## School response

The evaluation report informs the ongoing development of the programme(s) and is the basis for revisions or updates to the school's programme development plans, or it may identify new areas for programme or continuum development and the creation of new plans.

If the report identifies requirements that are not in place, the school is responsible for submitting the specified evidence demonstrating that requirements have been met by the deadlines identified by the IB. Failure to complete programme evaluation or refusal to provide evidence that programme requirements are in place can lead to withdrawal of authorization to offer the programme(s).

# Support before, during and after the evaluation process

IB Answers is the first point of contact and can direct the school to team members for assistance with specific queries.

The IB World Schools manager assigned to each school is available for programme implementation questions and general support for the self-study process. After the evaluation process is complete, the IB World Schools manager can support the school in revising or updating its programme development plans, or creating a new plan informed by the outcome of the evaluation.

**Support resources** are available on the Programme Resource Centre.

**Free learning**: interactive "nano-PD" modules are available at https://www.ibo.org/professional-development/free-learning/cross-programme-pd-resources/programme-evaluation-nano-resources/.

Programme coordinators should contact their IB World Schools manager for information about joining a facilitated online programme community for schools engaged in programme evaluation.

# Appendix 1: Documentation for preliminary review

School information and programme documentation must be kept current to ensure that the IB programme is being implemented according to the programme standards and practices and to ensure that the IB has an accurate picture of the IB programme at the school.

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Rules, requirements and specifications listed in the table indicate where expectations for the document can be found. Rules are found in *Rules for IB World Schools* . Requirements and specifications are found in *Programme standards and practices* .

## For all programmes

| Item | Rule or requirement or specification | Expectation(s) |
| --- | --- | --- |
| **School and programme profile**<br>Template (Word) available on the Programme Resource Centre | Rules—Article 5.14: Schools must inform the IB of any major changes in their governance, organizational structure, and/or location (including damage to, relocation of or major renovations of school premises).<br><br>Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200) | The school has submitted the completed school and programme profile. |
| **Legal entity and licensure documentation** Provide evidence of both legal entity and licensure. May be combined. May include a business license, articles of incorporation, school's license or accreditation certification, national registration number, screenshot from the ministry or educational authority website that operates the school (include citation) or | Rules—Article 15.2: A school must be and remain duly registered as a legal entity under local law—either for profit or not-for-profit, privately or publicly funded.<br><br>Article 15.3: A school must have and maintain the required licensure or accreditation by the local authorities and/or, if applicable, independent recognized accreditation agencies, indicating that | The school has submitted the legal entity and licensure documentation.<br><br>Documentation is provided in English, French or Spanish and certified if translated from another language.<br><br>The school is duly registered as a legal entity under local law.<br><br>The school has provided a current and valid licensure or accreditation by the |

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| | | |
|---|---|---|
| similar official evidence. If not in English, French or Spanish, provide a certified translation. | it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is authorized. | local authorities and/or, if applicable, independent accreditation agencies, indicating that it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is authorized. |
| **Statement of acceptance**<br><br>Template (PDF) available on the Programme Resource Centre | Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200) | The school has submitted the signed statement of acceptance.<br><br>Schools agree that they have read the IB's procedures, requirements for authorization, and rules and regulations for IB World Schools relating to the relevant IB programme(s) and comply with all the requirements contained therein. |
| **School information**<br><br>School brochure and/or website and/or promotional literature produced by the school concerning the implementation of the programme | Rules for the use of IB intellectual property: ibo.org/terms-and-conditions/copyright/<br><br>Rules—Article 10: Intellectual property of the IB<br><br>10.2 …the IB is the owner of registered trademarks, including its corporate trilingual logo, the "IB World | The school website and/or brochure and/or promotional material complies with the "Rules for use of IB intellectual property".<br><br>• The school uses either the IB World Schools logo or the IB Continuum logo only if it is authorized to offer the PYP |

School" trilingual logo, the "IB button" logo and the wordmarks "International Baccalaureate", "Baccalauréat International", "Bachillerato Internacional" and "IB". Consequently, a school is prohibited from using the above-mentioned trademarks to identify or reference its own non-IB courses.

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

and MYP and either DP and/or CP.

- The school has not used logos it is not authorized to use.

- The school has not created its own logo that is combined with IB intellectual property.

- The school has not used an outdated IB logo or image.

- The school has not incorporated the wordmark "International Baccalaureate" or "IB" into the school name, logos or insignia or to reference its own non-IB courses.

- The school has not publicly posted IB copyrighted content.

**Parent or legal guardian and student complaints procedures**

It may be a general policy used for all parent or guardian or student complaints and does not need to specifically mention the IB.

Rules—Article 6: Internal complaints procedure

Article 6.1: The school must have in place written procedures for how it will deal with complaints and students' requests for appeals against IB programme decisions taken by the school, ensure that details of these procedures

The school has written procedures for how it will:

- deal with complaints towards the school or IB programme(s)

- deal with students' requests for appeals against IB programme decisions taken by the school

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are made widely available and accessible to all students, and operate in accordance with such procedures.

Article 6.2: The school must inform parents or legal guardians about the school's procedures for addressing complaints and students' requests for appeals of IB programme decisions taken by the school.

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

ensure that procedures are made available to all students.

*Compliance with Rules for IB World Schools*

| Item | Rule or requirement or specification | Expectation(s) |
|---|---|---|
| **School mission and vision statements** <br><br> Indicate whether the mission has changed since authorization or last evaluation | Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100) <br><br> Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200) | The school's mission reflects the IB mission and expresses the ideas that the school: <br><br> • values a holistic education that goes beyond academic development <br><br> • encourages students to develop awareness beyond the individual and their immediate community . |
| **School strategy** <br><br> It may be a general strategy for the school and does not need to be specific to the IB programmes. | Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100) <br><br> Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the | School documents show the school's strategy: <br><br> • reflects the IB mission and philosophy <br><br> • includes holistic approaches to education. |

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| | individual and the immediate community. (0101-01-0200) | |
| --- | --- | --- |

*Purpose*

| Item | Rule or requirement or specification | Expectation(s) |
|------|--------------------------------------|----------------|
| **Organization chart**<br><br>Shows the pedagogical leadership team (including the programme coordinator) and reporting lines | Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)<br><br>Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100) | The school governance and/or leadership structure establishes roles for ensuring programme implementation and development.<br><br>The programme coordinator's position is evident in the school's governance structure as a member of the school's pedagogical leadership. |
| **Job description(s) for the Head of School or designee(s)**<br><br>Provide job descriptions for roles with decision-making authority over the programmes | Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100) | The Head of School job description indicates responsibilities for ensuring programme implementation and development. |
| **Job description(s) of the programme coordinator(s)** | Leadership 1.1: The school clearly articulates its governance and/or leadership | The programme coordinator has:<br>• |

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Include all additional responsibilities besides coordination—indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities

structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)

a written job description that describes responsibilities and expectations of the role for ensuring programme implementation and development

- release time to carry out the responsibilities assigned to the role
- the necessary resources and support to carry out the responsibilities of the role
- the organizational position to facilitate curriculum and programme development.

