

International Baccalaureate Program ASD

Cohort #13
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American School Dhahran
International Baccalaureate Programme Booklet
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Welcome to

International Baccalaureate Programme at American School Dhahran

ISG Mission Statement

We Inspire Innovation and Compassionate Action.

ISG Guiding Principles

Learning Principles

- Students learn best with voice and choice.
- Learning is a reflective practice.
- Learning requires a safe, collaborative environment.
- Learning requires feedback for growth.
- Learning inspires passionate engagement.
- Learning from failure requires a growth mindset.
- Appropriate challenge engages and motivates learners.

Assessment Beliefs

Purpose: The purpose of assessment is to improve learning.

Beliefs:

- The student is the first and most important user of assessment data.
- Reflection is integral to deep learning.
- Assessments should be aligned with adopted standards.
- Feedback to students should be timely, targeted, accurate, actionable, ongoing, and embedded in the assessment process.
- Assessments should produce accurate data capable of informing instruction and learning.
- Assessments should give students opportunities to demonstrate their learning in a variety of ways.
- Creating and upholding structures that support teacher collaboration around assessment practices will enhance student learning.

Graduate Profile

Graduates of ISG will demonstrate the following characteristics:

- Leadership – inspire and motivate others
- Collaboration – purposeful and effective interaction with others
- Individuality – self-development, confidence, and motivation
- Open mindedness – embrace and respect diverse ideas to refine perspective(s), balance judgment, and inspire compassion
- Balance – well-roundedness, focus, and sustenance of a healthy mental and physical lifestyle through an efficient and proficient use of time
- Integrity – willingness and desire to do the right thing
- Growth mindset – belief that talents may be learned and perfected through perseverance
- Critical thinking – apply multiple perspectives and deep reasoning to real-world situations

International Baccalaureate Mission Statement

Mission Statement: The International Baccalaureate Organization (IBO) 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 IBO 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.

Introduction to the IB Diploma Programme

The International Baccalaureate Diploma Program (IB DP) is a comprehensive and rigorous two-year curriculum leading to examinations and qualifications for students in Grades 11 and 12 of the American education system. Successful completion of the program will lead to the highly regarded IB Diploma, recognized by universities worldwide. American School Dhahran began to offer this challenging and comprehensive IB Diploma Program on the ISG Dhahran campus in September 2011.

Developed in 1968, the program has:

- Provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique Theory of Knowledge course;
- Encouraged international-mindedness in IB students, starting with a foundation in their own language and culture;
- Developed a positive attitude to learning that prepares students for university education;
- Gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide; and
- Emphasized the development of the whole student – physically, intellectually, emotionally, and ethically.

Curriculum

IB Diploma Program students study six courses at the higher level or the standard level. Students must choose one subject from each of groups 1-5, thus ensuring a breadth of experience in languages, social studies, sciences, and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 2 to 4. Three subjects are taken at the higher level (approx. 240 teaching hours), and three are taken at the standard level (approx. 150 teaching hours) over two years.

Assessment

Students take written examinations at the end of the two-year program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either internally marked by the teachers and then moderated by external moderators or are sent directly to external examiners. IB Fine Arts and Theory of Knowledge are not assessed with a written exam at the end of year two but are assessed by work submitted directly to the IBO for external assessment.

IB assessments are criterion-referenced, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations. Statistically, the range of scores that students have attained has remained stable and most universities value the rigor and consistency of the IB Diploma Program assessment practices.

Benefits of the IB DP

- It has an international perspective and emphasizes “global-mindedness.”
- It is a broad-based, rigorous program.
- Students’ assessments are scored worldwide according to global standards.
- The program emphasizes learning processes and integration across multiple content areas.
- Students develop their ability to research, think critically and study independently.
- Students are allowed to maintain a course schedule that is broad while still allowing for some specialization based on future educational goals.
- The final grade is determined through a combination of written exams, papers, oral commentaries, and projects.
- The program is fully recognized as a basis for admission to universities in over 100 countries.
- Teachers take a holistic view of student education.
- Teacher professional development is ongoing.

IB Programme Model

Students will complete one course from each subject group, but may opt out of Group 6 (the Arts) and take a second course in Language Acquisition (Group 2), Individuals and Societies (Group 3), or the Sciences (Group 4) instead. Students will take three courses at the higher level (HL) and three courses at the standard level (SL).



The IB Learner Profile

This is the embodiment of the IB mission statement defined in ten attributes and is designed to describe the type of learner the IB aspires to develop in all four of its programs. It is intended to provide a focus for reflection on what is most important in IB World Schools and the IB teaching profession, which is why it is located at the heart of the program. In selecting students for the ASD IB program, the school takes into consideration to what extent students live out the following attributes. As students move through the two-year program, they will be expected to model these 10 traits.

The aim of all IB programs 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.

IB learners strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Risk takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Thinkers - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Balanced - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Acronyms

IB/IBO - International Baccalaureate (Organization): The IB is a non-profit educational organization founded in 1968 currently working in 3290 schools in 139 countries.

DP - Diploma Program: A rigorous Grade 11 and 12 (Year 12/13) educational program that culminates in assessments that are used to award diplomas to successful candidates.

IBDP - International Baccalaureate Diploma Program

TOK - Theory of Knowledge: A required course that spans 100 hours of class time over the two-year program that asks students to examine what they know and how they know it.

CAS - Creativity, Activity and Service: A required element of the Diploma Program that requires students to spend time each week engaging in creative pursuits, actively engaging in sports or fitness, and contributing their time and energy to the betterment of their community.

EE - Extended Essay: A 4,000-word work of independent, original research done by students in the Diploma Program about a topic of interest in their studies.

HL - Higher Level: Courses that are taken at the HL level cover the subject in greater detail and depth. HL courses consist of approximately 240 hours of classroom instruction over the two-year program.

SL - Standard Level: Courses that are taken at the SL level are studied in less detail and depth than HL courses. SL courses consist of approximately 150 hours of classroom instruction over the two-year program.

IA - Internal Assessment: IB mandated assessments that are administered and scored by the teacher. Some of these may be submitted to the IB for moderation.

EA - External Assessment: Exams from the IBO, administered by the IB Coordinator and scored by the IB.

IO - Individual Oral: An oral assessment based on an extract from one non-literary and one literary work from the course. The student will deliver a prepared response examining how a global issue is presented in the chosen texts. A discussion with the teacher follows. The oral assessment is scored by the teacher and submitted as part of the students' internal assessment.

IOA - Individual Oral Assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. The oral assessment is scored by the teacher and submitted as part of the student's internal assessment.

Requirements to Earn the ASD Diploma

The American School Dhahran Diploma is awarded to IB Diploma students who have passed all courses by receiving a 2 or higher in their coursework and completed all internal and external assessments including all TOK, EE and CAS requirements. Students that are taking the full IB Diploma are exempt from meeting certain ASD high school graduation requirements, such as arts and physical education credits, but students that are taking individual IB certificate courses are not. Students cannot have missed more than 6 class periods due to non-school related activities each semester.

Requirements to Earn the IB Diploma

The IB Diploma is awarded to candidates whose total score from their six subjects - three at higher level and three at standard level (including any points for the Extended Essay and Theory of Knowledge course) reaches or exceeds 24 points. Candidates must also meet the additional requirements listed below.

Group - Subject	Score Earned
1 – Language and Literature	1-7
2 – (Second) Language Acquisition	1-7
3 - Individuals and Societies	1-7
4 - Sciences	1-7
5 - Mathematics	1-7
6 - Arts or second course from group 3 or 4	1-7
Extended Essay and TOK*** see points matrix	0-3
TOTAL	**6-45**

Additional Requirements for the Award of the Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

All of the following requirements must also be met:

a. CAS requirements have been met.
b. The candidate's total points are 24 or more.
c. There is no "N" or non-submission of an assessment for Theory of Knowledge, the Extended Essay, or any other contributing subject.
d. There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
e. There is no grade 1 awarded in a subject/level.
f. There are no more than two grade 2s awarded (HL or SL).
g. There are no more than three grade 3s or below awarded (HL or SL).
h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
j. The candidate has not received a severe penalty for academic misconduct.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Award of the TOK/EE Bonus Points

***The student may be awarded up to three additional points from the combined scores of his/her Extended Essay and Theory of Knowledge. These points are determined using the IB prescribed matrix given below:

		TOK					
		Excellent **A**	Good **B**	Satisfactory **C**	Mediocre **D**	Elementary **E**	Not submitted
EE	Excellent **A**	**3**	**3**	**2**	**2**	Failing Condition	N
	Good **B**	**3**	**2**	**2**	**1**	Failing Condition	N
	Satisfactory **C**	**2**	**2**	**1**	**0**	Failing Condition	N
	Mediocre **D**	**2**	**1**	**0**	**0**	Failing Condition	N
	Elementary **E**	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	N
	Not Submitted	N	N	N	N	N	N

Additional Time Commitments for IB DP Students

IB students may spend about upwards of 15 hours a week doing homework and studying outside of the school day in order to be academically successful. EE and CAS activities also require time outside of school. Students may need to attend additional class sessions after school or on Saturdays in order to meet higher-level hour requirements.

