
International Baccalaureate

Parent/Student Handbook
2016-2017



For the families of
Eugene International High School

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Helpful contacts:

Jocelyn Harley, IB Coordinator	(541)790-8030
Melanie Namkoong, Eugene IHS/IB Secretary at South Eugene.....	(541)790-8030
Peggy Farris, Eugene IHS Secretary at Sheldon.....	(541)790-6636
Lynne Given, Eugene IHS Secretary at Churchill	(541)790-5225

An Introduction to the International Baccalaureate

IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM is a rigorous, pre-university course of study that meets the needs of the highly motivated secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world.

The education of the “whole person” takes on a special significance in the twenty-first century when knowledge continues to expand dramatically; when advanced technologies and global economics have tied together vastly different cultures; when the world is bound too closely for provincial ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation alone will solve global problems. It is essential, therefore, that academic training provide students with the values and opportunities that will enable them to succeed in the competitive, modern world.

All IB Diploma candidates are required to engage in the study of languages, sciences, mathematics, social studies, and literature during the final two years of their secondary schooling. This program is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should learn how to learn, how to analyze and how to reach considered conclusions about people, their languages and literature, their ways in society and the scientific forces of the environment.

*... from IB manual—
published by IBNA (IB in North America)*

Introduction to the IB Learner Profile

NATURE OF THE IB LEARNER PROFILE

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The IBO's concept of an educational continuum, and of a coherent, broad-based international curriculum, was fully realized in 1997 with the introduction of the PYP. The IBO is now able to offer three programmes of international education and, with them, the prospect of a continuous international educational experience from early childhood to pre-university age. While the IBO now offers a sequence of three programmes—the PYP, the MYP (introduced in 1994) and the Diploma Programme (introduced in 1969)—each programme must continue to be self-contained, since the IBO has no requirement for schools to offer more than one programme. However, they must also form an articulated sequence for those schools that teach all three programmes or any sequence of two. With the development of a continuum of international education, it is intended that teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness. The IB learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values of the IBO, and an embodiment of what the IBO means by “international-mindedness”.

AIMS OF THE IB LEARNER PROFILE

The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes. It originated in the PYP where it was called the “PYP student profile”, but practitioners from all three programmes identified it as a set of qualities that could also enhance learning in the MYP and the Diploma Programme—learning that should not come to a stop at the age of 11, but should carry through to the completion of the Diploma Programme. It is now called the “IB learner profile” to make it applicable to all students and adults involved in the implementation of IB programmes, that is, to the IBO community of learners. PYP curriculum documents describe the PYP student profile as “the common ground on which PYP schools stand, the essence of what they are about” (Making the PYP happen, 2000). This is a very clear statement of the importance of the profile to the programme. The IBO is introducing the learner profile into all three programmes so that it becomes the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about. IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IBO is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning. It is the IBO's intention that the learner profile will help develop coherence within and across the three programmes. It provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and what is expected of parents in terms of support for that learning.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Who Offers the IB Diploma?

Only schools officially approved by the IB Organization are authorized to offer and to present candidates for examinations. There are approximately 3,089 IB world schools in approx. 139 countries that are officially authorized to offer the IB diploma program. Eugene International High School is one of 17 IB world schools in Oregon.

The International Baccalaureate is based in Geneva, Switzerland, with administrative offices in Bethesda, MD, Buenos Aires, Singapore, and The Hague. The Examinations Office is located in Cardiff, Wales in the UK. The May testing session accommodates the majority of students, however schools who are located in the Southern Hemisphere will test during the November testing session. Over 1,600 individual examiners worldwide participate in the assessment of student work.

*Note: The above information was taken from various official IBO publications.
For further information log on to the IBO website at www.ibo.org.*

CURRICULUM

“As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery – and to act with responsibility, integrity, and compassion.”

We are proud to be able to offer the International Baccalaureate program to the students of Eugene International High School as it fits so well with our own mission. The IB program allows students of Eugene, Oregon to be educated in the same way, with the same expectations as students from all parts of the globe. In this way it unites people from varied cultures and backgrounds and exemplifies a “global” education.