**Programme budget**

Template (Word) available on the Programme Resource Centre

Resources may include consolidated teacher and other staff salaries or stipends; funds for instructional and promotional materials, technology, subscriptions, collaborative planning time, student activities; honoraria; local association fees; resources to support core projects; MYP Building Quality Curriculum

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

MYP 1: The school allocates adequate resources for the provision of leadership for

The budget templates(s) are complete for the programme(s) in the school.

The budget:

- indicates that the necessary staffing is in place per the organizational chart and job descriptions
- clearly articulates how each programme requirement is funded if/when required
- indicates resources allocated for professional development.

fees; time and/or number of personnel allocated for the activity and so on.

developing the curriculum in subject groups, planning approaches to learning, supporting student involvement in service as action, and implementing the personal or community project. (0201-05-0121)

DP 1: The school allocates adequate resources and provides supervision for the creativity, activity, service (CAS) core component, including designating a CAS coordinator. (0201-05-0131)

DP 2: The school allocates adequate resources and provides supervision to support the extended essay core component, including designating an extended essay coordinator. (0201-05-0132)

CP 1: The school allocates adequate resources and provides supervision for the service learning core component, including designating a service learning coordinator. (0201-05-0141)

CP 2: The school allocates adequate resources and provides supervision to

Resources are allocated for PYP:

- to support collaborative planning among subject specialist and classroom teachers for transdisciplinary learning.

Resources are allocated for the provision of leadership in MYP:

- for developing the curriculum in subject groups
- for planning approaches to learning
- for supporting student involvement in service as action
- for implementing the personal or community project.

Resources are allocated for DP:

- for the creativity, activity, service (CAS) core component, including designating a CAS coordinator
- to support the extended essay core component, including designating an extended essay coordinator.

Resources are allocated for CP:

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support the reflective project core component, including designating a reflective project coordinator. (0201-05-0142)

CP 3: The school allocates adequate resources and provides supervision to implement the language development core component. (0201-05-0143)

CP 4: The school allocates adequate resources to implement the personal and professional skills (PPS) core component. (0201-05-0144)

for the service learning core component, including designating a service learning coordinator

- to support the reflective project core component, including designating a reflective project coordinator
- to implement the language development core component
- to implement the personal and professional skills (PPS) course.

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**Professional development information**

Template (Word) available on the Programme Resource Centre

Leadership 2.2: The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)

Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)

The update of IB-recognized professional development is complete for the programme(s) in the school.

The professional development update indicates:

- the **Head of School** (or designee), if appointed during the period under review, has participated in a relevant IB workshop or attended an IB Global Conference or attended an IB Heads World Conference. The Head of School may designate someone to

participate in the workshop, provided that the designee has decision-making authority over the indicated IB programme

- an **IB programme coordinator** appointed during the period under review has attended an IB workshop (category 1, 2 or 3), relevant to the role.

**PYP requirements**

- **PYP teachers** hired during the period under review have participated in an IB workshop, category 1, 2 or 3.

**MYP requirements**

- At all times, at least one **MYP teacher** per subject group has participated in the relevant subject group specific IB workshop, category 1, 2 or 3.

- Following the review of a subject group, when a new guide has been published, at least one **MYP teacher** in the indicated subject group has completed the relevant workshop. Development opportunities provided to update IB workshop leaders

on curriculum changes also meet this requirement.

- Each school that has been authorized as part of an MYP partnership has individually complied with the IB professional development requirements.

**DP requirements**

- Any **DP teacher, theory of knowledge** (**TOK) teacher** or **CAS coordinator** appointed during the period under review has participated in an IB workshop, category 1, 2 or 3, relating to their subject or role.

- At least one DP subject teacher per subject, one TOK teacher and the CAS coordinator has participated in a relevant IB workshop, if the subject or course has been reviewed during the period under review and when a new guide has been published. Development opportunities provided to update IB workshop leaders on curriculum changes also meet this requirement.

**CP requirements**

- PPS teachers appointed during the period under review have participated in an IB workshop relevant to their role.

- At least one teacher, coordinator or the Head of School has participated in a service learning workshop.

- Any DP subject teacher appointed during the period under review must participate in an IB workshop, category 1, 2 or 3, related to their subject or role.

- At least one DP subject teacher per subject must participate in a relevant IB workshop, if the subject or course has been reviewed during the period under review and when a new guide has been published. Development opportunities provided to update IB workshop leaders on curriculum changes also meet this requirement.

*Environment*

| Item | Rule or requirement or specification | Expectation(s) |
|---|---|---|
| **Access and/or admission policy** | Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100) | The access and/or admission policy describes the conditions for participation in the programme.<br><br>The policy includes evidence of a review process such as the date of the most recent review. |
| **Inclusion policy** | Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)<br><br>Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)<br><br>Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300) | The inclusion policy:<br><br>• identifies all legal requirements<br><br>• outlines the structure and process it uses to comply with legal requirements<br><br>• describes the rights and responsibilities of all members of the school community<br><br>• clearly states the school's vision for implementing inclusive IB programmes<br><br>• includes evidence of a review process such as the date of the most recent review. |
| **Academic integrity policy** | Culture 3.1: The school implements and reviews an academic integrity policy that | The academic integrity policy:<br><br>• |

makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

makes the school's philosophy clear

- describes the rights and responsibilities of the school community

- articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals —honesty, trust, fairness, respect and responsibility

- clearly states what is good practice, what is misconduct and what actions are to be taken if there are transgressions

- includes evidence of a review process such as the date of the most recent review.

**Language policy**

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a

The language policy:

- recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication

- outlines how students are to learn at least one language in addition to their home/personal language(s)

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fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

- describes how the development and maintenance of the home/personal language(s) for all learners is to be supported

- ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s)

- ensures support for multilingualism, which is required to support multiliteracies

- describes how the language(s) of the wider community are respected and promoted

- considers what resources and practices are to be used to involve parents in planning their children's language profile and development

- considers the sociocultural circumstances of the school

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| | | includes evidence of a review process such as the date of the most recent review. |
| **Assessment policy** | Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)<br><br>Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)<br><br>Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)<br><br>Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500) | The assessment policy:<br><br>• clearly states the school's philosophy of assessment that supports student learning<br><br>• is aligned with the IB philosophy concerning learning and assessment<br><br>• describes the rights and responsibilities of all members of the school community<br><br>• states what constitutes effective assessment practice<br><br>• includes evidence of a review process such as the date of the most recent review.<br><br>For MYP, DP and CP<br><br>• Details of common practices for recording and reporting student achievement.<br><br>• Implementation of formative and summative |

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Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

CP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)

assessment consistent with IB expectations.

