



# THE AMERICAN SCHOOL OF MADRID

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CEEB NUMBER 792450  
IB NUMBER 0769

## Learning Philosophy

**T**he American School of Madrid (ASM) is an independent, K-12 school that provides a comprehensive and rigorous education to over 900 students from the United States, Spain, and abroad. We are a college-preparatory school whose mission is to prepare students for entry into best-fit colleges and universities around the world. We offer the US high school and International Baccalaureate Diplomas, and our program is recognized by the Spanish Ministry of Education. One of the aims of American School of Madrid, as identified in our philosophy statement, is "to prepare [our] students to be critical and concerned members of a changing society, aware of their responsibility to themselves, to others, and to future generations." We strongly believe in the ideals set forth by the IB Learner profile, which asks students to be inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. ASM is actively shifting our focus away from traditional grading practices in order to best represent what and how students learn.

## Faculty



Ninety percent of the faculty hold advanced degrees from distinguished colleges and universities in the United States and abroad.

**MR. BENJAMIN WEINBERG**  
*Headmaster*

**MS. KIMBERLY CULLEN**  
*Upper School Director*

**MS. MARJORIE SOUTHWORTH**  
*College Counselor*

**DR. MARTINA BREE**  
*IB Coordinator*

**MR. JAVIER GARCIA**  
*Guidance Counselor*

**MS. MEGAN HOLMSTROM**  
*Learning Support*



## Class Size

The Upper School faculty to student ratio is approximately 1:8. Class sizes range from 5 to 25.

## Accreditation

The American School of Madrid is accredited by the Middle States Association of Colleges and Schools, the Ministry of Education in Spain, and The International Baccalaureate Organization.

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## International Baccalaureate (IB)

The International Baccalaureate program at ASM is in its twenty fourth year as of the 2017-2018 school year. Participation in the IB Program continues to increase and students are encouraged to design a challenging academic program of their choice with the guidance of the Upper School teaching and counseling staff.

ASM IB STATISTICS					
	Class of	2014	2015	2016	2017
Certificate Candidates		21	22	18	22
Diploma Candidates		44	55	46	55
Diplomas Awarded		44	54	45	54
	Class of	2014	2015	2016	2017
ASM Average IB Score		33	34	34	33
World Average IB Score		30.1	29.9	30	29.95*
ASM highest score obtained		44	40	43	44

\*In the World May 2017 session 159,400 students received an average diploma score of 29.95 points (of 45 possible maximum), with 218 students achieving a perfect score.

\*\*For the last 4 years, the World IB diploma pass rate averaged 74%.

## ASM Graduation Requirements

The following is a list of minimum requirements for graduation from the American School of Madrid; **a one year course is equal to one credit.**

 <b>4 credits</b> English	 <b>3 credits</b> Mathematics	 <b>3 credits</b> Science
 <b>2 credits</b> Foreign Languages	 <b>2 credits</b> PE/Health	 <b>1 credits</b> Fine Arts/ Performing Arts
 <b>3 credits</b> Social Studies	 <b>¾ credits</b> Information Technology	 <b>6 credits</b> Electives

=24 ¾ credits

### ASM IB COURSES

By group:

- 1 English A Literature HL/SL  
English A Language and Literature HL/SL  
Spanish A Language and Literature HL/SL
- 2 Spanish B HL/SL, *ab initio*  
French B HL/SL, *ab initio*  
Mandarin *ab initio*
- 3 History HL/SL  
ITGS HL/SL  
Business and Management HL/SL  
Economics HL/SL
- 4 Biology HL/SL  
Chemistry HL/SL  
Physics HL/SL  
Environmental Systems and Societies SL
- 5 Mathematics HL/SL  
Mathematical Studies SL
- 6 Visual Arts HL/SL  
Music HL/SL

