • commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;

- • recommendations for the school on further developing the programme;

- • matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;

- • findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;

- • indication of the evidence to be provided by the school in case of MTBAs;

- • a conclusion for each standard.

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## Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matters that the school must address. Additional detail is provided below.

|  | Practice | Finding | Matter to be addressed<br><br>The school must ensure that: | Evidence to be provided by the school |
|---|---|---|---|---|
| B2.3 + 3a | The school ensures that teachers and administrators receive IB-recognized professional development. | The school demonstrates that staff participation in IB-recognized professional development does not meet the requirements for evaluation in design. | • the requirements for staff participation in IB-recognized professional development at evaluation have been met. | Certificate of completion or Confirmation of registration to participate in IB-recognized professional development, by the MTBA deadline, for the teacher/s mentioned in the findings. |
| C2.1a<br><br>C2.1c | The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project.<br><br>The written curriculum includes subject group overviews for each subject group offered for each year of the programme. | Due to staff turnover in some subjects, the school provides written course overviews for only four of the eight subjects. There are some unit plans for six of the eight subjects. The MYP coordinator indicates completing unit plans and subject group overviews is part of the school's action plan moving forward.<br><br>Completed overviews include; unit title, key and related concepts, global contexts, statement of inquiry, MYP subject-group objectives, approaches to | • the published MYP final objectives whether from 2008 or 2014 guides, are used for all subjects in all years of the MYP at the school<br>• the subject-specific vertical planner/subject group overview for each subject (group) identifies the content to be taught in each year of the MYP. | For each subject-group, a revised subject-group overview identifying the content to be taught in each year of the programme together with the appropriate MYP objectives.<br><br>The subject-group overviews should have the unit title, key and related concepts, global contexts exploration(s), statement of inquiry, MYP subject-group objectives, approaches to learning skills and content (topics, knowledge, skills). |

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| | | learning skills, and content to be explored. However, subject-group overviews are provided for only four of the eight subject groups. | | |
|---|---|---|---|---|
| C2.1d | Unit plans are documented according to the MYP unit planning process. | Sample unit plans submitted for evaluation show how the written curriculum enables students to meet the subject group's objectives. These unit plans, however, do not identify the global context explorations for the unit.<br><br>Conversations with teachers and further review of unit plans demonstrate that the MYP unit planning process is incomplete for most subjects. | A plan is in place to ensure each subject offered (in all subject groups) uses the MYP unit planning process to document units to plan and document | Samples of MYP unit plans from each of the eight subject groups and a range of year levels (i.e., different years from different subject groups), with all the elements of MYP, including the global contexts. |
| C4.1a | The school uses the prescribed assessment criteria for each subject group in each year of the programme. | Samples of assessed student work show the prescribed assessment criteria are used for summative assessments in some subjects.<br><br>Teachers and students, however, indicate that not all subjects use the assessment criteria on summative assessments in each year of the programme with the exception of art, | • the prescribed assessment criteria are being used for each subject group in each year of the MYP | Samples of assessed student work from each of the eight subject groups, demonstrating the use of MYP criteria. The samples should come from different grades and must have evidence for each of the criteria of the subject group. |

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| | | individuals and societies and design. | | |
|---|---|---|---|---|
| C4.1b | Teachers standardize their understanding and application of criteria before deciding on achievement levels. | Conversations with teachers and the MYP coordinator indicate that teachers do not engage in the standardization of assessment of student work. | • standardization of assessment takes place within each subject group | A description of the process used for standardization of assessment in each subject group, including allocated meeting time and teachers involved. |

The school is required to upload its response and the requested evidence in IB Concierge by **1 December 2021.**

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.


Yours sincerely,

Adrian Kearney

Director of IB World Schools

**Process of the school's self-study**

|  | IB Response |
|---|---|
| **Timeline:**<br>The self-study took place over at least 12 months. | 12 Months |
| **Stakeholders involved:**<br>Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. | Yes |
| **Gathering evidence:**<br>The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review. | Yes |
| **Reflection in teams:**<br>Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable. | Yes |
| **The levels of implementation of practices:**<br>The school has provided descriptors for assessing the practices. | Yes |

## Section A: Philosophy

**Standard A**

The school's educational beliefs and values reflect IB philosophy

### Practice 1

The school's published statements of mission and philosophy align with those of the IB.

| Findings of the Team | The school's mission and philosophy are published to the community through the school website, brochures, and shared areas around the school. |
|---|---|
|  | The school's statements of mission and philosophy include references that the school:<br>   o   values education that goes beyond academic development<br>   o   encourages students to develop awareness beyond the individual and his or her immediate community<br>   o   aligns with other elements of the IB mission statement. |

### Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

| Findings of the Team | Conversations with the governing body, administrative and pedagogical leadership team and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. |
|---|---|
|  | There is a positive attitude in students, parents, staff, leadership, and governing body towards IB education. |

## Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

| Finding of the Team | Conversations with teachers and with the pedagogical leadership team demonstrate their understanding of the MYP and its implications for the school. In addition, beliefs and values are shared by all sections of the school community through assemblies, school functions, parent meetings, publications, etc. <br> In conversations with parents, it is apparent that there is clear communication, understanding, and support for the MYP. |
|---|---|

## Practice 3a

The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4). (1)

| Findings of the Team | Discussions with members of the school community demonstrate their understanding of the personal project and its central importance. <br><br> The personal project is initially shared with year 1 students through a personal project showcase, with parents during school information nights, International Day, and school brochures and promotional materials. |
|---|---|
| Commendation | The school has promoted the personal project so that its central importance is evident to all groups in the school community. |

## Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

| Finding of the Team | The school integrates the IB learner profile in policies and offers opportunities to deconstruct the meaning of international-mindedness through classroom activities. In addition, students are in Spanish immersion and Mandarin Chinese for the last four years. <br><br> Conversations with parents illustrate understanding of the learner profile and that international mindedness is part of the school's culture. |
|---|---|

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## Practice 5

The school promotes responsible action within and beyond the school community.

| Finding of the Team | Conversations with students, MYP coordinator, and school stakeholders show the school is committed to responsible action within and beyond its own community. Students participate in year-long service projects in the community through the "Leaders in Training" class and the "Disney Academy" program sponsored through the University of New Mexico. |
|---|---|
| Commendation | There is evidence of positive impact on the community by the action the school promotes and sustains through "Leaders in Training" and other community outreach projects. |

## Practice 6

The school promotes open communication based on understanding and respect.

| Findings of the Team | Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.<br><br>Teachers express themselves openly during meetings.<br><br>Conversations with students and parents describe Corrales as a family. Parents have unlimited respect for teachers and the effect the school's teaching and learning has had on their children. One parent reflected, "Corrales has taught her how to be a better student and a better person."<br><br>The school has established shared ownership of communication channels across the community such as open-door policies for students, parents, and community members. The school gives students voice in decision making related to their own learning. |
|---|---|
| Commendation | The school has established a strong culture of open communication. |

## Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

| Finding of the Team | Conversations with the pedagogical leadership team and teachers show awareness of the importance of language learning, the supports provided for students who are not proficient in the language of instruction and describe their bilingual multicultural program with full school language immersion in Spanish. Up until fall of 2020, all students were also required to participate in Mandarin Chinese.<br><br>As of 2020/21 students can earn the Seal of Biliteracy.<br><br>In addition, 7 of the 19 teachers at Corrales have a Bilingual Endorsement, 4 have Modern and Classical Languages endorsements, and 4 have TESOL endorsements. |
|---|---|
| Commendation | The school effectively supports student language learning through supporting the development of students' mother tongues and the acquisition of other languages, including the host country or regional language and culture. |

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**Practice 8**

The school participates in the IB world community.

| Findings of the Team | School leadership has not developed ongoing connections with other IB schools outside of the district or IB regional associations. |
| --- | --- |
| | Staff members do not actively access the online resources in MyIB . |
| Recommendation | The school should develop and implement strategies to further participate in the IB world community.<br>○ *Recommendation repeated from previous report.* |
| Action Plan | School did not include appropriate actions in Action Plan. |

**Practice 9 + 9a**

The school supports access for students to the IB programme(s) and philosophy.

| Findings of the Team | All students are involved in the MYP. |
| --- | --- |
| | There is no gap year between the PYP and the MYP. |
| | Conversations with the pedagogical leadership team confirm all students in the school are involved with MYP. |

**Conclusion of the IB**

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
| --- | --- | --- |
| **School's Progress**<br>With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Shows Satisfactory Development |

**Section B: Organization**

**Standard B1: Leadership and structure**

The school's leadership and administrative structures ensure the implementation of the IB programme(s)

**Practice 1**

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s)

| Findings of the Team | Conversations with the governing body show that:<br>○ it is aware of the implementation and development of the MYP at the school<br>○ it is responsible for fiscal management at the school<br>○ systems are in place (monthly meetings and a newsletter) to keep the governing body informed about the ongoing implementation of the MYP. |
| --- | --- |

**Practice 2**

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

| Findings of the Team | Conversations with the governing body, pedagogical leadership team, MYP coordinator, and staff reflect the support given to teachers in the implementation of the MYP. Teachers describe the ongoing support they receive from both their Head of School and coordinator on a regular basis.<br><br>Conversations with the governing body indicate that they are confident that the school's budget will support the MYP for the next five years.<br><br>The governance and leadership structure support all aspects of the implementation of the MYP.<br><br>The coordinator is given time to support teachers during extended time on Wednesdays and other planning times during the week. |
| --- | --- |

**Practice 3**

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

| Findings of the Team | Conversations with teachers reflect the support and guidance that the pedagogical leadership team, especially the MYP coordinator, has given and continues to give.<br><br>The head of school and the MYP coordinator:<br>○ have participated in past meetings and have planned future meetings to inform the community about the programme<br>○ lead planned activities to support teachers throughout the year<br>○ provide professional learning opportunities for teachers every summer. |
| --- | --- |
| **Commendation** | The school proactively integrates IB-related professional development into staff development. |

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**Practice 4 + 4a**

The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

| Findings of the Team | Conversations with the MYP coordinator indicate sufficient time and resources. |
| --- | --- |
| | The coordinator has full release with the exception of teaching one class at her request. In conversations with the coordinator, she indicated that she currently coordinates the school's testing which takes time away from working with teachers on MYP professional learning. |

**Practice 5**

The school develops and implements policies and procedures that support the programme(s).

| Finding of the Team | Policies and procedures at the school support the programmes (for example, National Honor Society, recruitment, student council, student clubs and athletics). |
| --- | --- |

**Practice 5a**

The school has developed and implements a language policy that is consistent with IB expectations.

| Findings of the Team | Practices in the school support mother tongues, include host country languages and take into account student needs in course offerings for language and literature, and language acquisition. |
| --- | --- |
| | The documented language policy includes:<br>o the school language philosophy<br>o the school language profile<br>o support for mother tongues<br>o support for students who are not proficient in the language of instruction<br>o learning of the host country or regional language and culture<br>o a selection of language acquisition courses, which reflect of the needs of students<br>o strategies to support all teachers in their contribution to the language development of students. |

**Practice 5b**

The school has developed and implements an inclusion special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

| Finding of the Team | The inclusion/special educational needs policy includes services provided, staff responsible, entry identification procedures, and support structures. |
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## Practice 5c

The school has developed and implements an assessment policy that is consistent with IB expectations.

