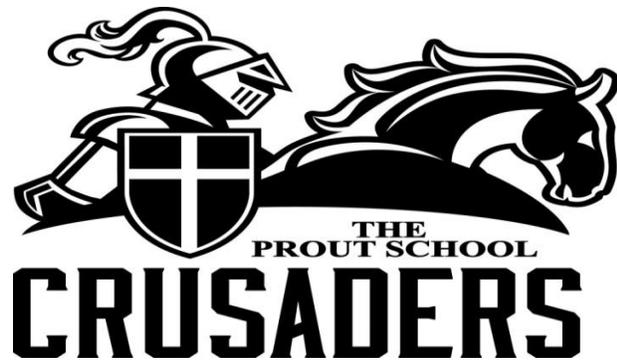




## On Your Acceptance Into The Prout School IB Diploma Program



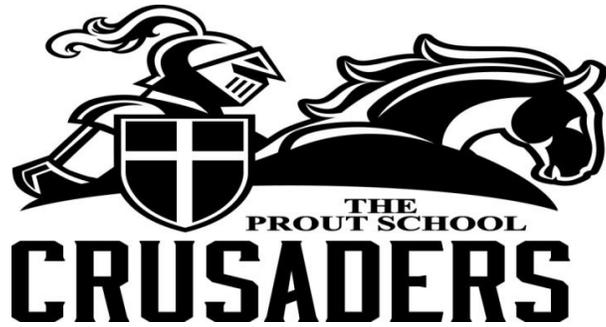
International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# THE PROUT SCHOOL IB DIPLOMA PROGRAM

- Congratulations and Welcome .....**
- What is the IB Educational Philosophy .....**
- The IB Learner Profile Attributes and H.E.A.R.T.....**
- IB Diploma Curriculum Sequence.....**
- What is an IB IA/Oral Exams.....**
- IB External Course Assessments.....**
- IB Theory of Knowledge.....**
- IB Extended Essay.....**
- IB CAS Program.....**
- IB Scoring Details.....**
- IB Assessment Dates .....**



International  
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## **WELCOME TO THE PROUT SCHOOL IB DIPLOMA PROGRAM** (numerical data taken directly

from:

<http://www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/dp-statistical-bulletin-may-2017-en.pdf>)

**We congratulate you on applying for, and being accepted into, the IB Diploma Program. You have joined the prestigious ranks of 157,488 like-minded, curious, driven, compassionate individuals who want to challenge themselves academically, emotionally, and morally. You are now part of a special cohort of students who come from over 147 countries and over 4,500 schools across the global community. For 50 years, the IB Program has mentored students like you who genuinely want to utilize their God-given talents to make the world a more just, equal, and better place for all.**

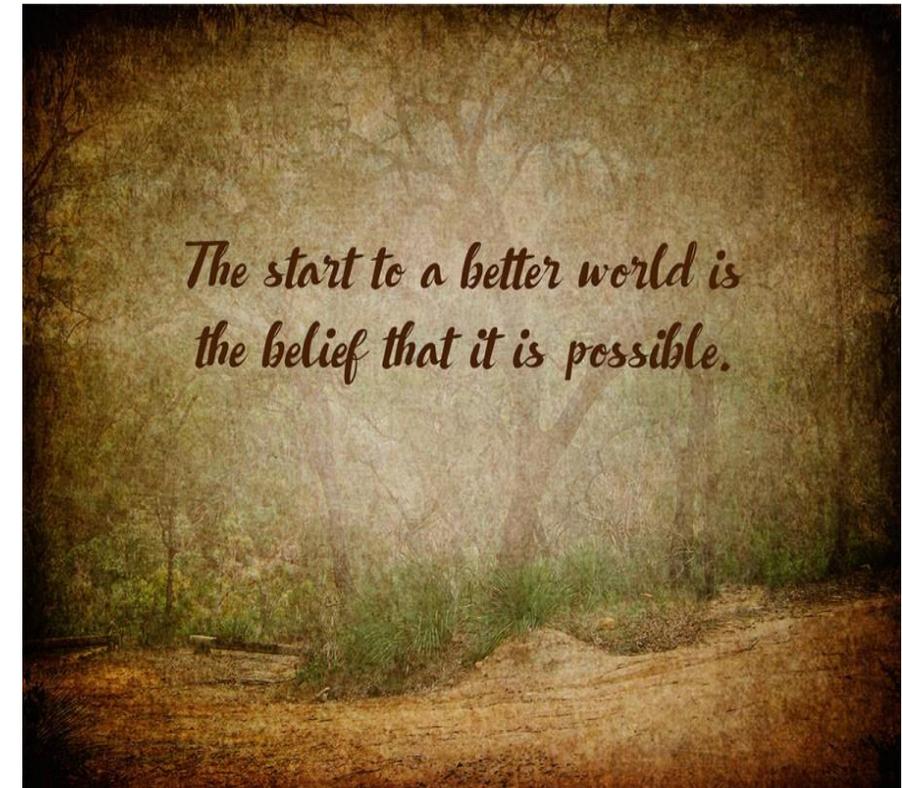


**By participating in the IB Diploma Program, you are joining a special group of individuals who want to become the best version of themselves as possible and continue living the Prout H.E.A.R.T. and IB philosophy of what it truly means to be human.**

**“The IB Program develops and sustains a worldwide community of students, educators, and schools, with a shared mission to offer the best possible international education combined with an emphasis on human values.**

**We believe that open, enlightened mind, free from prejudice, are our best hope to create a better world. Grounded in a proven and continuously revitalized curriculum, we encourage deep inquiry and relentless curiosity to develop students who are caring, courageous risk takers, and critical thinkers.**

**An IB education inspires young people to become lifelong learners, using their energy, conviction, and positivity to engage with increasingly complex and interconnected global issues. Our foundational idea is that each one of us is responsible for the rest of us, and this understanding is a necessary basis for progress towards a more just and peaceful world.”. ( taken from: Media Tool Kit, ibo.org 2017)**





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# What is an IB education?



