



2019~2020 TANGLEWOOD MIDDLE SCHOOL APPLICATION



Copies of the following must accompany this application:

- Previous year's final report card
- First grading period or current report card
- Permanent Record Card
- Current Immunization Record
- Test Record Card
- Copy of Birth Certificate
- Social Security Number
- Proof of HISD Residency
(apartment lease/rent receipt, a utility bill receipt, or affidavit of residence)
- Teacher Recommendation
(returned in a signed sealed envelope)

HISD ID#: _____ 2019~2020 Grade Level: _____

Name of Student: _____
Last
First
Middle

School currently attending: _____ Current Grade Level: _____

Date of Birth: Month: _____ Day: _____ Year: _____ Gender: M _____ F _____

Ethnicity* (Circle One):

Hispanic African American White Asian/Pacific American Indian

Circle with whom the student lives as a permanent resident: Both Parents Father Mother Other

Father's Name: _____ Mother's Name: _____

Present address of parent or legal guardian:

Street Address *Apt. #* *City* *State* *Zip Code*

Home Phone: (____) _____

Father's business phone: (____) _____ Father's Cell Phone: (____) _____

Mother's business phone: (____) _____ Mother's Cell Phone: (____) _____

Email address: _____

Is either parent/guardian an HISD employee? No Yes, Where? _____

Does the child have a sibling attending Tanglewood? No Yes, Name: _____

Application due on or before December 7, 2018



*Esta información se pide en conformidad con el Sistema de Control de Información Pública Educativa (PEIMS) y las regulaciones federales.



Tanglewood Middle School

An International Baccalaureate World School

5215 San Felipe

Houston, Texas 77056

(713) 625-1411/Fax: (713) 625-1415

Gretchen Kasper-Hoffman, Principal

J. Maldonado & K. Sanford, Deans



Teacher Recommendation Form

Name of Applicant _____

Applicant for Grade _____

Parent or Guardian: Please write your child's name in the space above and read and sign the following before giving this to your child's teacher. Please include an addressed/stamped envelope.

I understand and agree that the information contained on this Teacher Recommendation Form is confidential and will be used only in the selection of applicants and will not become part of the applicant's permanent file. I also agree that this completed form will not be available to applicants, parents, or anyone outside of the Admissions Committee, and I waive any right that I may have to see it.

Signature of Parent or Guardian

Date

Academic Skills

<i>Ratings</i>	<i>Truly Outstanding</i>	<i>Excellent</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Comments</i>
Listens to and follows teacher's directions.						
Is attentive to group discussions/activities.						
Contributes appropriately to group activities.						
Demonstrates ability to work independently.						
Perseveres in spite of difficulty.						
Works cooperatively.						
Enjoys new challenges.						
Demonstrates appropriate energy level.						
Demonstrates ability to stay on task.						
Exhibits appropriate work ethic.						

Social Skills

<i>Ratings</i>	<i>Truly Outstanding</i>	<i>Excellent</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Comments</i>
Responds positively to constructive criticism.						
Establishes friendships easily.						
Is comfortable in a group.						
Is respectful of faculty.						
Is respected by peers.						
Demonstrates self-control.						
Takes responsibility for belongings.						
Is cooperative.						
Demonstrates appropriate behavior.						
Exhibits emotional maturity.						
Demonstrates appropriate energy level.						
Takes pride in appearance.						

Communication Skills

<i>Ratings</i>	<i>Truly Outstanding</i>	<i>Excellent</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Comments</i>
Ability to express ideas verbally.						
Clarity of writing style.						
Grammar/Mechanics skills.						
Reading rate and fluency.						
Reading comprehension.						
Knowledge and usage of vocabulary.						
Imagination and creativity.						

This applicant is:

☐ Highly Recommended ☐ Recommended ☐ Recommended with Reservations ☐ Not Recommended

If you checked "Recommended with Reservations" or "Not Recommended," please explain. _____

Please describe any special teaching or testing accommodations/modifications that have been provided for the applicant in the classroom. _____

Is there anything regarding the applicant that would be helpful for the Admissions Committee to know? _____

Is there anything regarding the family that would be helpful for the Admissions Committee to know? _____

Signature of Teacher: _____

Date: _____

Print Name: _____

Telephone: _____

Name of School: _____

School Address: _____



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.





Middle Years Programme

The IB Middle Years Programme Programme at a glance

The International Baccalaureate (IB) Middle Years Programme (MYP) is an educational framework that encourages students aged 11 to 16 to make practical connections between their studies and the real world. At a time when students are establishing their identity and building self-esteem, the MYP is uniquely designed to offer a well rounded education and help students achieve success in school and in life.