- Details of common practices for using the programme assessment criteria and determining achievement levels.

- For schools with local/state/national requirements, an explanation of the relationship of IB assessment principles and practices with required systems for grading and reporting.

For DP and CP, the policy must additionally include:

- internal moderation/quality checks to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive

- practices for internal standardizing of assessment.

*Policies*

## Programme documents

### PYP

| Item | Rule/requirement/specification | Expectation(s) |
|---|---|---|
| **Collaborative planning description and schedule** | Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)<br><br>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver | The collaborative planning description and schedule shows scheduled or timetabled time for teachers:<br><br>• to collaboratively plan and reflect<br>• to incorporate IB philosophy into the curriculum<br>• to plan and design units that meet programme requirements and are in accordance with programme documentation<br>• to consider connections between different areas and reinforce shared concepts, content and skills<br>• to address the elements of an IB education.<br><br>The collaborative planning description or schedule shows scheduled or timetabled time for subject specialists and classroom teachers to collaboratively design and plan the programme of inquiry. |

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the subjects included in each unit of inquiry. (0401-02-0112)

Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)

Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)

*PYP: Schedules*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Programme of inquiry** | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)<br><br>Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)<br><br>Coherent curriculum 1.5: Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning (0401-01-0500)<br><br>PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme— at each year or grade level, with the exception of students who are 3–6 years where the requirement is at least four units at each year or grade level, two of which must be under "Who we are" and | The programme of inquiry for PYP consists of six units of inquiry—one for each transdisciplinary theme.<br><br>For the early years students, the programme of inquiry consists of at least four transdisciplinary themes, including "Who we are" and "How we express ourselves".<br><br>In the programme of inquiry:<br>• all key concepts are present at each grade/year level<br>• there is a balance of key concepts<br>• central ideas are included<br>• lines of inquiry are included. |

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| | "How we express ourselves". (0401-01-0511) | |
|---|---|---|
| **Unit planning process**<br><br>Three completed unit planners or equivalent evidence of use of the PYP planning process for each grade level<br><br>Completed versions of the former PYP planner template meet expectations | Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111) | Unit planners include:<br>• transdisciplinary theme<br>• central idea<br>• lines of inquiry<br>• key concepts<br>• related concepts<br>• approaches to learning<br>• IB learner profile attributes<br>• subject areas<br>• learning goals<br>• teacher questions<br>• student inquiries<br>• differentiated learning experiences<br>• resources<br>• prior knowledge of students<br>• teacher reflections on knowledge, conceptual understandings, skills, attributes of the IB learner profile, learning goals and assessment<br>• monitoring, documenting and measuring learning (assessment)<br>• |

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| | | student-initiated action<br><br>• student reflections.<br><br>For early years the school provides opportunities for:<br><br>• uninterrupted play<br><br>• symbolic exploration and expression. |
| **A completed exhibition planner or other exhibition documentation** | Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211) | The exhibition planner or other exhibition documentation includes:<br><br>• personal learning goals<br><br>• personal inquiries<br><br>• student-initiated action<br><br>• student reflections.<br><br>**OR** the school exclusively offers the early years. |
| **Reporting**<br>Examples of school-based reporting from different grade/year levels | Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200) | The school-based reporting provides students and teachers with information that can be used to improve learning and teaching.<br><br>The school implements and communicates consistent and |

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| | Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400) | fair systems and processes for reporting student progress. |
|---|---|---|

*PYP: Learning*

**MYP**

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Collaborative planning description and schedule** | Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)<br><br>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>MYP 1: The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)<br><br>MYP 2: Teachers use the MYP planning process to collaboratively design, plan, | The collaborative planning description and schedule shows scheduled or timetabled time for teachers:<br><br>• to collaboratively plan and reflect<br><br>• to incorporate IB philosophy into the curriculum<br><br>• to plan and design units that meet programme requirements and are in accordance with programme documentation<br><br>• to consider connections between different areas and reinforce shared concepts, content and skills<br><br>• to address the elements of an IB education<br><br>• to develop interdisciplinary understanding<br><br>• to design, plan, deliver and document student inquiry. |

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| | deliver and document student inquiry. (0401-02-0122)<br><br>Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)<br><br>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) | |
| **Calendar or schedule of school deadlines (for eAssessment schools only)**<br><br>Include schedule for student submission of internal assessment and external assessment components | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)<br><br>Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make | The school schedule or calendar indicates a balanced approach to assessment deadlines for:<br><br>• internal assessments<br>• external assessments. |

| | connections across their learning. (0401-01-0500) | |
|---|---|---|
| **Sample schedules for each grade/year of the programme and an explanation of the hours of instruction**<br><br>Include an explanation of how the school provides for at least the minimum number of required student learning hours for each subject group, for example the length of classes and number of classes in the school year | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>MYP 1: The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121) | The schedule shows that each of the eight subject groups is taught for at least 50 hours per year, unless subject group flexibility is offered in year 4 and/or year 5. |

*MYP: Schedules*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Approaches to learning chart** | Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning (0401-01-0500)<br><br>MYP 1: The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521) | The Approaches to learning chart shows vertical articulation of ATL related skills and appropriately developed ATL skill categories. |

*MYP: Approaches to learning*

| Item | Rule/requirement/specification | Expectation(s) |
|---|---|---|
| **Language and literature**<br><br>**Language acquisition**<br><br>**Individuals and societies**<br><br>**Sciences**<br><br>**Mathematics**<br><br>**Design**<br><br>**The arts**<br><br>**Physical and health education** | Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning (0401-01-0500)<br><br>MYP 1: The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521) | The subject group overview:<br><br>• provides evidence of vertical and horizontal planning<br><br>• documents the written curriculum in each subject group across all years of the programme<br><br>• includes a summary of the content<br><br>• shows that over the years of the programme, the school has:<br><br>  • included required key concepts<br><br>  • addressed related concepts<br><br>  • included MYP global context(s)<br><br>  • developed ATL skills<br><br>  • offered students opportunities to meet all MYP subject group objectives in a balanced way<br><br>• engages students in physical education activities |

