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International Education**

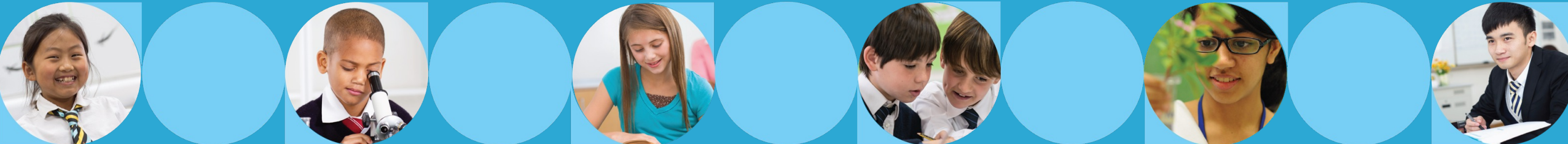


**Corinth School District**

# **Implementing a Locally Selected Nationally Recognized High School Assessment (LSNRHSA) in Corinth: Cambridge IGCSEs**

*Summary of the background, accountability, syllabuses/assessments,  
and processes*

***Parent Meetings  
Corinth High School  
January 9-10, 2023***



# Overview



- ▶ **Corinth School District**
  - ▶ Use of the Cambridge Pathway
  - ▶ Why IGCSEs?
- ▶ **Process for Reviewing LSNRHSA**
  - ▶ Legislated process
  - ▶ Overview of process implemented
- ▶ **Mississippi Accountability/Graduation Requirements**
  - ▶ Mississippi Accountability Model
  - ▶ Mississippi Graduation Requirements
- ▶ **Cambridge Pathway & IGCSE**
  - ▶ Overview of Pathway
  - ▶ Review of IGCSE Pathway
  - ▶ Review of Assessments approved

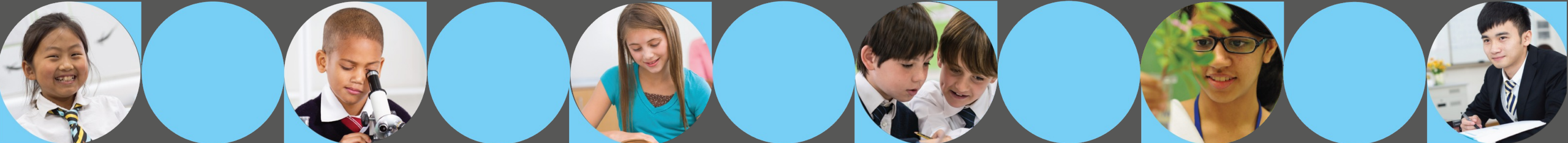


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# Corinth School District and Cambridge



# Our Cambridge Story



- ▶ Corinth School District participated in a Mississippi Department of Education sponsored innovative high school project
- ▶ Staff reviewed provider offerings and chose Cambridge (2010) as the program that best aligned to our Mission, Vision, and Goals
- ▶ District of Innovation status (2015) designation included plans for Cambridge IGCSE assessments to replace MAAP Subject Area Assessments
- ▶ District has maintained its Cambridge commitment since 2010

# Student Enrollment and Participation

## ▶ Open Enrollment Model

- ▶ **All** students are eligible to participate in the Cambridge curriculum
- ▶ 9<sup>th</sup> and 10<sup>th</sup> grade students traditionally complete IGCSE courses
- ▶ 9<sup>th</sup>-12<sup>th</sup> grade students have opportunity to complete AICE courses (Cambridge Advanced Courses)
- ▶ All students complete AS General Paper and Global Perspectives
- ▶ Since 2016-2017, 8<sup>th</sup> grade students have participated in the IGCSE course program