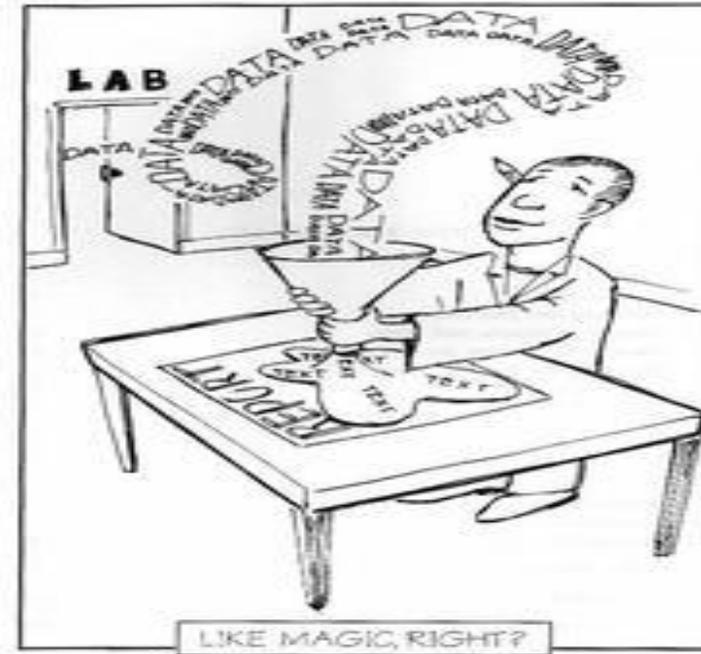
A path to international mindedness

# THE PROUT IB DIPLOMA CURRICULUM SEQUENCE

JUNIOR YEAR	SENIOR YEAR
1. Religion 11	1. IB World Religions
2. IB English 11	2. IB English 12
3. IB World History I	3. IB World History II
4. IB French, Italian, or Spanish III	4. IB French, Italian, or Spanish IV
5. PE/Health, Dance, or Yoga first semester/IB TOK second semester	5. IB TOK first semester, PE/Health, Dance, or Yoga second semester
6. IB Math I	6. IB Math II
7. IB Biology I or IB Physics I	7. IB Biology II or IB Physics II
8. IB Art ---IB Theatre	8. IB Art II ----- IB Theatre II
9. IB Design Technology	9. IB Design Technology
10. IB Dance	10. IB Dance

**With the 8 class schedule – students could elect to take other elective classes**

# IB Internal Assessment



**In addition to the written IB exams in May, students also work on Internal Assessments – known as IAs**

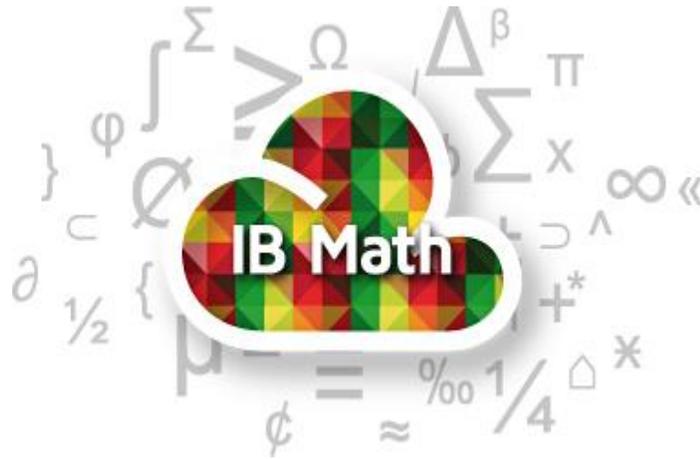
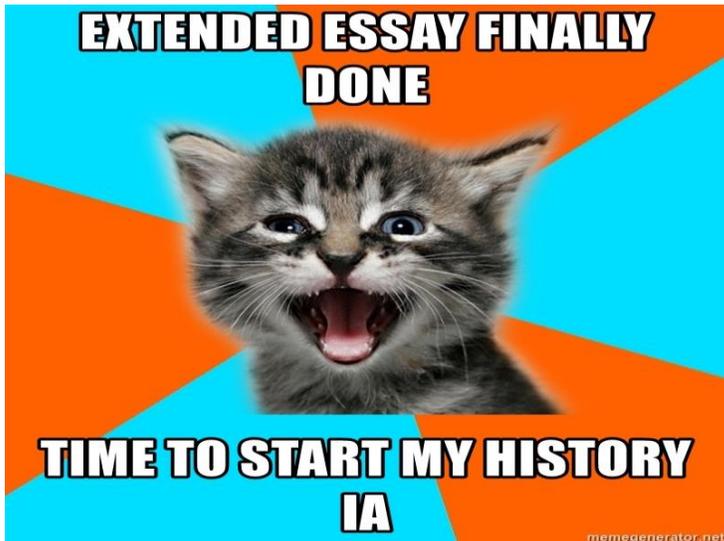
**The IAs are done under the supervision of the individual content area IB teachers**

