

AMERICAN INTERNATIONAL SCHOOL

GRADE LEVEL EQUIVALENT GUIDE

DIVISION	AIS / US GRADE	HK GRADE	UK GRADE & IB LEVEL	AGE
Elementary School	Early Childhood 1	Kindergarten 1 (K1)	-	3
	Early Childhood 2	Kindergarten 2 (K2)	Reception	4
	Grade 1 Junior	Kindergarten 3 (K3)	Year 1	5
	Grade 1	Primary 1	Year 2	6
	Grade 2	Primary 2	Year 3	7
	Grade 3	Primary 3	Year 4	8
	Grade 4	Primary 4	Year 5	9
Middle School	Grade 5	Primary 5	Year 6	10
	Grade 6	Primary 6	Year 7	11
	Grade 7	Form 1	Year 8	12
	Grade 8	Form 2	Year 9	13
High School	Grade 9	Form 3	Year 10	14
	Grade 10	Form 4	Year 11	15
	Grade 11	Form 5	Year 12	16
	Grade 12	Form 6	Year 13	17

Students seeking enrollment at AIS from Early Childhood 1 to Grade 1 are placed according to their age on or before 31 December.

Performance Series Grade Level Equivalent

Clemens Wendtner



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Equal Educational Opportunity Project Series United States Commission on Civil Rights,1996 *Geological Survey Manual* United States. Department of the Interior,1980 Qualification Standards for Positions Under the General Schedule

United States. Office of Personnel Management. Occupational Standards Branch,1979 **Tax Treatment of Tuition**

Expenses United States. Congress. House. Committee on Ways and Means,1978 *Code of Federal Regulations* ,1988

Special edition of the Federal Register containing a codification of documents of general applicability and future effect with ancillaries **Equal Educational Opportunity Project Series: Equal educational opportunity and nondiscrimination**

for students with limited English proficiency, federal enforcement of Title VI and Lau v. Nichols United States Commission on Civil Rights,1997 Hearings, Reports and Prints of the Senate Select Committee on Equal Educational Opportunity

United States. Congress. Senate. Select Committee on Equal Educational Opportunity,1971 *Equivalence and Norms Tables for Selected Reading Achievement Tests (grades 4, 5, 6)* Educational Testing Service,Peter G. Loret,1975

Assessing Readers Rona F. Flippo,Kristin Gehsmann,Juliet Halladay,2021-06-28 The third edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches Designed to assist educators and reading specialists in making informed decisions about not only what to assess but also how it provides teachers with a menu of qualitative assessment options encouraging them to consider their own values and beliefs in light of the goals they have for the students they teach Building on nearly four decades of theory research and practice it is up to date with current research and offers specific assessment instruction and organizational ideas and strategies With an emphasis on comprehension motivation and engagement and developing strategic knowledge Assessing Readers offers a road map for teachers trying to meet the demands of increasingly rigorous standards Features include examples of student centered assessment ideas for organizing and managing differentiated instruction sample lesson plans and authentic case studies Accessible and practical the third edition empowers pre service and in service teachers alike encouraging them to think about the importance of their assessment and instructional choices and supporting them with the tools they need to achieve their goals and meet the needs of all students Changes in the Third Edition A new focus on literacy development and developmentally responsive instruction Expanded coverage of emergent literacy and the assessment of foundational skills including concepts about print storybook reading phonological and phonemic awareness alphabet knowledge and concept of word in text A new section on assessing vocabulary and morphological knowledge Expanded coverage of response to instruction intervention RTI New information on assessment and instruction of culturally and linguistically diverse students Increased attention to issues of social justice educational equity and anti bias practices Equal Educational Opportunity United States. Congress. Senate. Select Committee on Equal Educational Opportunity,1970 **PISA Data Analysis Manual: SPSS, Second Edition** OECD,2009-03-31 This

publication includes detailed information on how to analyse the PISA data enabling researchers to both reproduce the initial results and to undertake further analyses Understanding and Using Reading Assessment, K-12 Peter Afflerbach, 2025-01-02 Well established as a teaching resource and course text this guide to the whats how tos and whys of reading assessment is now in a thoroughly revised fourth edition Peter Afflerbach succinctly introduces major types of assessments including formative and summative performance assessments teacher questioning and high stakes testing He provides an innovative framework the CURRV model for evaluating the suitability of assessments and combining them effectively to meet all students needs Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social emotional aspects of reading development Helpful features include detailed examples of assessment done well within chapter Enhance Your Understanding questions and activities and 25 reproducible and downloadable checklists and forms New to This Edition Explains assessment in a science of reading context Increased focus on equity issues plus updated theory and research throughout Chapter on assessing early reading Chapter on assessing digital and critical reading **Economic opportunity amendments of 1977-78** United States. Congress. Senate. Committee on Human Resources. Subcommittee on Employment, Poverty, and Migratory Labor, 1978 **Data Analysis for Continuous School Improvement** Victoria Bernhardt, 2013-10-18 With clear and concrete examples from elementary and high schools this book helps you effectively gather analyze and use data to improve student learning It demonstrates how to make better decisions identify root causes of problems and communicate and report results Supervisory Grade-evaluation Guide and Qualification Standard United States Civil Service Commission, United States Civil Service Commission. Bureau of Policies and Standards, 1976 **The Code of Federal Regulations of the United States of America** , 1998 The Code of Federal Regulations is the codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal Government Nomination of Victor Stello, Jr., to be the Assistant Secretary of Energy for Defense Programs United States. Congress. Senate. Committee on Armed Services, 1990 **Resources in Education** , 1998 **Assessing Readers** Rona Flipppo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes

and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Paris School Semiotics: Theory Paul Perron, Frank Collins, 1989-01-01 It has often been claimed that the aim of semiotics is to establish a general theory of systems of signification However as Jean Claude Coquet notes in a recent collection of essays what distinguishes one school of semiotics from another is the initial definition given of sign If for certain semioticians the sign is first of all an observable phenomenon for the Paris School it is first of all a construct and this point of departure has crucial theoretical and practical consequences The essays appearing in these two volumes are representative of recent work carried out by members of this semiotic school Essays in Volume I study problems more closely related to theoretical issues while Volume II focuses more specifically on various fields of application

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