Costs Associated with the Diploma Program

Tuition Fees - Tuition for the ASD IB Diploma Program is the same as the tuition rate for ASD.

Exam Fees - There are additional testing fees in year two for the end of program assessments. The approximate cost for the end of program assessments is ± 3,200 SAR.

Book Fees – The school will provide the necessary textbooks for the IB program.

- The school will *not* provide IB course study guides. Any student who wants one may purchase them on their own. They can be purchased from "The Book Case" in Bahrain. (+973 1769 0566)
- Students will need to purchase their own novels for their Group #1 English class. Students will be given a list of required novels. Please purchase the correct edition using the listed ISBN number. Electronic copies will not be acceptable.

Laptop Requirement - Students in the IB program are required to have their own laptop computer for use in class. Many textbooks are digital and many class activities are done online.

IB Program University Search Information Services

The IB website (www.ibo.org) allows families to research the admission policies for IB students by specific universities and specific countries. This is very important when choosing a student's IB courses so that they have the prerequisite skills and courses required for their chosen field of study. Follow the sequence below to search:

https://www.ibo.org/

- University Admission
  - Find countries and universities that recognize the IB
  - View recognition statements in the database
  - Country/territory recognition statements

IB Courses Offered at ASD

*Please note that some courses will be dependent on enrolment and demand.

Group Number and Name	Tentative Courses Offered in the ASD IB DP	Level Offered
1 - First Language	Language A: English Language and Literature	HL and SL
2 - Second Language	Arabic B	HL and SL
	Arabic ab initio	SL only
	French B	HL and SL
	French ab initio	SL only
	Spanish B	HL and SL
	Spanish ab initio	SL only
3 - Individuals and Societies	Business Management	HL and SL
	Global Politics	HL and SL
	Psychology	HL and SL
4 - Experimental Sciences	Biology	HL and SL
	Chemistry	HL and SL
	Physics	HL and SL
	Sports, Exercise, and Health Science	HL and SL
5 - Mathematics	Mathematics: Analysis and Approaches	HL and SL
	Mathematics: Applications and Interpretation	SL only
6 - Arts	Visual Arts	HL and SL
	Theatre	HL and SL

Detailed descriptions and prerequisites of each course are provided below. Courses may be withdrawn if there is not sufficient student interest or course enrollment may be closed once sections are full.

Credits
Students earn 2 credits over two years for each course in Groups 1-6 (.5 credit per semester). No credit is awarded for core requirements (EE or CAS), with the exception of TOK. 1 credit is awarded over two years for TOK (0.25 credit per semester).

Conditions for Course Selection

Due to the nature of the IB Diploma Program, as well as the smaller size of the IBDP cohorts at ASD, there are certain conditions and/or limitations applied when making course selections.

SL/HL Selections: Often students state that they must take certain courses at the Higher Level in order to get into specific programs of study in universities. However, HL courses (240 hours) are much more rigorous and require a much greater commitment of time and effort for success compared to SL courses (150 hours). Therefore, the combination of HL courses in reference to post-secondary objectives as well as past effort and results in these courses should be taken into consideration when selecting them. Recommendations may be made by teachers to choose SL or HL based on a student's past and current experience in a specific subject.

Group 2 course selection: The IB states that ab initio courses are designed for students with either no exposure or very limited exposure to the target language. "Because of the inherent difficulty of defining what constitutes very limited exposure to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language." **Therefore, in order to ensure students are properly placed in the appropriate course and level, placement will be officially made after a standardized placement test and interview with the relevant language teachers.**

Group 6: The IB aims to deliver a holistic approach to teaching and learning that covers a range of subjects so that students receive a comprehensive education where they are able to make connections between disciplines. However, the IB does allow students to opt out of Group 6, the Arts, and take a second course from Group 3 or 4, and at ASD

this is quite common. However, should students choose Visual Arts or Theatre, ASD will try to support them as much as possible.

Course Descriptions

Core Program Requirements

All three components of the IB Core Program must be completed successfully in order to be eligible for the International Baccalaureate Diploma.

Extended Essay (EE) **Credits: 0.0**

The Extended Essay consists of an in-depth study of a focused topic chosen from the student's Diploma Program subjects. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of writing, which is formally structured and presented. The ideas and findings of the EE are communicated in a reasoned and coherent manner, appropriate to the subject chosen

Creativity, Activity and Service (CAS) **Credits: 0.0**

Creativity, Activity and Service (CAS) is a required component of the program and gives students the opportunity to become involved in new roles and experiences with meaningful outcomes. Students become aware of the connections between learning in the classroom and what happens in the wider world. Students are expected to reflect on CAS progress in a meaningful way and record their reflections in Managebac. CAS involves a weekly commitment to more than one experience and most are completed outside of the school day; a few examples are listed below:

- **Creativity examples:** music, art, dance, drama set design, cooking, Model United Nations (MUN)
- **Activity examples:** football, diving, yoga, hiking, Duke of Edinburgh expeditions
- **Service examples:** recycling, fund-raising, Habitat for Humanity

Theory of Knowledge (TOK) **Credits: 1.0**

This course brings together the IB student's diverse subjects to examine what knowledge is and how one knows it. The course aims to show students ways they can hold strong beliefs, make cautious generalizations, accept criticism, and respect the ideas of others. They will examine the role of belief, certainty, evidence and explanation for the purpose of examining language, sense perception, reason and emotion as "ways of knowing". Students will link these to "areas of knowledge" such as the arts, natural sciences, and ethics and will be assessed by a presentation (internally assessed) and a 1600-word essay (externally assessed).

Note: 0.25 credits are earned for each semester of the TOK course.

Group #1

IB English A: Language and Literature SL **Credits: 2.0**

Language A: Language and Literature is designed to provide the student with a rich exposure to diverse literature and cultures by exploring literary and non-literary works both in depth and in context. In doing so, students can expect to develop and refine their language skills, both oral and written, undertake detailed critical analysis of texts, and interpret visual images in conjunction with texts. For the assessments, students write an analytical paper based on an unseen passage and write a literary essay comparing and contrasting two texts studied during the course. Students also perform an individual oral with the teacher in which they explore how a global issue is presented through the content and form of a text studied during the course.

IB English A: Language and Literature HL **Credits: 2.0**

Language A: Language and Literature HL encompasses the same goals and assessments as the SL course but with higher expectations. HL students demonstrate a deeper understanding of the nature of linguistic and literary study. In addition to the assessments completed at the SL level, HL students write a formal essay based on one of the texts studied during the course. Additionally, in the Paper 1 essay, HL students will analyze two texts rather than one text as the SL students do.

Group #2

IB Arabic Ab Initio SL **Credits: 2.0**

Arabic Ab Initio is designed for beginners of Arabic. It aims to give students the language they need to communicate in Arabic in a variety of everyday situations. The course topics are organized into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are expected to develop receptive, productive and interactive skills. Students will participate in group-work, give oral presentations, write in various modes, and be exposed to a variety of Arabic-language media from around the Arabic-speaking world. Although this course starts off at the basic level, it quickly moves on to challenging and rigorous coursework within the first few months. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB Arabic B SL **Credits: 2.0**

Prerequisite: 2+ years of Arabic

Arabic B SL enables students to develop competency in reading, listening, and speaking through the study of the five essential themes of the course: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are encouraged to socially interact and effectively communicate in Arabic. In class, they are expected to demonstrate receptive, productive and interactive skills through performing presentations, participating in discussions, conducting debates, and writing different types of texts. Resources include authentic media resources, newspapers, reports, documentaries, and movies in varied dialects. Students should show intercultural engagement with Arabic language and culture and explore issues of global significance. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB Arabic B HL **Credits: 2.0**

Prerequisite: 2+ years of Arabic

Arabic B HL students study the same themes and materials as SL students to a greater depth. Additionally, HL students study two literary works in Arabic. For their assessments, HL students are expected to write more and produce work of further depth. In their conversation with their teacher, they will respond to the literary works studied as well as a theme of the course.

