

**ALUMNI/AE**

{school}'s published statements of mission and philosophy are aligned to the International Baccalaureate. The school community understands and is committed to the programme.

International mindedness and all attributes of the IB learner profile are developed and promoted across the school community.

Open communication based on understanding and respect is promoted at {school}.

{school} places importance on the fact that students should be learning their first language.

{school} places importance on learning the host country language.

{school} places importance on learning other languages.

{school} employs an assessment policy that is consistent with International Baccalaureate expectations.

{school} employs an academic honesty policy that is consistent with International Baccalaureate expectations.

The administration of examinations and all forms of assessment for the Diploma Programme are consistent with the International Baccalaureate regulations and procedures at {school}.

{school} applies programme evaluation that involves all stakeholders.

Support for the implementation of the programme is reflected in the physical and virtual learning environments, facilities, resources and specialized equipment.

{school} has safe laboratories and studios that provide effective learning environments for subjects taught in groups 4 and 6 (Sciences, Visual Arts, Theater).

The information technology facilities are appropriate to support the programme.

The library/multimedia/resources play a key role in the implementation of the programme.

The materials in the library/media centre adequately support the Diploma Programme.

Information on global issues and diverse perspectives is accessible.

There is support for students with learning and/or learning support requirements.

{school} provides mechanisms to guide and counsel students through the programme.

Students receive guidance on post-secondary educational plans.

The student schedule at {school} allows enough time for the programme requirements to be met.

Community resources and expertise are used to enhance learning in the programme.

THE WRITTEN CURRICULUM AT {school}...

... aligns with the requirements of the programme and is comprehensive.

... is made available to the school community.

... builds on previous learning experiences of the students.

... allows for meaningful student action in response to their own needs as well as the needs of others.

(Student action is in reference to CAS)

... includes relevant experiences for students.

... promotes awareness of individual, local, national and world issues to all students.

... provides opportunities for reflection on human diversity, commonality, and multiple perspectives.

TEACHING AND LEARNING AT {school}...

... is aligned with the requirements of the programme.

... address all of the goals and objectives of each subject.

... engage students to be inquirers and thinkers.

... build on student knowledge and skill.

... place importance on the understanding and practice of academic honesty.

... encourage students to become actively responsible for their own learning.

... address human diversity, commonality, and multiple perspectives.

... address the diversity of student language requirements, including those for students learning in a language(s) other than their own.

**ALUMNI/AE**

. . . demonstrate that all teachers are responsible for language development of students.  
. . . incorporate a variety and range of strategies.  
. . . utilizes differentiated instruction to meet the learning needs and styles of students.  
. . . incorporate information technologies as well as a range of resources.  
. . . develop student skills and attitudes that allow for meaningful student action in response to their own needs and the needs of others.  
. . . encourage students to reflect on how, what and why they are learning.  
. . . promote a stimulating learning environment based on respect and understanding.  
. . . encourage students to demonstrate what they have learned in a variety of ways.  
{school}'s assessment philosophy, policy and procedures are communicated to the school community.  
(parents and students know what is going to be assessed, when and how)  
Student learning is assessed using a range of strategies and tools.  
Students receive feedback to inform and improve their learning.  
Students are provided opportunities to participate in, and reflect on, the assessment of their work.