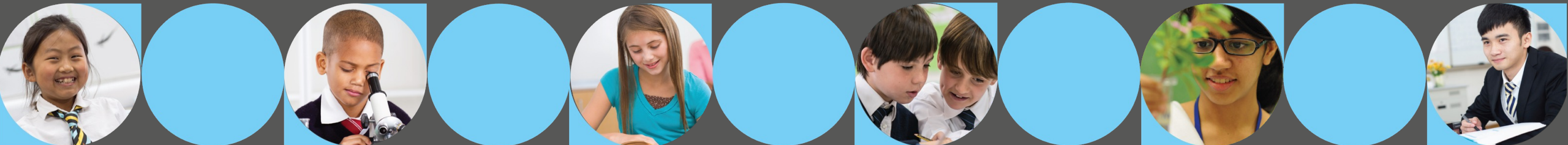


# Cambridge Impact at Corinth High School

- ▶ **Eight** (8) students have achieved Top In the Country Awards
- ▶ **150** Corinth High School graduates have earned an AICE Diploma
  - ▶ 6 with Distinction
  - ▶ 70 with Merit
- ▶ **Over 30%** of the student body recognized at our annual Cambridge Awards Ceremony
- ▶ **Cambridge District of the Year Award**, small-school category
  - ▶ 2018-2019
  - ▶ 2021-2022
- ▶ Selected as **Cambridge Demonstration Site** in 2020
- ▶ The **only** Mississippi high school ranked for the past three years in the **Jay Matthews Challenge Index**



# Process for Reviewing and Approving LSNRHSA



# Overview of the Legislated Process

## ESEA

- "The ESEA requires that a State that wishes to permit an LEA to administer a nationally recognized high school academic assessment (NRHSAA) in place of the State's high school assessment present evidence for peer review for each nationally recognized test demonstrating that the assessment meets ESEA requirements prior to allowing an LEA to administer such a test (ESEA section 1111(b)(2)(H)(iii); 34 CFR § 200.3(b)(2)(ii))."

## State Approval

- The state must approve a review of the 7 critical elements (CE).
- This review and approval process by the state is documented by Critical Element 7.

## Federal Peer Review

- Following state review, an application for a LSNRHSA sponsored by the state is submitted for Federal Peer Review.
- This includes all 7 Critical Elements.

