

APS Parent Academy Video Blurb:

This video was created by the Office of Secondary Education. It provides a brief overview of the International Baccalaureate (IB) Program in Arlington Public Schools. It addresses how IB students will be supported academically and provides a brief overview of how students will be assessed during this time of distance learning.

International Baccalaureate Program: Update on Distance Learning

00:00

19 my name is Julie Cantor and I'm the IB Diploma

00:04

Program Coordinator.

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The aim of this presentation is to provide information

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regarding WL's IB Diploma program in response to the

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COVID-19 pandemic.

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I believe it's always important to go back to IB's mission to

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remember the core values that have shaped the diploma program.

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While the entire mission is powerful, there are few things

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that jump out given our current world crisis.

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For me, those words are caring

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and compassionate. Our young people are experiencing the

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world in a way that is so different from what others, even

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a year ago, experienced.

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Being caring me, showing empathy, compassion and respect

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for others. It also means acting to make a positive

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difference in the lives of others and in the world around

01:01

us.

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IB has modeled the care and compassion for others as they

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made changes to the IB diploma program in the spring of 2020

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and looking forward to the 2020-2021 school year.

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They've maintained the page on their website to keep

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students, families and schools updated about the

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changes and expectations.

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The IB diploma program is a two year program spanning 11th grade

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and 12th grade.

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Their students begin their preparation for the program much

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earlier than that. Our 9th and 10th grade students take

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courses that will best prepare them for the content

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and work they will experience in the diploma program.

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During the fourth quarter of 2020.

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WL instruction supported students as they prepared for

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the IB diploma program.

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Instruction during the 2020-2021 school year will

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continue to support students as they move toward

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the IB Diploma Program.

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As already mentioned, the IB Diploma Program spans 11th and 12th grade.

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Full IB diploma candidates take six IB courses

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spread out over at least five

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subject groups. These classes must represent the balance

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between higher level or HL courses and standard level or SL

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courses. IB requires a minimum number of

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instructional hours based on the level of the course.

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During the spring of 2020, the APS Continuous Learning Plan

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allowed for IB courses to continue to introduce new

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content after school closed last year.

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to ensure that the WL IB program remains in compliance

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with program requirements for both instructional hours and

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the curricular content.

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Regardless of whether a student is a full IB diploma candidate

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or if a student is a course candidate and taking a smaller

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number of IB classes, each student can be assured that they

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will still receive the full curriculum as mapped out by IB.

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Full IB diploma candidates must complete the core components.

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IB is committed to the core of the diploma program. Students

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will continue to participate in and work on these components.

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Our task coordinator, Liz Burgos, has worked with students

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throughout the spring as they adapted their experiences in a

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safer at home environment.

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IB has provided guidance for creatively adapting

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complete task requirements.

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Jen Dean is our Extended Essay Coordinator. She's been meeting

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virtually with students during August to check in on their

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questions. Seniors will continue to work on their extended essays

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independently and will follow the same timeline that has been

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established. Some students may need to alter how they collect

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data. This will may impact students working on science

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extended essays or essays that require field work.

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IB has provided guidance for supervisors of the extended

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essay. Those supervisors will work with individual students

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to ensure that the work on their essays will continue to

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meet the established criterion.

05:02

Juniors will begin their work on the extended essay

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during the second quarter, in this coming year.

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expectations for the Theory of Knowledge - TOK

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course have not changed.

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IB has published guidance to assist teachers with course

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expectations as well as expectations for the core

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components. IB has, for example, provided suggestions for turning

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these adjustments into real world learning experience.

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A great example of this is the field work expectation

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for social anthropology.

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Quoting from the IB supporting guidance.

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The current situation may make it impossible for students to

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return to their field work site.

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But this is also the reality for many anthropologists who,

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because of the current situation or for other reasons, may not be

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able to return to the field or site.

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In spite of this, anthropologists may follow up on

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research questions using alternative methods that can be

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applied using technology.

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Additionally, then students are asked to reflect on the changes.

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presented when field work site or or informants or

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interlocutors are no longer accessible and what can be

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learned from the process of using technology as an

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alternative means to collect data.

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IB has always approached assessment in a way to provide

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students multiple opportunities to demonstrate their learning.

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Assessments are divided into internal assessments referred to

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as IA's and external assessment.

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Internal assessments are designed by IB.

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Students complete them at some point during the two year course.

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The assessment is delivered by the classroom teacher.

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These assessments usually take the form of a written paper or

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investigation in which students apply their learning to that

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class to a real world application of their choosing.

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The teacher works with the student throughout the process,

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providing feedback and direction prior to the final version being

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submitted. The classroom teacher then scores the IEA using a

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criterion rubric provided by

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IB. These IA's can count for anywhere between 20 to 40%

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of the students final score in the course.