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| **Finding of the Team** | The documented assessment policy includes:<br>   o   a philosophy of assessment that supports student learning<br>   o   common practices in using the MYP assessment criteria and determining achievement levels<br>   o   common practices in recording and reporting MYP assessment<br>   o   frequency of formative and summative assessment<br>   o   how the school will combine MYP assessment with national requirements. |

## Practice 5d

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

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|---|---|
| **Finding of the Team** | The school has an academic honesty policy that includes:<br>   o   appropriate reference to the IB learner profile, particularly to striving to be principled<br>   o   the IB definitions of academic misconduct and its different categories<br>   o   advice on and/or examples of what constitutes academic misconduct, intellectual property, and authentic authorship<br>   o   guidance on the distinction between legitimate collaboration and unacceptable collusion.<br>   o   students are required to sign the academic honesty policy on a yearly basis. |

## Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

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|---|---|
| **Findings of the Team** | The pedagogical leadership team describes plans for the ongoing development of the MYP.<br><br>The school has an action plan that is aligned with standards and practices; it includes concrete actions, timelines, responsible people, outcomes and is updated on a regular basis. |

## Practice 6a

The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).

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|---|---|
| **Finding of the Team** | Conversations with teachers indicate that they are supported by the organizational structure in the implementation of their subject group, approaches to learning, service and the personal project.<br>The school organisational structures (org chart, timetable, staffing, teaming, meetings, tech platforms, resource allocation) ensure each subject group and core components of the programme can be implemented. |

**Practice 7**

The school carries out programme evaluation involving all stakeholders.

| Finding of the Team | Conversations with the leadership team indicate the self-study involved all stakeholders, as appropriate, for the different sections. The coordinator and head of school reveal the opportunities and challenges that the evaluation process generated. For example, demands at the district level pull time and energy away from the school's focus to implement IB principles and practices fully. |
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**Conclusion of the IB**

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress** With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Shows Satisfactory Development |

**Standard B2: Resources and support**

The school's resources and support structures ensure the implementation of the IB programme(s)

**Practice 1**

The governing body allocates funding for the implementation and ongoing development of the programme(s).

| Finding of the Team | Conversations with MYP coordinator show that resources are available for the personal project. |
|---|---|

**Practice 2**

The school provides qualified staff to implement the programme(s).

| Findings of the Team | Conversations with the pedagogical leadership team show that teachers have the qualifications required locally to be in charge of their subjects. |
|---|---|
| | There are teachers responsible for each subject. |

**Practice 3 + 3a**

The school ensures that teachers and administrators receive IB-recognized professional development.

| Finding of the Team | The school demonstrates that staff participation in IB-recognized professional development does not meet the requirements for evaluation in design. |
|---|---|
| Matter to be Addressed | *The school must ensure that:*<br>    o   the requirements for staff participation in IB-recognized professional development at evaluation have been met |
| Evidence to be provided by the school | Certificate of completion or Confirmation of registration to participate in IB-recognized professional development, by the MTBA deadline, for the teacher/s mentioned in the findings. |
| Action Plan | School did not include appropriate actions in Action Plan. |

**Practice 4**

The school provides dedicated time for teachers' collaborative planning and reflection.

| Findings of the Team | Conversations with teachers show that the school allocates time for collaborative planning.<br><br>Teacher meeting times are regular and reasonably frequent.<br>Teachers receive dedicated collaborative planning time each Wednesday for three hours in addition to 90 minutes of daily planning during the remainder of the week. |
|---|---|

**Practice 5**

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

| Finding of the Team | A virtual tour of the facilities and conversations with teachers, the MYP coordinator, and the pedagogical leadership team confirm descriptions in the self-study. As a result of moving to remote learning, the school increased technology to provide laptops for every student and hot spots for students on an as-needed basis. |
|---|---|
| Commendation | The school has allocated funding to facilities that enhance the implementation of the MYP at the school beyond the requirements for evaluation. |

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## Practice 6

The library/multimedia/resources play a central role in the implementation of the programme(s).

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| **Finding of the Team** | Conversations with the MYP coordinator and pedagogical leadership team indicate the library was turned into a classroom during the 2019/20 school year due to the school's lack of space. Students have access to library resources and databases through connections with the public library. The Head of School shared the school's two-year plan for purchasing a new building that will include a library media center, and FTE for library support is dependent on state financing. |
| **Recommendation** | The school should ensure that students have easy access to a library in the school. |
| **Action Plan** | School included appropriate actions in Action Plan. |

## Practice 7

The school ensures access to information on global issues and diverse perspectives.

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| **Finding of the Team** | Conversations with teachers indicate they have access to resources on global issues and different perspectives. Further, they can identify global issues and perspectives incorporated into their teaching. |

## Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

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|---|---|
| **Finding of the Team** | Conversations with teachers and the MYP coordinator indicate awareness of special educational needs of students and the support offered by the school through co-teaching, one-on-one support and mixed ability groups. They also describe how they address the needs of the students with fellow MYP teachers during collaborative meetings. |

## Practice 9

The school has systems in place to guide and counsel students through the programme(s).