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| | | for at least 50% of the total teaching time allocated to this subject. |
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*MYP: Subject group overviews*

| Item | Rule/requirement/specification | Expectation(s) |
|---|---|---|
| **Language and literature**<br><br>**Language acquisition**<br><br>**Individuals and societies**<br><br>**Sciences**<br><br>**Mathematics**<br><br>**Design**<br><br>**The arts**<br><br>**Physical and health education**<br><br>**Interdisciplinary**<br><br>Two completed unit planners or equivalent evidence of use of the MYP planning process for each subject group from different year levels and one interdisciplinary unit from each year level<br><br>**OR**<br><br>The school provides the following from the "Building Quality Curriculum" submission for each subject group and for interdisciplinary units:<br><br>• two unit plans<br><br>• completed self-evaluations<br><br>• feedback reports. | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)<br><br>Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)<br><br>MYP 1: Teachers follow the MYP review cycles and associated IB communications. (0401-03-0521) | The school has submitted: (a) two unit planners or equivalent evidence of use of the MYP planning process for each subject group from different year levels, and (b) one interdisciplinary unit from each year level. For all of these include the following elements:<br><br>• key and related concepts<br><br>• global contexts<br><br>• statement of inquiry<br><br>• inquiry questions<br><br>• subject group objectives<br><br>• summative assessment<br><br>• approaches to learning<br><br>• content (selected or required)<br><br>• description of the learning process<br><br>• learning experiences and teaching strategies<br><br>• formative assessment<br><br>• differentiation<br><br>• reflection:<br><br>    • prior to teaching the unit |

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|  |  | • during teaching<br>• after teaching the unit.<br><br>**OR**<br><br>The school provides the following from the "Building Quality Curriculum" submission:<br><br>• two unit plans<br>• completed self-evaluations<br>• feedback reports. |
|---|---|---|

*MYP: Documentation of unit planning process*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Language and literature** <br><br> **Language acquisition** <br><br> **Individuals and societies** <br><br> **Sciences** <br><br> **Mathematics** <br><br> **Design** <br><br> **The arts** <br><br> **Physical and health education** <br><br> **Interdisciplinary** <br><br> One sample of assessed student work, MYP criteria, including task-specific clarifications (if applicable), teacher marks and feedback per subject group. Samples must represent all year levels taught in the programme. Samples of interdisciplinary student work representing two different year levels <br><br> **OR** <br><br> Reports from eAssessments including internal assessment | Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100) <br><br> MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121) | For each subject in which the school participates in eAssessment, the following has been provided: reports from eAssessments including internal assessment feedback from the "ePortfolio and candidate results" summary page. <br><br> **OR** <br><br> For subject groups where the school does **not** participate in eAssessment, a sample of assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is consistent with the prescribed MYP objectives and criteria. |

| feedback from the "ePortfolio and candidate results" | | |
| --- | --- | --- |

MYP: Assessment documentation

| Item | Rule/requirement/ specification | Expectation(s) |
|------|--------------------------------|----------------|
| **Personal and/or community project description or handbook** | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>MYP 1: The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)<br><br>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)<br><br>MYP 1: All students in MYP year 5 complete the personal project, and all students finishing the programme in year 3 or 4 complete the community project. (0404-04-0121) | The description or handbook includes:<br><br>• the structure in place to ensure coordination of the project<br><br>• how supervisors are allocated to students<br><br>• a description of how students and supervisors are briefed<br><br>• the timeline for completion of the project<br><br>• an explanation of how the school ensures all that all students in year 5 complete the personal project and all students finishing the programme in year 3 or 4 complete the community project. |

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| **Student reflections on service as action**<br><br>Provide one sample from each year of the programme taught in the school or the partnership | Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)<br><br>Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)<br><br>MYP 1: Students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. (0402-05-0221) | Student samples illustrate:<br><br>• how all learning outcomes are met<br><br>• student engagement in the experience across each year of the programme taught in the school or partnership<br><br>• how students are involved with planning, organizing and implementing service activities. |

*MYP: Projects and service*

**DP**

| Item | Rule/requirement/specification | Expectation(s) |
|---|---|---|
| **Collaborative planning description and schedule** | Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)<br><br>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>DP 1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject. (0401-02-0131)<br><br>Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships | The collaborative planning description and schedule shows scheduled or timetabled time for teachers:<br><br>• to collaboratively plan and reflect<br><br>• to incorporate IB philosophy into the curriculum<br><br>• to plan and design units that meet programme requirements and are in accordance with programme documentation<br><br>• to consider connections between different areas and reinforce shared concepts, content and skills<br><br>• to address the elements of an IB education<br><br>• to integrate theory of knowledge (TOK) into each subject. |

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| | between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)<br><br>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) | |
| **Calendar or schedule of school deadlines**<br><br>Include schedule for student submission of internal and external assessment components | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)<br><br>Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500) | The school schedule or calendar indicates a balanced approach to assessment deadlines for:<br><br>• internal assessments<br><br>• external assessments<br><br>• completion of CAS requirements<br><br>• extended essays. |
| **Sample student schedules for each grade/year of the programme** | Leadership 3.1: The school implements a schedule that allows for the requirements of | The schedule:<br><br>• provides for the delivery of at least 100 hours of the TOK course over two years |

Include an explanation of how the school provides for at least the minimum number of required student learning hours, for example the length of classes and number of classes in the school year

the programme(s) to be met. (0201-03-0100)

DP 2: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for theory of knowledge (TOK). (0201-03-0132)

DP 3: The school implements a schedule that provides for the delivery of the theory of knowledge course over two years for every student. (0201-03-0133)

- ensures that standard level courses are taught for 150 hours, ensures that higher level courses are taught for 240 hours over two years

- ensures that at least one standard level course is taught over the two years of the programme.

*DP: Schedules*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Curriculum documentation:** **Studies in language and literature** **Language acquisition** **Individuals and societies** **Sciences** **Mathematics** **The arts** A description of the curriculum, such as one course outline or one unit plan from each subject group, showing how the courses meet IB requirements, including how theory of knowledge (TOK) is integrated into the course | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100) Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) DP1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject (0401-02-0131) Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500) | Curriculum documents: <br> • identify the knowledge, concepts, skills and attitudes to be developed over time <br> • allow for meaningful student action <br> • promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others <br> • incorporate relevant experiences for students <br> • provide opportunities for reflection on human commonality, diversity and multiple perspectives <br> • foster development of the IB learner profile attributes <br> • show opportunities for students to make connections across their learning <br> • reflect current subject guides <br> • |

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| | DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531) | show TOK integration into the subject. |
|---|---|---|
| **Curriculum documentation: Theory of knowledge**<br><br>A description of the curriculum, such as a curriculum map or course outlines, including details about how theory of knowledge (TOK) is offered in the school, or one unit plan from TOK showing how the course meets IB requirements | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)<br><br>Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>DP1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject (0401-02-0131)<br><br>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly | Curriculum documents:<br><br>• identify the knowledge, concepts, skills and attitudes to be developed over time<br>• allow for meaningful student action<br>• promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others<br>• incorporate relevant experiences for students<br>• provide opportunities for reflection on human commonality, diversity and multiple perspectives<br>• foster development of the IB learner profile attributes<br>• show opportunities for students to make connections across their learning<br>• reflect current guides. |