## Standardized Testing

Class of 2017	Class of 2018
<b>SAT</b>	
<p><b>38 of 86</b> students took the SAT and <b>19</b> are non-native speakers.</p> <p>The average scores were <b>620</b> Evidence-Based Reading and Writing and <b>630</b> Math.</p> <p><b>High scores 790/800.</b></p>	<p><b>43 of 79</b> students have taken the SAT and <b>18</b> are non-native speakers.</p> <p>The average scores were <b>630</b> Evidence-Based Reading and Writing and <b>630</b> Math.</p> <p><b>High scores 730/750.</b></p>
<b>ACT</b>	
<p><b>15 of 86</b> students took the ACT and <b>six</b> were non-native speakers.</p> <p>The average score was <b>25</b> with a high of <b>29</b>.</p>	<p><b>21 of 79</b> students took the ACT and <b>eight</b> are non-native speakers.</p> <p>The average score is <b>27</b> with a high of <b>32</b>.</p>

## Grading System

We have adopted a standards-based mindset that focuses on performance, process and product and which separates achievement from learning behaviors, **as will be evident on our report cards and transcripts as of December 2017**. The changes are the result of extensive research, professional development and self-reflection, and demonstrate our commitment to accurately reporting student achievement. Grades are attached to clear rubrics and descriptors, which assist in understanding how students can continue their progress toward mastery of the expected knowledge and skills. Pluses and minuses have been eliminated from the grades because we believe that the combination of the achievement grade with the learning behaviors are a more accurate reflection of student performance. Our academic expectations have not changed.

**We ask that universities carefully consider both forms of evaluation together in order to best understand the academic performance and potential of the student whose transcript they are reviewing.**

### Approaches to Learning

#### Categories

#### Examples of ways that students would

##### Principled Learner

*Qualities and traits of an individual that contributes positively to their immediate and extended community.*

Student demonstrates integrity and open-mindedness; acts, listens, and speaks with respect, understanding, and empathy; shows respect for resources, tools, and classroom environment; follows through with commitments.

##### Reflective Learner

*Reflection involves the ability to self-assess and self-evaluate, to self-direct and self-monitor.*

Student is able to reflect on knowledge and understanding; is a self-directed learner; seeks assistance appropriately through the use of relevant and meaningful questions; utilizes effective problem solving skills to overcome challenges; reflects upon, and monitors, progress; implements change based on constructive criticism.

##### Engaged Learner

*Participating fully in and taking responsibility for one's own learning.*

Student contributes to a positive classroom environment; demonstrates initiative for learning both in and outside of school; is in class on time and prepared with all materials; completes and submits work on time & takes responsibility for missed work; is attentive and focused on learning; is active in class and provides feedback in a constructive manner; collaborates well when working in groups by respecting fellow members and established group roles.

**Evaluation:** Student meets this expectation

5 Consistently 4 Often 3 Sometimes 2 Rarely 1 Does not meet IE Insufficient Evidence

### Academic Achievement Descriptors

A	Work at this level is of the highest quality and demonstrates thorough and deep understanding of the concepts, skills and knowledge of the course.	<b>THE STUDENT:</b> Can apply knowledge and skills in many different situations, both familiar and unfamiliar, with minimal mistakes and omissions; Consistently provides his or her own creative solutions, useful ideas, and new ways of looking at things; Consistently shows evidence of analysis, synthesis and evaluation where appropriate; Consistently meets the expected learning outcomes for this course.
B	Work at this level is usually of a high quality, and demonstrates good understanding of the concepts, skills and knowledge of the course.	<b>THE STUDENT:</b> Can often use content, skills, and ideas in many different situations, familiar and unfamiliar, with some mistakes or omissions; Often provides their own creative solutions, useful ideas, and new ways of looking at things; Often shows evidence of analysis, synthesis and evaluation where appropriate; Regularly meets the expected learning outcomes for this course.
C	Work at this level is of fair quality, and demonstrates some understanding of the concepts, skills and knowledge of the course.	<b>THE STUDENT:</b> Can sometimes use content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Sometimes provides their own creative solutions, useful ideas, and new ways of looking at things; Occasionally shows evidence of analysis, synthesis and evaluation where appropriate; Sometimes meets the expected learning outcomes for this course.
D	Work at this level is of mediocre to poor quality, and demonstrates limited understanding of the concepts, skills and knowledge of the course.	<b>THE STUDENT:</b> Exhibits difficulty using content, skills, and ideas in many different situations, familiar and unfamiliar, with regular mistakes or omissions; Struggles to provide their own creative solutions, useful ideas, and new ways of looking at things; Seldom shows evidence of analysis, synthesis and evaluation where appropriate; Rarely meets the expected learning outcomes for this course.
F	Work at this level is of consistently poor quality, demonstrating little to no understanding of the concepts, skills and knowledge of the course.	<b>THE STUDENT:</b> Cannot use content, skills, and ideas in many different situations; Does not provide their own creative solutions, useful ideas, and new ways of looking at things; Does not show evidence of analysis, synthesis and evaluation; Does not meet the expected learning outcomes for this course.
IE	Insufficient Evidence: Student has not demonstrated enough evidence to be evaluated.	