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For external assessments, there are a small number that are

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completed at the school prior to the May examinations.

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These assessments are for classes in the "language and

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literature group" or classical languages like Latin.

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And for courses in the arts group, including film,

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theater and visual arts.

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These external assessments are completed at WL and then

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sent to IB for external assessment by examiners.

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Most external assessments, however, are the written

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examinations that students sit for in May of the second year

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of their course.

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IB refers to these

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examinations as paper. Students will sit for two to three papers

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depending on the course.

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These papers are externally scored by IB examiners using

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a criterion rubric.

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External assessments can count for anywhere between 60 to 80%

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of the final

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score for the course.

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These are a few examples of how scores are broken down.

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For language acquisition courses, there is an internal

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assessment which accounts for 25% of the final score, and

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there are two papers.

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Paper one is worth 25% of the final score, and paper two is

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worth 50% of the final score.

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These papers are externally marked.

09:01

History of the Americas has an internal assessment and then

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three papers that are externally

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scored. Internal assessment is worth 20% of the final score.

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The three externally assessed papers are worth a combined 80%

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of the final score.

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Design Tech has internal assessment making up 40% of the

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final score. This is the greatest amount an internal

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assessment can be valued at.

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There are two externally assessed papers making up the final 60%

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of the score.

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In late March 2020, IB announced the cancellation

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of May examinations.

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External assessments for language and Literature, Latin,

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and for courses in the arts group were still collected and

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assessed externally. It was the main papers or the

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examinations that were canceled.

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Once IB made the decision to cancel the May examinations,

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they developed a process that would allow them to still issue

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scores with fidelity.

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This process required WL and schools worldwide to send

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every internal assessment paper

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to IB. Our teachers had already scored the IA's, provided the

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scores. We were required to submit teacher scores as well as

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their comments about the IA.

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IB examiners then marked every internal assessment

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based on the student work and the teacher comments.

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Next IB undertook an analysis of data from the past

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five years. Both individual school data and worldwide

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data was examined.

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We looked at IA scores, predicted grades, and final

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scores. Using our findings findings, they developed a

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process for determining final scores for this past year

11:00

students. Scores were issued in July 2020.

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Looking to the new school year, IB has acknowledged that the

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COVID-19 pandemic is impacting learning. To that

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end, they issued adjustments to the assessments for the May 2021

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cycle. These changes affect many, but not all subjects.

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Changes could include modifications to papers, or in

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some cases, elimination of papers.

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This graphic at minute 11:31 is the first page of a document issued

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by IB on August 12, 2020.

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The document outlines changes to assessments that IB has

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announced for this coming school year.

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This document will be posted on the WL IB web page.

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At minute 11:53 of this presentation are the assessments for the three

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courses we looked at a bit earlier in this presentation.

12:02

Changes to assessments for May 2021 are noted in pink.

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As you can see in these examples, there are different

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levels of changes. Language acquisition assessments and

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History of the Americas assessments have been modified

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by removing portions of the

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papers. Listening component has been removed from paper. One of

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the language acquisition course and there has been a decrease in

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the number of questions that students will be required to

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respond to in the History of the Americas course papers.

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A more extreme modification is the complete removal.

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of the paper. As you can see in this example paper at minute 12:39, one

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for design tech has been completely removed, as has

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the group or project.

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These changes have been made to accommodate the world situation

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we find ourselves in.

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IB is empathetic to students in schools regarding the COVID-19

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pandemic and how it has disrupted students academic

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pursuits, as well as their

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personal lives. They've made these changes in order to

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acknowledge the challenging situation we're facing and

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to provide a more realistic expectation.

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As of now IB examinations for May 2021 are scheduled to begin

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on April 30th and run through

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May 21st. We're still waiting on an updated schedule that will

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reflect the changes and

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to provide a more realistic expectation.

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As of now IB examinations for May 2021 are scheduled to begin

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May 21st. We're still waiting an updated schedule that will

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reflect the changes in the

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assessments. Once we have a newer schedule then we will

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post it to our website.

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Please continue to check the WL website for updates regarding IB

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classes and the IB diploma

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program. As always, the WL staff is committed to ensuring

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that students are supported in their academic pursuits as

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well as in their social and emotional development.

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Please reach out with any

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questions. Currently, the best way to make contact with us is

14:00

through email. You can email Miss Diana Velasquez,

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administrative assistant, to the IB Diploma Program,

14:09

at diana.velasquez@apsva.us

14:12

or you can contact me, Julie Cantor, the IB

14:20

diploma program coordinator at julie.cantor@apsva.us .

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Please stay safe and well.