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|---|---|
| **Finding of the Team** | Conversations with the auxiliary team indicate that there is student access to guidance and counselling. |

## Practice 10

The student schedule or timetable allows for the requirements of the programme(s) to be met.

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| **Finding of the Team** | Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm that all eight subject groups are offered to all students in all four years of the programme. |

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**Practice 10a**

The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.

| Findings of the Team | The school schedule or timetable shows that in MYP years 1 to 3 all students take at least one course from each of the eight subject groups:<br>○ language A/language and literature<br>○ language B/language acquisition (or a second language from the language and literature subject group)<br>○ individuals and societies<br>○ sciences<br>○ mathematics<br>○ technology/design<br>○ arts<br>○ physical education/physical and health education.<br><br>The school schedule or timetable shows that in MYP years 4 and 5 all students take at least one course from each of the eight subject groups.<br><br>Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm that appropriate courses are being offered for the required subject groups. |
|---|---|

**Practice 10b**

The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

| Finding of the Team | Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm time allocation for the subject groups. |
|---|---|

**Practice 10c**

The schedule or timetable promotes concurrency of learning.

| Finding of the Team | Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm that concurrency requirements for the subject groups are being met. |
|---|---|

**Practice 11**

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

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|---|---|
| **Finding of the Team** | The school encourages participation from the community within the school and outside to support curricular and co-curricular learning. For example, student alumni come into the school to provide content expertise and support. Community members are part of culture fairs, guest speakers, expert panels, and school assemblies. Teachers indicate they often utilize industry experts to enhance teaching and learning. |
| **Commendation** | There are extensive resources (human resources, information, guest speakers, study trips, projects, work experience) being utilized to enhance learning at Corrales International School. |

**Practice 12**

The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered. (2)

| | |
|---|---|
| **Finding of the Team** | Conversations with the MYP coordinator and most teachers show understanding of the process of the personal project and the resources needed. |

**Conclusion of the IB**

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress** With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Requires Significant Attention |

## Section C: Curriculum

### Standard C1: Collaborative planning

Collaborative planning and reflection support the implementation of the IB programme(s)

### Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

| Findings of the Team | Collaborative meeting schedules, agendas and conversations with staff show evidence of an approach to collaborative planning that includes all Middle Years Programme (MYP) teachers. |
|---|---|
| | Teachers are not able to explain how samples of completed disciplinary and interdisciplinary unit plans reflect the collaborative planning process. |
| Recommendation | The school should ensure that interdisciplinary unit plans:<br>   o   are developed collaboratively according to the MYP unit planning process<br>   o   strengthen cross-curricular skills and deepen disciplinary understanding. |

### Practice 2

Collaborative planning and reflection tak place regularly and systematically.

| Findings of the Team | Meeting minutes and experiences related by teachers indicate that meetings scheduled by the school are used for collaborative planning and reflection. |
|---|---|
| | The school provides three hours every Wednesday for collaborative planning. The school's coordinator indicated that this time can be used for MYP planning and reflection. |

### Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

| Finding of the Team | Collaborative meeting agendas and minutes include evidence of planning among subject areas, in particular, exploration of subject content and classroom strategies for teaching and assessment. |
|---|---|
| | In addition, collaborative planning minutes include planning for transitions into MYP and progression across years of the programme. |

## Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

| Findings of the Team | Annual curriculum maps or electronic curriculum mapping systems are not available. |
| --- | --- |
| | Most teachers are not able to explain the relationships between their subject and that of others. |
| | Presently, four subjects are included in the school's subject overviews; the other four subjects will be added as the units are developed which will provide teachers with an overview of students' learning experiences. |
| Recommendation | The school should ensure that allocated meeting time is used to provide all teachers an overview of students' learning experiences. |
| Action Plan | School did not include appropriate actions in Action Plan. |

## Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

| Finding of the Team | Conversations with teachers indicate that the school integrates approaches to teaching and learning into the collaborative planning process. |
| --- | --- |

## Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

| Finding of the Team | In conversations, teachers can explain how they have used collaborative planning time to determine differentiation for students' learning needs and styles. The Gifted and Talented and Inclusion teachers describe how they collaborate and co-teach with teachers on differentiation strategies for all students. |
| --- | --- |
| Commendation | Conversations with teachers provide strong evidence that the school supports a personalized learning approach based upon the needs of the learner. |

## Practice 7

Collaborative planning and reflection are informed by assessment of student work and learning.

| Finding of the Team | Teachers are not able to give examples of how they use collaborative planning time to reflect on how assessment influences the development of the curriculum. |
| --- | --- |
| Recommendation | The school should develop strategies to use assessment of student work to inform collaborative planning and reflection. <br> o *Recommendation repeated from previous report.* |
| Action Plan | School did not include appropriate actions in Action Plan. |

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## Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

| Finding of the Team | Teachers can give examples of how their joint responsibility for language learning has influenced collaborative planning and reflection. |
|---|---|

## Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

| Finding of the Team | Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and become part of the school's culture. |
|---|---|

## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress** With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Shows Satisfactory Development |

## Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

## Practice 1

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

| Finding of the Team | The school is meeting local, state, and national requirements; however, the unit planners are incomplete at this time for four of the eight subjects in every year of the programme. |
|---|---|
| Recommendation | The school should ensure that the written curriculum is developed to address the requirements of the MYP while taking into account the local, state or national requirements. |
| Action Plan | School included appropriate actions in Action Plan. |

**Practice 1a**

The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project

| Findings of the Team | The samples of the personal projects demonstrate that the objectives are being met. |
|---|---|
| | The MYP coordinator can explain how the school meets or will meet the objectives for the personal project. |
| | Due to staff turnover in some subjects, the school provides written course overviews for only four of the eight subjects. There are some unit plans for six of the eight subjects. The MYP coordinator indicates completing unit plans and subject group overviews is part of the school's action plan moving forward. |
| Matter to be Addressed | *The school must ensure that:*<br>   o   The school provides written unit plans for all subjects in all four years of the programme to ensure all of the published objectives will be used. |
| Evidence to be provided by the school | For each subject-group, a revised subject-group overview identifying the content to be taught in each year of the programme together with the appropriate MYP objectives. |
| | The subject-group overviews should have the unit title, key and related concepts, global contexts exploration(s), statement of inquiry, MYP subject-group objectives, approaches to learning skills and content (topics, knowledge, skills). |
| Action Plan | School included appropriate actions in Action Plan. |

**Practice 1b**

The written curriculum includes an approaches to learning planning chart for all years of the programme.

| Findings of the Team | Conversations with teachers indicate that they are aware of and have contributed to the planning of approaches to learning skills for all of the 10 MYP approaches to learning clusters. |
|---|---|
| | Approaches to learning skills are mapped over the four years of the programme in a manageable and meaningful way. Conversations with teachers indicate that they use the planned approaches to learning skills in developing their teaching and learning. In addition, teachers describe the progression of ATL complexity as students progress through the programme. Students reflect on their growth of the ATL skills in their classes and through the student led conferences. |

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## Practice 1c

The written curriculum includes subject group overviews for each subject group offered for each year of the programme.

| Finding of the Team | Completed overviews include: unit title, key and related concepts, global contexts, statement of inquiry, MYP subject-group objectives, approaches to learning skills, and content to be explored. However, subject-group overviews are provided for only four of the eight subject groups. |
|---|---|
| Matter to be Addressed | *The school must ensure that:*<br>   o   the subject-specific vertical planner/subject group overview for each subject (group) identifies the content to be taught in each year of the MYP. |
| Evidence to be provided by the school | See evidence in the matters to be addressed table above. Same as the one for C2.1a. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 1d

Unit plans are documented according to the MYP unit planning process.

| Finding of the Team | Sample unit plans submitted for evaluation show how the written curriculum enables students to meet the subject group's objectives. These unit plans, however, do not identify the global context explorations for the unit.<br><br>Conversations with teachers and further review of unit plans demonstrate that the MYP unit planning process is incomplete for most subjects. |
|---|---|
| Matter to be Addressed | *The school must ensure that:*<br>   o   A plan is in place to ensure each subject offered (in all subject groups) uses the MYP unit planning process to document units to plan and document curriculum. |
| Evidence to be provided by the school | Samples of MYP unit plans from each of the eight subject groups and a range of year levels (i.e., different years from different subject groups), with all the elements of MYP, including the global context explorations. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 1e

The curriculum fosters disciplinary and interdisciplinary understanding.

| Finding of the Team | Although teachers can describe ideas for interdisciplinary units across subjects, teachers are not able to explain how collaborative planning time is used to formalize interdisciplinary unit plans in each year of the programme. |
|---|---|
| Recommendation | The school should develop a plan to ensure that at least one collaboratively planned interdisciplinary unit will include more than one subject group in each year of the MYP. |
| Action Plan | School included appropriate actions in Action Plan. |

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## Practice 1f

There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

| Finding of the Team | Conversations with teachers indicate that individual unit plans, subject-group overviews and the planning of approaches to learning skills are not systematically and regularly reviewed. |
| --- | --- |
| Recommendation | The school further develop and enhance systems for the regular review of:<br>o individual unit plans<br>o the planning of approaches to learning skills. |
| Action Plan | School did not include appropriate actions in Action Plan. |

## Practice 2

The written curriculum is available to the school community.

| Findings of the Team | Parents are not able to explain where they find the written curriculum.<br><br>The school has indicated that they are in the process of developing a new website that will include the written curriculum. |
| --- | --- |
| Recommendation | The school should ensure that the school community has access to the written curriculum.<br>o *Recommendation repeated from previous report.* |
| Action Plan | School did not include appropriate actions in Action Plan. |

## Practice 3

The written curriculum builds on students' previous learning experiences.

| Finding of the Team | It is difficult to see at a glance the yearly overview of students' learning experiences due to the fact that the subject group overviews are incomplete. |
| --- | --- |
| Recommendation | The school should ensure that the subject group overviews are aligned with the school's planning of approaches to learning skills. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

| Finding of the Team | Since six of the eight subjects are in the process of completing their written curriculum, it is hard for teachers to point out the knowledge, concepts, skills and attitudes to be developed over time in their written curriculum. |
| --- | --- |
| Recommendation | The school should further develop the written curriculum to include the knowledge, concepts, skills and attitudes to be developed over time. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 4a

The written curriculum includes the prescribed key concepts and related concepts in each subject group.

