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21st Century Skills Fair
ESU #3
Break-Out Presentation
4th Round
Cass/Douglas Room

International Baccalaureate: Pre-School to Diploma

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Overview of the International Baccalaureate

There are three **International Baccalaureate (IB)** educational programs for students ranging in ages from 3 – 19: The most recent addition is the **Primary Years Program (PYP)**, for the youngest students, preceded by the **Middle Years Program (MYP)**, and the **Diploma Program (DP)**, for the oldest students, which was developed first. The goal of all three programs is to help students become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective learners, as stated in the *IB Learner Profile*.

The **IB PYP** is an educational program managed by the **International Baccalaureate Organization (IBO)** for students aged 3 to 12. The program prepares students for the IB MYP, but is not a prerequisite for it. The subject areas of the PYP are language, social studies, mathematics, science and technology, arts, and personal, social, and physical education. Students are required to study a second language during the PYP. Assessment is carried out by teachers according to strategies provided by the IBO, and with respect to guidelines to what the students should learn as specified in the IB PYP curriculum model. The PYP is good preparation for the MYP but is not a requirement.

The **IB MYP** is an educational program intended for students aged approximately 12 to 16. Thus, in the United States the program is typically implemented in the last three middle school years and in the first two years of high school. Typically, middle schools and high schools work in coordination with each other when the program is not entirely within one combined school. The full program lasts five years although more limited programs can be adopted with permission from the IBO. The MYP prepares students for the DP because there are significant parallels in structure and philosophy between the two. Any student coming out of a good non-MYP middle school and beginning high school experience can, however, succeed in the DP.

The **IB DP** is a secondary education program for students aged approximately 17 to 19, with curriculum and exams produced collaboratively by IB teachers from around the world. It is a rigorous, integrated course of university-preparatory studies offered in 1,598 schools (555 in the U.S.A.) in 125 countries (as of November 2007). More than half of the schools offering the Diploma Program are public schools. Administered by the IBO, the IB DP is the most widely recognized pre-university educational program in the world. The DP curriculum consists of a subject from each of six academic disciplines, an extended essay (EE) or research paper of up to 4,000 words, participation in a cross-curricular philosophy course called Theory of Knowledge (ToK), and completion of at least 50 approved hours each in Creativity, Action, and Service (CAS). The IB Diploma is internationally recognized and respected, and often considered the sole credential required for university entrance. The DP offers a true global standard: the curriculum, internal assessment (administered and graded by the student's IB teacher, worth 20% of the course grade), external assessment (sent away for grading, worth 80% of the course grade) and grading criteria are identical and rigorously adhered to by all IB teachers in all IB schools. The IB Diploma is recognized by U.S. colleges and universities and the list of those offering advanced standing/credit on the basis of IB exams is growing steadily.

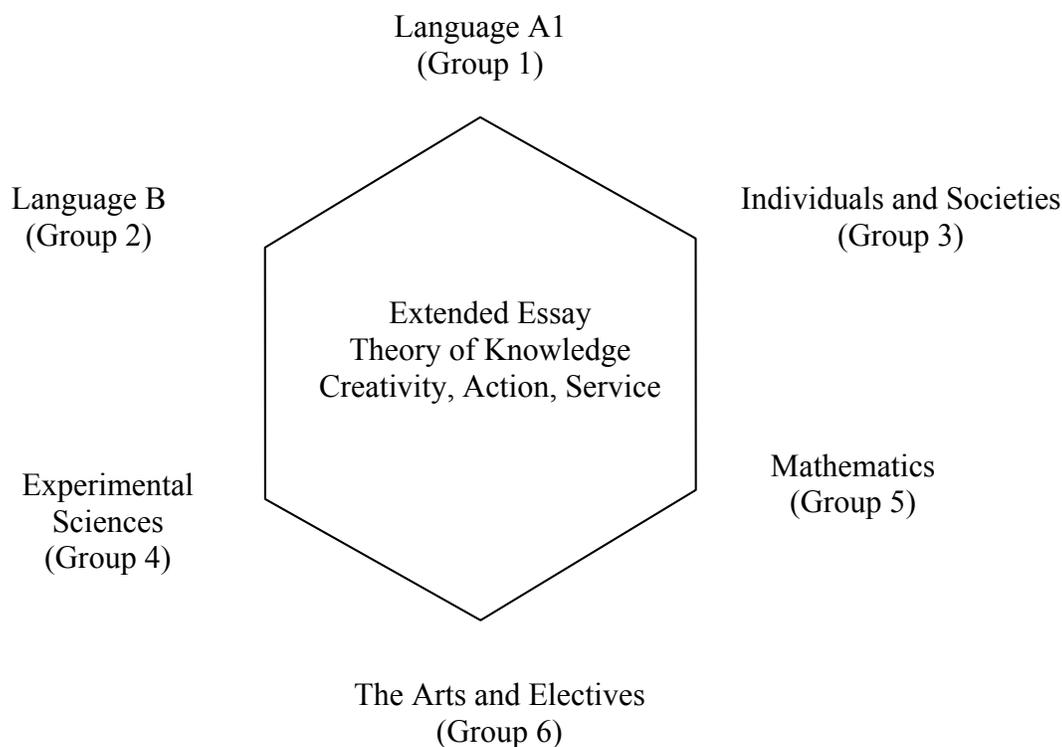
The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) is a rigorous pre-university course of studies, culminating with examinations leading to the International Baccalaureate Diploma. It meets the needs of highly motivated secondary school students between the ages of 16 and 19. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of various national educational systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The program is available in English, French, or Spanish.