IB French Ab Initio SL **Credits: 2.0**

French ab Initio is designed for beginners of French. It aims to give students the language they need to communicate in French in a variety of everyday situations. The course topics are organized into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are expected to develop receptive, productive and interactive skills. Students will participate in group work, give oral presentations, write in various modes, and be exposed to a variety of French-language media from around the French-speaking world. Although this course starts off at the basic level, it quickly moves on to challenging and rigorous coursework within the first few months. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB French B SL **Credits: 2.0**

Prerequisite: 2+ years of French

French B SL enables students to develop competency in reading, listening, and speaking through the study of the five essential themes of the course: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are encouraged to socially interact and effectively communicate in French. In class, they are expected to demonstrate receptive, productive and interactive skills through performing presentations, participating in discussions, conducting debates, and writing different types of texts. Resources include authentic media resources, newspapers, reports, documentaries, and movies in varied dialects. Students should show intercultural engagement with the French language and francophone cultures and explore issues of global significance. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB French B HL **Credits: 2.0**

Prerequisite: 2+ years of French

French B HL students study the same themes and materials as SL students to a greater depth. Additionally, HL students study two literary works in French. For their assessments, HL students are expected to write more and produce work of further depth. In their conversation with their teacher, they will respond to the literary works studied as well as a theme of the course.

IB Spanish Ab Initio SL **Credits: 2.0**

Spanish Ab Initio is designed for beginners of Spanish. It aims to give students the language they need to communicate in Spanish in a variety of everyday situations. The course topics are organized into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are expected to develop receptive, productive and interactive skills. Students will participate in group work, give oral presentations, write in various modes, and be exposed to a variety of Spanish-language media from around the Spanish-speaking world. Although this course starts off at the basic level, it quickly moves on to challenging and rigorous coursework within the first few months. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB Spanish B SL **Credits: 2.0**

Prerequisite: 2+ years of Spanish

Spanish B SL enables students to develop competency in reading, listening, and speaking through the study of the five essential themes of the course: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are encouraged to socially interact and effectively communicate in Spanish. In class, they are expected to demonstrate receptive, productive and interactive skills through performing presentations, participating in discussions, conducting debates, and writing different types of texts. Resources include authentic media resources, newspapers, reports, documentaries, and movies in varied dialects. Students should show intercultural engagement with the Spanish language and culture and explore issues of global significance. Students are assessed on listening and reading comprehension, as well as written production. Students will also be assessed based on a conversation with the teacher during which they respond to a visual stimulus and discuss a theme studied in the course.

IB Spanish B HL **Credits: 2.0**

Prerequisite: 2+ years of Spanish

Spanish B HL students study the same themes and materials as SL students to a greater depth. Additionally, HL students study two literary works in Spanish. For their assessments, HL students are expected to write more and produce work of further depth. In their conversation with their teacher, they will respond to the literary works studied as well as a theme of the course.

Group #3

IB Business Management SL **Credits: 2.0**

Business Management SL covers the topics of business organization, human resources management, finance and accounts, marketing and operations management. Some topics require a basic ability to calculate and interpret statistics. Students discuss, analyze, and evaluate business practices in local, national, and international levels using real-world examples and case studies. The exam is based on a pre-released case study and data response questions. The students are expected to be able to evaluate and apply business theories and concepts. Students will apply business tools, techniques, and theories to an independently chosen business issue or problem.

IB Business Management HL **Credits: 2.0**

Business and Management HL will cover the same topics as SL students in addition to business strategy. Students will be expected to evaluate and apply business theories and concepts with greater sophistication than SL students. Students conduct an independent research project which allows them to apply business tools, techniques, and theories to a real-world business organization.

IB Global Politics SL/HL **Credits: 2.0**

Global Politics SL explores fundamental political concepts over the course of four units: Power, Sovereignty, and International Relations, Human Rights, Development, and Peace and Conflict. Concepts such as power, sustainability, globalization, equality, peace, and violence are explored in local, national, international, and global contexts. Students investigate real-world examples and case-studies and consider how their own lives are impacted by global politics. Through research, use of primary sources, text analysis, and transfer, students examine political activities and processes and various political perspectives and approaches around the world. Students are asked to understand, apply, compare/contrast, and evaluate source materials and to apply real-world examples to concepts learned in class. Students engage with and research a political issue and demonstrate their learning through a written report. Global Politics HL explores the same four units as SL. However, in addition to the SL assessments, HL students will present two 10 minute video-recorded oral presentations exploring different case studies from six HL extension topics.

IB Psychology SL/HL **Credits:2.0**

Psychology is the systematic study of behavior and mental processes. This course examines the interaction of biological, cognitive, and sociocultural influences on human behavior and the ethical issues raised by the methodologies and applications of psychological research. The three levels of analysis of behavior that make up the core of the course are the biological, cognitive and socio-cultural approaches. In addition SL students will study one of the following four options and HL students will study two: abnormal psychology, developmental psychology, health psychology, or the psychology of human relationships. All students will conduct an experimental investigation of a published experiment, theory, or model and report on their results. HL students will also investigate qualitative research methods during their second year and complete an additional exam covering this material.

Group #4

IB Biology SL **Credits: 2.0**

Biology SL emphasizes four basic biological concepts (structure and function, universality versus functionality, equilibrium within systems and evolution) across several core topics: statistical analysis, cell theory, the chemistry of life, genetics, ecology, evolution, and human health and physiology. An interdisciplinary group project will help students realize that one discipline is not isolated from another and scientists can work together on problems to discover and solve. In addition to laboratory investigations throughout the course, students will conduct an independent scientific investigation and write a report analyzing and evaluating their results.

IB Biology HL **Credits: 2.0**

Biology HL covers biological concepts in greater depth and detail than in SL. The first year focuses with depth and detail on cell structure and function and theoretical genetics. In the second year, students explore ecology and the human body systems. Throughout the course, laboratory-based investigation and statistical analysis form the foundation for student learning. Although not required, a basic understanding of chemistry is beneficial for HL students.

IB Chemistry SL **Credits: 2.0**

Chemistry SL is an accessible course for all IB diploma students that will combine theoretical and experimental studies of major chemical principles. Chemistry studies the atomic world and the interaction of atoms. It also explores the atomic properties and the properties of all molecules that are made of these atoms. Chemistry is a bridge between all the sciences as the application of chemical principles affects biological, physical and environmental systems. An interdisciplinary group project will help students realize that one discipline is not isolated from another and scientists can work together on problems to discover and solve. In addition to scientific investigations throughout the course, students will conduct an independent investigation and write a report analyzing and evaluating their results.

IB Chemistry HL **Credits: 2.0**

Chemistry HL covers all SL topics and laboratory experiments in addition to extension topics within each unit. HL also requires more complex laboratory experiments. Chemistry HL is meant for students with a strong scientific knowledge base and desire to learn about chemical systems.

IB Physics SL **Credits: 2.0**

Physics SL is a science that seeks to explain how the physical universe operates. The investigation ranges from the distant stars to particles smaller than an atom. Students will learn in the course that facts about the universe are collected by observation and experiment. Theories are then thought up to explain what data has been collected. These theories are applied and tested (often using math) and the reward is a better understanding of our physical universe. This course will provide an introduction to physical theories governing: physics and physical measurement, mechanics, oscillations and waves, fields and forces, electric currents, atomic and nuclear physics, thermal physics, energy, power and climate change, and sight and wave phenomena, and quantum physics. An interdisciplinary group project will help students realize that one discipline is not isolated from another and scientists can work together on problems to discover and solve. In addition to scientific investigations throughout the course, students will conduct an independent investigation and write a report analyzing and evaluating their results.

IB Physics HL **Credits: 2.0**

Physics HL covers the same topics as IB Physics SL to a greater depth and breadth. Topics studied in greater depth are motion in fields, wave phenomena, electromagnetic induction, quantum physics and nuclear physics, thermal physics, and imaging. The additional materials are electromagnetic waves and relativity.

Group #5

IB Mathematics: Analysis and Approaches SL **Credits: 2.0**

Mathematics: Analysis and Approaches SL caters to students with a solid background in mathematics who are competent in a range of analytical and technical skills. The majority of these students expect to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, chemistry, engineering, medicine, and technology. Others may take this subject because they enjoy problem-solving, developing mathematical arguments, and exploring real or abstract applications. This course will enhance students' use of various fields of mathematics including numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. SL students will complete exams with both short-answer and extended answer responses based on the syllabus with and without technology as well as a mathematical exploration in which they investigate an area of mathematics as it applies to the real world.

IB Mathematics: Applications and Interpretation SL **Credits: 2.0**

Mathematics: Applications and Interpretation SL is intended for students who enjoy applying mathematics to the real world and who wish to solve practical problems using mathematics. Students in this course should already possess knowledge of basic mathematical concepts and be equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subject areas such as social sciences or arts and humanities. This course will enhance students' use of various fields of mathematics including numbers and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics and probability, and introductory differential calculus. Technology will be used to solve mathematical problems in practical contexts. SL students will complete exams with both short-answer and extended answer responses based on the syllabus as well as a mathematical exploration in which they investigate an area of mathematics as it applies to the real world.