| Findings of the Team | Teachers can explain how they have planned to include the prescribed key concepts and related concepts for their subject group. |
|---|---|
| | The subject-group overviews that are completed and sample unit plans articulate the development of the approaches to learning skills over the duration of the programme. |
| Recommendation | The school should ensure that the subject-group overviews demonstrate that all prescribed key and related concepts are included in unit plans in each subject group.<br>    o *Recommendation repeated from previous report.* |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

| Finding of the Team | Conversations with students and the pedagogical leadership teams indicate that some action happens as a result of discussions in class. Teachers can describe how meaningful opportunities for student service as action can relate to the written curriculum. |
|---|---|
| Recommendation | The school should further explore ways to show how meaningful opportunities for student service in action arise from the written curriculum in each year of the MYP. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 5a

The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

| Findings of the Team | The school has planned opportunities for student involvement that are aligned with the MYP learning outcomes for service. |
|---|---|
| | Student reflections on service involvement are aligned with the MYP learning outcomes for service. |
| | Conversations with the pedagogical leadership team and teachers indicate awareness of the MYP learning outcomes for service. Student reflections on service demonstrate<br>    o meaningful engagement in service. In addition, the school has implemented the "Disney Academy" service-learning program and a "Leaders in Training" class which engages students in year-long service-learning and community outreach. |
| Commendation | The school has developed multiple opportunities within the school day for student involvement in and reflection on service, aligned with the MYP learning outcomes for service. |

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## Practice 6

The written curriculum incorporates relevant experiences for students.

| Finding of the Team | Teachers indicate relevant and varied activities that discuss different perspectives and global issues are part of their written curriculum. |
| --- | --- |
| | Sample unit plans, however, indicate global context explorations are not being addressed. |
| Recommendation | The school should incorporate a global context exploration in the unit planners to invite more focused inquiry within the global context. |
| Action Plan | School included appropriate actions in Action Plan. |

## Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

| Finding of the Team | Teachers can explain how classroom lessons include learning experiences that promote students' awareness of local, national and world issues. Students confirm that these learning experiences exist. The school has taken advantage of local/global experiences and issues to develop a curriculum that is meaningful, connected and relevant to the students in the school. |
| --- | --- |

## Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

| Finding of the Team | Teachers can explain how classroom lessons include learning experiences that provide reflection on human commonality, diversity and multiple perspectives. Conversations with the MYP coordinator indicate that once the written curriculum is complete, learning experiences that provide reflections on human commonality, diversity and multiple perspectives will be included. |
| --- | --- |

## Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

| Finding of the Team | Conversations with the pedagogical leadership team and teachers show that the school has not established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle. |
| --- | --- |
| Recommendations | The school should further develop a curriculum review cycle or policy to ensure new developments in the MYP are incorporated. |
| | The school should further encourage teachers to make use of MyIB. |
| Action Plan | School included appropriate actions in Action Plan. |

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## Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

| Finding of the Team | Teachers seem to consider the academic honesty and the language development elements, in their teaching and learning, however, they are not addressed in the written curriculum. |
|---|---|
| Recommendation | The school should further explore ways to integrate the policies developed by the school to support the MYP into the written curriculum. |
| Action Plan | School did not include appropriate actions in Action Plan. |

## Practice 11

The written curriculum fosters development of the IB learner profile attributes.

| Finding of the Team | Teachers can explain how aspects of the written curriculum foster development of the IB learner profile attributes. |
|---|---|

## Additional subject-specific requirements for the eight subject groups

| Subject Group | Recommendations |
|---|---|
| **Language B / Language Acquisition** | The language B/language acquisition curriculum ensures that:<br>○ teaching and learning is organized into six phases. |
| **Humanities / Individuals and Societies** | The humanities/individuals and societies curriculum ensure that:<br>○ for summative assessments, teachers must use criterion B in combination with at least one other individuals and societies criterion. |
| **Sciences** | The sciences curriculum ensures that:<br>○ in every year, all students independently complete a scientific investigation that is assessed against criterion B (inquiring and designing) and criterion C (processing and evaluating). |
| **Mathematics** | The mathematics curriculum ensures that:<br>○ Students apply mathematics to authentic real-life situations. |

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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

|  | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress**<br>With regard to IB recommendations for this standard from the previous evaluation process or from authorization, |  | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Requires Further Development | Requires Significant Attention |

## Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

### Practice 1

Teaching and learning aligns with the requirements of the programme(s).

| **Finding of the Team** | Conversations with teachers and observations of remote learning confirm student-led discussions and collaborative learning is happening through breakout rooms, unpacking inquiry questions, sharing expectations and timelines from teachers, and celebration of student learning. ⌜L⌝⌞SEP⌟In conversations, teachers describe ways that MYP units of inquiry are taught. Student videos indicate reflection on learning happens regularly. |
|---|---|

### Practice 1a

Teaching and learning at the school uses global contexts as contexts for inquiry.

| **Finding of the Team** | Teachers give several examples of learning experiences that support student understanding of diverse perspectives, global citizenship, and real-world challenges. |
|---|---|

### Practice 1b

Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.

| **Finding of the Team** | Teachers and students are not able to show how learning experiences work towards meeting the appropriate MYP subject-group objectives in each year of the programme. |
|---|---|
| **Recommendation** | The school should further develop the use of the appropriate MYP subject-group objectives in teaching and learning in each year of the MYP. |
| **Action Plan** | School did not include appropriate actions in Action Plan. |

**Practice 2**

Teaching and learning engages students as inquirers and thinkers.