**The IAs in the various content area subjects usually count for approximately 20% of the student's final IB score in that specific class**

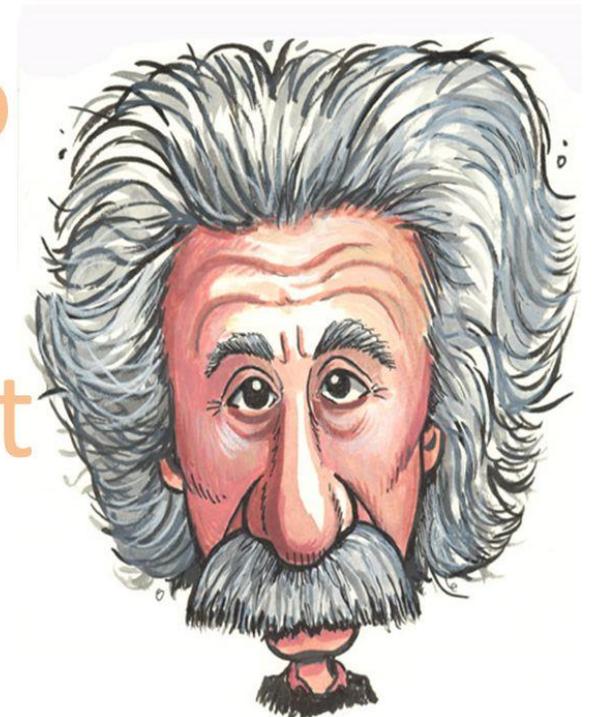


**Throughout the fall and into the spring of the SENIOR YEAR, IB teachers mentor students in creating the IAs**

**The IB teachers provide students with the specific rubrics, writing guidelines, and instructional strategies for researching and formulating the Research Question for each IA**



How to  
write a  
brilliant  
IA.



# ORAL EXAMINATIONS

## ASSESSMENT BREAKDOWN

### English

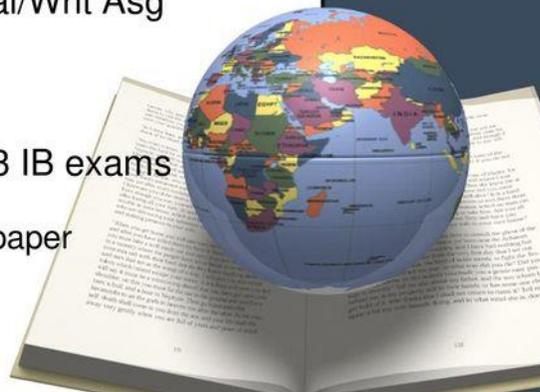
Papers (Exams)	70% -2 IB exams
Internal Assessments	30%-World Lit paper/Oral/IOP

### World Language

Papers (Exams)	70% - 2 IB exams
Internal Assessments	30%-Oral/Writ Asg

### History/Geography

Papers (Exams)	80%- 2-3 IB exams
Internal Assessments	20%-IA paper



**In addition to the written exams in IB classes, students will also sit for oral examinations in English and in French, Italian, or Spanish – IB teachers in these subjects guide students with rubrics, practice preparations, formatting, etc.**

**Part One of the English oral exam is done at the end of the junior year; Part Two of the English oral exam is done in the spring of the senior year**

**The oral exams in Foreign Language are done in the spring of the senior year– language teachers practice taping the oral exams with students throughout the senior year**

# THEORY OF KNOWLEDGE (TOK)

THERE ARE KNOWN KNOWN  
THERE ARE THINGS THAT WE KNOW THAT WE KNOW, THERE ARE  
**KNOWN UNKNOWN**  
THAT IS TO SAY, THERE ARE  
THINGS THAT WE NOW KNOW WE DON'T KNOW  
BUT THERE ARE ALSO  
**UNKNOWN UNKNOWN**  
THERE ARE THINGS  
**WE DO NOT KNOW**  
**WE DON'T KNOW**  
AND EACH YEAR WE DISCOVER  
A FEW MORE OF THOSE  
**UNKNOWN**  
**UNKNOWN**

# THEORY OF KNOWLEDGE

## TOK COURSE

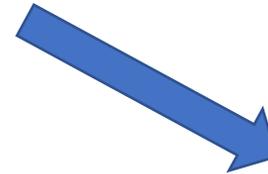


- Student as the knower
- Encourages critical thinking about knowledge itself
- Opportunity to step back from the relentless acquisition of new knowledge
- Encourages students to share ideas with others
- Understanding of knowledge as a human construct

**At Prout, IB Theory of Knowledge is taken during the spring semester of the junior year, and the fall semester of the senior year – only IB Diploma Candidates are allowed to enroll in IB TOK**