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| | communicated to the school community. (0401-03-0500) DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531) | |

*DP: Curriculum*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Extended essay supervision**<br><br>A description of the supervision of extended essays | Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)<br><br>DP 2: The school allocates adequate resources and provides supervision to support the extended essay core component, including designating an extended essay coordinator. (0201-05-0132)<br><br>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)<br><br>DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue | The description includes:<br><br>• timelines<br><br>• how mandatory reflection sessions will be supervised<br><br>• how students will engage in topic choice<br><br>• how supervisors are selected and informed. |

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| | personal inquiries and actions. (0402-06-0200)<br><br>DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231) | |
| **CAS handbook** | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>DP 4: The school implements a schedule that allows for regular CAS experiences and projects over at least 18 months for every student. (0201-03-0134)<br><br>Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100) | The handbook shows:<br><br>• the opportunities for students to directly apply their learning by taking action<br><br>• how students can demonstrate a commitment to service with and for the community throughout their learning<br><br>• expected learner outcomes<br><br>• responsibilities of the student<br><br>• responsibilities of the supervisor.<br><br>• how the school provides for regular CAS experiences and projects over at least 18 months for every student |
| **CAS experience samples** | Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their | Samples illustrate:<br><br>• how all learning outcomes are met<br><br>• |

| Three samples of CAS experiences undertaken by students | learning, in accordance with programme documentation. (0402-05-0200)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231) | student engagement in each of the three strands<br>• how CAS experiences are initiated by students<br>• the integration of one or more CAS strands in at least one project. |

*DP: DP Core*

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## CP

| Item | Rule/requirement/ specification | Expectation(s) |
| --- | --- | --- |
| **Collaborative planning description and schedule** | Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)<br><br>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)<br><br>Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)<br><br>CP 1: The school provides opportunities for the IB teachers to collaborate with the career-related studies (CRS) staff to ensure balance and articulation of the students' full educational experience. (0401-02-0141)<br><br>Coherent curriculum 2.2: Teachers plan and reflect | The collaborative planning description and schedule shows scheduled or timetabled time for teachers<br><br>• to collaboratively plan and reflect<br><br>• to incorporate IB philosophy into the curriculum<br><br>• to plan and design units that meet programme requirements and are in accordance with programme documentation<br><br>• to consider connections between different areas and reinforce shared concepts, content and skills<br><br>• to address the elements of an IB education<br><br>• to collaborate with the career-related studies (CRS) staff. |

| | collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)<br><br>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) | |
|---|---|---|
| **Student schedules**<br><br>Sample student schedules for each grade/year of the programme<br><br>Include an explanation of how the school provides for at least the minimum number of required student learning hours, for example the length of classes and number of classes in the school year | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>CP 1: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for the CP core. (0201-03-0141)<br><br>CP 2: The school implements a schedule that provides for the delivery of the personal and professional skills (PPS) course over two years for every student. (0201-03-0142) | The schedule provides:<br><br>• 90 hours for PPS over two years<br><br>• 150 hours for standard level courses and 240 hours over two years for higher level courses<br><br>• confirmation that the CP is a two-year course of study with all components studied concurrently<br><br>• the student's chosen career-related study as part of the timetable. |

*CP: Schedules*

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| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Curriculum documentation:** **Studies in language and literature** **Language acquisition** **Individuals and societies** **Sciences** **Mathematics** **The arts** A description of the curriculum, such as one course outline, or one unit plan from each subject group offered in the school showing how the courses meet IB requirements | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100) Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500) Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500) CP 1: Teachers follow the DP and CP review cycles and associated IB communications. (0401-03-0541) | If the DP subject is offered in the school, the curriculum documents: <br>• identify the knowledge, concepts, skills and attitudes to be developed over time <br>• allow for meaningful student action <br>• promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others <br>• incorporate relevant experiences for students <br>• provide opportunities for reflection on human commonality, diversity and multiple perspectives <br>• foster development of the IB learner profile attributes <br>• show opportunities for students to make connections across their learning <br>• |

| | | reflect current subject guides. |
|---|---|---|
| **CRS documentation**<br><br>CRS outline form or other documentation of each career-related course of study the school offers | Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)<br><br>CP 3: The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243) | Each career-related study is:<br><br>• accredited/recognized by one or more accreditation body<br><br>• subject to a demonstrable form of external quality assurance. |
| **PPS documentation**<br><br>PPS course outline or other documentation of the PPS course | Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241) | The description includes:<br><br>• how the course incorporates the following five themes<br><br>• personal development<br><br>• intercultural understanding<br><br>• effective communication<br><br>• thinking processes<br><br>• applied ethics<br><br>• how the course is designed to ensure students achieve the following five learning outcomes<br><br>• identify their own strengths and develop areas for growth<br><br>• |

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demonstrate the ability to apply thinking processes to personal and professional situations

- recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- recognize and consider the ethics of choices and actions
- how students make links to their career-related studies.
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**Language development documentation**

Language development outline or other documentation of the language development component
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Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)
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The description includes:

- how the school implements the component including a minimum of 50 hours of language development
- how the school ensures all CP students complete the language development core component and the language portfolio.
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*CP: Curriculum documentation*

| Item | Rule/requirement/ specification | Expectation(s) |
|---|---|---|
| **Reflective project description**<br><br>Reflective project outline or a description of how the school meets its responsibilities for the reflective project | Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)<br><br>CP 2: The school allocates adequate resources and provides supervision to support the reflective project core component, including designating a reflective project coordinator. (0201-05-0142)<br><br>Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)<br><br>Approaches to assessment 4.1: The school provides | The description includes:<br><br>• how students and supervisors are informed of the requirements including the requirement for students to spend a minimum of 50 hours on the reflective project<br><br>• how students engage in topic choice<br><br>• how supervisors are selected<br><br>• how mandatory reflection sessions are supervised. |

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| | students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)<br><br>CP 1: The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation. (0404-04-0141) | |
| **Service learning documentation**<br><br>Service learning outline or other documentation of the service learning component | Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)<br><br>CP 3: The school implements a schedule that allows for regular service learning experiences and projects over at least 18 months for every student. (0201-03-0143)<br><br>Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)<br><br>Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their | The description includes:<br><br>• how students and the service learning coordinator are informed of the service learning requirements including the requirement for a minimum of 50 hours for service learning over at least 18 months for every student<br><br>• how the school ensures all students complete service learning experiences<br><br>• how the school ensures all students maintain and complete a service learning portfolio as evidence of their engagement with service learning throughout the programme |

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| | learning, in accordance with programme documentation. (0402-05-0200 | • how mandatory interviews with the service learning coordinator are documented. |
| | Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100) | |
| | CP 1: The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation. (0404-04-0141) | |
| **Service learning samples**<br><br>Three samples of service learning experiences undertaken by students | Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)<br><br>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)<br><br>CP 1: The school provides opportunities for students to take ownership of their | Samples illustrate:<br><br>• how all learning outcomes are met<br><br>• student engagement in the experiences<br><br>• how service experiences are initiated by students. |

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| | learning through the CP core. (0402-06-0241) | |
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*CP: Projects and service*

# Appendix 2: Programme development plan template

Programme development planning begins immediately following the school's authorization to teach one or more IB programmes and continues as long as the school offers the programme(s). Programme evaluation supports the intentional and focused development of the school's IB programme. Programme development planning may take different forms and will reflect the school's context and strategic goals. A new programme development plan is created when the school determines that priorities or strategic goals shift. During programme evaluation, the school will be asked to evidence its planning, implementation, analysis, reflection and learning for one aspect of the programme.