| Finding of the Team | Conversations with teachers and students demonstrate engagement of students as inquirers and thinkers. |
|---|---|
| | Students described how their experiences at Corrales encouraged them to become self-directed learners through engaging learning activities and authentic assessment. |

**Practice 3**

Teaching and learning builds on what students know and can do.

| Finding of the Team | Conversations with teachers describe the implementation of classroom practices aimed at developing critical thinking through inquiry-based learning. Virtual classroom observations demonstrate engagement of students as inquirers and thinkers. |
|---|---|

**Practice 4**

Teaching and learning promotes the understanding and practice of academic honesty.

| Findings of the Team | In conversations, members of the school community and teachers show awareness and understanding of academic honesty and associated practices. Students are required to sign and follow the "Code of Conduct" every year. |
|---|---|
| | Conversations with students show a common understanding and adherence to academic honesty. |

**Practice 5**

Teaching and learning supports students to become actively responsible for their own learning.

| Finding of the Team | Parents and students can give examples of learning experiences where students were actively responsible for their learning. Parents describe how their students are actively taking charge of their learning and how they reflect on their progress through student led conferences. |
|---|---|
| | Teachers confirm students advocate for themselves by emailing when they need support or further clarification. |
| Commendation | The school encourages students to be actively responsible for their own learning. |

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**Practice 6**

Teaching and learning addresses human commonality, diversity and multiple perspectives.

| Finding of the Team | Conversations with teachers and students show an awareness of human commonality, diversity, and multiple perspectives. The Head of School describes that this is a natural part of the school's culture because of the diverse population of students and teachers. In addition, teachers describe open-ended questions in their teaching and learning that allow for multiple perspectives. |
|---|---|

**Practice 7**

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

| Findings of the Team | Support structures are provided in the classroom for students working in languages other than their mother tongue. |
|---|---|
| | Teachers can give examples of how they meet the diversity of student language needs. |
| | Virtual classroom visits and conversations with teachers and students evidence the implementation of multiple strategies that support students learning a second language (for example, visualization of structure, key terms, command terms, buddy systems, modified material and formative tasks). |

**Practice 8**

Teaching and learning demonstrates that all teachers are responsible for language development of students.

| Findings of the Team | Teachers can give examples of how they have supported language development of students within their lessons. |
|---|---|
| | The school has a well-established language learning program to support teaching and learning. |

**Practice 9**

Teaching and learning uses a range and variety of strategies.

| Finding of the Team | Conversations with teachers and curricular documents confirm that teachers draw from multiple classroom strategies appropriate for the learning context and its anticipated outcomes. For example, teachers describe project-based learning opportunities, collaborative workgroups, problem-based challenges, and student-led discussions. |
|---|---|

**Practice 10**

Teaching and learning differentiates instruction to meet students' learning needs and styles.

| Finding of the Team | In conversations, teachers give examples of differentiated instruction and classroom support to meet individual students' learning needs and styles. Parents indicate that teachers give students multiple strategies and opportunities to take ownership of their own learning. |
|---|---|

**Practice 11**

Teaching and learning incorporates a range of resources, including information technologies.

| Finding of the Team | Teacher conversations and virtual classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment, platforms, learning technology, and internet access.<br><br>The school has made available additional IT resources for students to use during remote learning (i.e., laptops and hotspots as needed). |
|---|---|

**Practice 12**

Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

| Findings of the Team | Students' reflections on service involvement show awareness of attitudes and skills that allow for meaningful action.<br><br>Service as a form of action is evident in all years of the MYP. Conversations with teachers and students provide a range of examples of student-led actions of service-learning opportunities in the community.<br><br>The school sustains service through year-long projects such as Little Libraries, food drives, and knitting project for the ICU. |
|---|---|
| Commendation | The school develops partnerships with the local community that are initiated, led, managed and sustained by students. |

**Practice 13**

Teaching and learning engages students in reflecting on how, what and why they are learning.

| Findings of the Team | Samples of assessed student work, the community project/personal project journal, reflections on service involvement and the arts process journal demonstrate student reflection on their learning.<br><br>Reflection is an on-going part of the learning process across all levels and subjects (before, during, and after learning engagements through interviews, writing, images/displays). Teachers and students describe the value of reflection and explain how reflection encourages intrinsic motivation and learning ownership. |
|---|---|

**Practice 14**

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

| Findings of the Team | Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students, and students and students, both inside and outside the classroom. |
|---|---|
| | Students and teachers speak respectfully of each other. |
| | Interactions between students and staff and among students are respectful. Teachers describe their classroom environment to be active where students share ideas and opinions, have open dialogue, and have the time and space to process and learn. |
| Commendation | The school has built a stimulating learning environment based on understanding and respect throughout the school community. |

**Practice 15**

Teaching and learning encourages students to demonstrate their learning in a variety of ways.

| Findings of the Team | Samples of assessed student work show that students can demonstrate understanding in a variety of ways. |
|---|---|
| | Teachers can give examples of how students show their understanding in a variety of ways. For example, teachers describe examples of real-life problem solving, performance-based projects, and choice in how to demonstrate learning. |

**Practice 16**

Teaching and learning develops the IB learner profile attributes.

| Finding of the Team | Teachers can give examples of teaching strategies and learning experiences that incorporate opportunities to develop the skills and attributes of an IB learner. Students can give examples of experiences that develop the IB learner profile. |
|---|---|

**Conclusion of the IB**

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress** With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Shows Satisfactory Development |

## Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

## Practice 1

Assessment at the school aligns with the requirements of the programme(s).