**TOK deals with the Essential Question: *How do we know what we claim to know?***

**In the first semester, TOK students investigate the WAYS OF KNOWING (WOKs)- these are the means by which individuals take in information from their environment, process it, and then utilize that knowledge within various **paradigms****

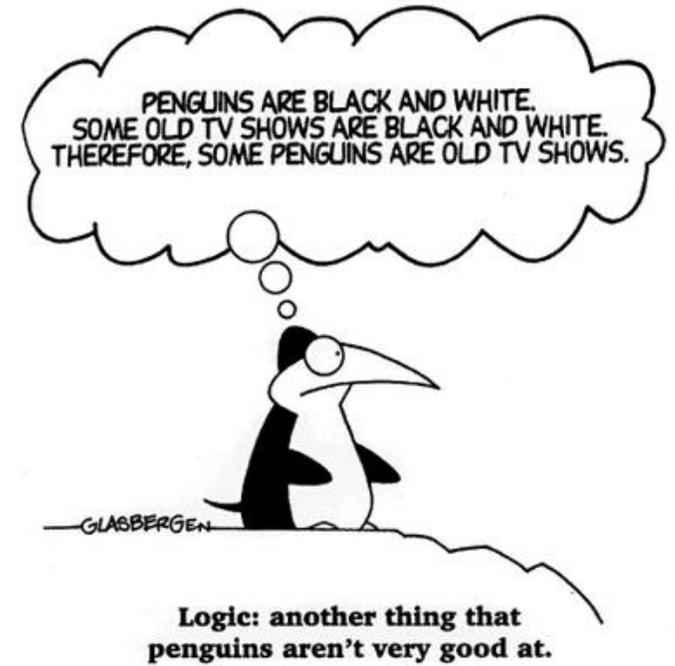


**“a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a particular field of knowledge”**

**Through exploring the WOKs, IB students then move on to examining the different paradigms – the AREAS OF KNOWLEDGE (AOKs)**

**TOK students have primary assessment that are sent to IB in the fall of the senior year: **The IB TOK Essay and the IB TOK Presentation****

**The IB TOK teacher guides students with the rubrics, formatting, design, writing, and research related to the two above assessments – These assessments are forwarded to IB examiners for review and scoring**



# Ways of Knowing (WOKs)



## Everything done in TOK evolves from the IB Learner Profile Attributes

The table below shows some of the links between TOK and the learner profile attributes. (taken directly from the *Theory of Knowledge Guide, 2015*)

IB LEARNER PROFILE ATTRIBUTE	Link to TOK
<b>Inquirers</b>	<p>TOK students seek to find out how knowledge is constructed using various ways of knowing and by considering what constitutes knowledge in various areas of knowledge. It is a fundamental premise of TOK that personal knowledge should not result from simple acceptance of knowledge claims without sufficient inquiry and evidence.</p>
<b>Knowledgeable</b>	<p>TOK students strive to be knowledgeable about the nature of knowledge. This means becoming knowledgeable about the methods of inquiry of a variety of subject areas, from a number of perspectives. Students are encouraged to explore the processes by which individuals arrive at their own knowledge and understanding of the world and the presuppositions that underpin this understanding.</p>

## **Thinkers**

**TOK students examine thinking in order to understand what constitutes good thinking and also to recognize potential flaws in thought processes. Students also think about what thinking is required in a variety of situations, as well as how thinking relates to emotional processing and intuition.**

## **Communicators**

**TOK students are required by the TOK assessment tasks to communicate their understanding and perspective in both oral and written form. Students also study the language that is used to develop a body of knowledge, so they learn what gives language its power as well as what causes failures of communication.**

## **Principled**

**TOK students scrutinize knowledge in a critical manner, leading to what could be called principled knowledge. Students are required to examine the relationship between possessing knowledge and the moral obligations that this carries. Learning to see the world from a TOK perspective challenges students to think about acting in principled ways.**

## **Open-minded**

**TOK students need to be open-minded about knowledge claims they encounter. They will learn not to simply accept claims at face value, but to consider the factual accuracy of any proposition and the potential emotional, social or cognitive bias of any person making a proposition. At the same time, they must learn to balance skepticism with belief, and recognize that in many situations there is a need to make decisions without possessing absolute certainty.**

## **Caring**

**TOK students are asked to care about how they use their knowledge. This necessarily means thinking about how knowledge can be used in sympathetic, empathetic and compassionate ways.**

## **Risk-takers**

**TOK students must be willing to risk questioning what they hold to be true. This means that they must be willing to risk being wrong. When we are willing to accept being wrong then we make progress towards correcting existing misconceptions and increasing our knowledge and understanding of the world. The word “judgment” is central in TOK, and students should be prepared to take the risks involved in making judgments in matters where the evidence does not definitively favor one view or another, while at the same time acknowledging the provisional nature of these judgments.**

## Balanced

**TOK students are committed to viewing knowledge claims from different perspectives. They are also required to consider a range of areas of knowledge. TOK requires a balance of ability in speaking and writing, and a balance of ability in drawing general conclusions from specific examples and in drawing on specific examples to demonstrate general claims.**

## Reflective

**TOK students learn to reflect on the degree to which their own and other people's motivations, beliefs, thought processes and emotional reactions influence what they know and what they are capable of knowing.**

THE BEAUTIFUL THING  
ABOUT LEARNING  
IS THAT  
NO ONE CAN TAKE IT AWAY  
FROM YOU.