IB Mathematics: Analysis and Approaches HL **Credits: 2.0**

Recommended prerequisite: MAP Scores Approx. 270+ or Precalculus

Mathematics: Analysis and Approaches HL is well-suited for students planning to pursue studies in mathematics or subject areas with a major mathematics component. The HL course will cover the same topics as the SL course, but additional hours of instruction and additional content will be given for each topic, particularly in calculus including differential equations and Taylor/Maclaurin series. HL students will also complete two additional extended-response problem-solving questions.

Group #6

IB Visual Arts SL **Credits: 2.0**

Visual Arts SL is a studio-based course that will enable students to learn behaviors that will encourage creative and artistic growth. Throughout the course, students will investigate the past, present, and emerging forms of art and will be able to link their research with their own art. They will explore different techniques used in various types of media in order to refine the outcome of their final products. Students will learn to research their chosen directions and use their teacher as a technical assistant in order to come up with their own unique style as a young artist. Students will be encouraged to have an open-minded approach to different cultures, traditions, and aesthetics. Teacher evaluation, peer critical review sessions, and self-assessment will be used as teaching and learning tools. Throughout the course, students will maintain a visual arts journal, and for their final assessment, they will produce a process portfolio, a comparative study, and a final exhibition of 4-7 original works of art.

IB Visual Arts HL **Credits: 2.0**

Visual Arts HL students consider the same topics and skills as SL students to a greater depth and breadth. HL students produce a larger body of work and create work of greater depth than students in SL. In order to reflect this, the assessment criteria are differentiated according to option and level. HL students will produce 8 -11 works of art for their final exhibition.

IB Theatre is a multifaceted theatre-making course, emphasizing the importance of working, both individually and collaboratively as part of a creative team, transforming ideas into action. IB Theatre students communicate their ideas as inquisitive and productive theatre *Creators*, *Designers*, *Directors* and *Performers* using the language of Theatre. While the course focuses on strengthening skills learned in previous theatre classes, performance experience is not essential. The course is excellent for students wishing to become well-rounded confident communicators, and while it provides an excellent foundation for those pursuing a career in the performing arts, IB Theatre will also greatly benefit students choosing careers in the media, law, journalism, and human resources for example. Students will contrast their own artistic and cultural perspectives, and will apply both research and theory to inform and to contextualize their work. Research on historical/cultural/socio-political theatre, devising and realizing original works are major focuses for IB Theatre. By developing an appreciation of the huge diversity of world theatre traditions across time, place and culture, the IB Theatre course promotes international-mindedness and respect for diversity. And by encouraging students to appreciate that through the processes of researching, creating, presenting and critical reflection - as both participants and audience members - they gain a richer understanding of themselves, their community and the world around them.

Academic Honesty Policy

Academic Honesty Philosophy

Academic honesty in the International Baccalaureate Diploma Program is a principle informed by the attributes of the IB learner profile. In teaching, learning, and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills acquired during their studies.

Academic honesty is an essential principle of the IB's academic programs that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be principled, acting with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. In all their studies for the IB Diploma Program, students must demonstrate academic honesty and avoid any form of academic misconduct.

The ASD International Baccalaureate Program expects academic honesty from all students at all times. IB utilizes the term academic misconduct when a student violates academic honesty standards. Academic misconduct is any behavior, whether deliberate or inadvertent, that results in, or may result in, any student having an unfair advantage (or behavior that disadvantages other students) in any assignment or assessment.

Definitions of Academic Misconduct

Academic misconduct includes, but is not restricted to:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting the academic misconduct of another student, for example, allowing one's work to be copied or submitted by another student.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or diploma program requirements.
- **Fabrication of data** is the manufacturing of data for a table, survey or other such requirement and will be interpreted as an attempt to gain an unfair advantage in an assessment component.
- **Misconduct** during an assessment includes taking unauthorized material into an examination room, disruptive behavior, and communicating with others during the exam.
- **Unethical behavior** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.
- **Behavior that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, sharing the content of an examination paper after a written examination via any form of communication or media).

ASD IB Consequences

Any incidence of academic malpractice will be dealt with according to the American School Dhahran Academic Integrity Policy:

	Academic Integrity Consequences
1st Offense	• Parents will be informed. The student will receive an incomplete for that assignment. The infraction will be recorded in the student's Skyward discipline record.
2nd Offense	• Parents will be informed. The student will receive an incomplete for that assignment. A Behavioral Probation contract will be developed by the student, guidance office, and administration. The infraction will be recorded in the student's Skyward discipline record.
3rd Offense	• A parent conference will be held with the principal. Expulsion may be recommended.
Each offense is recorded in Skyward by the IB coordinator or administration.	

IBO Consequences

Any incidence of academic malpractice on an IB internal or external assessment will be reported to the International Baccalaureate Organization and could result in the student not being eligible for the IB Diploma.

Measures Taken to Provide Education and Support

- The IB Coordinator, EE Coordinator, and/or school librarian will provide lessons on appropriate referencing and citation.
- The IB Coordinator will instruct students on the definitions of academic misconduct and testing procedures.
- The IB Coordinator will brief students on academic misconduct as it applies to the IB exams.
- IB teachers will instruct students on academic honesty as it applies to their discipline and relevant assessments. Opportunities will be given for students to practice appropriate citation and conduct. Students will be given feedback on their use of effective citation and referencing. Feedback will be given on formative assessments and draft versions of assessments, and students will be able to revise their work based on the feedback given.
- Software such as turnitin.com and Noodletools will be used to teach, reinforce, and monitor students' effective use of citation and referencing.

Rights of the Student

- The student has the right to have a parent/guardian present in any discussion of the consequences of suspected academic misconduct.
- The student has the right to request further instruction on effective citation and referencing.

Roles and Responsibilities

Responsibilities of the School:

The school will

- Maintain fairness and consistency when applying consequences
- Provide a safe environment for students to learn practices that promote academic honesty
- Provide professional development for teachers regarding academic honesty
- Promote parent awareness of academic honesty

Responsibilities of the Faculty:

The teacher will

- Provide opportunities for students to practice and learn how to use other's work in support of their own
- Teach awareness of academic misconduct and procedures
- Authenticate student work during the planning and drafting stages of their work
- Participate in professional development regarding academic honesty

Responsibilities of the Parent/Guardian:

The parent/guardian will

- Encourage students to plan assignments and provide support with the scheduling of students' work
- Establish a good level of communication with the school to understand the requirements of the Diploma Program and what is expected of students
- Encourage students to ask their teacher for advice if they are having difficulty with their work

Responsibilities of the Student:

The student will

- Avoid academic misconduct as defined above
- Fully acknowledge words, ideas, images, and works that are not their own
- Follow academic honesty guidelines in exam settings
- Understand assessment requirements and seek help from teachers when experiencing difficulty with work

ASD IB Admissions Policy

Our admissions policies and procedures are designed to help parents, students, and the school make the best choices in line with the individual needs, objectives, and interests of each student. Therefore, the policy aims to ensure that students who are accepted to the American School Dhahran IB Diploma Program understand the nature of the program and are prepared to commit to the IB philosophy. In order to select candidates for our IB Diploma Program, we use a combination of the following:

- ❏ written student application
- ❏ current teacher recommendations
- ❏ student transcripts
- ❏ student interview

An admissions committee consisting of the IB coordinator and no less than two IBDP teachers will make all admissions decisions.

Application and Selection Process

The application to the American School Dhahran International Baccalaureate program includes the following steps:

Step #1:	**Student completes an ASD application and receives acceptance into American School Dhahran. BSD students must also apply for space at ASD.** If already an ASD student, then skip step #1 and begin with step #2.
Step #2:	**Students complete the IB application form.**
Step #3:	**The Dhahran Baccalaureate Center collects academic reports as well as confidential recommendation forms on the student's behalf from current teachers in the following subject areas:** ● English ● Science ● Math
Step #4:	**Applications and supporting documents are reviewed by the admissions committee.**

- An interview or additional information may be required when deemed necessary.
- Applications will be pending and will not be reviewed until all documentation has been submitted.
- Admissions may be limited by enrollment capacity.
- After application review, the IB Coordinator will send a letter indicating the admissions decision.
- After acceptance, students will have a course registration conference with the IB Coordinator.

Good Standing Policy

Statement of Philosophy
Success in the IB program comes from solid academic performance, regular attendance, adherence to academic honesty, and consistent demonstration of the IB Learner Profile. Thus, it is the school's expectation that students opting to pursue the IB diploma maintain "good standing" by meeting basic requirements in academic performance, attendance, and academic honesty. Good standing will be evaluated at the end of the first semester of the program and at the end of Year 1.

