In Grades Pre-Kindergarten through 5, the International School of Port of Spain offers the International Baccalaureate Primary Years Programme (PYP). The PYP is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to teach for a depth of understanding, and enabling students to become independent and lifelong learners. Inquiry begins with these themes:

• Who we are
• Where we are in place and time
• How we express ourselves
• How the world works
• How we organize ourselves
• Sharing the planet

Using structured inquiry based on these themes, the PYP gives children a strong foundation in languages, social studies, mathematics, visual arts, music, drama, science and technology, physical education, and personal and social education. The themes include and transcend subject areas and are used to classify knowledge about the world.

UNITS OF INQUIRY
PYP students explore the themes each year through six Units of Inquiry (four in Pre-Kindergarten) designed to ensure that knowledge, concepts, and skills are developed in sequence. Students become familiar with the structure of questioning, later using this method to answer their own independent questions. The Units of Inquiry also frame the development of attitudes and the choice of appropriate action on the part of the students.

CORE GOALS
ACADEMIC ACHIEVEMENT
Each student will meet challenges to reach his/her academic potential. Students will:
• Consistently do their best (perform to their potential)
• Persevere when confronted by challenges
• Take responsibility for their learning
• Make connections

WELL ROUNDED
Each student will explore a variety of interests and pursue his/her passion. Students will:
• Exhibit open-mindedness and risk taking
• Demonstrate the ability to work independently in a group
• Develop knowledge and skills in a variety of areas

GLOBAL CITIZENSHIP
Each student will make a positive contribution to the greater community. Students will:
• Respect and value diversity
• Act with integrity and take responsibility for their actions
• Recognize and respond to the needs of the wider community

OUR VISION
Inspiring thinkers and doers to shape a better world.

OUR MISSION
ISPS is a vibrant learning community dedicated to developing passionate learners who strive for excellence and pursue their unique potential. We encourage resilience, innovation and collaboration, preparing students to act with confidence and integrity as global citizens.

MOTTO
Difference Makers, Future Shapers.

OUR EDUCATIONAL PHILOSOPHY
The International School of Port of Spain (ISPS) provides a college preparatory, holistic education for children from Pre-Kindergarten through Grade Twelve, providing them with the skills, knowledge and values necessary to be productive individuals in an interdependent world, focusing on programs of study and requirements of universities in North America and abroad. ISPS strives to meet the needs of both international families and long-term residents of Trinidad and Tobago.

Acknowledging that each learner is unique and valuable, ISPS nurtures the love of learning, high self-esteem and appreciation for human diversity in a manner that supports high quality education. The school’s Board of Directors works closely with the school’s administration to meet the needs of the school community while actively inviting parents, faculty and students participation into the school’s life.

The International School of Port of Spain (ISPS) offers an international education based upon a US curriculum model while utilizing the rich and diverse environment of Trinidad and Tobago and draws on the special qualities of the ISPS community to prepare young people for the challenges they will face as citizens of the twenty-first century.
Elementary School Specialist Overview

<table>
<thead>
<tr>
<th>Subject</th>
<th>PRE K</th>
<th>KINDERGARTEN</th>
<th>GRADE ONE</th>
<th>GRADE TWO</th>
<th>GRADE THREE</th>
<th>GRADE FOUR</th>
<th>GRADE FIVE</th>
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<tbody>
<tr>
<td>ART</td>
<td>45 minutes twice weekly</td>
<td>45 minutes twice weekly</td>
<td>45 minutes twice weekly</td>
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<td>MUSIC</td>
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<td>45 minutes three times weekly</td>
<td>45 minutes twice weekly</td>
<td>45 minutes twice weekly</td>
<td>45 minutes twice weekly</td>
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<td>LIBRARY</td>
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<td>45 minutes weekly</td>
<td>Independent work</td>
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<td>45 minutes twice weekly</td>
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<td>Three times monthly</td>
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<td>SPANISH</td>
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<td>180 minutes</td>
<td>180 minutes</td>
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<tr>
<td>GUIDANCE</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
<td>Twice monthly</td>
</tr>
</tbody>
</table>

Our six Units of Inquiry

- **Who We Are**
  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

- **Where we are in Place and Time**
  An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we Express Ourselves**
  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the World Works**
  An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **How we Organize Ourselves**
  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **Sharing the Planet**
  An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.
ISPS ELEMENTARY SCHOOL CURRICULUM - 2017

Pre-Kindergarten

Who We Are

- Growth can bring awareness of changes in behavior and interest.
- Cultures use nursery rhymes and songs to express feelings, ideas and beliefs.
- Materials have different properties that determine their use.
- The relationship between the parts of a plant and its needs changes as it develops.