BB KING

**JUST HAD MY TOK  
LESSON**



**...OR DID I?**

I think, therefore IB.



# THE IB EXTENDED ESSAY

**The Extended Essay is a 4,000 word analytical research project started in IB TOK during the late spring of the junior year**

**The paper affords students the opportunity to learn how to do professional research in a paradigm they are interested in:**

**Group 1: Studies in Language and Literature**

**Group 2: Language Acquisition**

**Group 3: Individuals and Societies**

**Group 4: Experimental Sciences**

**Group 5: Mathematics**

**Group 6: The Arts**

**Under each “group” there numerous subdivision content areas students are allowed to select from for the EE – The EE Coordinator will guide students in the selection of topic cluster, research guidelines, writing format, rubric, etc.**

**Students work with a teacher mentor who is very proficient within the selected paradigm**



**KEEP  
CALM  
AND  
Write Your  
Extended Essay**

**FINISHED MY EE  
TODAY**



**EXACTLY 4000 WORDS**

memegenerator.net



### **The extended essay provides:**

- **practical preparation for undergraduate research**
- **an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.**
- **Through the research process for the extended essay, students develop skills in:**
- **formulating an appropriate research question**
- **engaging in a personal exploration of the topic**
- **communicating ideas**
- **developing an argument.**
- **Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge. (taken directly from: <http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/what-is-the-extended-essay/>)**

**The length of the extended essay The upper limit is 4,000 words for all extended essays. This upper limit includes the introduction, the body, the conclusion and any quotations, but does not include:**

- the abstract ( which is now an optional component of the paper)
- acknowledgments
- the contents page
- maps, charts, diagrams, annotated illustrations and tables
- equations, formulas and calculations
- citations/references (whether parenthetical or numbered)
- footnotes or endnotes
- the bibliography
- appendices (taken from: <http://www.montgomeryschoolsmd.org/uploadedfiles/schools/rmhs/ib/eemanualrmhs2013.pdf>)

## Writing an essay the night before it's due



# THE EXTENDED ESSAY JOURNEY

## 1 KNOW WHAT TO EXPECT

Read the criteria and sample essays.  
Start a Researcher's Reflection Space (RRS).  
Decide on a DP subject.

## 2 BRAINSTORM ON TOPICS

What's interesting?  
What questions are worth pursuing?

## 3 FORMULATE A QUESTION

Talk to supervisor about research questions and methods.

**INQUIRY**

## 4 RE-EVALUATE THE QUESTION

Is it still worth pursuing?  
Keep up your RRS.

1ST REFLECTION ON PLANNING AND PROGRESS FORM (RPPF) SESSION

## 9 WRITE A COMPLETE DRAFT

Introduce, explain, argue, illustrate and draw conclusions.  
Answer the research question.

## 10 REVIEW THE DRAFT

Discuss draft with supervisor.  
Reread and reflect.  
Apply the criteria.

**WRITING**

## 11 REVISE

Reorganise, rewrite and reassess.

## 5 FINALISE RESEARCH QUESTION

Finalise research methods.  
Outline rough structure of essay.

## 6 GATHER DATA

Find sources, experiment, survey, read!

## 7 ORGANIZE NOTES

Map, structure and make connections.  
Maintain RRS.

**RESEARCH**

## 8 FILTER FOR PERTINENT INFORMATION

What's important?  
What can be left out?  
What's still missing?

2ND RPPF SESSION

**FINISH**

## 12 SUBMIT FINAL COPY

Check everything, including table of contents.

## 13 VIVA VOCE (3RD RPPF SESSION)

Discuss EE process and end result with supervisor.

COMPLETE AND SUBMIT RPPF

**CELEBRATE!**  
THE JOURNEY IS DONE

**CAS is designed to be a contemplative journey of self-discovery that aligns closely with both the IB Learner Profile Attributes, and The Prout School's H.E.A.R.T. framework**

**The IB CAS Coordinator guides students throughout the process; however, **CAS is the student's program to design, follow through with, and reflect on****

**The CAS experiences should be based on personal interest, skill, talent, or opportunity for growth**

## **CAS LEARNING OUTCOME**



**Identify your own strengths and develop areas for personal growth.**

**Demonstrate that challenges have been undertaken, developing new skills in the process.**

**Demonstrate how to initiate and plan a CAS experience.**

**Show commitment to and perseverance in CAS experiences.**

**Demonstrate the skills and recognize the benefits of working collaboratively.**

**Demonstrate engagement with issues of global significance.**

**Recognize and consider the ethics of choices and actions.**

# Service Learning Cycle [DRAFT]

Service is...  
sustained and sustainable  
for and with others  
culturally-sensitive  
meaningful  
authentic



Adapted from the  
IB MYP Design Cycle &  
Service Learning Outcomes by  
Stephen Taylor (@BiologyStephen)  
& Midori Nishizawa, for Canadian  
Academy, Kobe, Japan.

Further References:  
*The Complete Guide to  
Service Learning*,  
by Cathryn Berger-Kaye.

## Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

## Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

## Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

## Demonstrate that challenges have been undertaken, developing new skills in the process

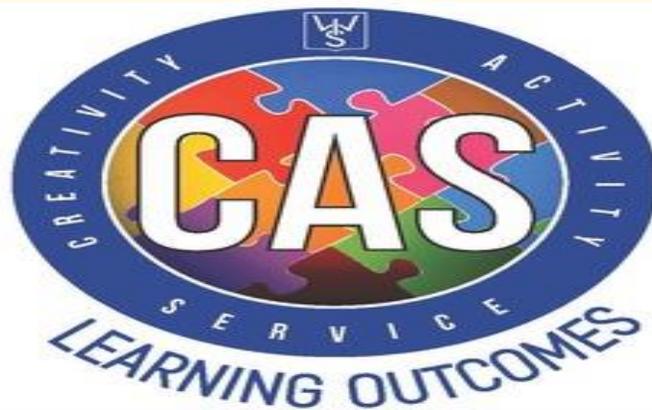
A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

## Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.

## Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.



# THE CAS PROJECT

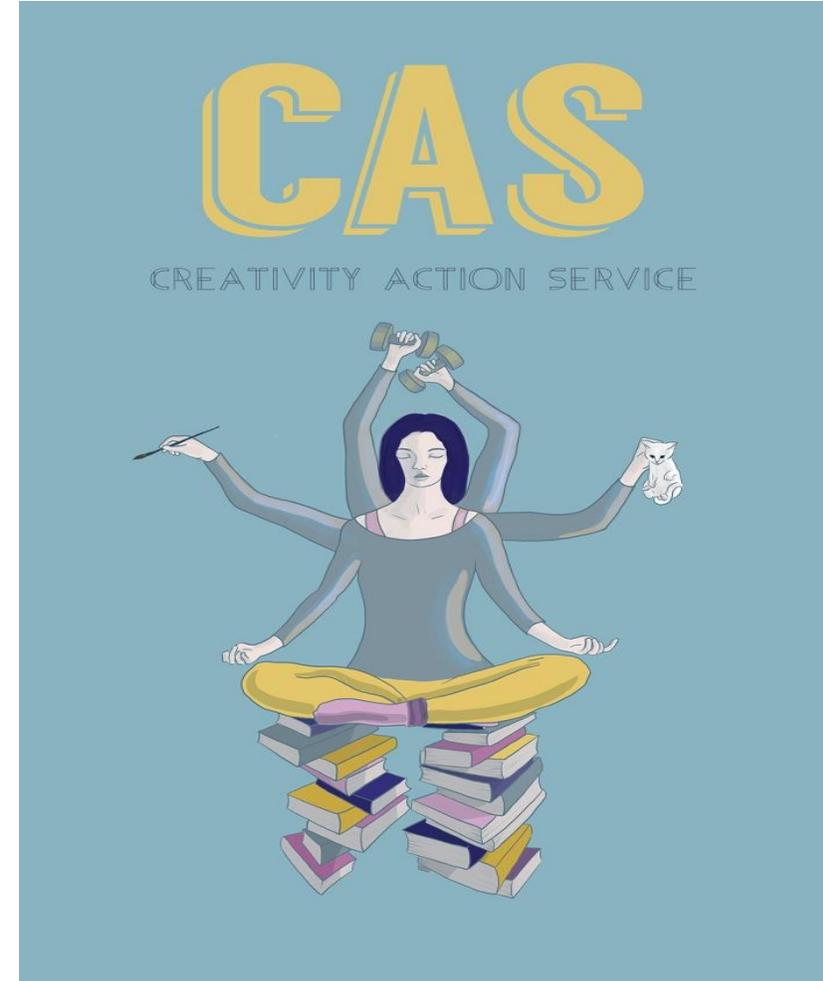
**A CAS project is a collaborative, well-considered series of sequential CAS experiences , engaging students in one or more of the CAS strand areas of creativity, action, and service. CAS students must be involved in at least one CAS project during their CAS program. A CAS project is expected to last at least one month.**

**All CAS projects should :**

**Utilize the CAS Stages as a framework**

**Be designed with a defined purpose and specific goals.  
Individual students identify one or more of the learning outcomes**

**Result in students reflecting on their CAS project experience collaboratively, if possible**



# CAS REFLECTIONS



**Reflection is a critical skill necessary in all careers and in all personal interactions. Reflection is an essential part of the overall CAS experience**

**Through reflection, students examine the relevance of their experience, apply thoughts gathered from various experiences, consider the actions of others, and remind themselves of what was learned and how this occurred in the project**