Requirements for IB Diploma Candidates:

Academic Performance
- Maintain a total achievement score of 24 points or above
- Maintain an average score of 4 over all IB courses
- Meet ASD internal deadlines and minimum requirements for all IB assessments
- Meet requirements and deadlines for the core (EE, TOK, CAS)

Attendance
- Meet the attendance requirement as outlined in the ASD Student Handbook

Academic Honesty
- Abide by the ASD IB Program's Academic Honesty Policy as outlined in the ASD IB Program Booklet

Removal from IB Diploma Program
If students are not able to meet the above minimum requirements by the end of Year 1, then they are not on track not to receive the IB Diploma and it is the school's position that it is not in their interests to remain in the program. If, in consultation with the student, parents, teachers, and administration over the course of the year, it is apparent that a student will benefit academically and/or emotionally from withdrawing from the IBDP, then the school will make that decision. If a student is removed from the program, he or she may appeal for reinstatement. The student may still have the possibility of pursuing "course candidate" status for one or more of his or her courses.

Appeal for Reinstatement
If the decision is made to remove a student from the IBDP, he or she may appeal. The appeal requires a written application outlining the argument, an interview, and a parent meeting with administration. A student's appeal cannot be based on a commitment to change or work harder. The written application must be based on the evidence of a student's assessments, whether or not they have been meeting IBDP deadlines and other requirements, and support and communication that the school has provided to the student and parents. If a student is reinstated and fails to meet any outstanding requirements and all deadlines within two weeks, then he or she will be withdrawn from the IBDP and will not be able to appeal a second time.

ASD Diploma
Should students withdraw from the IB Diploma program or not meet the requirements for their IB Diploma, they will likely still meet the requirements for an ASD diploma and graduate. Please see page 12 of the ASD Course Catalog for 2023 for ASD graduation requirements.

Assessment Policy

Statement of Philosophy
The staff members of the ASD International Baccalaureate Program believe that teaching, learning, and assessment are all inherently linked to each other and are inseparable parts of our teaching and learning continuum. Assessment is a tool that ASD IB teachers and students use to monitor a learner's progress toward attaining curricular goals for each course. Assessment also provides staff members with data for reporting to parents, students, and community stakeholders the progress a student has made toward attainment of the IB curricular goals outlined for each course.

Formative Assessments - Formative assessments monitor student progress toward attainment of course specific curricular goals. Students use these assessments to identify their strengths and weaknesses, which allows them to target curricular areas that need improvement. Formative assessment data is a tool used by ASD IB staff members to plan future lessons and develop intervention strategies to support learners who are falling short of attaining the necessary curricular goals for their course

Summative Assessments (Minor/Major) - The goal of a summative assessment is to evaluate students' learning at the end of an instructional unit or a semester by comparing it against the IB standards defined in each course's curriculum. It is important to understand that these criterion-referenced scores do not account for student effort, participation or time management skills. Summative assessments in the ASD gradebook can be minor or major depending on the time needed to take the assessment and the range of content covered.

Learning Attributes/Behaviors - Successful learners exhibit behaviors that facilitate their ability to excel academically. These behaviors include, but are not limited to, *Respect, Responsibility,* and *Engagement*. These behaviors clearly reflect the IB Learner Profile (see p.23), and thus are important enough that they merit their own focus and remain separate from that of formative and summative assessments.

Criterion-Referenced - Formative and summative grades in the IB Program are criterion-referenced grades. These are designed to measure student performance against a fixed set of predetermined criteria as outlined by the IB organization, utilizing benchmarks and standards to determine student achievement. All grades are based solely on individual student work in alignment with the IBO's criteria.

IB Grades

The IB Organization scores its assessments using a 1-7 scale. The rubric below displays the general descriptors assigned to each level of the grading continuum. It is important to note, that the IB grading policies differ significantly from the traditional American grading system in that it focuses on holistic, skill-based mastery over a two-year period.

Grade	Definition
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

ASD Achievement Grades

ASD Achievement Grades are the grades that students have attained on individual assessments and over the course of the semester and year. Grades for individual assessments are entered into the ASD Gradebook system (Skyward) as either formative, minor, or major assessments. Semester and year grades are based on what a student has achieved up to that point. These grades are not averaged as major assessments will likely be weighted more than minor assessments in determining an end of semester or end of year achievement grade. In addition, some major assessments may be more cumulative than others.

IB Predicted Grades

An IB Predicted Grade (1-7) is the IB grade that the student is anticipated to earn upon completion of the IB Program. These grades are ascertained by teachers through a combination of the following:

- Student progress with the curriculum content covered to date
- Anticipated student progress prior to the May exams based on the learning behaviors and academic success exhibited to date
- IB subject grade descriptors
- Teacher training in and knowledge of the IB course curriculum, the Learner Profile, and expertise in IB assessment practices

Theory of Knowledge (TOK) Grades

- A (excellent)
- B (good)
- C (satisfactory)
- D (mediocre)
- E (elementary)
- N (no grade)

Grade	Definition
A	A sustained focus on well-formulated Knowledge Questions connected to an essay prompt and/or Real-Life Situation, developed in the context of different perspectives, through clear arguments that recognize counterclaims and the implications or significance of the analysis of Areas and/or Ways of Knowing.
B	A focus on Knowledge Questions connected to an essay prompt and/or Real-Life Situation, developed in the context of different perspectives, through clear arguments that recognize and explore counterclaims and significance of the Areas and/or Ways of Knowing.
C	A focus on some Knowledge Questions connected to an essay prompt and/or Real-Life Situation, demonstrating some development in the context of different perspectives, through arguments that identify counterclaims and attempt to explore the significance of the Areas and/or Ways of Knowing.
D	Some Knowledge Questions are connected in a limited or superficial way to an essay prompt and/or Real-Life Situation, demonstrating little development in the context of different perspectives, through unclear arguments that struggle to effectively explore the significance of the analysis of the Areas and/or Ways of Knowing.
E	An essay prompt or Real-Life Situation is addressed without reference to Knowledge Questions, demonstrating the lack of development in the context of different perspectives concerning knowledge, through unsupported assertions and little or no exploration of the Areas and/or Ways of Knowing.
N	An irrelevant, omitted, or otherwise seriously flawed submission (for example, through academic dishonesty) that does not reach a standard described by levels A–E.

ASD Learning Attributes

Learning Attributes are characteristics that are directly linked to the IB Learner Profile and are often predictors of academic mastery. These are assessed using the rubrics listed below and are updated on Skyward every six weeks. They are not included on official ASD IB transcripts.

Learning Behavior Category to be Assessed	Descriptor
Respect	At ASD, we strive to develop students who exhibit **care** and consideration for the feelings of others. As global citizens we understand the importance of being **open-minded** guests in diverse cultures. This includes the mini-cultures of ASD classrooms and common spaces around campus. ASD students will seek to understand and adhere to classroom behavioral expectations as well as show care and concern for the well-being of their fellow classmates. We strive to treat others as we would like to be treated. If an ASD student cannot reach that ideal, at least strive to avoid doing anything to others that we would not want done to ourselves.
Responsibility	At ASD, we strive to develop students who are **principled** and accountable for their actions and choices. This is developed by focusing on performing well on that which is in your control. Responsible students at ASD take classroom obligations seriously by completing formative and summative assignments in a diligent and timely manner. ASD students will practice being accountable for their own behavior in spite of circumstance. ASD students will strive to be **balanced** in order to fulfill commitments inside and outside of the classroom and they will **communicate** proactively with their teachers.
Engagement	In education, student engagement refers to the degree of attention, curiosity, interest, optimism, **reflection**, and passion that students show while they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Simply put, engaged behaviors lead to better learning. Students at ASD will strive to be physically and cognitively prepared and involved in the learning process that takes place inside the classroom. This includes **thinking** critically and creatively, **taking risks** in order to gain new insight, and **inquiring** about what they are learning in order to deepen their **knowledge** and understanding.