How We Express Ourselves

- Change, connection, reflection
- Reflection, function, perspective
- Form, connection, function
- Form, function, reflection

How the World Works

- Growth, similarities, differences, rights, diversity, communication
- Interpretation, communication, role, beliefs
- Properties, uses of materials, texture
- Growth, independence, responsibility, consequences, systems

Sharing the Planet

Central Idea

Key Concepts

Related Concepts

Transdisciplinary Skills

Social and communication skills.

Communication, listening and self-management skills.

Thinking and research skills.

Thinking, social and self-management skills.

Skills: What do we want students to be able to do?

We believe that the acquisitions of skills allow students to construct meaning and understanding. These skills are developed through in-depth study of PYP units. In order to be lifelong learners students need to master a whole range of skills. Students develop and practice skills throughout the PYP years gaining knowledge and skills that allow them to build a solid foundation to move on to the next level.

- Research Skills: Students learn how to ask compelling and relevant questions; collect; record; organize; interpret data and present findings.
- Thinking Skills: Students learn how to: apply; analyze; synthesize; evaluate the knowledge they have required.
- Mathematics Skills: Students who understand mathematics can think and reason mathematically and use their skills in and out of school to problem-solve. Problem-solving skills are at the core of our program. Also, developing a positive attitude to mathematics is a primary focus. Students are encouraged to use manipulatives to enhance their learning, and become familiar with the language of mathematics.
- Social Skills: Students work on accepting responsibility; resolving conflicts; making good decisions; cooperating; respecting others and accepting responsibility.
- Self Management: Students work on fine and gross motor skills; spatial awareness; organization; safety; good behaviour; informed choices and a healthy lifestyle.

An Inquiry Into:

- Identifying needs and wants
- Ways in which physical growth and learning have changed you
- Comparing ourselves to others
- Different types of songs and nursery rhymes across the world
- How songs and rhymes reflect culture
- How language is used to express feelings and ideas
- Specific properties of materials
- The uses of materials
- Where materials are found
- Parts of a plant
- Changes in plants as they grow
- The needs of a plant

Snapshot of Inquiry

Pre-Kindergarten: All About Me

Transdisciplinary Theme: Who We Are

What a great way to begin the year for Pre-Kindergarteners learning about themselves “It is all about me at this point.” This PYP unit takes place during the first term. The central idea, “Growth can bring awareness of changes in behavior and interest”, is explored through activities such as self-portraits, fingerprinting and creating video portraits.

This unit helps students celebrate their individuality and learn about likeness and differences. We build on those important foundation skills that help with student’s transition to a new school. For example how students grow and change during their year in Pre-Kindergarten. In the science part of the unit, we focus on learning the major parts of the body.
Kindergarten

Central Idea

Relationships can change over time and require responsible action to avoid conflict.

Key Concepts

change, responsibility, reflection
form, reflection, causation
function, perspective, form
function, connection, causation
perspective, responsibility, connection
form, responsibility, causation

Related Concepts

structure, rights, conflict, relationships, communication
similarities, differences, diversity, identity
communication, opinion, interpretation
consequence, behaviour, physics, patterns, relationship
role, citizenship, interdependence
resolution, rights, relationship

Transdisciplinary Skills

Thinking, social and communication skills.
Research, communication, social and thinking skills.
Thinking, social and communication skills.
Thinking, social and communication skills.
Thinking, communication and self-management skills.

An Inquiry Into:

• changes in relationships with friends and family
• rights and responsibilities in relationships
• conflict resolution
• elements of the story
• the writing process
• the style of writing of the different authors
• push and pull forces
• the effect of different surfaces on movement
• types of motion (linear, circular, straight etc.)
• effects of forces
• the meaning of citizenship
• the characteristics and attitudes of citizenship
• the connection between a citizen and her/his community
• characteristics and classification of living things
• basic needs of plants/animals
• responsibility to living things

An Inquiry Into:

• relationships can change over time as they move to different places.
• an author’s perspective shapes their unique style of writing.
• forces can be used to cause movement which may result in change.
• citizenship requires tolerance of others and responsible action for a group to function.
• environmental factors can influence the survival of living things.

An Inquiry Into:

• every author has a unique style of writing to express thoughts and ideas.
• the meaning of citizenship.

An Inquiry Into:

• the characteristics and classification of living things.

Language Skills

Language learning is essential to the development of ourselves and the universe. It is integral to exploring and sustaining personal growth and cultural awareness. Learning more than one language allows us to communicate and enrich intercultural understanding.

Students in Pre-Kindergarten through Grade One receive early morning routine in Spanish as well as daily classes for 20 minutes. Students in Grades Two through Five receive Spanish four times weekly.

Snapshot of Inquiry

Kindergarten: Celebrating Authors

Transdisciplinary Theme: How we express ourselves

This year long unit focuses on the development of students’ creative writing skills. The central idea, “every author has a unique style of writing to express thoughts and ideas,” is explored through looking at the writing of a different author each term. Students examine the authors’ choice of words to express themselves in different ways. Students will also have the opportunity to meet and interview a local author to learn about the writing process.

At the end of each author study, students will endeavour to write an original story mirroring the author’s writing style. Initially the class will write a group story to allow these first time authors to gain confidence in their creative writing abilities. The second book written by students will reflect a moral lesson written in the style of Leo Lionni.

Students will work with a partner and use the writing process to write and revise their story. The unit culminates in the final term with students working independently to create a story which emphasizes all the elements of a story (characters, setting, problem and solution).
Grade One: Personal Histories

Transdisciplinary Theme: Where we are in Place and Time

Students will examine their personal histories by learning about their family’s past. Inquiring about their roots will help them to develop an understanding of their history.

Students will learn how to track their history through primary documents (scrap books, awards, certificates, passports, letters, photographs etc.), and timelines. They will gain an understanding of why families have certain traditions that are important to hand down to the next generation. Creating a family crest that is symbolic of where they came from, and who they are today is evidence of their history.

As students learn about their families, they gain a better understanding of themselves and the importance of their personal history in the present and future. Some aspects of the study involves students’ discussion in Spanish.
Grade Two: Light

Theme: How the World Works

Students in Grade 2 study Physical Processes as they inquire into the different sources of light, the uses of light, how light works, and the relationship between light and heat.

In this unit, learning activities involve individual open-ended experiments and investigations on shadows, light, and color, and how light is reflected, refracted or absorbed. Students seek to answer the following:

- Where does light come from?
- How does light affect us?
- How can light be manipulated?

Upon completion of this unit, students gain new vocabulary words, engage in conducting their own experiments on light and heat, and form actions that show responsibility among citizens on conserving energy forms.
Grade Three

Who We Are
Where We Are in Place and Time
How We Express Ourselves
How the World Works
How We Organize Ourselves
Sharing the Planet

Central Idea
Lifestyle reflects the choices people make about fitness and nutrition.
Exploring ancient civilizations broadens our understanding of the world today.
Readers make connections with life experiences through a variety of texts.
Natural hazards may become natural disasters that can change human lives and the environment.
People form communities that are interdependent to meet their needs.
Water, a limited resource which sustains life, can lead to conflict.

Key Concepts
function causation reflection
function connection perspective
form connection perspective
causation form change
function responsibility connection
function reflection responsibility

Related Concepts
systems behavior patterns consequences nutrition fitness
interdependence civilization history
structure pattern interpretation
impact consequences structure transformation adaptation
citizen rights networks systems interdependence
systems responsibility evidence consequences impact

Trans-disciplinary Skills
Self-management and research skills.
Research, thinking and communication skills.
Research, thinking and communication skills.
Research and thinking skills.
Social, self-management and thinking skills.
Inquiry research, communication self-management and thinking skills.

An Inquiry Into:
• The relationship between body systems nutritional and fitness practices making informed choices about fitness and nutrition
• Importance significance of learning about the past aspects of the culture impact on present day society
• Identifying characteristics of different genres how experiences shape perception make connections between stories and real life
• The layers of earth and its atmosphere reason and locations of natural disasters preparing and adapting to natural disasters
• Different structures within a community rights and responsibilities of a citizen interdependence in and among communities
• Availability and distribution of water uses and treatment of water responsibilities regarding water conflicts due to water shortage

Snapshot of Inquiry

Grade Three

Transdisciplinary Theme: Sharing the Planet

Under the Sharing The Planet transdisciplinary theme, Grade 3 inquires into the importance of water. In order to fully understand the central idea “Water, a limited resource which sustains life can lead to conflict”, students research the uses and sources of water, its purification and distribution, and our responsibilities regarding the water supply.

Students conduct experiments to calculate the water to land ratio on our planet. They hypothesize and experiment on how to get clean water.