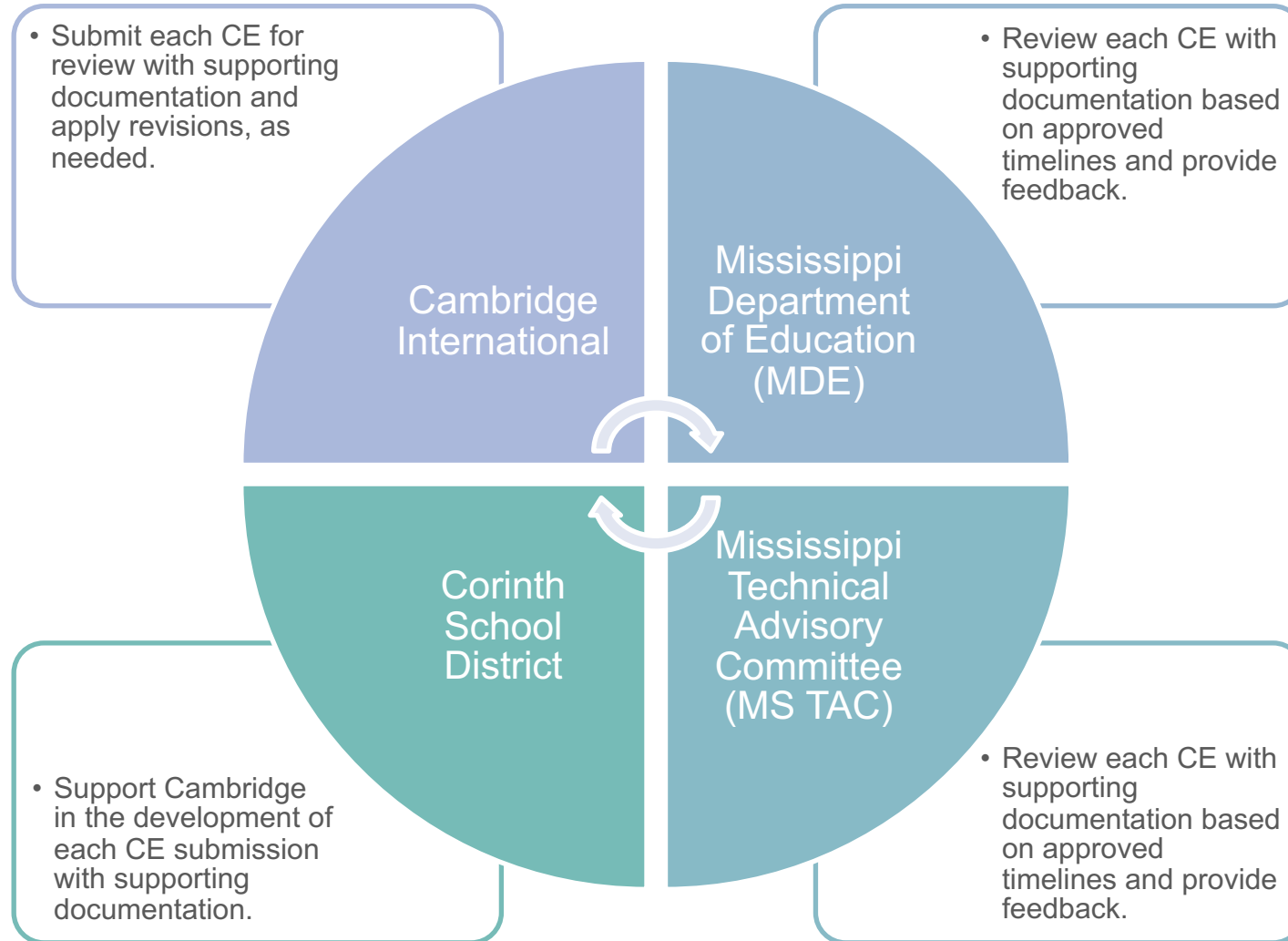


# Guidelines for LSNRHSA

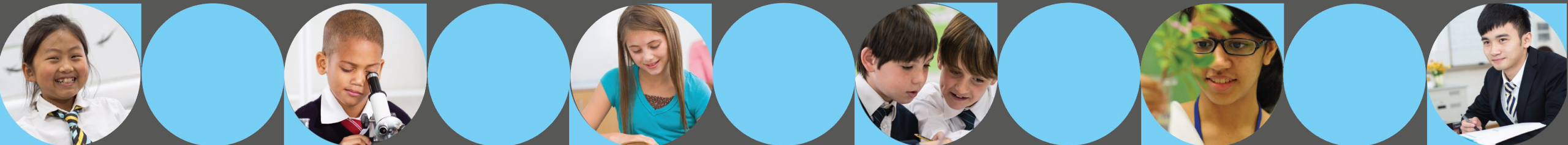
- ▶ Determine if the nationally recognized high school assessment does the following:
  - ▶ Is aligned with the challenging State academic standards;
  - ▶ Addresses the depth and breadth of those standards;
  - ▶ Is equivalent to or more rigorous than the State assessment it is replacing in terms of the following:
    1. The coverage of academic content;
    2. The difficulty of the assessment;
    3. The overall quality of the assessment; and
    4. Any other aspects of the assessment that the State may establish in its technical criteria.



# Submission Review Process



# Mississippi Accountability/Graduation Requirements



# Mississippi Accountability Model for School/District with an EL Indicator

## 1000 PTS

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
<b>Proficiency</b> First Language English <b>95 PTS</b>	<b>Proficiency</b> Coordinated Math 2 <b>95 PTS</b>	<b>Science Proficiency</b> Biology <b>47.5 PTS</b>	<b>4-year Cohort Rate</b> <b>190 PTS</b>	<b>Performance</b> AICE/Dual Credit Enrollment <b>23.75 PTS</b>	<b>ACT Math Performance (ACT)</b> <b>23.75 PTS</b>	<b>Progress to Proficiency (LAS Links)</b> <b>50 PTS</b>
<b>Growth All Students</b> First Language English <b>95 PTS</b>	<b>Growth All Students</b> Coordinated Math 2 <b>95 PTS</b>	<b>U.S. History Proficiency</b> American History <b>47.5 PTS</b>		<b>Participation</b> AICE/Dual Credit Enrollment <b>23.75 PTS</b>	<b>ACT Reading or English Performance (ACT)</b> <b>23.75 PTS</b>	
<b>Growth Lowest 25%</b> First Language English <b>95 PTS</b>	<b>Growth Lowest 25%</b> Coordinated Math 2 <b>95 PTS</b>					