Top Countries with MYP schools around the world



The MYP around the globe:

1,300

MYP schools in 100+ countries*

7,500

MYP students completed

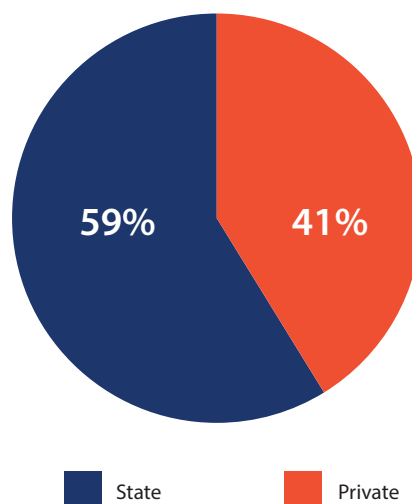
36,000+

individual examinations and ePortfolios in 2016 *

55,000+

MYP students completed the Personal Project in the final year of the programme**

MYP Schools



*As of October 2016

**May 2016 exam session only



International Baccalaureate
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Bachillerato Internacional

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Flexible framework

The programme's flexible curriculum is compatible with national systems of education and able to meet local, district, provincial, state and national requirements.

The five-year programme is offered by various types of schools around the world, including state-supported schools, independent schools and private international schools. It can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats.

Inquiry-based, concept-driven curriculum

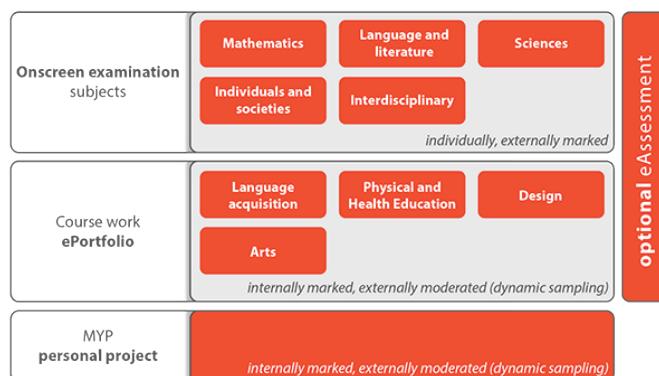
The MYP ensures breadth and depth of understanding through study in eight subject groups (language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design). Addressing the intellectual, social, emotional and physical well-being of students holistically, the MYP prepares them to take principled action by participating in service within the community and requiring study of at least two languages (language of instruction and additional language of choice) to support the understanding of their own cultures and those of others.

MYP students also engage with big ideas, rather than simply memorizing facts in order to prepare for exams. As a result, they develop learning skills that they can rely on throughout the course of their independent, purpose-driven lives.

Innovative assessments

Today's students are increasingly digitally aware and engaged with technology. To meet their needs, the MYP offers a range of innovative eAssessments (external assessments) that go beyond traditional examinations. MYP eAssessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations.

MYP eAssessment helps schools make robust and reliable judgments about students' development as global learners, their ability to transfer understanding to unfamiliar situations, and their capacity to connect academic study with the world beyond the classroom.



Strong predictor of performance in the IB Diploma Programme (DP) or Career-related Programme (CP)

Students who complete the MYP are well-prepared for the academic requirements of secondary school. Research studies provide evidence that MYP students have a strong foundation to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

Pass rates of MYP students in the Diploma Programme

The data presented here compares pass rates of former MYP students from moderating schools, with the whole cohort of DP students. (Information source: IB internal data systems [IBIS])

	2013		2014		2015		2016	
Result DP	All Candidates	MYP	All Candidates	MYP	All Candidates	MYP	All Candidates	MYP
Pass Rate	79.0%	88.9%	79.4%	88.0%	80.8%	90.6%	79.3%	89.4%
Students achieving 40+	6.5%	7.6%	6.8%	8.4%	7.5%	9.2%	7.3%	8.4%
Pass Rate Bilingual DP	21.0%	34.7%	20.6%	34.5%	19.2%	35.3%	20.7%	35.9%

Interested in offering the MYP?

Learn more on how to become an IB World School at www.ibo.org or contact an IB regional office:

Africa, Europe, Middle East: ibaem.development@ibo.org • Asia-Pacific: ibapdevelopment@ibo.org

The Americas: iba.outreach@ibo.org



International Baccalaureate
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The Middle Years Programme: A guide for parents



Middle Years
Programme

The IB Middle Years Programme (MYP), for students aged 11 to 16, is designed as an inclusive, whole-school programme by the International Baccalaureate (IB), a not-for-profit organization supporting the education of more than 1 million students every year in over 3,900 schools in 147 countries.

Why the Middle Years programme?

Parents who want the best possible education for their children choose the MYP because it includes:

- rigorous learning objectives
- a student-centred approach to teaching
- international perspectives
- concern for the whole child
- sustained teaching and learning in more than one language
- a focus on learning how to learn
- the development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations.

