

IB @ CAHS

HANDBOOK

For Students, Parents, and Staff



COLUMBUS
ALTERNATIVE
HIGH SCHOOL

The International Baccalaureate
Diploma Programme
at
Columbus Alternative High School

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Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

Dear IB @ CAHS Students, Parents, and Staff:

IB @ CAHS develops a student's skills in academic areas, but the learner profile goes beyond that manate. The IB Core asks students to reflect, communicate and consider new thinking in terms of their perceptions, philosophies, and relationships to the community and the world. The IB Diploma Programme offers a model of student-directed, inquiry-based, content-rich learning and authentic, feedback-centered assessment that prepares our students well as they move toward higher education. This programme is the best preparation for students bound for higher education because it goes beyond simply earning college credit. It fosters independence, develops time management skills and creates a community of comradery and scholarship.

We are committed to making IB @ CAHS accessible for as many students as possible. We hope to use their ambition, commitment, and work ethic to equip them with the tools to be life-long learners and to dream big when thinking about their life after CAHS. We are so proud that you have chosen to join us on this journey.

Welcome to the IB Programme!

Alice Webb
IB Programme Coordinator
Columbus Alternative High School

International Baccalaureate Diploma Programme Coordinator

Job Description

The IB Diploma Programme Coordinator is required to:

- Manage all communications between CAHS and the IBO
- Order and arrange payment for all necessary materials and services acquired from the IB Organization and for teacher use in IB courses
- Facilitate IB @ CAHS teachers' access to resources provided by IB
- Budget, schedule, and arrange payment for all necessary IB professional development; manage arrangements for CAHS staff to attend IB professional development workshops
- Assist with and advise the development, review, and revision of subject outlines, written curriculum, and plans for teaching Theory of Knowledge, and for facilitation and administering the Extended Essay and CAS projects
- Devise, review, and revise the programme master timeline and handbook
- Keep the CAHS staff well-informed on the elements of the IB @ CAHS
- Recruit students for IB @ CAHS
- Assist CAHS guidance counselors in advising prospective and current students
- Communicate with parents, teachers, and students throughout their course of study
- Ensure that all procedures required by the IB Organization are carried out according to the General Regulations for the Diploma Programme
- Plan and oversee the registration and administration of all IB exams
- Ensure that IB @ CAHS teachers have completed necessary forms for submission of Internal Assessment samples; submit these samples for moderation by the required deadlines
- Maintain complete and accurate records
- Conduct periodic reviews of IB @ CAHS philosophies and practices to ensure their alignment with the Standards and Practices and General Regulations established by the IB Organization for the Diploma Programme
- Coordinate the programme review process carried out by the IB Organization
- Represent the needs and interests of IB @ CAHS in meetings of the leadership of Columbus City Schools when requested
- Assist building administration to keep the school community and wider community apprised of the successes, achievements, and growth of IB @ CAHS and its students
- Represent CAHS to the Ohio Association of IB World Schools and to individual local IB World Schools

Glossary of Important Terms

Creativity-Activity-Service (CAS)	A series of projects that take a student's learning outside of the classroom and into the community as they comment to a lifestyle of self-improvement; students must make a sustained effort over a period of 18 months to explore their creative talents, engage in physical activity, conduct service learning projects, and reflect upon the growth that they achieve.
Diploma Programme Student (IB DP Candidate)	An IB Diploma Programme Student is enrolled in courses for all six IB Subject Groups and is completing the requirements for Theory of Knowledge, the Extended Essay, and Creativity-Activity-Service; they are a candidate to earn the Diploma of the International Baccalaureate.
IB Programme Course Student	An IB Programme Course Student is enrolled in select courses for up to 4 IB Subject Groups and will register for the exams in these courses only; they are not and will not be a candidate to earn the Diploma of the International Baccalaureate.
Extended Essay (EE)	A work of original research on a specific topic of personal interest to the student. The student must write this 4,000-word essay and submit it for external grading. The process begins in the fall of Junior year and is completed by the winter of Senior year.
External Assessments	External Assessments are written by a team of examiners appointed by the IB Organization; they represent roughly 70-80% of the student's overall score on an IB Subject Exam. Most of these assessments are administered by CAHS in May during exam periods lasting one to three hours, depending on the Subject. They are graded by examiners appointed by the IB Organization.
Higher Level (HL) Course	Higher-Level IB courses are taught over two years and cover a larger number of topics than Standard-Level courses do. To earn the Diploma of the IB, a student must complete three (but no more than 4) HL courses and earn qualifying scores on the exams.
IB Learner Profile	A list of character traits established by the IBO that defines the IB Diploma Programme Student
Internal Assessments (IA)	Internal Assessments are meant to assess knowledge and skills that cannot easily be demonstrated in an exam period of several hours. A framework for the structure of these assessments is established by the