# Mississippi/Corinth Graduation Requirements

- ▶ Required in specific subject areas
  - ▶ English
  - ▶ Mathematics
  - ▶ Science
  - ▶ Social Studies
- ▶ State required passing score for Cambridge exams will be set
  - ▶ After the 2023 exam administration
  - ▶ Based on a Percentage Uniform Mark (Equivalent of a Scale Score)
  - ▶ By a panel of Mississippi educators, with Corinth educators making up 20-30% of panel
  - ▶ Multiple opportunities to achieve a passing score will be available



# Mississippi/Corinth Graduation Requirements

- ▶ Where we are in 2022-2023 and going forward with passing requirements
  - ▶ Students currently enrolled in IGCSE Biology will have to meet
  - ▶ Students enrolled in IGCSE Coordinated Math 2 will have to meet
  - ▶ Students enrolled in IGCSE and AICE US History will have to meet IGCSE requirement
  - ▶ 10<sup>th</sup> grade students will have to meet IGCSE First Language English requirement on Syllabus 0500
- ▶ Why change in the middle of this year?
  - ▶ MDE requested permission for the 2021-2022 school year and USDE did not approve (April 2022)
  - ▶ Required Corinth/Cambridge/MDE to complete the peer review process
  - ▶ Received notification of approval for the 2022-23 school year on November 30, 2022
  - ▶ Additional requirements to be submitted after the 2023 administration

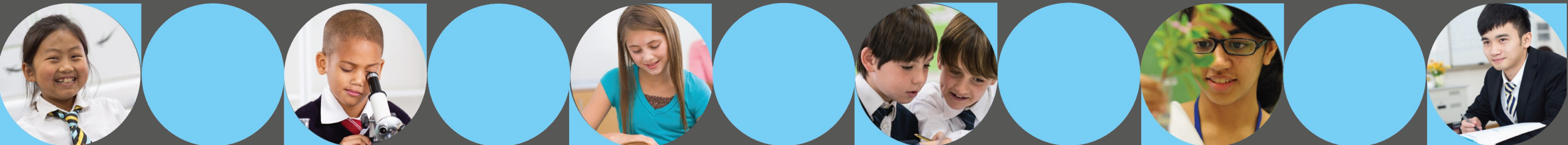


# Mississippi/Corinth Graduation Requirements

- ▶ What about students in AICE Courses taking IGCSE exams?
  - ▶ Initially, will be some double testing
  - ▶ Subjects have parallel curriculums and objectives or relationships to previously taught material
  - ▶ Preparation for the Mississippi MAAP covered IGCSE content
  - ▶ Reconfigure subject pathways/testing for the 2023-2024 school year
- ▶ What additional supports will we put in place to ensure all students are successful?
  - ▶ Intersession
  - ▶ Additional tutoring during/after school
  - ▶ Scheduled targeted tutoring and materials
  - ▶ Comprehensive review materials and sessions



# Review of Cambridge Pathway & IGCSE Exams Required for Graduation



# Cambridge Pathway

## Cambridge Pathway



A clear path for educational success from age 5 to 19



### Cambridge Primary

Age 5 +

Curriculum and assessment for 10 subjects (including English, Maths and Science)

### Cambridge Lower Secondary

Age 11 +

Curriculum and assessment for 10 subjects (including English, Maths and Science)

LS Digital Unit Assessments

### Cambridge Pre-Advanced

Age 14 +

Cambridge IGCSE™ (70+ subjects)  
Cambridge O Level (40+ subjects)  
Cambridge ICE Certificate