The Curriculum

International curriculum planners seek to ensure that the International Baccalaureate Organization's educational aims are embodied in the structure and content of the program itself. The diploma model is displayed in the shape of a hexagon with six academic areas surrounding the core. The program's core components complement a traditional liberal arts curriculum. Subjects are studied concurrently and students are exposed to the two great traditions of learning – the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.



The International Baccalaureate Diploma “Programme”

Unique Characteristics

Theory of Knowledge (ToK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. ToK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the International Baccalaureate Organization’s educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, and Service is known by the acronym CAS and is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program.

Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

Diploma candidates are required to undertake independent and original research and write a [Research-Based] ***Extended Essay*** of some 4,000 words. The project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at the university.

Assessing Student Work

Responsibility for all academic judgments about the quality of candidates’ work rests with more than 5,000 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods is used to evaluate and value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

External examination techniques (essay, short answer, multiple choice, etc., exams sent away to examiners for evaluation) are complemented by internal assessment of course work (projects, investigations, experiments, oral or instrumental recordings, etc.) by the teachers responsible for teaching and evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to do, according to world-class standards.

The assessment and grading system used by the International Baccalaureate Organization (IBO) is criterion-referenced. This means that each student’s performance is measured

against well- defined levels of achievement consistent from one examination to the next. Top grades are not simply awarded “on a curve” to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all IB students in all IB schools. Validity, reliability and fairness are the watchwords of the IBO’s international examining board.

The Award of the International Baccalaureate Diploma

All students at Millard North High School are required to engage in the full IB diploma program. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the Extended Essay, Theory of Knowledge (ToK), and Creativity, Action, and Service (CAS) activities. The maximum score of 45 points includes three bonus points for an exceptional Extended Essay and work in Theory of Knowledge. As an IB diploma school, Millard North High School encourages students to complete all diploma requirements. However, if all requirements are not met, IB subject certificates will be awarded for those exams successfully passed. If a student is interested in testing only in certain subjects, he/she will be encouraged to enter the Advanced Placement (AP) program. Millard North believes that the strength of the IB diploma program lies in its integrated, balanced, complete curriculum. Millard North students who are not part of the IB Diploma Programme may enroll in an IB class if they have satisfied the prerequisites and there is room in the class. They will be expected to complete all class work and assessments except the IB May exams.

A candidate’s official IB transcript is typically marked “Diploma Awarded” or “Certificate Awarded.” Diploma candidates who elect to take more than six subjects receive an “Extra Certificate” for the additional subject(s). The exceptional “Bilingual Diploma Awarded” indicates that a candidate has offered two Languages A1; or has offered a Language A1 and a Language A2; or has taken an examination in either the Individuals and Societies or the Experimental Sciences group in a language other than the Language A1 presented, or has presented a satisfactory Extended Essay in a language other than the Language A1 presented.

The May examination session serves the majority of candidates with a smaller November session available primarily for schools in the Southern Hemisphere. In May 2007, 79,934 students (of which 45,407 were in the United States) from 1,598 IB diploma schools in 125 countries (of which 555 were in the United States) took 273,019 examinations; 28,078 of these students were engaged in the full diploma program. Diplomas were awarded to 78.8%.

Examination Results and Conditions

Individual IB subject examinations are graded according to a numerical scale:

- | | | | |
|--------------|---------|-------------|--------------------------------|
| 1. Very Poor | 2. Poor | 3. Mediocre | 4. Satisfactory (minimum pass) |
| | | 5. Good | 6. Very Good |
| | | | 7. Excellent |

Theory of Knowledge and the Extended Essay are graded using a letter scale:

- A. Excellent B. Good C. Satisfactory D. Mediocre E. Elementary F. No Grade

Candidates may receive up to 3 points towards the diploma based on their performance in Theory of Knowledge and the Extended Essay. Points are assigned according to a grade matrix that combines the individual grades for the two.

Candidates who have one or more of the following *failing conditions* will not be awarded the diploma, unless they have only one failing condition and have accumulated 28 or more points (including bonus points). Please refer to the IB Program Guide for a more detailed explanation of these rules.

For *higher level* (HL) *subjects*: a grade of 2; or a grade of 3 not compensated by a grade of 5 or above in another higher level subject.

For *standard level* (SL) *subjects*: a grade of 1; or more than one grade of 2.

For *Extended Essay* and *Theory of Knowledge*: a grade of E on both components.

For *overall results*: more than three grades of 3; or more than one grade of 3 if there is a grade of 2 at the standard level.

Candidates will not be awarded the diploma if they have any one of the following *excluding conditions*, regardless of the total points obtained.

A grade ‘N’ in any component; or a grade of 1 in any higher level subject; or failure to complete Theory of Knowledge, the Extended Essay, or the Creativity, Action, and Service component, or in the case of plagiarism or other violations of academic integrity as stated in the *General Rules and Regulations*.

What Previous IB Diploma Students Say

“It wasn’t until I actually arrived at college that I realized the full value of the IB program. When I got here, I realized that I was uniquely prepared for the college curriculum. IB taught me how to write, how to analyze, and how to express my thoughts. I cannot stress this enough. It’s easy to fall into the trap of thinking these abilities come naturally. They don’t. After being in classes with students who did not have the academic background I did, I can tell you these are distinctly learned traits, and more importantly, they are distinctly significant traits once you come to college. I can honestly say that I entered a very competitive school on par with those students coming from big-name eastern prep schools. I have felt confident in classes, drawing on the knowledge I learned in the IB classes ...”

-- Ryan Harvey (University of Virginia)

“I strongly feel that the IB curriculum gave me excellent preparation for Whitman – and college in general. When comparing my high school career with those of my peers ..., quite frankly, mine was far and away better.”

-- Katie Famous (Whitman College)

“IB is, without a doubt, an exceptional college preparatory program. Now, at college, I fully appreciate what IB has enabled me to do both academically and “extracurricularly.” In classes where many students come from private (prep) schools, I find that my abilities at critical thinking and writing equal if not exceed their – this, in large part due to IB. And to dispel a popular myth concerning IB, IB does allow for outside interests during high school; in fact, it enhances these experiences. It is an excellent program, and I feel, a necessary one.”

-- Stephen Hamilton (Boston University)

“Life is not made up of #2 pencils and multiple choice questions. It is made up of ideas, thoughts, feelings, observations...and those are what we find through the classes we take. We don't readily accept others' theories and hypotheses as fact. We learn to challenge, to explore, and to shape our own opinions based on our experiences and others'. Many say that the IB prepares us for college, not real life. We disagree. We are ready to meet the challenges life has for us, because we've conquered our own insecurities and weaknesses and obstacles already. We know *how* to think and reason. We have the tools to get us through life the way we want to get through it – we don't have to become any certain thing just because we weren't prepared for anything else. We have the ability and drive to shape our destiny, whatever it may be, since we are prepared for anything. We have knowledge of how the world has been shaped, and we have knowledge that can change its paradigms. We learn *hard* so we can *know*, and use what we know to benefit ourselves and, maybe, the human race. Our motto is ‘why settle for anything else?’ *We don't*. Which is why we do the things we do.”

-- Excerpt from “*Why We Do What We Do*”
(an editorial for the Tigard High School newspaper) by
Laura Tatum (THS, 1993; New York University, 1997)

Getting Into College: The IB Diploma Admissions Advantage

IB students in the USA are admitted to college and university at rates higher than their peers, according to a survey of 5,412 IB seniors who graduated in 2002. The survey asked students to report where they were admitted and from which schools they were turned down. IBNA then compared the acceptance rate for these IB students to the overall acceptance rate published by individual colleges and universities. The high rate of response to the survey makes it reliable within plus or minus less than one percent.

How did IB students do? Unbelievably well. Of the 170 universities that received more than 20 applications from IB students, only one had a lower admission rate for IB students than for the overall applicant pool. Quite often, the IB acceptance rate was double or triple the overall rate. At 29 of the 170 universities with 20 or more IB applicants, 100% of IB students were admitted. The results of this survey point to the strengths of the Diploma Programme and the attractiveness of Diploma graduates to colleges and universities.

The IB diploma admissions advantage can be seen quite clearly below in the data selected from the results for 24 colleges and universities to which MNHS students have applied.

University	Acceptance Rate for All Applicants	Acceptance Rate for IB Diploma Applicants	The IB Diploma Admissions Advantage
Boston College	31.00%	63.20%	32.20%
Cornell University	28.50%	49.10%	20.60%
Dartmouth College	20.70%	35.10%	14.40%
Duke University	22.50%	36.00%	13.50%
Emory University	42.00%	82.10%	40.10%
Grinnell College	46.00%	76.20%	30.20%
Iowa State University	87.00%	100.00%	13.00%
Johns Hopkins University	35%	66.30%	31.30%
MIT	16.90%	25.20%	8.30%
New York University	25.50%	50.50%	25.00%
Saint Olaf College	72.60%	85.70%	13.10%
Stanford University	12.60%	16.90%	4.30%
Texas A&M University	68.40%	83.30%	14.90%
United States Air Force Academy	12.10%	61.50%	49.40%
University of Illinois, Urbana-Champaign	60.30%	90.10%	29.80%
University of Kansas	67.00%	100.00%	33.00%
University of Michigan at Ann Arbor	49.00%	73.40%	24.40%
University of Minnesota at Twin Cities	75.60%	96.30%	20.70%
University of North Carolina Chapel Hill	35.00%	64.10%	29.10%
University of Notre Dame	34.20%	41.40%	7.20%
University of Southern California	30.30%	70.80%	40.50%
University of Texas at Austin	63.50%	96.80%	33.30%
University of Tulsa	73.00%	100.00%	27.00%
Washington University in Saint Louis	23.50%	68.50%	45.00%

Recommended Additional Reading About the International Baccalaureate Diploma Programme

Available on the Internet

Bac [sic] To The Future: The International Baccalaureate by Ian Hill, Deputy Director General of the International Baccalaureate Organization. This link takes you to the 2-page Executive Summary of the 15 page article in EDge: The Latest Information for the Education Practitioner, Volume 3, Number 3, January/February 2008, published by Phi Delta Kappa International:

http://www.pdkintl.org/publications/edgev3n3_es.pdf

Diploma Programme FREQUENTLY ASKED QUESTIONS:
What is the Diploma Programme? From the IBO web site:

<http://www.ibo.org/diploma/>

A Test Worth Teaching To by Robert Rothman, education writer, Washington, DC
From the American Federation of Teachers web site:

www.aft.org/pubs-reports/american_educator/summer2002/testworthteaching.html

Psst... have you heard about the International Baccalaureate program?
by Patricia Gazda-Grace, Education Professor, Binghamton University, New York

http://articles.findarticles.com/p/articles/mi_hb3482/is_200211/ai_n8268401

Building the Foundations of University Success
by David Conley, Director, Center for Educational Policy Research

[http://opas.ous.edu/Committees/Resources/Articles/foundations U success.pdf](http://opas.ous.edu/Committees/Resources/Articles/foundations_U_success.pdf)

Book

Supertest: How the International Baccalaureate Can Strengthen Our Schools
by Jay Matthews and Ian Hill, Open Court Publishing, 2006.

Jay Matthews is the staff writer on Education for the *Washington Post*. He originated the *Challenge Index* ranking of schools, which became the basis of the *Newsweek* annual ranking of “America’s Top Public Schools” and is an avid supporter of the IB Diploma Program.