	<p>IB Organization and teachers and students work together to “fill in the details”. Once students have completed the Internal Assessment, teachers employ criteria defined by the IBO to award grades. These grades are submitted to the IBO by the teacher. The IBO then requires the teacher to send samples (for students chosen at random by the IBO) for a “quality control” process. The Internal Assessment represents roughly 20-30% of the student’s overall score of the Subject exam.</p>
Misconduct	<p>An act of academic dishonesty; a breach in academic integrity that could result in the nullification of the IB Subject Exam results and/or revocation of the awarding of the Diploma of the IB.</p>
Standard Level (SL) Course	<p>Standard-Level IB courses are taught for one or two years and cover fewer topics than Higher Level courses do, but the standards and expectations for students’ performance are the same. To earn the Diploma of the IB, a student must complete three SL courses and earn qualifying scores on the exams.</p>
Subject Exam	<p>The combined External and Internal Assessments that determine a student’s qualification to earn the Diploma of the IB.</p>
Theory of Knowledge	<p>A course which explores the nature of knowledge; it asks questions like “How do we know what we know?” and “How do our standards for truth differ from discipline to discipline?” In order to complete this course, students must write a 1,200-1,600 word essay to be graded externally and make an in-class presentation to be graded internally. Additional coursework will be assigned by the teacher and graded internally.</p>

History and Purpose of the IB Diploma Programme

The International Baccalaureate was initiated to serve the needs of the students whose parents were internationally mobile: diplomats, businesspeople, and professors, primarily. These students required a curriculum program and diploma that would be standardized and universally honored so they could gain admission to universities in whatever country their family was located at the time. The IB Diploma Programme was developed to fulfill this need, and soon other parents who recognized the value of the programme sought to have their students' schools offer it as well.



Mission Statement of the International Baccalaureate

From the IB Organization website - ibo.org/about-the-ib/mission/ updated 2019

At our heart we are motivated by a mission to create a better world through education. We value our hard-earned reputation for quality, for higher standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. All of this is captured in our mission statement.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The IB Organization initiated the Learner Profile to define the traits they hoped to cultivate in students of all ages. At CAHS, we emphasize the Learner Profile throughout our school, not just at the Diploma Programme level.



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be...

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

General Requirements to Earn the Diploma of International Baccalaureate

For most IB Diploma Programme students, the “end goal” of participation is to earn the Diploma of the IB. This diploma is honored by colleges and universities across the United States and around the world; some colleges and universities admit holders of this diploma with sophomore standing. Regardless of the advantages and benefits related to university admission and credit, to earn the Diploma of the IB represents a great achievement for a student. It is also the best preparation available for college success.

There are six IB Diploma Programme Subject Groups:

IB Diploma Programme Subject Groups	Courses available at CAHS
Group 1: Studies in Language & Literature	English A: Literature HL
Group 2: Language Acquisition	French B SL; Latin SL/HL, Spanish B SL/HL
Group 3: Individuals and Societies	History HL or Social & Cultural Anthropology HL
Group 4: Experimental Sciences	Biology HL or Environmental Systems and Societies SL
Group 5: Mathematics	Analysis and Approaches SL/HL or Applications and Interpretations SL
Group 6: The Arts and Other Electives	Visual Arts HL; Psychology SL; Art History SL

To earn the Diploma of the IB, a student must **successfully complete the exams for one course in each of the six Subject Groups (a total of six IB Subject courses)**. Unlike an AP Exam, which can be taken without completing the course, a student must complete the associated IB course in order to be eligible to take the exam. The student must also **take at least three and no more than four Higher Level (HL) courses**.