The following are examples of aspects of the programme that schools may select as a focus for programme development.

- **Learners** (agency, IB learner profile, service/action, academic integrity, well-being)
- **Learning and teaching** (approaches to learning, approaches to teaching, inquiry, conceptual understanding, local and global contexts, teamwork and collaboration, access, learning diversity, inclusion, assessment, curriculum, multilingualism and identity)
- **The learning community** (collaboration, international-mindedness, leadership, learning environments, technology)

Use of the template is not required but is encouraged. Schools may modify this template or develop their own templates, including the aspects of the process detailed below.

**Focus of programme development**

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

**Rationale**

Briefly summarize the reasons the school selected this focus for programme development.

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| | Step 1a: Planning | | Step 2a: Reflection | |
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| | **Guiding questions and prompts** | **School response (Complete at the start of the programme development planning)** | **Guiding questions and prompts** | **School response (Complete at the conclusion of the programme development activities)** |
| **IB practices** | *Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.*<br><br>• What practice or practices need to be in place for this development to be successful?<br><br>• What practice or practices identify the people **who** are responsible for the work? For example, teachers, | | Indicate if there were any changes to the practices selected and explain why different practices were selected | |

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|---|---|---|---|---|
| | leadership, students? • What practice or practices show **how** the work will be done? That is, what actions will be taken? • What practice or practices indicate **why** the school is undertaking the work? That is, what is the reason for this focus? | | | |
| **Impact** | What will change for students? (Identify the target: all students or subsets of students.) | | [Not applicable] | [Not applicable] |
| **Data and evidence** | How will the school learn what the impact of the work is? (What data or evidence | | (How did the school learn what the impact of the work is? What data or evidence did you gather?) | |

| | do we need to gather?) | | | |
|---|---|---|---|---|
| **(Optional) Research and/or shared practice** | What shared practice or research informed the approach or activities? What practices shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities? | | What shared practice or research informed the approach or activities? | |

| | Step 1b: Implementation and analysis | | Step 2b: Reflection on implementation and analysis | |
|---|---|---|---|---|
| | **Guiding questions and prompts** | **School response** | **Guiding questions and prompts** | **School response** |
| **Activities** | What activities will lead to the outcome? (Who will do what? By when?) | | What were the major activities undertaken to achieve the outcome? | |
| **Analysis of data or evidence** | [Not applicable] | [Not applicable] | What did the data or evidence show was the impact on students? | |
| **Examples of impact** | [Not applicable] | | Provide 1–3 examples that evidence the impact on students (documents, photographs, short audio or video files). | |

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| Step 2c: Understanding and application | | |
|---|---|---|
| **Summary** | What did the school learn from engaging in this programme development effort?<br><br>What factors led to this effort having, or not having, an impact? | |
| **Further or future considerations** | What was learned from this analysis that can be applied to further development of this area or to developing other areas of the IB programme in the school? | |
| **Priorities for programme development** | What areas of the programme will the school now prioritize for development? Why? | |

# Appendix 3: Responsibilities before, during and after the evaluation visit

| | Responsibilities of the IB | Responsibilities of the school | Responsibilities of the IB evaluation team |
|---|---|---|---|
| | • Confirm the self-study questionnaire submission deadline. | • Select the deadline for the self-study questionnaire submission. This determines the preliminary review submission deadline and the evaluation visit window. | None |
| **Organize the visit** | • Request three possible dates for the evaluation visit across three months. The visit window opens six weeks after submission of the self-study questionnaire. | • Send the IB three possible visit dates during the evaluation visit window. | None |
| | • Confirm the deadlines for the submission of preliminary review. | • Record the deadline and plan for the submission of preliminary review. | None |
| | • | • | • |

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| | | |
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| Appoint the members of the IB evaluation team and inform the school of their names in advance. | Review and inform the IB of any conflict of interest for any member of the IB evaluation team (e.g. a former member of staff). | Confirm acceptance with the IB and the school of participation on the IB evaluation team. |
| • Provide access to IB Concierge. | • Access IB Concierge to upload required documentation. | • Confirm access to IB Concierge to review school documentation. |
| • Communicate the documentation that the school needs to provide during the preliminary review and prior to the evaluation visit. | • Ensure all school and programme documentation is submitted by the deadlines in an accessible format according to the IB requirements. Currently Word and PDF documents are accepted. | • Thoroughly review the school and programme documentation. Begin to identify topics for in-depth discussion during the visit. Provide initial input for the report. |
| • Ensure school and team have the *Guide to programme evaluation,* school visit events guide or remote visits guidelines and agenda template | • Ensure familiarity with all aspects of the *Guide to programme evaluation* and school visit events guide or remote visit guidelines.<br><br>• | • Ensure familiarity with all aspects of the *Guide to programme evaluation, Programme evaluation team manual* and school visit events guide |

| | | | |
|---|---|---|---|
| | and are aware of support resources. | Access programme evaluation support resources. | or remote visit guidelines. |
| | • Confirm the communication channels to be maintained before and during the visit. | • Nominate a staff member to liaise with the evaluation leader (or team chair if multiple programmes are included in the visit).<br><br>• Confirm the communication channels to be maintained before and during the visit. | • Confirm the communication channels to be maintained before and during the visit. |
| **Develop the visit agenda** | • Coordinate meeting with evaluation visit team. | • Provide a draft agenda to the evaluation team.<br><br>• Participate in planning meetings with the evaluation team to confirm the visit agenda. | • Organize and conduct planning meetings to set expectations and confirm the visit agenda. |
| | • May approve the agenda, developed by the IB evaluation leader (or team chair) in | • Finalize the agenda together with the evaluation leader (or team chair) approximately six | • Finalize the agenda together with the school six weeks prior to the visit.<br><br>• The IB evaluation leader (or team |