| | |
|---|---|
| **Finding of the Team** | Conversations with the MYP coordinator indicate that due to turnover, there is limited awareness of the prescribed assessment criteria in some subjects. Curriculum documents indicate that not all the MYP assessment criteria are being used in each year of the MYP and that consistently. |

## Practice 1a

The school uses the prescribed assessment criteria for each subject group in each year of the programme.

| | |
|---|---|
| **Finding of the Team** | Samples of assessed student work show the prescribed assessment criteria are used for summative assessments in some subjects. Teachers and students, however, indicate that not all subjects use the assessment criteria on summative assessments in each year of the programme with the exception of art, individuals and societies and design. |
| **Matter to be Addressed** | *The school must ensure that:*<br> o the prescribed assessment criteria are being used for each subject group in each year of the MYP |
| **Evidence to be provided by the school** | Samples of assessed student work from each of the eight subject groups, demonstrating the use of MYP criteria. The samples should come from different grades and must have evidence for each of the criteria of the subject group. |
| **Action Plan** | School included appropriate actions in Action Plan. |

## Practice 1b

Teachers standardize their understanding and application of criteria before deciding on achievement levels.

| | |
|---|---|
| **Finding of the Team** | Conversations with teachers and the MYP coordinator indicate that teachers do not engage in the standardization of assessment of student work. |
| **Matter to be Addressed** | *The school must ensure that:*<br> o standardization of assessment takes place within each subject group |
| **Evidence to be provided by the school** | A description of the process used for standardization of assessment in each subject group, including allocated meeting time and teachers involved. |
| **Action Plan** | School did not include appropriate actions in Action Plan. |

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## Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

| | |
|---|---|
| **Finding of the Team** | School assessment procedures: are integral to the learning process, use a range of different tasks, and are age-appropriate and reflect the development of the students within the subject.<br>Teachers demonstrate some understanding of their MYP assessment criteria and descriptors. |
| **Recommendation** | The school should take actions to ensure that the school community, including parents, understand:<br>   o   the use of the MYP criteria and descriptors<br>   o   the recording and reporting of MYP assessment.<br>         ▪   *Recommendation repeated from previous report.* |
| **Action Plan** | School included appropriate actions in Action Plan. |

## Practice 3

The school uses a range of strategies and tools to assess student learning.

| | |
|---|---|
| **Finding of the Team** | Teachers and students can give examples of a variety of assessment tasks, the use of self and peer assessment, and accommodations given when needed to support student learning. |

## Practice 4

The school provides students with feedback to inform and improve their learning.

| | |
|---|---|
| **Finding of the Team** | In conversations, students and teachers can give examples of formative assessment used in each subject. Teachers are able to give examples of teacher and peer feedback that spans all subject groups. |

## Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

| | |
|---|---|
| **Finding of the Team** | Records of student progress show they are based on achievement levels according to the MYP assessment criteria in some subjects. The school has implemented student led conferences where students share their reflections on meeting the subject criteria, approaches to learning skills, and learner profile attributes. |
| **Commendation** | The school has taken steps to involve students in the assessment process. |

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**Practice 5a**

The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

| Findings of the Team | The school has determined qualitative expectations for students' participation in service as action, aligned with the MYP learning outcomes for service. |
|---|---|
| | Conversations with the MYP coordinator and/or planning documents demonstrate that the school is aligning expectations for students' participation in service with the MYP learning outcomes for service. |
| | Conversations with students and teachers demonstrate awareness and understanding of the school's expectations for students' participation in service as action. The school partners with the Disney Academy Service Learning program, which encourages students to plan, implement, and reflect on their yearlong projects before submitting to be judged by UNM's Innovation Academy Team. A few projects include: Peace Pals, Little Libraries, Get Kids Active Campaign, First Aid Kits for the Homeless, Suicide Prevention of Youth, Student Empowerment, and a school-wide health fair. |
| Commendation | There is strong student ownership of their involvement in service as action at Corrales. |

**Practice 6**

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

| Finding of the Team | Reporting includes regular written reports as well as other forms of communication with students and parents/legal guardians (for example, parent meetings, student led conferences, and student portfolios). |
|---|---|

**Practice 7**

The school analyses assessment data to inform teaching and learning.

| Finding of the Team | Conversations with teachers and the MYP coordinator indicate procedures have not been developed in order to ensure teaching and learning is informed by assessment analysis. |
|---|---|
| Recommendation | The school should further develop procedures to analyse assessment data to inform teaching and learning.<br>○ *Recommendation repeated from previous report.* |
| Action Plan | School did not include appropriate actions in Action Plan. |

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**Practice 8**

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

| Findings of the Team | Samples of assessed student work contain student reflections and peer/self-assessments. |
|---|---|
| | Student reflection on learning products and outcomes is an integral part of the student learning process. |

**Practice 9**

The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered. (3)

| Findings of the Team | Samples of personal projects give examples of how students have consolidated their learning in the MYP. |
|---|---|
| | Planning documents and conversations with the MYP coordinator demonstrate that procedures are in place to register all MYP year 5 students for moderation of the personal project and to send in a sample of completed projects for moderation. |
| | The school has systems to ensure that students follow academic honesty practices. |

**Conclusion of the IB**

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

| | School's Conclusion | IB Response |
|---|---|---|
| **School's Progress** With regard to IB recommendations for this standard from the previous evaluation process or from authorization, | | The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization. |
| **Conclusion** | Shows Satisfactory Development | Requires Significant Attention |

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