What does the IB Diploma Program curriculum contain?

The curriculum contains six subject groups and a core of three parts.



Students study concurrently:

- Three subjects at higher level (240 hours each).
- Three subjects at standard level (150 hours each).
- All three parts of the core.

The IB Learner Profile and the core are central to the philosophy of the Diploma Program.

Full Diploma Requirements

- Enroll in Eugene IHS, an official IB world school
- Complete Theory of Knowledge and required paper and oral presentation
- Complete 150 hours of activities which could be categorized as Creativity, Activity, or Service (CAS)
- Complete and submit senior Extended Essay
- Do advanced academic work and testing in six areas of study, three of which must be at the Higher Level (two years of instruction)

Requirement 1: Schedule Classes and Register for Appropriate Tests

Higher vs. Standard Level Tests

Of the six subjects that students will take tests in, at least three must be taken at the higher level (HL). Higher level does not necessarily mean a more difficult test, but rather it signifies that the student has studied the subject for a longer period of time. Standard level testing requires only one year of instruction while in the program. For this reason, up to two SL tests may be taken during the junior year. Students may take HL tests only during their senior year. We generally advise students to take two SL tests during their junior year, if possible, as this lightens their testing load at the end of their senior year.

Three Higher Level exams are required to earn the full diploma.

Higher Level

Eugene IHS and the host schools are able to offer the following subjects at the higher level: English A: Literature, History, Biology, Physics and World Language (immersion students only). Most students choose to take English, History, and Science at the HL. Immersion students have the option of taking world language at the HL and can either substitute it for one of the other three, or they can take 4 HL tests.

Standard Level

Students in Eugene IHS must take their Economics and Math (either IB Math or IB Math Studies) at the Standard Level. They can take World Language at either SL or HL. All other subjects must be HL.

School Courses for IB

Test /Level	SEHS Course	SHS Course	CHS Course	Testing Year
English HL	Eugene IHS	Eugene IHS	Eugene IHS	Senior
History HL	Eugene IHS	Eugene IHS	Eugene IHS	Senior
Economics SL	Eugene IHS	Eugene IHS	Eugene IHS	Junior
Science SL	IB Science	IB Science	IB Science	Senior
Science HL	IB Science	IB Science	IB Science	Senior
Math Studies SL	N/A	IB Math	IB Math	Junior or Senior
Mathematics SL	IB Math/Calculus	N/A	N/A	Junior or Senior
World Lang. SL*	4 th /5 th yr. (level)	4 th /5 th yr. (level)	4 th /5 th yr. (level)	Junior or Senior
World Lang. HL	Immersion	Immersion	N/A	Senior

* Some students take the SL world language exam during their 4th year of language study and are successful. However, we recommend that a student be in the 5th year of language study when s/he takes the exam. Also, Japanese is offered at both the SL and the Ab Initio levels, depending on teacher recommendation.

Scheduling Implications

IB generally requires that students take the course that matches the test subject in the year that they test. For example, students who have registered for the IB Biology test during their senior year should be enrolled in the IB Biology class their senior year. Therefore, students must do a certain amount of strategizing in order to have their schedule coincide with their IB diploma plan. During our counseling sessions with students who are interested in IB, we do our best to help them work out their schedules to their best advantage. Sometimes, though, due to the ambitious and academically diverse nature of our students, there are scheduling conflicts. We hope that you, too, will help them decide their best course of action.

Requirement 2: CAS: Creativity—Activity—Service

CAS is a requirement of 150 hours of “activity” that are to be completed over the course of the student’s junior and senior years. This includes **creative** work (including music or art), **activity** (including sports and other activities which are “physical”), and **service** work. You must have a balance of these, rather than all hours in one area. There need not be a perfect balance, just some sort of reasonable combination. Hours must be supervised and not for pay. Eugene IHS students complete 150 hours of creativity, activity, and service through junior and senior seminar classes. These hours can be used to meet the IB Diploma requirement.