**Effective reflections are measured by care and quality of thought, not by length or quantity**

**Students reflect at the beginning, during, and at the end of a series of CAS experiences**

# THE CAS PORTFOLIO

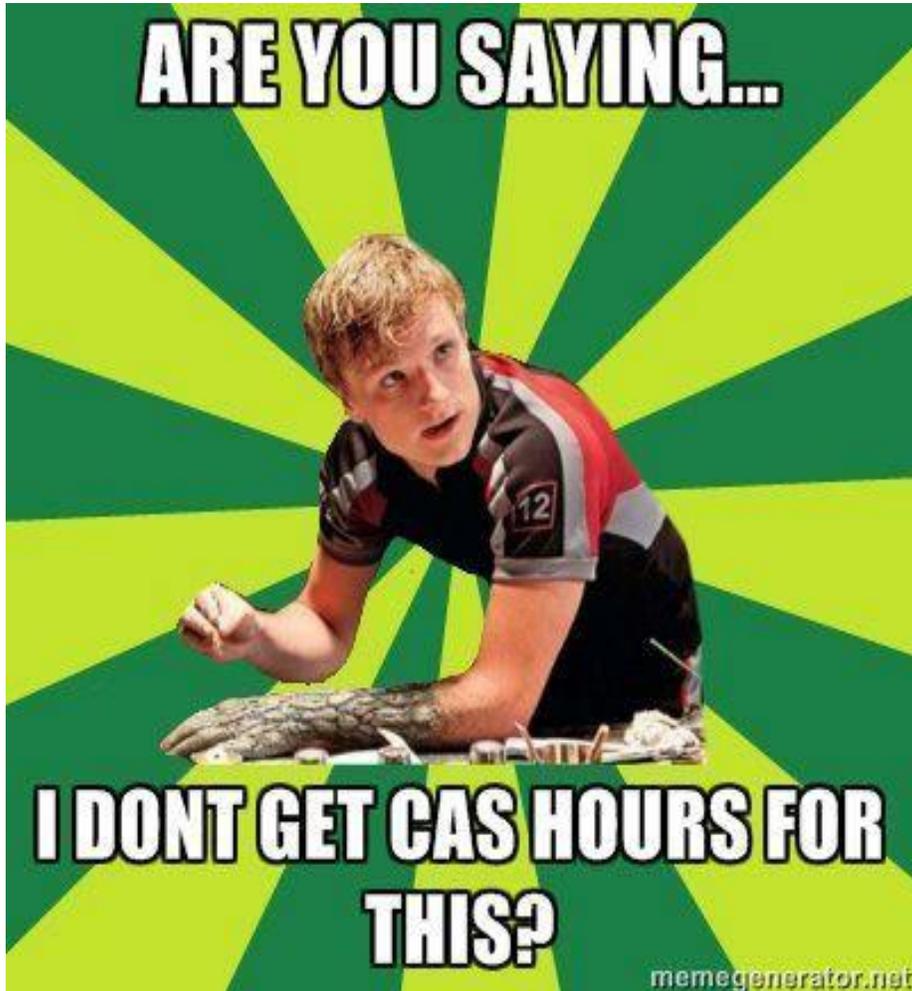


**All reflections and stages related to CAS should be placed in the student's individual portfolio**

**The reflections also should give evidence of achieving each of the seven CAS learning outcomes; however, not every single reflection should or must discuss learning outcomes**

**The portfolio is meant to be a collection of evidence that showcases the overall experience and is a source of self-pride for the student**

# THE CAS INTERVIEWS



Throughout the months of the CAS program, the CAS Coordinator will schedule at least three interviews with students. During these interviews, learner profile, goals, experiences, and CAS project, and CAS portfolios are discussed. The coordinator will mentor students and offer recommendations throughout the process; however, **it is each student's personal responsibility to arrange the meetings at the coordinator's convenience, be on time for each meeting, and bring concrete evidence/notes to each meeting of what is being worked on.**

**It is extremely important that students connect very early on with the coordinator-- so that the experiences/events of creativity, action, and service are ones approved of by the coordinator.**





## 4 types of service:

- **Direct service:** interaction with people or environment such as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** recipients of indirect service are not seen, but service is verified through actions that benefit the community or environment. For example, re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** speak on behalf of a cause or concern to promote action on an issue of public interest. For example, initiate an awareness campaign on hunger or bullying, or creating a video on sustainable water solutions.
- **Research:** collect, analyse data and information and report on a topic of importance to influence policy or practice. For example, conduct environmental surveys to influence school policy; contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.



*“The best way to find yourself is to lose yourself in the service of others.”*

—Mahatma Gandhi

# HOW A FULL IB STUDENT IS AWARDED THE IB DIPOMA

(in addition to The Prout School Diploma)

London School of Economics  
*"Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure."*

Hrilinea Lock, undergraduate admissions manager,  
London School of Economics, UK

Princeton University

*"The IB is a first-rate program, one we are familiar with, and it prepares students well for a university like ours."*

Fred Hargadon, Director of Undergraduate Admissions,  
Princeton University, USA

**"The IB diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points, and satisfactorily complete the core components, including extended essay, theory of knowledge, and CAS (creativity, action, service). The highest total available for a Diploma Programme student is 45 points. Candidates are able; to gain up to three extra points for their Extended Essay and the TOK assessment".**

(taken directly from : <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>)

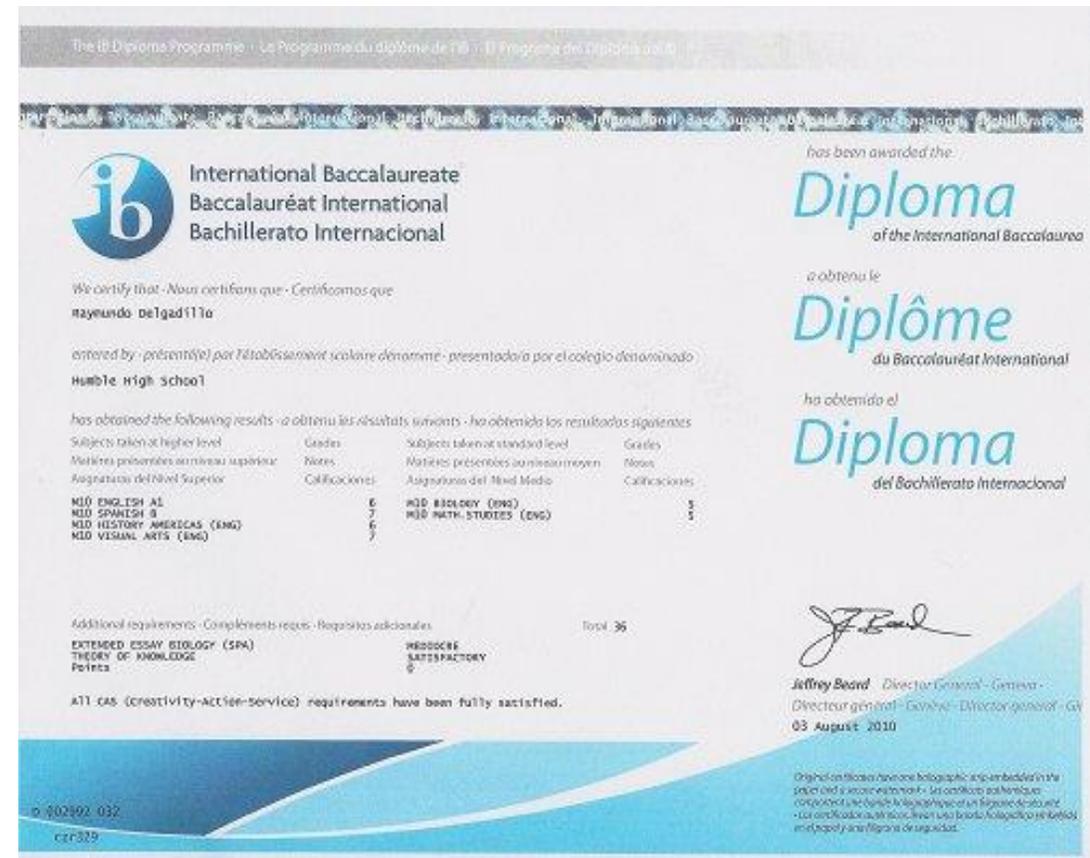
**“The IB Diploma will be awarded to a candidate [provided all the following requirements have been met:**

**All CAS requirements have been successfully met**

**The candidate’s total points are 24 or more**

**There are no “N” awarded for TOK and/or the Extended Essay**

**There is no grade of one awarded in an IB subject/level**



## MIT

*"Students who complete the IB diploma are the kind of smart, intellectually curious, and creative ... We automatically consider that curriculum to be the most rigorous possible. ... prime examples of the kind of work students will be expected to do on most college campuses today. "*

*Director of Undergraduate Admissions, M.I.T.*

## Harvard University

*"IB is known to us as an excellent preparation. Success in an IB program correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."*

*Marlyn McGrath Lewis,  
Assistant Dean of Admissions  
Harvard University, USA*

**There are no more than two grades of 2 awarded (HL or SL)**

**There is no more than three grades of 3 or below awarded (HL or SL)**

**The candidate has gained 12 points or more on HL subjects ( for candidates who register for four HL subjects, the three highest grades count)**

**The candidate has gained 9 point or more on SL subjects**

**The candidate has not received a penalty for academic misconduct from the Final Award Committee"**

# SCORING DETAILS FOR INTERNAL AND EXTERNAL IB ASSESSMENTS

## The EE & TOK Matrix

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

# ASSESSMENT DEADLINES



Throughout the entire process of the IB Diploma Program, IB teachers guide students in knowing when things are due, what needs to be specifically done for each assessment, how to organize oneself in terms of research and writing, and healthy ways to handle the personal responsibilities related to each assessment. The IB Coordinator instructs IB teachers regarding when completed student assessments must be uploaded; however, each IB teacher will set his/her own particular assessment sequence for his/her IB class. The following is an approximate overview of due dates:

## IA Assessments

**MAY/JUNE Junior Year: IB English Part I paper and oral presentation**

**DECEMBER 15 Senior Year: Extended Essay**

**END OF JANUARY Senior Year: IB TOK essay and Presentation**

**FEBRUARY/MARCH Senior Year: Oral exams in IB English and IB Foreign Language**



**FEBRUARY/MARCH Senior Year: IB World History IA**

**FEBRUARY/MARCH Whichever year student is enrolled in IB Math**

**FEBRUARY/MARCH Senior Year: IB World Religions IA**

**FEBRUARY/MARCH Senior Year: IB Biology or IB Physics IA**



## **IB WRITTEN EXAMS**

**The IB written exams usually the very end of April and the first three weeks of May. Exams are given in the morning and/or the afternoon during the school day. Each year, the IB Coordinator will give students the dates for each exam. Exam dates are also available by going online at:  
<http://www.ibo.org/contentassets/7f6c7681e0b34fc8b0541c1229c7521d/dp-cp-exam-schedule-may-2018-en.pdf>**