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| | | | |
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| | consultation with the school. | weeks prior to the visit.<br><br>• The school determines which school representatives attend each meeting. | chair) determines which IB evaluation team members attend each meeting. |
| **Complete logistical arrangements** | • Ensure the school and IB evaluation team have the Global school visits events guide and, if applicable, Remote evaluation visit guidelines: For use with 2020 programme evaluation process. | • Organize logistics according to IB procedures applicable to the region (this may include lodging, evening meals and transportation).<br><br>• Provide suitable room(s) in the school available for the IB evaluation team to use throughout the visit where meetings will take place and the team will complete its work.<br><br>• Ensure that:<br>  • the room(s) can be locked and will not be used for other purposes or | • Make travel arrangements in accordance with IB policies.<br><br>• Confirm travel details with the school as soon as possible.<br><br>• Inform the school of any dietary needs. |

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| | | | |
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| | | meetings during the visit, including after-school hours<br><br>• the room(s) is/are quiet and allows private conversations<br><br>• consistent secure internet access is available for the team.<br><br>• Provide meals and refreshments during the school day.<br><br>• Ensure that consistent secure internet access is available for the team at the hotel. | |
| **Preparing for visit** | [Not applicable] | • Contact parents and legal guardians to arrange participation in the relevant meeting.<br><br>• Ensure that members of the school community are familiar with the documentation shared and the evaluation process. | • Participate in pre-visit team meeting late afternoon/evening of the day before the visit starts. |

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| | | | |
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| | | • Prepare a map of the school and the daily schedule/timetable, including teachers' names, to allow the evaluation team to identify the classes they would like to visit.<br><br>• As far as possible, ensure that no events or examinations that might affect the schedule are taking place in the school at the time of the visit.<br><br>• Provide the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish). | |
| **During the visit** | [Not applicable] | • | • |

| | | | |
|---|---|---|---|
| | | Conduct scheduled meetings according to the agenda. The programme coordinator(s) may be asked to schedule additional meetings, if needed.<br><br>• Ensure that a map of the school and the daily schedule/timetable, including teachers' names, is available to the evaluation team to allow them to identify the classes they would like to visit.<br><br>• Ensure that teaching proceeds as normal throughout the visit. | Use the schedule/timetable made available to identify the classes the team would like to visit.<br><br>• Consult with the programme coordinator(s) to schedule any additional meetings, if needed.<br><br>• Meet in the evening to share findings and complete the report, if needed. |
| **IT support** | [Not applicable] | • Designate a liaison for consultation and to provide IT assistance in connecting to school systems for the evaluation team.<br><br>• If necessary, establish a secure shared document | • Coordinate with the school's technology representative to organize access to Wi-Fi and any digital learning management systems and digital documents, if required. |

| | | or folder where additional materials can be uploaded during the visit. | |
|---|---|---|---|
| **Class visits** | [Not applicable] | • Communicate to teachers that members of the evaluation team may visit their classes. | • When visiting classes, attempt to be as non-disruptive as possible and do not participate in class lessons. If appropriate, speak discreetly to individual students or groups of students. |
| **After the visit** | Review, finalize and deliver the evaluation report to the school within 6–8 weeks after the visit. | • Upon receiving the report, share the findings in the report with the school community.<br>• Respond to matters to be addressed by the designated deadline.<br>• Complete activities included in the action plan to ensure all requirements are in place by the approved deadlines. | • Finalize and submit the report to the IB by the established deadline. |

| | | Consider how the conclusions of the IB's evaluation can inform further programme development. | |
|---|---|---|---|
| | Send an online survey to provide feedback on the visit. | Complete an online survey to provide feedback on the visit. | Complete an online survey to provide feedback on the visit. |

## Appendix 4: Using the PSP for the self-assessment

Before beginning the self-assessment, it is essential that participants understand the structure of the programme standards and practices framework. This summary supplements the full programme standards and practices website with supporting resources found in the cross-programme resources on the Programme Resource Centre.

Programme standards and practices are the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes.

The programme standards and practices identify elements that are aspirational and developmental and those that are required for schools to become and remain authorized to offer IB programmes. IB World Schools must have all required elements in place to retain their authorization to offer the IB programme(s). These elements are essential to the integrity of the IB programmes.

In the self-assessment, schools identify any requirements that are not in place. Every effort should be made during the self-study year to ensure that by the time of the evaluation visit or DP evaluation reading the school meets all requirements. The action plan template (Word) available on the Programme Resource Centre is used to document plans to address requirements that are not in place.

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The programme standards and practices are organized into four overarching **categories**: *purpose, environment, culture* and *learning*.The four categories fit into a framework, which places "learning" at the centre and is encircled by IB philosophy and the school's unique context.
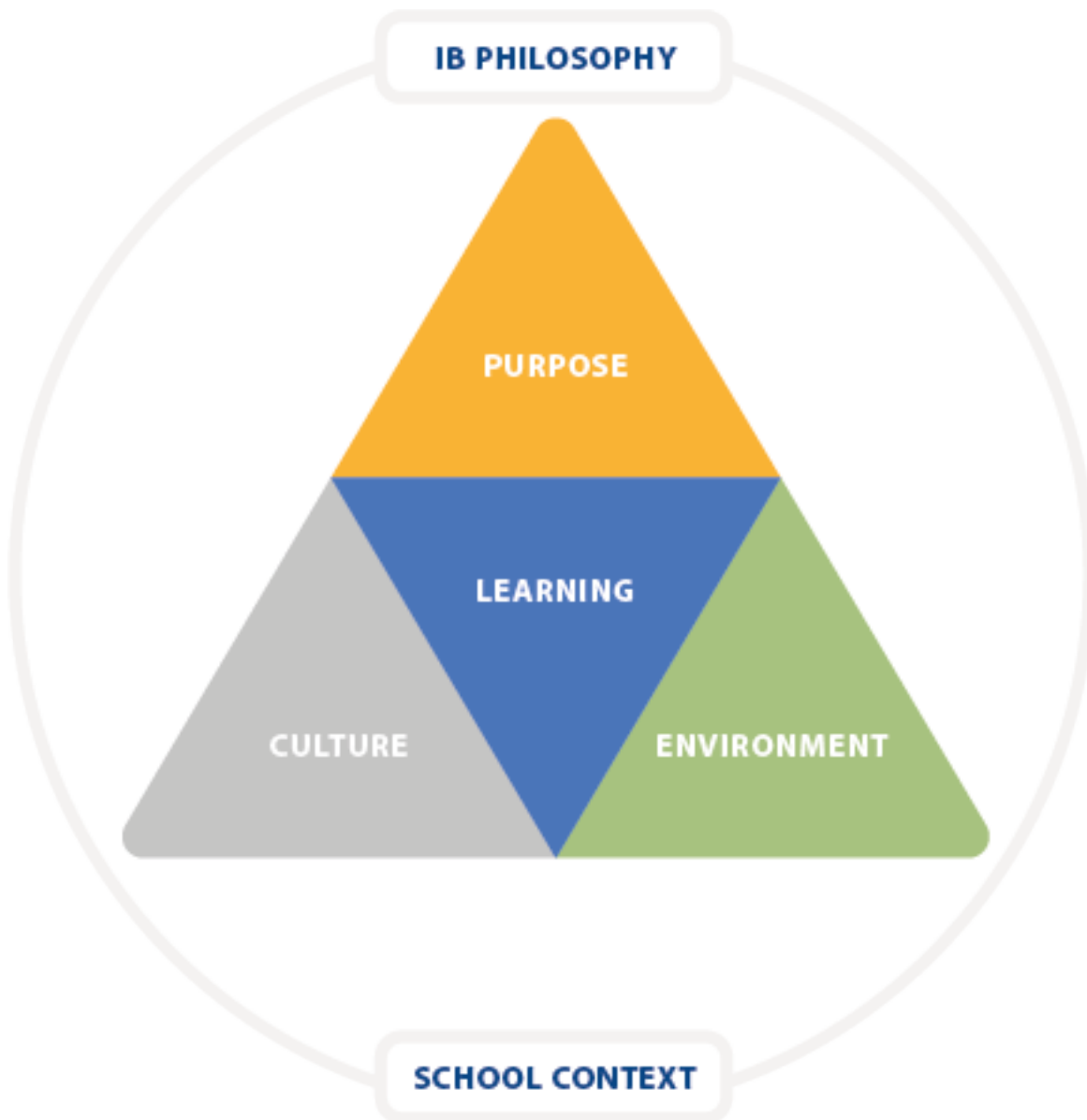


The categories are organized into standards, practices, requirements and specifications as shown in figure 5.
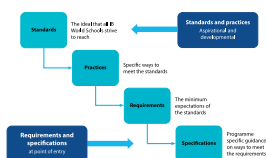
The **standards** are general principles that lie at the heart of being an IB World School. They provide aspirational goals for schools. These are labelled, for example, **Standard: Students as lifelong learners**. They have 4-digit system codes such as **(0402)**.

There are nine standards. These are listed below by category.

| |
|---|
| Purpose: Sharing an important mission<br><br>**Standard: Purpose** |
| Environment: Providing essential structures, systems and resources<br><br>**Standard: Leadership and governance**<br><br>**Standard: Student support**<br><br>**Standard: Teacher support** |
| Culture: Creating positive school cultures<br><br>**Culture through policy implementation** |
| Learning: Ensuring effective education<br><br>**Standard: Designing a coherent curriculum**<br><br>**Standard: Students as lifelong learners**<br><br>**Standard: Approaches to teaching**<br><br>**Standard: Approaches to assessment** |

Each standard includes one or more **practices**. The IB practices are aspirational, meaning that schools will continue to develop, implement, understand and integrate them more explicitly and consistently

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over time. Practices are common to all programmes but will be implemented as developmentally appropriate for the age-group. Practices are labelled and have a name followed by a single digit, for example, **Lifelong learners 6**. They can also be identified by the 6-digit system code, for example, 0402-06.

> "Example: Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)"

Each practice has one or more **requirements** which apply to all programmes. Requirements are specific and refined measures of implementation and are numbered in relation to the practice, for example, **Lifelong learners 6.2**. They have 10-digit system codes ending in 00.

> "Example: Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)"

Some requirements have programme elements known as **specifications** indicating how the requirement must be applied. These can be identified by the programme acronym, for example, PYP 1. They also have 10-digit system codes such as 0202-01-0521.

> "Example PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)"

## Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

## Changes for August 2023

**Appendix 1: Documentation for preliminary review**

"For all programmes"

Introduction of revised or improved content.

In the table titled "**Compliance with Rules for IB World Schools**", the "School and programme profile" Expectation(s) was changed to the following phrasing:

"The school has submitted the completed school and programme profile."

The following information was added to the "Legal entity and licensure documentation" Item column:

"Provide evidence of both legal entity and licensure. May be combined. May include a business license, articles of incorporation, school's license or accreditation certification, national registration number, screenshot from the ministry or educational authority website that operates the school (include citation) or similar official evidence. If not in English, French or Spanish, provide a certified translation."

In the "Legal entity and licensure documentation" Expectation(s) column, the second paragraph was changed to the following phrasing:

"Documentation is provided in English, French or Spanish and certified if translated from another language."

The following information was added to the "Parent or legal guardian and students complaints procedures" Item column:

"It may be a general policy used for all parent or guardian or student complaints and does not need to specifically mention the IB."

In the table titled "**Purpose**", the following information was added to the "School strategy" Item column:

"It may be a general strategy for the school and does not need to be specific to the IB programmes."

**Appendix 1: Documentation for preliminary review > Programme Documents**

"PYP"

Introduction of revised or improved content.

In the table titled "**PYP: Schedules**", the "Sample schedules for each grade/year of the programme" section was removed.

In the table titled "**PYP: Learning**", "throughout each theme" was removed from the second bullet point of the "Programme of inquiry" Expectation(s), and the third Item was changed to the following phrasing:

"A completed exhibition planner or other exhibition documentation."

"MYP"

Introduction of revised or improved content.

The Middle Years Programme (MYP) unit planning process is being reviewed as part of the "Enhancing the MYP project". New guidance will be developed and introduced in the coming months. In anticipation of the new guidance, the existing MYP Building Quality Curriculum (BQC) service will be offered as an optional service in 2023. The updated content clarifies the submission requirements for schools.

In the table titled "**MYP Schedules**", the third Item was changed to the following phrasing:

"Sample schedules for each grade/year of the programme and an explanation of the hours of instruction"

In the table titled "**MYP: Subject group overviews**", the third bullet point was added to the Expectation(s) with the following phrasing:

"includes a summary of the content"

and three points in the indented bullet list were changed to the following phrasing:

"included required key concepts"

"included MYP global context(s)"

"developed ATL skills"

In the table titled "**MYP: Documentation of unit planning process**", the Expectation(s) first paragraph was changed to the following phrasing:

"The school has submitted: (a) two unit planners or equivalent evidence of use of the MYP planning process for each subject group from different year levels, and (b) one interdisciplinary unit from each year level. For all of these include the following elements:"

In the table titled "**MYP: Assessment documentation**", the Expectation(s) second paragraph was changed to the following phrasing:

"For subject groups where the school does **not** participate in eAssessment, a sample of assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is consistent with the prescribed MYP objectives and criteria."

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