The MYP teaches tools for lifelong learning and fosters responsible attitudes that help students discover how to use what they learn to take principled action. The MYP's focus on independent learning makes it the ideal preparation for the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

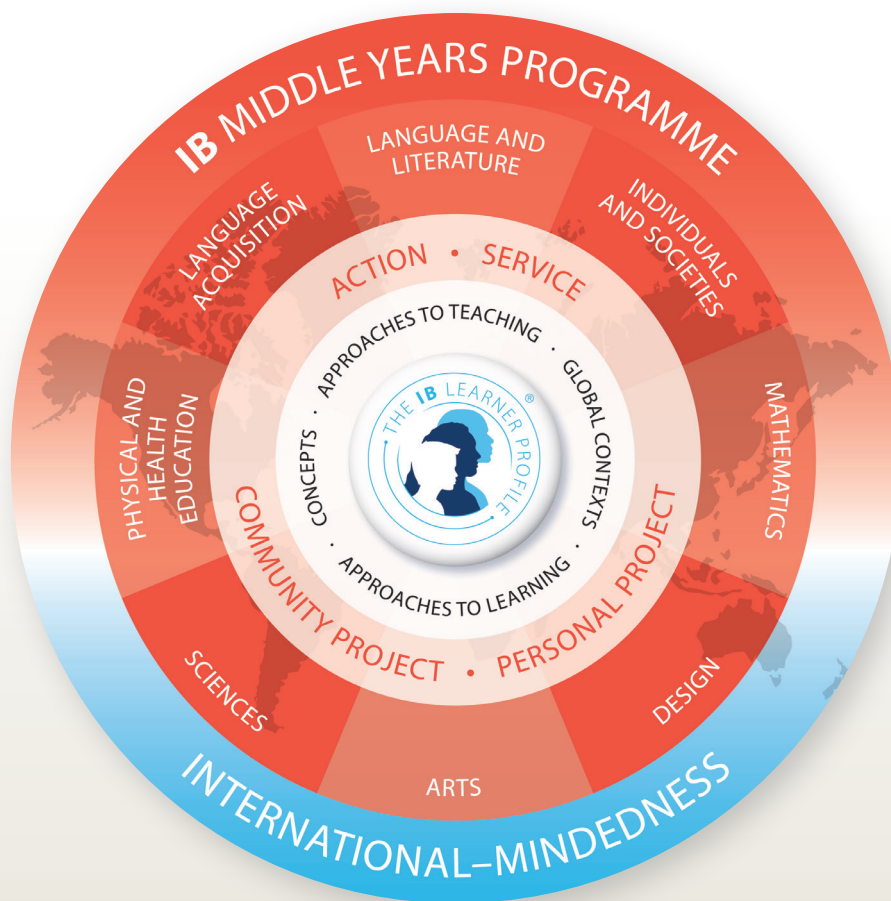
Along with the introduction of mandatory moderation of the personal project, 2016 sees a change in the optional assessment for the MYP. The new optional MYP eAssessment provides external evaluation for students in year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate.

MYP eAssessment represents a balanced, appropriately-challenging model that comprises examinations and coursework.

Two-hour onscreen examinations in four subject groups (language and literature, sciences, mathematics, individuals and societies) and in interdisciplinary learning are individually marked by IB examiners. Portfolios of student work for four subject groups (language acquisition, physical and health education, arts, and design) are moderated by IB examiners to international standards.

These innovative assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.





Distinctive features of the MYP

At the core of all IB Programmes is the learner profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

In the MYP, students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year. Distinctive features of the MYP include:

- **Key and related concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global contexts** provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- **Approaches to teaching and learning**, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

- **Action and service**, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).
- **The personal project**, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

"Our parents are excited because students are becoming well-rounded and they're getting that classic liberal arts-minded education."

Dr. John Waller, director, secondary curriculum and special programs, Marietta City Schools, Marietta, Georgia, USA

Interested in learning more about the MYP?
please visit the IB website: www.ibo.org/myp



Interested in learning more about the MYP?
**Watch a video, download brochures
and read more online!**

Frequently asked questions about the Middle Years Programme

What is the Middle Years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). The MYP is a five-year programme, which can be implemented in a partnership between schools or in abbreviated two-, three- or four-year formats.

In an MYP classroom, you'll notice that the students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. A unique feature of the programme is that it extends the traditional curriculum to include immersion in four themes—approaches to teaching and approaches to learning, global contexts and concepts. Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression.

What are the advantages of an IB education?

- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.



Do IB teachers receive special training?

All MYP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the MYP.

Are IB programmes considered “gifted” programmes?

In most cases, the MYP requires schoolwide implementation and therefore encompasses all students. All teachers who teach in MYP classrooms are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

Students who complete the MYP are well-prepared to undertake the IB Diploma Programme or Career-related Programme.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Have studies been done on the impact of the MYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent study found that Middle Years Programme students in a US public school district were more likely to achieve a proficient or advanced performance level on state mathematics and science assessments than their counterparts in five comparison schools. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

Are there external assessments in the MYP like in the Diploma Programme?

In the final year of the programme, the optional MYP eAssessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement: Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period of time. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate. Find out more about [MYP assessment](#).

How can I learn more about the IB and MYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's MYP coordinator
- Speak with your child's MYP classroom teacher.