The rubric for assessing each of these Learning Behavior Grades is as follows:

Grade	Consistent (CON)	Sometimes (SOM)	Needs Improvement (NI)
Respect	Student **consistently** demonstrates the following: - Participates positively, facilitates cooperation - Listens to others, respectfully articulates ideas - Shows care and concern for classmates and teacher - Adheres to classroom behavioral expectations	Student **sometimes** demonstrates the following: - Participates positively, facilitates cooperation - Listens to others, respectfully articulates ideas - Shows care and concern for classmates and teacher - Adheres to classroom behavioral expectations	Student **rarely** demonstrates the following: - Participates positively, facilitates cooperation - Listens to others, respectfully articulates ideas - Shows care and concern for classmates and teacher - Adheres to classroom behavioral expectations
Responsibility	Student **consistently** demonstrates the following: - On time for class	Student **sometimes** demonstrates the following: - On time for class	Student **rarely** demonstrates the following: - On time for class

	- Proactively communicates with the instructor - Prepared with all materials - Submits completed assignments on time to the best of his/her ability	- Proactively communicates with the instructor - Prepared with all materials - Submits completed assignments on time to the best of his/her ability	- Proactively communicates with the instructor - Prepared with all materials - Submits completed assignments on time to the best of his/her ability
Engagement	Student **consistently** demonstrates the following: - Actively engaged in learning - Displays perseverance when challenged - Seeks clarification or assistance when needed	Student **sometimes** demonstrates the following: - Actively engaged in learning - Displays perseverance when challenged - Seeks clarification or assistance when needed	Student **rarely** demonstrates the following: - Actively engaged in learning - Displays perseverance when challenged - Seeks clarification or assistance when needed

Frequency and Vehicle for Reporting IB Predicted Grades, Theory of Knowledge Grades, and ASD Learning Behavior Grades

Year #1 Reporting Cycles

	Month	Achievement Grade Posting
Year #1	January	Semester **Achievements Grades**, TOK Grades, and Learning Behaviors Grades posted to Family Access Skyward
Year #1	June	Semester **Achievement Grades**, TOK Grades, and Learning Behaviors Grades posted to Family Access Skyward

Year #2 Reporting Cycles

	Month	Predicted Grade Posting
Year #2	October	**Predicted Grades** determined for college/university applications
Year #2	January	**Predicted Grades** updated as needed for colleges/universities, TOK Grades, and Learning Behaviors Grades posted to Family Access Skyward
Year #2	April	**Predicted Grades** updated as needed for IB

Skyward Gradebook

The IB Skyward gradebook is designed to communicate a learner's ongoing attainment of the content and skills to students, parents and IB staff members. The gradebook is a system that allows teachers to report how students are doing on formative assessments as well as summative assessments. Although grades entered by teachers in the ASD IB Program may include both formative and summative tasks, semester and yearly Achievement Grades are the most accurate reflection of a learner's achievement.

IB Report Cards

Report cards represent the formal end of the semester posting of Achievement Grades, Theory of Knowledge grades, and Learning Behavior grades on Skyward Family and Student Access.

Language Policy

Language Philosophy

American School Dhahran community is dedicated to the purpose of nurturing an understanding of and sensitivity to each of our differences, as well as a respect for the cultural diversity among our staff and students. ASD will encourage student growth in English language learning, which is the language of instruction, as well as in our students' mother tongue languages, as we believe that students maintain their cultural heritage and personal identity by preserving their first language. Since over half of our students speak more than one language, we encourage our students to study and interact in English, in addition to their native language.

The ASD community believes that all teachers are language teachers. We believe that all teachers are responsible for coaching students in the art of reading, writing, speaking, and listening within their content areas. Language development across these four areas of literacy enables students to become inquirers who are knowledgeable and can think critically and divergently. We believe that this is the best way to prepare students for life beyond high school.

ASD believes that language learning is a lifelong process. The ASD community will foster a learning environment that promotes cultural and linguistic development in more than one language. ASD strives to provide students with the tools that equip them to be 21st-century learners who can meet the changing demands of a developing global society. With the help and support of the entire community, school, and family, we will support the growth of reflective and open-minded citizens who demonstrate an understanding of international-mindedness as a cornerstone of their own personal value systems.

IB Language A

In the ASD IB program, we offer English Language and Literature as our Language A course because 99.5% of our students continue their education in English-speaking universities. Since all IB teachers are language teachers, students are taught English vocabulary, syntax, grammar, and communication skills in all IB classes, and the English Language and Literature students are instructed in the finer nuances of the use of the English language.

If a student wishes to pursue their mother tongue as a Language A class, we will explore the possibility of the student completing a self-study language course. This would be contingent upon the school's ability to procure a volunteer to oversee the student's course of study and the volunteer's willingness to meet regularly with the IB Coordinator to assure that the student navigates the curriculum as planned.

IB Language B

All ASD IB students are required to pursue a second language in order to graduate. Reading, writing, listening, and speaking are all vital parts of language development, and our students can choose to develop these skills in French, Spanish, or Arabic. We recognize the importance of students becoming culturally and linguistically proficient. Emphasis on grammatical structures, verbal and writing skills, and vocabulary development help students acquire the tools they need to become effective, multicultural communicators.

We have chosen these language options for our students, as many enroll in our program with basic interpersonal communication skills in a language in which they have previously been immersed. This range of Language B options allows the majority of students to continue to study a language and culture that they identify with. Students entering ASD High School are required to take two consecutive language courses in order to meet ASD High School graduation requirements. In addition, ASD High School has also worked to align its global language curriculum in the 9th and 10th grade in order to facilitate student transition into one of these three B level languages. Our goal is to make the rigor of B level language courses available to all ASD students as certificate course offerings.

IB Language Ab Initio

The ASD IB program can offer French, Spanish, and Arabic at the ab initio level, depending on enrollment. The ab initio course is designed to be an entry-level language course for students with little or no experience in the target language.

Placement in Language Courses

There can be no prescribed rules for placement in the appropriate language and level, as student abilities in reading, writing, speaking, and listening are dependent on a variety of factors, including number of years of formal study, if the language is spoken at home, and student ability in language learning. **Therefore, in order to ensure students are properly placed in the appropriate course and level, placement can only be officially made after a standardized placement test and interview with the relevant language teachers.**

Language Development Across the Curriculum

As part of accreditation, the district has adopted a strategic goal of increased literacy in grades K-12. In order to promote literacy, ASD will use data to differentiate instruction and will utilize English language arts standards across content areas.

Teachers are encouraged to help students develop language skills by reading in all classes. They focus on student progress in reading comprehension and expand student's reading skills by increasing text complexity. Teachers use a variety of strategies to differentiate instruction for all levels of language proficiency.

Students are encouraged to develop their language skills through writing in all subject areas. Writing skills are fostered at ASD by giving students authentic purposes for expressing themselves through writing. They are exposed to a variety of challenging and meaningful opportunities to write in ways that correspond to the requirements of the subject area.

Students are provided several opportunities to develop and utilize oral language across the curriculum. Beyond their daily conversations, students develop these skills through a variety of oral activities. Teachers model the correct language usage in conversations and instructional presentations while maintaining sensitivity to student's language proficiency and cultural background.

All students in the ASD IB program are actively involved in CAS activities and projects. Many of these projects and activities provide students opportunities to use the language of their heritage and develop their communication skills in both the mother tongue and in English. Students are encouraged to select activities and projects that have deep personal meaning and many select projects that give back to the countries and cultures that their families represent.

Language Support Across the Curriculum

ASD admissions policy requires that students have at least 1 to 2 years of cognitive academic language proficiency (CALP) before acceptance into ASD. This means that all of our students have studied content area coursework in English before their arrival at ASD. The ASD IB program does not deny students based on language proficiency. If, during the admissions process, it is determined that an applicant for the IB program has minimal development in CALP, an intervention strategy will be developed prior to beginning the IB Program and school personnel will help the student develop language strategies prior to entering the IB Program.

At all times during the school year, teachers are available for student support and additional assistance. The ASD IB program also provides students with external sources for revision, designed to help them with their cognitive academic language development. The IB coordinator monitors students' academic progress closely and individual learning plans may be incorporated on a need by need basis.

Promotion of Other Languages

American School Dhahran is an organization that does not restrict students from using the mother tongue languages on campus. The school promotes the use of mother tongue languages among students during their free time and encourages students to continue studying in their mother tongue language. ASD also has several campus activities that are designed to allow students and staff to celebrate their linguistic and cultural diversity. Some of these campus activities are the cornerstone activities of our high school.

Inclusive Education Policy

Philosophy

It is our philosophy in the ASD International Baccalaureate Program that every child can learn and therefore every child should be provided with an inclusive model for thinking and learning. Inclusion means providing opportunities for students to participate in general education to the fullest extent possible as determined through the collaboration and partnership outlined in identified student's individual learning plans. All students will receive the necessary resources, guidance, accommodations, and differentiation needed to attain the highest level of personal success.

Beliefs

It is our belief that…

a. all students should feel valued;
b. learning must be student-centered;
c. every student has the ability to learn and thrive in our school environment;
d. all students should be held to high, yet manageable expectations;
e. all students should be assessed through a variety of assessment types to meet a variety of learning styles;
f. instruction should foster student independence and critical thinking;
g. through classroom teaching and learning practices, we can address the diversity of student language needs, including those for students learning in a language other than their native language;
h. every student should have access to a support network of guidance counselors, teachers, and the IB Coordinator who follows each student's progress closely and who collaborates to support any student who might be struggling academically or socially;
i. resources and support should be implemented to maximize learning for students with diverse learning needs. These supports may include a learning support teacher, mentoring, course management and study strategies, guidance counseling, psychological counseling, homework tutorials, and accommodations reflected on a student's Individual Learning Plan (ILP).