## Class of 2016 and 2017 Universities

### North America

#### American University\* (2)

Bentley University

#### Berklee College of Music

Boston University

Brandeis University

#### Brown University

University of British Columbia

University of Buffalo

#### Cal State Monterey

UC Berkeley

UC Davis

#### UC Los Angeles (3)

UC San Diego

UC Santa Barbara

#### UC Santa Cruz

California Polytechnic State University

#### Carnegie Mellon University

Chapman University

College of Charleston

#### Columbia University

DePaul University

Drexel University

#### Emerson College

#### University of Florida (2)

Fordham University

#### George Mason University

George Washington University

#### Georgetown University (3)

Georgia Institute of Technology

#### Harvard University

University of Hawaii

The University of Iowa

Ithaca College

James Madison University

Lafayette College

Loyola Marymount University

#### University of Mary Washington

#### McGill University

MIT

#### University of Miami

University of Minnesota, Twin Cities

Mount Holyoke College

#### College of New Jersey

#### New York University

#### The New School (2)

NC State University

#### Northeastern University (3)

University of Notre Dame

#### Ohio State University

Pennsylvania State University

#### Providence College

Purdue University

Rensselaer Polytechnic Institute

Rhode Island School of Design

University of Richmond

University of Rochester

Rutgers University

#### Saint Louis University, Madrid

#### San Diego State University

University of San Francisco

Simmons College

#### Smith College

University of South Carolina

#### University of South Florida

#### University of Southern California

Suffolk University

Syracuse University

#### University of Toronto

Villanova University

#### University of Virginia

Virginia Tech

Wake Forest University

Washington College

Wesleyan University

University of Washington

### Europe and International

University of Aberdeen

#### American University of Paris (4)

#### Universiteit van Amsterdam

University of the Arts, London

#### Comillas ICADE (3)

University of Bath

University of Birmingham

University of Bristol

#### University Camilo Jose Cela

#### University CEU San Pablo

City, University of London

University College London

#### CUNEF

University of Dundee

Durham University

University of Edinburgh

#### ESADE

University of Essex

#### University of Exeter

#### Franklin University Switzerland

#### University of Glasgow

Goldsmiths College

Heriot-Watt University

#### Hult International Business School (3)

ICADE, Madrid

#### IE University (6)

Imperial College London

King's College London

#### Lancaster University

University of Leeds

#### Leiden University

#### Loughborough University

#### University of Manchester (2)

#### Universidad de Navarra

#### Universidad Politécnica de Madrid

#### University Pontificia Comillas

#### Pontificia Universidad Católica, University of Pune

#### Queen Mary, University of London

Royal Holloway, University of London

Sciences Po – Columbia University

#### Southwestern University (PHL)

University of Surrey

University of Sussex

Tecnologico de Monterrey

University of Twente

University Utrecht

#### Vatel France Nimes

#### University of Warwick (3)

University of Westminster

University of York



\*Bold print indicates 2017 class enrollment