



Cooper Academy Parent Handbook



COOPER ACADEMY

559-248-7050

2277 W. Bellaire

Fresno, CA 93705

Table of Contents

What is IB?	2
IB vs. Traditional Education	3
Assessments: Formative, Summative	4
Criterion-referenced Assessment compared to A-F Assessment	5
IB MYP Components – definitions	6
IB Learner Profile Traits	7
Key Concepts	8
Global Contexts	9
Approaches to Learning Skills (ATL)	10
MYP Assessment Criteria across all subject/disciplines	11

What is IB?

As presented in the IB Mission Statement, an IB education strives “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. Why is an IB education important? Again, as explained in their Mission Statement, because it is important “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

It is a complete, integrated system of education for students from the age of 3 – 19, consisting of four separate but related levels: PYP (Primary), MYP (Middle) and DP (Diploma) CP(Career).

In High School, students are part of the Diploma Program or the Career Program. CP (IB’s newest program) is designed for students interested in pursuing a career-related education. Emphasis on developing skills for the workplace. Students are enrolled in at least 2 DP courses. The DP program seeks to develop successful, globally-minded students who are ready to enter college by completing a rigorous 2-year program consisting of:

- Content curriculum carried forward from the MYP (Language, History, Science, Math, Arts and Language Acquisition and Physical Education) are now joined by 3 critical components:
 - Creative, Activity, Service Project (CAS); Theory of Knowledge (TOK); Extended essay
- Complete IB DP external exams and Diploma exam recognized and accepted by US and international universities.

In Middle School, students are part of the Middle Years Program. The MYP seeks to develop global and civic-minded students ready to enter the DP program by completing a 5-year program in which the students complete:

- Interdisciplinary units (at least one per year)
- In addition to the 5 essential elements introduced in the PYP (some of which are expanded in depth), the MYP introduces Global Contexts.
 - Global Contexts serve as a lens for all courses and units of study: Identity & Relationships; Fairness & Development; Technological & Scientific Innovation; Globalization and Sustainability; Personal and Cultural Identity; Orientations in Space and Time
- Content curriculum carried forward from the PYP (language, math, science, social studies, physical education, and art, which is now either visual or performing), is now joined by 2 new courses: Language Acquisition (2nd language), and Design.
- Self-directed and executed Project
 - 8th grade –Community Project (collaborative groups of 2-4)
 - The aims of the MYP Community Project is to encourage and enable students to participate in a sustained, self-directed inquiry within a global context
 - 10th grade – Personal Project (independent)

In Elementary school, students are part of the Primary Years Program. The PYP seeks to develop inquiring students ready to enter the MYP program by completing a 5-year program in which students complete:

- Units are taught using 6 different transdisciplinary themes, helping students which make connections between the subjects, students, and the world.
- 5 essential elements are introduced and embraced. These elements continue on in the MYP and the DP: Knowledge, Concepts, Skills, Attitudes (Learner Profile traits), Action/Service
- Content curriculum consists of language, math, science, social studies, arts, and physical education.
- Self-directed and executed Project
 - Exhibition – an in-depth inquiry into real life issue or problem.

How is IB accomplished?

1. Through the three “C’s” of Cooper Academy:
 - a. It is a complete, integrated system of education for students from the age of 3 – 19.
 - b. It is concept-based rather than simply fact-based. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. A focus on broad ideas with relevance within and across subject areas.
 - c. It is connected. Because of the traits, process, and concepts shared and embraced by all the classes, students are able to transfer and apply learning from one environment to another.
2. Processes that are embedded and a part of all curriculum
 - a. Inquiry, Action, Reflection
 - b. Opportunities for self-directed, inquiry-based learning experiences
 - c. 10 IB Learner Profile Traits - inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.
 - d. Approaches to Learning – Communication, Social, Self-management, Research, Thinking. These skills help students to become life-long successful learners.

How is it different from a traditional classroom experience?

Traditional Classroom	IB Classroom
Focuses on a specific Content (era in history, Novel, specific skill (math, English, science, etc.).	
	Key and Related Concept – What abstract, timeless, universal concept could frame the content?
	Global Context Exploration – Which lens will drive the instruction?
	Statement of Inquiry – a statement created using the concepts and exploration that becomes the conduit that students access the content, and make connections to themselves, other content, and the world around them.
Students learn about the content via textbooks, novels, articles, note-taking, activities and engagements, writing prompts.	
	IB Reflection/Connections/Explorations between specific content and other classes, real world situations, interests, etc.
Student learning and understanding of the content is checked along the way by means of quizzes, CFA’s. Opportunities for reteaching as necessary and available.	Formative assessments – a means of checking that students are grasping the content and conceptual learning taking place. Also an opportunity for students to respond to questions – both Unit questions and self-composed inquiry questions.
Summative assessments are usually academic in design: essays, tests, etc	Summative assessment – Students respond to the Statement of Inquiry, proving and supporting their stance with information from the content covered, as well as information gleaned from their personal lines of inquiry. *This is often more of a real-world artifact, as opposed to a written test.