Purpose

The purpose of this policy is to ensure that…

a. students are at the center of learning and can take responsibility for their learning when appropriate;
b. resources are made available to them for support;
c. procedures and provisions remain consistent;
d. policies and procedures remain fit for purpose;
e. the learning environment (social and physical) lends itself to inclusion;
f. differentiation is supported from planning through instruction and assessment.

Definitions

Diverse Learning Needs - refers to any student who shows a need for extra support or for challenge beyond the general curriculum. ASD recognizes the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as gifted and talented students. Diverse Learning Needs identified in this policy include but are not limited to

i. Specific Learning Disabilities
ii. Speech and Language Impairments
iii. Visual Impairment
iv. Hearing Impairments
v. Physical Impairments
vi. Health Impairments
vii. Autism Spectrum Disorders
viii. Cognitive Impairments
ix. Language Acquisition Needs
x. Academically Talented

Inclusion - Refers to providing access to all components of the IB Diploma Programme.

Individual Learning Plan (ILP) - A plan developed collaboratively to identify a student's strengths, learning challenges, and accommodations needed to ensure the student's learning challenge does not present a barrier to their ability to achieve.

Differentiation - An instructional model that utilizes a variety of teaching methods to meet the needs of all learners.

Accommodation - A generic term comprising all forms of arrangement, compensation, or conditions that may be allowed for a candidate.

Special Arrangements - Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Special Assessment Needs - A candidate with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

Roles and Responsibilities

Responsibilities of the School Administration

The school administration will…

a. Work with the relevant departments of International Schools Group (ISG) to make sure that the IB program is in compliance with school and district policy for students with diverse learning needs. ISG policy states the following: The district is committed to providing educational and functional support to all enrolled students so they may access and progress in the general education environment. Teams of teachers will work together to provide students with appropriate instruction. The progress of students who are struggling will be monitored frequently, and instruction will be adjusted based on need.
b. Provide both material and human resources for the implementation and continuation of the Inclusive Education Policy.
c. Ensure that the IB program admissions practices are inclusive and that students with diverse learning needs receive counseling to help them make informed decisions concerning application to the IB program.
d. Collaborate with learning support teachers, classroom teachers, parents/guardians, and students to assess student's strengths and learning needs and to design individual learning plans.
e. Facilitate the provision of appropriate accommodations and special arrangements as outlined in a student's ILP.
f. Maintain discretion and confidentiality in providing inclusive education services.

Responsibilities of the IB Coordinator

The IB coordinator will…

a. Publish the ASD IB Inclusive Education Policy to the school community.
b. Inform prospective IB students with diverse learning needs and parents/guardians about available inclusive education resources.
c. Counsel students with diverse learning needs regarding appropriate course placement.
d. Oversee teachers' collaborative planning, ensuring that the written curriculum incorporates inclusive practices and procedures.
e. Follow each student's progress, gather information from faculty regarding struggling students, and collaborate with the learning support teacher to identify students who may need additional learning support.
f. Work collaboratively with the learning support teacher, faculty, parents/guardians, and students to facilitate students' ILP accommodations.
g. Apply, when necessary, to the IBO for students' inclusive assessment accommodations.
h. Provide inclusive assessment arrangements as approved by the IBO.
i. Maintain discretion and confidentiality in providing inclusive education services.

Responsibilities of the Learning Support Teacher

The learning support teacher will…

i. Work with faculty, parents/guardians, and students to assess referred student's strengths, interests, and learning needs and to develop an ILP if deemed necessary.
ii. Identify information or testing needed to support student learning.
iii. Communicate with students, parents/guardians, faculty, and the IB coordinator regarding student learning needs, ILP development, and identified accommodations.
iv. Collaborate with teachers to facilitate accommodations outlined in the student's ILP.
v. Gather and track evidence of the student's academic progress.
vi. Ensure annual review of the student's ILP.
vii. Maintain discretion and confidentiality in providing inclusive education services.

Responsibilities of the Faculty

The classroom teacher will…

a. Identify struggling learners and refer the students to the IB coordinator as needed.
b. With the assistance of the learning support teacher and the IB Coordinator, become familiar with the special needs of the student with diverse learning needs. The teacher will participate in professional development as needed to meet the student's diverse learning needs.

c. Implement the appropriate accommodations as outlined in the ILP.
d. Maintain accurate records of students' progress and collect evidence as requested by the learning support teacher.
e. Incorporate inclusive practices and procedures into the written curriculum.
f. Ensure that collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
g. Use a variety of assessments in order to evaluate student's learning and to adjust instruction based on student needs.
h. Maintain discretion and confidentiality in providing inclusive education services.

Responsibilities of the Parent/Guardian

The parent/guardian will…

a. Communicate to the school all information and documentation regarding their child's special education needs.
b. Communicate with the school regarding any changes in their child's special education needs.
c. Be responsible for scheduling and funding all diagnostic studies and services necessary. International Schools Group can provide a resource list of licensed diagnostic service providers in the local area.
d. Provide documentation needed for IBO inclusive assessment arrangement requests.

Responsibilities of the Student

The student will…

a. Be proactive in asking for assistance from the school administrators, faculty, and staff.
b. Be an active participant in classes and meetings.

Practices

Students with diverse learning needs are provided access to the IB curriculum in the least restrictive environment possible. At ASD High School this means that all students participate in a comprehensive classroom environment where teachers and the learning support teacher collaborate following an inclusive approach. The faculty supports children with identified/diagnosed diverse learning needs and provides services and/or materials that might be required.

Identification of Students in Need of Inclusive Arrangements:

a. A student may be considered for learning support upon admission to ASD High School. Parents/guardians of students with special education histories are expected to provide full disclosure of their past learning modification, including the most current IEP documents prior to admission at ISG. ISG will then make an admission decision based on availability of services, and prior to admission, parents/guardians and students will be counseled by the guidance department and administration regarding available services and supports.
b. A student may be considered for learning support when a learning challenge is identified after admission to ASD. Faculty, students, parents/guardians, or the IB coordinator may initiate the process of referral for inclusive arrangements.
    i. A student may be considered for inclusive arrangements when he/she has been identified and diagnosed by a licensed diagnostician. The school may request that the student receive testing from a licensed diagnostician or the parent may initiate the process. International Schools Group can provide parents/guardians with a list of diagnosticians available in the local area, and parents/guardians will be responsible for scheduling and funding all diagnostic studies and services necessary. Parents/guardians should then communicate testing results with the school.
    ii. A student may also receive services without a diagnosis if his/her learning need affects his/her ability to access the curriculum. This is determined collaboratively by the learning support teacher, administration, teachers, parents/guardians, students, and IB coordinator. Evidence must be collected demonstrating that without inclusive arrangements the candidate's learning challenge negatively affects his/her level of achievement.

Individualized Learning Plan Development:

a. If a student is found eligible for accommodation(s), an ILP is developed. The learning support teacher facilitates this process. The student, parents/guardians, teachers, administration, and IB coordinator collaborate in the process. The student's strengths and interests are identified as well as learning needs. All available testing results and classroom data is considered. Appropriate accommodations are determined based on the nature of the learning challenge and what the student needs in order to have an equal opportunity to learn. The ILP includes instructional accommodations, environmental accommodations, and assessment accommodations to be implemented by the classroom teachers.
b. Classroom support for all students with diverse learning needs and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support, depending on what all stakeholders agree upon. Other accommodations might include additional

time to complete assignments, rechecking for understanding, scaffolding information and use of technology to support learning. Extra support and assistance will be provided based on the needs of the student.

c. When it is determined that a student would benefit from additional support outside of the classroom, pull out services from the learning support teacher are provided to meet academic, social or behavioral needs.

Implementation of Inclusive Arrangements:

a. The ILP is shared with stakeholders. The learning support teacher monitors ILP accommodations in the classroom and continues to communicate with all stakeholders. The learning support teacher organizes the collection of data prior to the end of each semester to assess the student's academic performance and progress. Based on the data collected, the ILP may remain the same, adjustments may be made to the ILP, or the student may be exited from learning support services. All ILPs will be reviewed yearly with all stakeholders.
b. All teachers will provide classroom accommodations as outlined on the ILP. Teachers will provide data regarding student achievement and communicate with all stakeholders regarding student progress as required.
c. The learning support teacher will collaborate with the IB coordinator and administration to determine whether professional development is needed for teachers. Professional development regarding specific learning needs will be conducted as needed.
d. Students who appear to have diverse learning needs and who have then been identified as requiring ILPs will meet with the IB coordinator to determine whether their accommodations can also be provided on IB internal or external assessments. The IB coordinator will work with parents/guardians to collect information needed for application to IBO for inclusive assessment arrangements.