A field trip to the Water And Sewage Authority’s Public Education Center provides further knowledge on the issues addressed in the unit, along with answers to their questions.

To share what they have learned, the students inform the rest of the school community about why it is important to preserve our water supply through a format of their choice. These include brochures, skits, dioramas, slideshows, comic strips and posters.

The Primary Years Programme
Grade Four

Central Idea
Understanding the different ways people learn can help us to connect with ourselves and others.

Key Concepts
- function, perspective, causation
- form, function, causation, change, function
- form, function, causation, change, function
- function, connection, responsibility

Related Concepts
- growth, transformation, evidence, impact, consequences
- properties, structure, impact, prejudice, persuasion
- systems, impacts, growth, adaptation, energy, magnetism, technology
- systems, interdependence, economy, distribution, consumption
- behavior, interdependence, citizenship, biodiversity

Transdisciplinary Skills
- Thinking and communication skills
- Research and communication skills
- Thinking and communication skills
- Thinking and communication skills
- Self-management, research and thinking skills

An Inquiry Into:
- different sensory learning styles
- learning communities
- multiple intelligences
- reflecting on themselves as learners and how others learn

- historical and personal reasons for communication and social studies
- forms of persuasive communication, reasons for communicating in various formats
- specific inventors and their inventions
- different economic systems
- ways nature recycles and reuses elements
- ways nature recycles and reuses elements
- ways nature recycles and reuses elements
- ways nature recycles and reuses elements
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- ways nature recycles and reuses elements

Actions:
All Units of Inquiry include an action component...

All Units of Inquiry include an action component where students reflect and take appropriate actions—participating in field trips, creating exhibits of learning. Students are actively involved in their own education at ISPS. They participate in community service work, present regularly at town meetings, take part in music festivals, work together at house meetings and enjoy cultural experiences.

Snapshot of Inquiry
Grade Four: Learning Styles

The first unit for Grade 4 is "Who We Are". In this unit, students investigate learning styles and multiple intelligences known as smarts. Through self-evaluation questionnaires and checklists, students engage in introspection and objectively assess their eight or nine smarts as put forward by Howard Gardner and suggest with reason, whether or not they are visual, textual, kinesthetic or auditory learners.

The class novel: "My Name is Brian". Brian not only catalyzes this awareness of self, but additionally supports the unit’s central idea: “Understanding about ways of learning enables people to respond to the needs of themselves and others”. In so doing, students extend beyond the self into the world of others and in so doing, acquire a sense of empathy, appreciation and the acceptance of individual differences towards helping others uncover how best they learn. The exciting in-class, project-based mini-lessons help students to think about learners of various ages, styles and smarts, in their mission to create a lesson in which they teach someone else how to do or make something.

Students may make things like lemonade, "smores", butter, and hot chocolate. The objective of these activities is to assist each student in becoming an active participant into his or her own learning and understanding. Through comparing and contrasting how best they learn with others, students are additionally able to find unique ways to support and facilitate their own learning. The expected outcome of this unit is to have students continue to use what they have discovered about themselves and others as learners throughout their years at school and beyond.

ACT
Students actively participate in their own learning by evaluating and reflecting on the success of the action.

CHOOSE
Students choose meaningful, positive actions that extend to fellow students, the staff or the world community.

REFLECT
Students actively participate in their own learning by evaluating and reflecting on the success of the action.
Grade Five

Who We Are

Where We Are in Time, Place and Society

How We Express Ourselves

How the World Works

How We Organize Ourselves

Sharing the Planet

Central Ideas

*Exhibitions unit (2017)

The migration of people may bring about change in communities through the inheritance of cultures.

The Arts provide a creative arena to express emotions and ideas which can lead to an appreciation of the aesthetics.

The availability and sustainability of energy resources can determine how an environment changes and/or develops.

Countries face challenges in their struggle for independence.

Many factors may threaten the existence of species which can lead to an imbalance in nature.

Key Concepts

causation

responsibility, perspective

change, connection, causation

perspective, connection, form

form, reflection, function

causation, change, function

causation, connection, responsibility

Related Concepts

consequences, rights, choice, risk-taking

impact, migration patterns, internationalism, adaptation, opportunity, freedom

properties, opinion, interpretation, appreciation, musical genres

properties, citizenship, conservation

systems, consequences, impact, transformation, conflict

impact, interdependence, responsibility, extinction, conservation

Trans-disciplinary Skills

Research, social, thinking and communication skills.