*In service to others, in pushing our bodies in creating something satisfying,
we become more than we were. Developing the whole person,
not just the academic mind, is IB philosophy.*

Requirement 3: Extended Essay

The 4,000-word essay is required of all Eugene IHS students. For IB there are some special guidelines that students must follow to submit their essay into a correct category. This project is started spring term of the junior year and completed fall term of the senior year. It is an exciting opportunity to do original research on a topic of choice—and get credit for it.

We highly recommend that students work this paper to the final stages of revision during the summer between junior and senior year. Senior year for IB students includes a heavy schedule of advanced course work. College essays and application are also of concern senior year.

Course Candidate Requirements

Some students will choose not to pursue the full IB Diploma, but will want to take a few tests in subjects of their choosing. Course candidates are not required to turn in their Extended Essay, TOK papers, or CAS hours to the IB Organization for assessment. Students are, however, required to complete these items to the degree that Eugene IHS requires them for a Eugene IHS Diploma.

Who Should Pursue the Diploma?

The IB Diploma is not for all students. It is demanding and requires a significant amount of responsibility from the student. We generally recommend this option for students who are academically motivated. We have found that those students who are not diligent in their efforts to maintain high academic goals may struggle under the demands of the IB program.

Students must also be at levels in their math, science, and world language which will put them in “advanced” courses by their senior year.

The work in and of itself is achievable for many students in Eugene International High School. The rigors of six subjects, an Extended Essay, CAS hours, and TOK papers, however, make it essential that the IB student have excellent time management skills.

For those students who have strengths in particular areas, such as history or science, but who may have difficulty in other areas, we recommend testing as course candidates in the area(s) of their choosing.

How much extra work is there?

Economics

- Submit a “portfolio” of current events papers for assessment. This is required of all Eugene IHS students, but you will submit it to IB and it will be counted as part of your IB test grade.
- Saturday review sessions begin in April usually. They are optional, but you should participate.

Math Studies

- Do a project (3-8 page paper, including any charts/graphs or other mathematics— details will come later to you).
- Study for exam—usually this is individual, after you are given syllabus material in a general meeting. One topic, logic, needs a little extra work. Need to learn IB terminology.

Mathematics

- Math Exploration is required. IB Math Advisor will give details.
- Study and prepare for the test. Also, you need to review pre-calculus topics on your own, or in small groups. Test includes pre-calculus at a high level.

World Language (Language B)

- Oral work, which is assessed to IB standards by your teacher. One oral must be tape recorded, and conducted according to IB criteria.
- Complete a written assignment under guidance of language teacher.
- Prepare for test.

Science

- Project is required—this is usually tied to a field trip and is interdisciplinary. This is a lab, where you must generate some data and ideas around a central theme.
- Extra labs are sometimes conducted on late start days, early releases, and even lunch. Depends on teacher.
- Review sessions: most of the science IB teachers conduct review sessions around exam time. Some offer extensive reviews, requiring possibly a lot of out of class time. These are not required, but certainly help.

History HL

- A major research paper is required (called “historical investigation”). You meet individually with your history teacher for guidance.
- Review Sessions: held after school. These begin usually in March. They are optional, but are necessary for your review of History of the Americas (junior class).
- Your own preparation: review/study notes and texts.

English A: Literature HL

- One taped oral is required for certificate and diploma students. Students not testing are not required to do this work. The oral is a tape-recorded commentary you do on a passage from the work. We help you understand the process.
- Written assignment submitted for evaluation. All students write these. You will polish your work for submission to IB.
- Test Preparation: This happens basically in class, and students need only do a minimal review. We will have 1-2 sessions with you to further prepare you for the exam, but little outside of class review is needed.

CAS

- Complete 150 hours of CAS activities and provide evidence on ManageBac for having met the eight learning outcomes.

Extended Essay

- Submit your “senior paper” to IB, and it must fit subject criteria.

Theory of Knowledge

- Write an essay on one of the prescribed topics. All students in the class write this paper. IB diploma candidates will submit it electronically to IB.
- Presentation - plan, organize and present a TOK analysis of a “real-life-situation.” Submit written evidence of planning to TOK IB teacher.