Additional Program Considerations:

a. All teachers will incorporate IB approaches to teaching and learning skills and the IB learner profile in their instructional planning and curriculum in order to provide an inclusive environment for all students.
b. All teachers will utilize a variety of formative assessments to determine individual students' needs and abilities and to tailor subsequent instruction accordingly.
c. Whenever possible, teachers will develop summative assessments that are differentiated to provide necessary modification, challenges and student choice.
d. All teachers will receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs.
e. Pathways to second language acquisition are provided for all students in addition to supporting mother tongue languages. ISG has implemented the WIDA English Development Framework and has access to WIDA resources and assessments for second language learners.
f. Data relating to the academic achievement of all students is confidential. Access is granted to the learning support teacher, administrations, counselors, and IB coordinator only as required and relevant.
g. When students change schools or move from one IB program to another, all cumulative folders will also be transferred.

Policy Review

a. This policy will be reviewed annually by the IB Coordinator, the learning support teacher and any other IB staff volunteers that wish to participate in the review process. This review will take place in March of each year prior to the development of the ASD IB Program booklet, which is the primary means of policy publication for the ASD IB Program.
b. A more formal committee will be formed to review IB policies at the time of each program evaluation. The committee will consist of the IB coordinator, administrators, teachers and parents/guardians.

IB Program Complaint and Appeals Policy

The student appeals policy has been developed to help resolve ASD IB students' complaints and requests for appeal. The aim of the policy is to resolve issues fairly and expeditiously. All appeals decisions will be made in alignment with IB rules, regulations, and philosophy as well as ISG mission and beliefs.

Complaints regarding ASD's IB program must be dealt with at the school level and will not be resolved by the International Baccalaureate Organization (IBO). As stated by the IBO, "IB World Schools are entirely independent from the IB and are solely responsible for the implementation and quality of teaching of the programmes. The IB has no jurisdiction over decisions made by the IB World Schools, as set forth in the General Regulations. As a result, the IB

does not resolve complaints by students, their legal guardians or teachers regarding decisions which fall within the remit of the IB World Schools." *IB Complaints Procedure*, p.2

Complaints regarding decisions made at ASD's IB Program should follow these internal complaints procedures:

Criteria for Complaints or Appeals

Students may register complaints and requests for appeals when ASD's published IB program policies, rules, or procedures are not followed. Complaints may be registered when…

- a staff member does not meet their responsibilities as outlined in published policies, rules, and procedures
- a staff member fails to adhere to published policies, rules, and procedures
- penalties are given to students that are inconsistent with penalties in published policies, rules, and procedures

The IB student appeals policy applies only to published ASD IB program policies, rules, and procedures. Matters regarding the substance or development of published rules, policies, and procedures are not open to appeal.

Student Rights

The student has the right to…

- Register his/her complaint or appeal in writing, with accompanying evidence
- Be accompanied in meetings by a support person who has not been involved in the matter
- Withdraw the complaint or appeal at any time
- Continue his/her program of study until the matter has been resolved

Responsibilities of the Person Handling the Complaint

The responsible party will…

- Act fairly, according to relevant policies and procedures
- Base decisions on the evidence brought forward
- Give the student the opportunity to make a case in person or in writing
- Give notice of the time, date, and place of any relevant meetings
- Allow the student to be present in any meeting except when a committee must conference privately to make a decision
- Notify all relevant parties of the decision
- Treat the appeal or complaint confidentially

Procedure for Filing a Complaint or Request for Appeal

Prior to lodging a complaint or request for appeal:

1. The student who is concerned with an academic or administrative decision or who believes an error has been made should discuss the matter with the relevant person within five school days to obtain further information or to gain an understanding of the decision.
2. Parents will likely be informed at this time by the student, but no administrative discussion will take place with parents until the student has discussed the matter with the relevant person in a timely manner.
3. In the event that the complaint is regarding a child protection issue or another issue where the student is uncomfortable addressing it with the relevant person, then the student should speak directly to the IB Coordinator.

Formal submission of a complaint or request for appeal:

1. If the issue is not adequately resolved through the process above and the student wishes to pursue the matter further, he/she may submit a written appeal within ten school days to the IB Coordinator to deal with the issue. If the issue is with the IB coordinator, then the student will make an official appeal to the Assistant High School Principal.
2. The written appeal should include…
    a. The student's name and the date of the appeal
    b. Details of the subject matter and decision made
    c. The relevant rule, regulation, or policy the student feels has not been observed
    d. Copies of any supporting evidence or information the student feels are relevant

3. If the IB Coordinator or Assistant High School Principal requires additional information or clarification of actions or evidence, meetings will be arranged with the relevant parties.
4. At this stage in the process, parents may request to meet with the IB Coordinator to discuss the initial decision, relevant rules or policy, and supporting evidence submitted by the student.

Notification of Decision:

1. The IB coordinator will review the policies and evidence and consult with the Assistant High School Principal in order to reach a decision
2. The IB Coordinator will notify the student and parent of any decision on the appeal within 20 school days.
3. The student and parents will receive notification including…
    a. The process for making the decision
    b. The final decision
    c. The rationale for the decision
    d. Recommendations for actions the student might take
    e. Information regarding any further avenues of appeal
4. A copy of the decision will be retained confidentially by the IB office

*Please note that the failure of the student to attend any appeal meetings will not prevent an investigation and subsequent decision.

Predicted Grades Policy

The purpose of this policy is to ensure that teachers of all subjects are consistent in determining predicted grades and that students and parents are aware of the process.

The IBO states that "The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject [at the end of two years], based on all the evidence of the candidate's work and the teacher's knowledge of IB standards." A Predicted Grade (PG) is the overall grade prediction of what a student will receive on a course's final assessments (called 'Papers' by the IB) in May in combination with the teacher's grade of the Internal Assessment as well as any HL extension assessments. At ASD PGs are only issued at three times during Year 2 (Grade 12):

- October (college and university applications)
- January (college and university applications)
- April (IB records)

1. **College/University Predicted Grade**
    a. These PGs are only used for college and university applications and must be issued by October 5 and January 15 of Year 2 (Grade 12). Teachers will add these PGs to a common spreadsheet as requested by the IB Coordinator.
    b. Using the same process outlined in this document, teachers that are departing at the end of a school year will be required to determine PGs for all their Year 1 students by June 5.
    c. As these PGs will not appear in Skyward, they must be shared with students individually by each teacher. College PGs should be justified and transparent to students.

2. **What does "all the evidence of the candidate's work" mean?**
    a. The strongest evidence in determining PGs should be the student achievement grades entered in Skyward, with particular emphasis on the more recent and most comprehensive or cumulative assessments. The best prediction of how students will do on their final assessments in May is based on the grades that they are consistently achieving in the course on major assessments.
    b. IB Grade Descriptors should also be consulted, both by teachers and students, and used in combination with the evidence of Skyward achievement grades to best determine what a student is most likely to achieve on the combination of all the final assessments of a course.
    c. As some content has not yet been covered and assessments will not yet be as comprehensive or cumulative as the final IB assessments, teachers may also consider a student's approach to and improvement in the course over time. Therefore, "all the evidence of the candidate's work" could include formative coursework, work ethic (as represented by ASD attributes), and patterns or trends in knowledge and understanding up to the time the PG is determined.

d. Evidence cannot include assumptions of how students will approach the course and assessments after they receive college acceptance letters.

3. **Predicted Grades for the IB (April)**
    a. These are the grades that will also appear on their final transcripts for Year 2, as by this time the Achievement Grade and Predicted Grade will be aligned. In other words, what a student has achieved in a course by this date is the best prediction of how he or she will do on the final assessments.
    b. These grades may be different from college PGs because the additional major cumulative assessments that have been completed by this time, such as **internal assessments, HL assessments, and the mock exams**, are the strongest evidence to date of a student's knowledge and understanding of the course.
    c. As we don't want students to think that this grade is necessarily fixed or have it impact their mindset heading into the final assessments, these grades do not need to be officially disclosed to students until after final exams have been written.

4. **Appealing a Predicted Grade**
    a. Should a student wish to appeal a PG, they must first make their intention and argument to the teacher in a formal meeting. The argument must include reference to the Skyward achievement grades and the IB grade descriptors.
    b. If the grade is not changed and the student is not satisfied, then the student must inform the teacher that they will be making a formal appeal to the IB Coordinator.
    c. The student should collect all available evidence before arranging a formal meeting with the IB Coordinator.
    d. An appeal cannot be based on future considerations. For example, a promise to work harder or achieve a certain grade on a future assessment are not arguments that can be included in an appeal. Appeals must be based on "all the evidence of the candidate's work" as outlined above and an understanding of IB standards in relation to the Grade Descriptors.