Research and communication skills.

Social and communication skills.

Form, responsibility, function

Related concepts: properties, citizenship, conservation.

Thinking, research and social skills.

Research, thinking and social/communication skills.

An Inquiry Into:

* factors that influence choices

* applications of the decisions we make

* the action cycle

* learner profile and attitudes

reasons people migrate

effects on communities, culture, individuals

perception of immigrants/immigration

drama, literature, music and visual art forms

expression of ideas and emotions through the arts

understanding and appreciating artistic experiences

types/sources of energy

* effects of use on the environment

* impact of supply and demand on the economy

* conservation practices

types and structures of governments

* reasons for seeking independence

* challenges of change

* impact on societies

* enlargement and extinction

* beneficial and harmful actions

* responsibility and role of individuals

Snapshot of Inquiry

ISPS believes in fostering the 10 characteristics identified in the International Baccalaureate Learner Profile.

Our goal is to educate students who are:

* Knowledgeable: Students explore themes with a global relevance and importance. In doing so, they acquire a critical mass of significant knowledge.

* Principled: Students have a grasp of the principles of moral reasoning. They are honest, and have integrity, and a sense of fairness and justice.

* Caring: Students show sensitivity toward the needs and feelings of others. They have a sense of personal commitment to action and service.

* Open-minded: Students respect the views, values, and traditions of other individuals and cultures, and they seek and consider a range of points of view.

* Balanced: Students understand the importance of physical and mental balance and personal wellbeing.

* Reflective: Students give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

* Risk-taking: Students approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas, and strategies. They are courageous and articulate in defending those things in which they believe.

* Thinking: Students exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

* Communicative: Students express ideas and information convincingly in more than one language, including the language of mathematical symbols.
Grade Five Exhibition

The Primary Years Programme allows students to take ownership of their learning to become lifelong learners. Through the inquiry process, students develop critical thinking skills and learn to ask more meaningful questions.

The Grade 5 exhibition marks the culmination of the IB Primary Years Programme when students apply the five essential elements of the program: concepts, knowledge, skills, attitudes and action. The topic selected falls under one of the transdisciplinary themes, with each year having a different theme that is chosen by the teacher. However, the students decide what topic they would like to research. The entire unit is planned and executed by the students who actively engage in research inclusive of contacting people from the local as well as international community.

The transdisciplinary theme selected in the last exhibition was "Sharing the Planet." Under this theme, students explored the central idea: Migration may lead to a variety of conflicts to which there may be solutions. The topic of migration was further broken down into specific areas that students focused on in their research. These included: technology, government, religion, human rights, economy, and resources. Based on common interest, students were placed into groups to explore how conflict may arise in those areas, the challenges faced and possible solutions. Each group created a sub-generalization for their area of focus, and collaborated on how they can conduct research and present their findings using the skills they have acquired.

To facilitate and aid research, students met with their mentors regularly, used a variety of library resources both physical and electronic, used internet resources, arranged interviews, and hosted guest speakers to explore the central idea(s). Next year’s exhibition will focus on a different transdisciplinary theme.

Snapshot of Inquiry

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Assessment Type | MAP | ERB | ISPS Writing | ESOL Assessment
--- | --- | --- | --- | ---
WHO | Grades K-5 | Grades 3-5 | Grades K-5 | Grades K-5
WHEN | Fall/Winter/Spring | Spring | Fall/Winter/Spring | As needed for English language learners, spring for next year’s placement
SOURCE | External | External | Internal | Woodcock-Munoz Language Survey, running records, sight words, LAD screening and benchmarks
FORMAT | Multiple Choice Questions | Writing Prompt | Writing Prompt | Oral language reading, writing prompt
CRITERION or NORM-REFERENCED | Norm | Norm | Criterion (rubric) | Norm
WHAT DOES IT MEASURE? | Reading, Language and Mathematics | Writing Proficiency | Writing Proficiency | Oral, reading and writing proficiency in English
PURPOSE | To provide feedback to teachers, students and parents | To benchmark student achievement compared to other schools | To provide feedback to teachers, students and parents | To identify students who would benefit from extra English support
AUDIENCE | All homeroom teachers, students and parents, Administrators. | All homeroom teachers, students and parents, | All homeroom teachers, students and parents, | ESOL teachers, homeroom teachers, parents.

KEY: Measurement for Academic Progress (MAP); Educational Records Bureau (ERB); English As a Second Language (ESOL)
Administrative Team
2016-2017

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