Additionally, a student who wants to earn the Diploma of the IB must complete:

- **Theory of Knowledge:** A course which explores the nature of knowledge; it asks questions like “How do we know what we know?” and “How do our standards for truth differ from discipline to discipline?” In order to complete this course, students must write a 1,200-1,600 word essay to be graded externally and make an in-class presentation to be graded internally.
- **Extended Essay:** A work of original research on a specific topic of personal interest to the student. The student must write this 4,000-word essay and submit it for external grading.
- **Creativity-Activity-Service:** A series of projects that take a student’s learning outside of the classroom and into the community. Students must complete and reflect upon creativity, activity and service hours every week for 18 months of the programme.

Diploma Scoring Guidelines and Grading Procedure

IB Diploma Programme Subjects Exams are graded on a scale of 1-7, with 1 being the lowest grade and 7 the highest. The scores on the six exams are added to establish a composite score, and up to 3 points earned for the student's successful completion of the requirements for Theory of Knowledge, Extended Essay, and Creativity-Activity-Service are added to this composite score. Thus, a "perfect" score is 45.

On the previous page, it was stated that in order to earn the Diploma of the IB, a student must successfully complete the exams in his/her six Diploma Programme courses. Generally speaking, a score of 4 can be considered "successful completion," assuming that the student has also completed all of the requirements for Theory of Knowledge, Extended Essay, and Creativity-Activity-Service. For more on those requirements, see Section Three of this handbook.

The following information from the IB Organization more thoroughly defines "successful completion" and details the requirements to earn the Diploma:



Diploma Requirement Codes

Adapted from the Handbook of Procedures for the Diploma Programme

The Diploma of the International Baccalaureate will be awarded to a candidate provided all of the following requirements have been met:

- Creativity-Activity-Service requirements have been met
- The candidate's total points [the "composite score" mentioned above] are 24 or more
- There is no "N" ["not submitted"] reported for Theory of Knowledge, the Extended Essay, or any of the candidate's Subjects
- There is no grade "E" awarded for Theory of Knowledge and/or the Extended Essay
- There is no grade 1 awarded for any of the candidate's Subject Exams
- There are no more than two grade 2s or below awarded for the candidate's Subject Exams
- There are no more than three grade 3s or below awarded for the candidate's Subject Exams
- The candidate has earned 12 or more on HL Subject Exams (for candidates who register for four HL Subject Exams, the three highest grades count)
- The candidate has earned 9 points or more on SL Subject Exams (candidates who register for two SL Subject Exams must gain at least 5 points at SL level)
- The candidate has not received a penalty for academic misconduct

Summary of the Grading Procedure for Subject Exams

Each IB Diploma Programme Subject Exam consists of two components: Internal Assessment and External Assessment.

- **Internal Assessments** are graded by the student's teacher at CAHS and represent roughly 20-30% of the student's overall score on the Subject exam. A framework for the structure of these assessments is established by the IB Organization and teachers employ criteria defined by the IBO to award grades to their students. These grades are submitted to the IBO by the teacher. The IBO then requires the teacher to send samples (for students chosen at random by the IBO) for "moderation". In the moderation process, these samples are scrutinized by examiners appointed by the IBO to determine how effectively the CAHS teacher applied the grading criteria. If the CAHS teacher's grading is judged to be too strict, the IBO may raise all of the students' grades on the Internal Assessment; if the CAHS teacher's grading is judged to be too lenient, all of the students' grades on the Internal Assessment may be reduced.
- **External Assessments** are written by a team of examiners appointed by the IB Organization; they represent roughly 70-80% of the student's overall score on an IB Subject Exam. These assessments are administered by CAHS in May during exam periods lasting one to three hours and are graded by examiners appointed by the IB Organization. In this sense, they are similar to AP Exams. Each External Examination includes multiple components; each component is graded by a team of examiners under the supervision of a team leader. The team leader's job is to ensure consistency of grading by scrutinizing samples of the examiner's work.