What is the purpose of Assessment?

For decades, perhaps even centuries, the word “assessment” was synonymous with “grades”, and the purpose of grades was to summarize/judge your performance in school. At the end of the year, your grades were somehow averaged, calculated, and adjusted into a “Final Grade” that was representative of your “school achievement.”

Formative Assessment	Summative Assessment
Occurs while the topic is still being taught	Provides evidence of student knowledge and understanding
Helps build a foundation in necessary skills	Evaluates student achievement relative to specified criteria
Provides information necessary to address mistakes and misconceptions	Provides feedback
May include quizzes, writing prompts, exit passes, etc.	Project or performance-based

IB believes that the primary purpose of assessment is to improve student learning and classroom instruction. IB uses criterion-referenced rubrics for each subject, because they believe a criterion-referenced assessment provides more clarity than a letter grade. This is a huge paradigm shift for many students, parents, and teachers. Each subject has four different criteria, and each criteria is on a scale from 1 (lowest) to 7 (highest). These rubrics are used to score formative and summative assessments. Through these rubrics, students, teachers and parents receive specific feedback about progress and performance, empowering the students to take personal responsibility for improvement and advancement.

Because we are both a public school, and an IB school, we are required to do both types of grading. All work done in class will be graded, per FUSD policy, using traditional letter grades (A-F), and these scores will be recorded on their quarterly FUSD report cards. Students will also receive an IB criterion-based score on their assessments (formative and summative). Students will receive an IB report card at the end of each semester, showing their growth on the IB 1-7 Scale.

On the next page is an example of how a criterion-referenced assessment is different than an A-F assessment.

IB MYP Components

On the following pages, you will find information on various components that are critical to IB. They include:

-
- IB Learner Profile traits
 - In order to develop internationally-minded people, IB believes that all learners should strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.
 - All ten traits are equally important.
- Key Concepts
 - Key concepts promote the development of a broad curriculum. They allow for the connection across disciplines, subjects, and students. There are sixteen different Key concepts that all studies in each subject will be built around
- Global Contexts
 - Global contexts provide a common language for powerful contextual learning. One of six “lenses” will be used for each unit of study to facilitate understanding.
- Approaches to Learning Skills (ATL)
 - These five skills focus on the process of learning, helping students to become a confident, self-managed learner. Each unit of study will include focused practice and mastery of 1-3 of the skills.
- Using the MYP Assessment Criteria
 - There are four different criteria (A-D) for each of the 8 subjects

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 attributes of the IB Learner Profile: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, RISK-TAKERS, BALANCED, REFLECTIVE, PRINCIPLED, CARING, and COMMUNICATORS. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of the head inside. The background is a gradient of blue and white.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
--	---

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

KEY CONCEPTS

“Key Concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections...”

Aesthetics	Change	Communications	Communities
Arts	Arts	Arts	Design
	Individuals & Societies	Design	
	Physical & Health Ed	Language Acquisition	
	Science	Language & Literature	
		Physical & Health Ed	

Connections	Creativity	Culture	Development
Language Acquisition	Language Acquisition	Language Acquisition	Design
Language & Literature	Language & Literature		