IGCSE Digital Progression Tests

### Cambridge Advanced

Age 16 +

Cambridge International AS & A Level (55+ subjects)  
Cambridge AICE Diploma  
Cambridge IPQ  
**Mock Digital Service\***

CPSQ for Students

Cambridge CEM baseline assessments to measure potential and progress

Cambridge Professional Development for teachers and school leaders

CPSQ for Teachers

Learn • Discover • Achieve



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# IGCSE Pathway

- ▶ IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English.
- ▶ IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving.
- ▶ There are over 70 subjects available at Cambridge IGCSE, including 30 languages, and schools can offer them in any combination.
- ▶ Cambridge IGCSE develops learner knowledge, understanding and skills in:
  - Subject Content
  - Applying knowledge and understanding to new as well as familiar situations
  - Intellectual enquiry
  - Flexibility and responsiveness to change
  - Working and communicating in English
  - Influencing outcomes
  - Cultural awareness
- ▶ Supports students in their performance within Cambridge Advanced courses, as well as other student academic indicators.



# IGCSE Subjects Approved in Peer Review



For English II: 0500 IGCSE First Language English



For Algebra I: 0580 IGCSE  
Mathematics – Extended

Extended curriculum targets grades 'A\*' to 'E' only



For Biology I: 0610 IGCSE  
Biology – Extended

Extended curriculum allows access to full grade set, incl. 'A\*', 'A' and 'B'



# Assessment Structure – Overview

IGCSE First Language English	IGCSE Mathematics – Extended	IGCSE Biology – Extended
Paper 1: Reading 50% (May 3, 2023)	Paper 2: Short answer questions 35% (May 2, 2023)	Paper 2: Multiple Choice 30% (June 8, 2023)
Paper 2: Reading and Writing 50% (May 5, 2023)	Paper 4: Structured questions 65% (May 4, 2023)	Paper 4: Theory 50% (May 2, 2023)
		Paper 5: Practical Test <u>or</u> Paper 6: Alternative to Practical 20% (May 9, 2023)



# Assessment Structure – Overview

IGCSE American History		
Paper 1: Making of a Nation 47% (April 27, 2023)		
Paper 2: Depth Study 35% (May 1, 2023)		
Coursework: Personal Study Centre Devised 18% (April, 2023)		



# Assessment Objectives (AOs)

- ▶ Assessment objectives are a fundamental element of assessment design for Cambridge syllabuses
- ▶ They express:
  - ▶ How the subject area is broken down
  - ▶ How these different elements of the construct are weighted
  - ▶ The 'skills' aspect of subject content
- ▶ English
  - ▶ Reading (50%)
  - ▶ Writing (50%)
- ▶ Mathematics
  - ▶ Knowledge and understanding of mathematical techniques (40-50%)
  - ▶ Reason, interpret and communicate mathematically when solving problems (50-60%)
- ▶ Sciences, incl. Biology
  - ▶ Knowledge with understanding (50%)
  - ▶ Handling information and problem-solving (30%)
  - ▶ Experimental skills and investigations (20%)



# Assessment Objectives (AOs)

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- ▶ They express:
  - ▶ How the subject area is broken down
  - ▶ How these different elements of the construct are weighted
  - ▶ The 'skills' aspect of subject content
- ▶ American History
  - ▶ An ability to recall, select, organize and deploy knowledge of the syllabus content
  - ▶ An understanding of the past through explanation, analysis, and substantiated judgements of;
    - change and continuity, cause and consequence, similarity and difference, historical significance
    - the motives, emotions, intentions and beliefs of people in the past
  - ▶ An ability to understand, analyze, evaluate, and use critically a range of sources as evidence, in their historical context
  - ▶ An ability to:
    - use critically a range of sources to generate an interpretation of the significance of the event, person, site, or object in their historical context
    - Provide appropriate acknowledgement of sources



# Description of Assessment Objectives

IGCSE First Language English		IGCSE Mathematics – Extended	IGCSE Biology – Extended
R1	Demonstrate understanding of explicit meanings	<ul style="list-style-type: none"> <li>Organize, interpret, and present information accurately in written, tabular, graphical, and diagrammatic forms</li> <li>Perform calculations by suitable methods</li> <li>Use mathematical and other instruments to measure and to draw to an acceptable degree of accuracy</li> <li>Make logical deductions from given mathematical data</li> <li>Recognize patterns and structures in a variety of situations, and form generalizations</li> <li>Respond to a problem relating to a relatively unstructured situation by translating it into an appropriately structured form</li> <li>Apply combinations of mathematical skills and techniques in problem solving</li> <li>Present concise reasoned arguments to justify solutions or generalizations, using symbols, diagrams or graphs and related explanations</li> </ul>	<p>Knowledge with understanding:</p> <ul style="list-style-type: none"> <li>scientific phenomena, facts, laws, definitions, concepts and theories</li> <li>scientific vocabulary, terminology and conventions</li> <li>scientific instruments and apparatus, including techniques of operation and aspects of safety</li> </ul> <p>Handling information and problem solving:</p> <ul style="list-style-type: none"> <li>locate, select, organise and present information from a variety of sources</li> <li>manipulate numerical and other data</li> <li>present reasoned explanations for phenomena, patterns and relationships</li> <li>solve problems, including some of a quantitative nature</li> </ul> <p>Experimental skills and investigations:</p> <ul style="list-style-type: none"> <li>plan experiments and investigations</li> <li>make and record observations, measurements and estimates</li> <li>interpret and evaluate experimental observations and data</li> </ul>
R2	Demonstrate understanding of implicit meanings and attitudes		
R3	Analyze, evaluate, and develop facts, ideas, and opinions, using appropriate support from the text		
R4	Demonstrate understanding of how writers achieve effects and influence readers		
R5	Select and use information for specific purposes		
W1	Articulate experience and express what is thought, felt, and imagined		
W2	Organize and structure ideas and opinions for deliberate effect		
W3	Use a range of vocabulary and sentence structures appropriate to context		
W4	Use register appropriate to context		
W5	Make accurate use of spelling, punctuation, and grammar		

*\*NB: For Mathematics and Biology, selected assessment objectives are given for illustrative purposes; they are presented in full in the syllabus document*



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# Subject Content

- ▶ Subject content provides greater detail about the topic areas and learning outcomes for a syllabus

## IGCSE First Language English

- Demonstrate understanding of written texts, and of the words and phrases within them
- Summarize and use material for a specific context
- Develop, analyze, and evaluate facts, ideas, and opinions
- Demonstrate understanding of how writers achieve their effects and influence readers
- Select appropriate information for specific purposes
- Recognize and respond to linguistic devices, figurative language, and imagery
- Express what is thought, felt, and imagined
- Organize and convey facts, ideas, and opinions effectively
- Demonstrate a varied vocabulary appropriate to the context
- Demonstrate an effective use of sentence structures
- Demonstrate an understanding of audience, purpose, and form
- Demonstrate accuracy in spelling, punctuation, and grammar

## IGCSE Mathematics – Extended

- Number
- Algebra
- Functions
- Geometry
- Transformations and Vectors
- Geometrical Measurement
- Coordinate Geometry
- Trigonometry
- Probability
- Statistics

## IGCSE Biology – Extended

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on ecosystems



# Subject Content

- ▶ Subject content provides greater detail about the topic areas and learning outcomes for a syllabus