In late June or early July, a Grade Award committee meets at the IBO's assessment headquarters in Cardiff, Wales, UK. The Grade Award committee combines students' performances on the Internal Assessment and all components of the External Assessments to award the "final" grades for each Subject Exam. These grades, ranging from 1-7 with 1 the lowest and 7 the highest, represent the following levels of achievement.



IB Grading Scale

From the Handbook of Procedures for the Diploma Programme

Grade	7	Excellent performance
	6	Very good performance
	5	Good performance
	4	Satisfactory performance
	3	Mediocre performance
	2	Poor performance
	1	Very poor performance

Summary of the Grading Procedures for Theory of Knowledge, the Extended Essay, and Creativity-Activity-Service

Creativity-Activity-Service is the simplest to explain of all components of an IB Diploma Candidate's grade. A student who completes all of the requirements of Creativity-Activity-Service is reported as "Complete". This makes him/her eligible to earn the Diploma of International Baccalaureate; **if a student does not complete the Creativity-Activity-Service requirements, he/she is disqualified from earning the Diploma.**

Theory of Knowledge includes an Internal Assessment (in-class presentation) that counts for 33% of the final grade and an External Assessment (1,200-1,600 word essay) that counts for 67% of the final grade. The procedure is not radically different from the one described for the Subject Exams above, but the grades for Theory of Knowledge, rather than being graded on a scale of 1-7, are graded on a scale of A-E.



Grade Descriptors for Theory of Knowledge

From the Diploma Programme Grade Descriptors, 2017

- A. Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.
- B. Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/or assumptions, and includes some consideration of counterclaims and/or different perspectives.
- C. Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.
- D. There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims and/or different perspectives.
- E. There is no consideration of knowledge questions. Few, if many, references are made to areas of knowledge and/or ways of knowing. The discussion is simplistic and descriptive. Counterclaims and/or different perspectives are not identified.

The Extended Essay is externally assessed, and awarded grades on the same A-E scale as the Theory of Knowledge requirements. When grading the Extended Essay, IB examiners take into consideration criteria related to the following factors:



Assessment Criteria for the Extended Essay

From the Extended Essay Guide, 2016

- Criterion A: Focus and Method
- Criterion B: Knowledge and Understanding
- Criterion C: Critical Thinking
- Criterion D: Presentation
- Criterion E: Engagement

How It All Fits Together

The IB Organization's "Final Award Committee" awards the Diploma of the International Baccalaureate based upon the accumulation of total points from the Subject Exams and the completion of Theory of Knowledge and the Extended Essay. As noted above, you also cannot earn the Diploma if you fail to complete the Creativity-Activity-Service requirements. The points earned for Theory of Knowledge and the Extended Essay is based upon this matrix:



The Diploma Core Points Matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Examples of how scores “add up” to award the Diploma

Example #1

Subject Exams	Scores
English A: Literature HL	4
Spanish SL	5
Anthropology HL	5
Biology HL	3
Analysis & Approaches SL	4
Psychology SL	4
Points earned on Subject Exams	25
Points earned on HL exams	12
Points earned on SL exams	13
Core Requirements	Scores
TOK	A
EE	B
CAS	✓
Points earned on Core Requirements (see Diploma Points Matrix on previous page)	3
Total Points earned	28
Diploma Awarded?	Yes

Example #2

Subject Exams	Scores
English A: Literature HL	5
Spanish SL	3
Anthropology HL	4
Environmental Sys & Soc SL	4
Applications & Interpretations SL	2
Visual Arts HL	6
Points earned on Subject Exams	24
Points earned on HL exams	15
Points earned on SL exams	9
Core Requirements	Scores
TOK	B
EE	C
CAS	✓
Points earned on Core Requirements (see Diploma Points Matrix on previous page)	1
Total Points earned	25
Diploma Awarded?	Yes