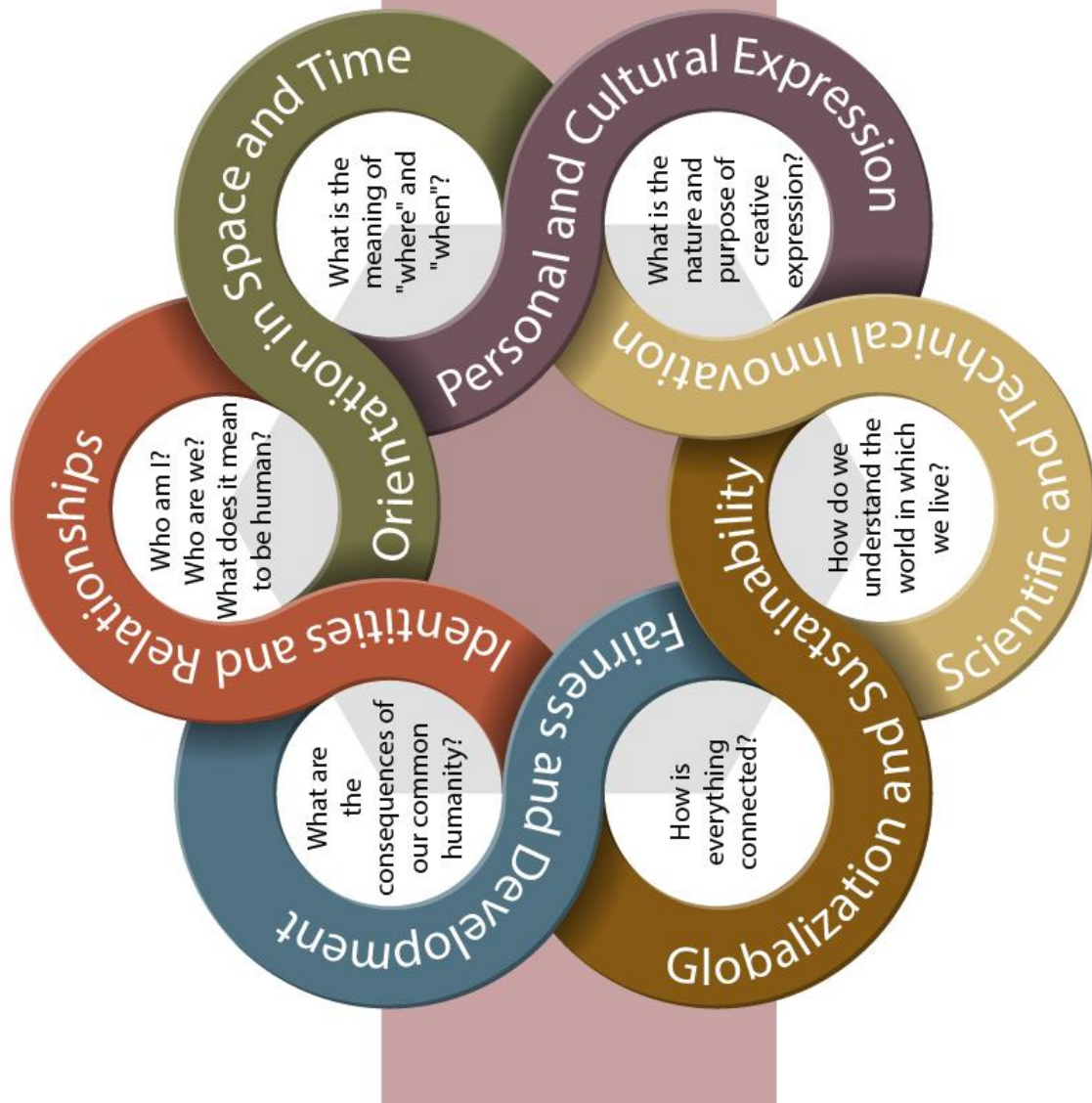
Form	Global Interactions	Identity	Logic
Math	Individuals & Societies	Arts	Math

Perspectives	Relationships	Time, Place & Space	Systems
Language & Literature	Math	Individuals & Societies	Design
	Physical & Health Ed		Individuals & Societies
	Science		Science

From Design Guide 2014 (Pre-publication)

GLOBAL CONTEXTS

©2015 aekeus@mac.com



MYP ATLs at a Glance

ATL Skill Categories	MYP ATL Skill Clusters	MYP ATL Skills (see From Principles to Practice for an exhaustive list, pg. 97)
Communication	Communication	• Use appropriate forms of writing for different purposes/audiences • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers/experts using variety of environments/media • Read critically and for comprehension • Make inferences and draw conclusions • Paraphrase accurately and concisely • Organize and depict information
Social	Collaboration	• Help others to succeed • Build consensus • Negotiate effectively • Give and receive meaningful feedback • Encourage others to contribute • Advocate for one's own rights and needs
Self-management	Organization	• Keep and use a weekly planner for assignments • Bring necessary equipment and supplies • Keep an organized & logical system of information files/notebooks • Select and use tech effectively and productively
	Affective	• Mindfulness: practice focus and concentration • Perseverance: demonstrate persistence and delaying gratification • Emotional Management: overcome impulsiveness and anger • Self-motivation: manage self-talk, think positive, analyze failure • Resilience: fail well, negotiate disappointment/change.
	Reflection	• Develop new skills, techniques, strategies for learning • Identify strengths and weaknesses • Demonstrate flexibility in selection of learning strategies • Consider content: what did I learn today? • Consider ATL development: What can I do? What can I do better? • Focus on process of creating by imitating others • Keep a journal to record reflections
Research	Information Literacy	• Collect, record and verify data • Access information to be informed and inform others • Make connections across sources of information • Understand and use technology systems. • Use critical literacy to analyze and interpret communications • Understand and implement intellectual property rights.
	Media Literacy	• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. • Make informed choices about personal viewing experiences • Understand impact of media representations/modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information to multiple audiences using a variety of media and formats • Compare/contrast and draw conclusions among media.
Thinking	Critical Thinking	• Recognize unstated assumptions and bias • Evaluate evidence and arguments • Gather relevant information to formulate and argument • Propose and evaluate a variety of solutions. • Identify trends and forecast possibilities
	Creative Thinking	• Use brainstorming/visual diagrams to generate new ideas/inquiries • Create novel solutions to authentic problems • Apply existing knowledge to generate new ideas, products, or processes. • Generate metaphors and analogies.
	Transfer	• Apply skills and knowledge in unfamiliar situations. • Compare conceptual understanding across disciplines. • Transfer current knowledge to learning of new technologies. • Change the context of an inquiry to gain different perspectives.

Using MYP Assessment Criteria

(The following is an excerpt from From Principles into Practice, pg. 80)

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting