



Marvin Ridge High School
International Baccalaureate Diploma Programme



IB TERMINOLOGY FOR PARENTS

Academic Honesty: the principle that all work completed and presented for assessment should be a candidate's own work. (See additional handouts on academic honesty policies.)

Assessment: Evaluating, judging, or appraising student work through various tasks.

Assessment Criteria: Criteria against which a student's work in the classroom is judged. IB believes work should be "criterion related" -- evaluated on larger tasks against specific standards the students are made aware of in advance, not against other students' work or subjective point systems. Each subject guide provides the criteria for the subject in rubric form and examples from which teachers can build their own.

Assessment Rubric: An evaluation grid that contains specific descriptors and levels of achievement so that the teacher is able to give effective and concrete feedback to the student about an assignment. Students receive the rubric prior to the when the assignment is given, and are then able to better earn the grade he or she desires by working towards the levels of achievement.

ATL or Approaches to Teaching and Learning: These are the strategies and skills emphasized by the IB curriculum. The approaches to learning include thinking skills, communication skills, social skills, self-management skills, and research skills. The approaches to teaching reference inquiry, conceptual understanding, global contexts, effective collaboration, differentiation, and forms of assessment.

CAS or Creativity Activity and Service: IB diploma candidates are required to devote 150 hours, in total, to CAS activities. Each year, students should try and dedicate 25 hours to each component of CAS. Reflection on their experience is also an important part of student involvement in CAS. (Please see MRHS CAS Handbook for more information.)

Core Requirements: The IB Diploma Program curriculum is composed of nine requirements. Six, of the nine, are referred to as "subject requirements." (see subject requirements below). Three additional requirements, TOK, EE and CAS are referred to as the "core requirements."

Diploma Candidates: juniors and seniors who have submitted applications at the end of their sophomore year and have been accepted into the two year IB Diploma Program. Students classified as diploma candidates are actively seeking to earn the IB diploma by completing the nine requirements. They are referred to by the year in which they could receive their diploma (2023, 2024, 2025 candidates)

DP or Diploma Programme: The final two years of the IB continuum, during which students can earn the diploma

EE or Extended Essay: The Extended Essay is a required 4000 word, original research paper, written in an approved subject area. The paper is written outside of the class room, begun during February of the junior year and completed in November of the senior year. Students choose a faculty mentor and papers are graded by both their mentor and the IBO.

External Assessment: IB coursework that is sent to the IBO to be graded receives external assessment. This grade counts towards the student's IB test score in that class. Universities welcome and value the reliability of externally assessed grades.

Group 4 Project: An inter-disciplinary science and computer group project designed and presented by the students with the supervision of their science teacher.

HLs, or Higher Level Classes, span two academic years. Students are required to successfully complete three HL classes in three different subject areas. Students write IB HL examinations in May of the second year during which the student has taken the class.

IBO or International Baccalaureate Organization: a non-profit Swiss educational foundation established in 1968.

IBA or IB Americas: represents the IBO in North, Central and South America as well as the Caribbean.

IB Continuum: The development of clear consistency in the broad base of the three IB programs (PYP, MYP, DP), working towards a coherent and connected program of international education.

International-mindedness: A major concept of IB- Its aim is to awaken in young people an interest in and understanding of world cultures. Students are encouraged to consider multiple perspectives, which in turn fosters tolerance, respect and empathy for others.

Internal Assessment: (IAs) refers to the evaluation that a student's teacher applies to IB coursework during the junior and/or senior year. A sample of graded assignments is sent to IBO for approval of the school's grading standards.

Learner Profile: These are traits students in IB programs strive to embody: inquirers, knowledgeable, thinkers, balanced, principled, caring, risk-takers, open-minded, communicators and reflective.

Moderation: The procedure by which all students' work is first marked/assessed internally by the teachers, then reviewed externally by IBO to ensure quality. The process ensures that assessment has been carried out according to criteria and standards set at an international level such that all IB schools worldwide operate at the same level of rigor.

Objectives: The subject-specific learning targets set for the subject. They define what the learner will be able to do, or do better, as a result of studying the subject. They describe skills, knowledge, attitudes and understanding that will be assessed in the course or project.

Papers: The term used to describe examination papers that are completed in May of the senior year. Students will complete 2 or 3 papers in each subject group. These are mostly essays, with the exception of one multiple choice paper in the sciences.

Program Evaluation: Different from program authorization, this process occurs four years after the school has been authorized and every five years after that. It is a mandatory process whereby IB ensures the continuing quality of the program.

Scores: Sometimes referred to as grades or marks, the scores for each IB subject range from 1 – 7, with 7 being the highest. The IB scores for a subject is achieved by a combination of the student's performance on both internal assessments (IA) and external assessments, usually called exams. A passing score in a subject is a 4, which represents "satisfactory" work. Students generally need to achieve a minimum overall score of 24 (6 subjects x 4) to earn the IB Diploma although there are several exceptions and conditions.

Subject groups: The IB Diploma Program curriculum is composed of nine requirements. Six of these requirements, are IB subject group courses, and include 1) language A1, literature in a student's first language 2) second language 3) individuals and societies 4) experimental sciences 5) mathematics and 6) the arts. Students are allowed to opt out of Group 6 (the arts) in order to take a second course in one of the other core areas. Three additional requirements, CAS, EE and TOK are also referred to as "core requirements." (See above)

SLs or Standard Level Classes: classes that also span two years. Students are required to complete three standard level classes. The subject material does not go into as much depth as higher level courses.

TOK or "Theory of Knowledge," a two semester class taken by IB seniors. TOK challenges students to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument. There is an emphasis on internationalism and cross cultural perspectives.