## IGCSE American History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Either Emergence of a Nation (1754-1890) or Consolidating the Nation 1890-2000</b></li><li>• Emergence of a Nation 1754-1890</li><li>• The content focuses on the following Key Questions:</li><li>• How and why did the United States develop as an independent nation?</li><li>• Why had the borders of the United States changed so much by 1853?</li><li>• How and why did the lives of Native Americans change?</li><li>• What were the causes and consequences of the Civil War?</li><li>• How and with what effects did the economy change after 1850?</li><li>• What was the impact of immigration after 1850</li></ul> | <ul style="list-style-type: none"><li>• Consolidating the Nation 1890-2000</li><li>• What impact did the growth of cities have on Americans before 1920?</li><li>• Was the 1920s a “boom time for all Americans?”</li><li>• What were the causes of the Wall Street Crash and the consequences of the Great Depression?</li><li>• How did the lives of African Americans change during the period from 1890-1970?</li><li>• How did the United States manage its relationship with the rest of the world after 1945?</li><li>• How did the United States deal with domestic challenges after 1945?</li></ul> | <ul style="list-style-type: none"><li>• In addition, all candidates must also study at least one of the following Depth Studies:</li><li>• Manifest Destiny and Early Expansion 1830-1880</li><li>• The Women’s Suffrage Movement 1866-1920</li><li>• The United States and the World 1880-1917</li><li>• American Society and Popular Culture 1920-1970</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Assessment Structure – Items Types by Assessment

IGCSE First Language English	IGCSE Mathematics – Extended	IGCSE Biology – Extended
<p><i>Paper 1: Reading</i></p> <p>80 marks ~ 3 sections: comprehension task and summary task; short-answer questions and language task; and extended response to reading</p>	<p><i>Paper 2: Short answer questions</i></p> <p>70 marks ~ 20 questions ~ 34 items (approx.) short-answer questions based on the Extended curriculum</p>	<p><i>Paper 2: Multiple Choice</i></p> <p>40 marks ~ 40 items multiple-choice items of the four-choice type based on the full curriculum</p>
<p><i>Paper 2: Directed Writing and Composition</i></p> <p>80 marks ~ 2 sections: directed writing task; composition task</p>	<p><i>Paper 4: Structured questions</i></p> <p>130 marks ~ 12 questions ~ 49 items (approx.) structured questions based on the Extended curriculum</p>	<p><i>Paper 4: Theory</i></p> <p>80 marks ~ 6 questions ~ 28 items (approx.) short-answer and structured questions based on the full curriculum</p>
		<p><i>Paper 5 or 6: Practical</i></p> <p>40 marks 2 structured experiments</p>



# Assessment Structure – Items Types by Assessment

## IGCSE American History

### *Paper 1: Making of a Nation*

60 marks

Candidates answer 3 questions from either Section A or Section B. Each Section contains six questions from the Core Content and candidates answer any three of the questions. All questions are in the form of structured essays, split into three parts: (a), (b), and (c).

### *Paper 3: Personal Study*

25 marks

The candidate undertakes a research-based inquiry into an event, person, site or object. Each candidate must research the event, person, site or object in its context to assess its historical significance. Each candidate must submit a 1400-1600 word essay.

### *Paper 2: Depth Study*

45 marks ~

Candidates answer all five questions within one depth study. A number of written and pictorial sources (up to seven) will be provided for each Depth Study. The five questions are based on the source materials provided.



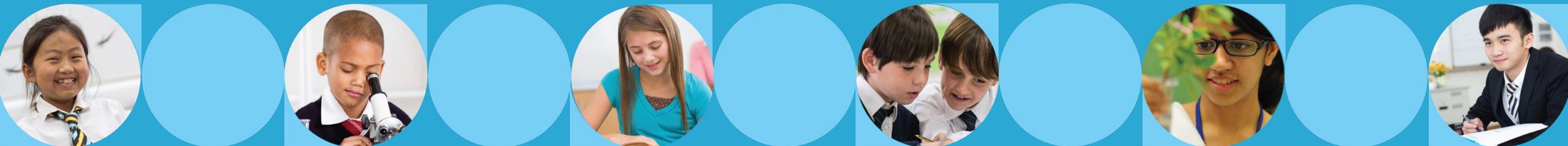
# Accommodations—IGCSE Assessments

Cambridge Assessment International Education will allow all accommodations found in the *Mississippi Testing Accommodations Manual* (July 2022)

- ▶ Individuals with Disabilities Education Improvement Act (IDEA) of 2004
- ▶ Section 504 of the Rehabilitation Act of 1973
- ▶ English Learners
- ▶ Temporary Disability
- ▶ Unique Requests



# Questions





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# THANK YOU

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