IB Compared to AP

International Baccalaureate International standard of excellence	Advanced Placement National standard of excellence
Comprehensive curriculum of college level work	
Encourages academically talented, highly motivated students	
Teachers are evaluated, monitored and given feedback	No feedback to teachers other than test results
Six exams in six subject areas required, in areas of strength and sometimes weaker areas (full diploma)	Exams selected by student in areas of strength
Evaluation includes teacher's assessment, submitted work, oral exams, and tests in May	Evaluation is only by tests in May
Exams are primarily essay	Exams are essay and multiple choice
A diploma is issued which is recognized internationally	Diploma generally not sought, but is issued if requirements are met
Other requirements exist, like CAS, Extended Essay, and Theory of Knowledge	No requirements outside examination
Exams are marked in places all over the world, as well as headquarters in Wales	Exams are marked in Princeton, by U.S. educators
Student must attend an authorized school and be enrolled in IB courses	Student does not have to be enrolled in an authorized school or AP course
Register in the fall	Register in the spring
No refunds	Short time frame for refund

Both tests are given in early May.
Please check test calendar for conflicts.

IB CREDITS AWARDED BY OSU, UO, PORTLAND STATE AND LCC (Based on info pulled from their respective websites)

OREGON STATE UNIVERSITY

Oregon State recognizes IB achievement by awarding credit to students who score 5 or above on standard and/or higher level IB exams. The following credit will be granted to students entering OSU during the 2016-2017 academic year. Accepted Standard and Higher Level IB exam credits awarded are shown in the table below. OSU also grants additional benefits for students who complete the full IB diploma with a score of 30 or higher, as follows: Sophomore Standing, and IB Scholarships are available. Students with a total score on IB exams of 30 or higher are eligible to receive a renewable scholarship of \$3000 OR may compete for more substantial awards. The official International Baccalaureate Certificate is required in order to award credit. Contact your IB Coordinator or IB North America to request score reports.

	SL Score of 5 or above	Course Equivalent	HL Score of 5 or above	Course Equivalent
OSU				
Biology	4 credits	BI 211	12 credits	BI 211, 212, 213
Chemistry	5 credits	CH 231, 261	15 credits	CH 231, 232, 233, 261, 262, 263
Physics	5 credits	PH 201	15 credits	PH 201, 202, 203
Economics	4 credits	ECON 202	n/a	n/a
History: Americas	n/a	n/a	12 credits	HST LDT
Language A: Literature (English)	3 credits	WR 121	12 credits	WR 121, ENG 104, 105, 106
Language B: French	4 credits	FR 113	12 credits	FR 211, 212, 213
Language B: Japanese	4 credits	JPN 113	12 credits	JPN 211, 212, 213
Language B: Spanish	4 credits	SPAN 113	12 credits	SPAN 211, 212, 213
Mathematical Studies	4 credits	MTH 105, MTH LDT	n/a	n/a
Mathematics	4 credits	MTH 241, MTH LDT	8 credits	MTH 251, MTH LDT

UNIVERSITY OF OREGON

The University of Oregon evaluates International Baccalaureate scores in much the same way it evaluates AP scores. Students must indicate that they want their official IB scores sent to the UO.

	SL Score of 5 or above	Course Equivalent	HL Score of 5 or above	Course Equivalent
UO				
Biology	4 credits	Biology (1 course)	12 credits	BI 211, 212, 213
Chemistry	4 credits	Chemistry (1 course)	12 credits	CH 221, 222, 223
Physics	4 credits	PHYS 101	12 credits	PHYS 201, 202, 203
Economics	4 credits	EC 101	n/a	n/a
History: Americas	n/a	n/a	12 credits	HIST 201, 202, 203
Language A: Literature (English)	4 credits	WR 121	8 credits	WR 121, 122
French B	5 credits	FR 103	12 credits	FR 201, 202, 203
Japanese B	5 credits	JPN 103	15 credits	JPN 201, 202, 203
Spanish B	5 credits	SPAN 103	12 credits	SPAN 201, 202, 203
Mathematical Studies	4 credits	Mathematics (1 course)	n/a	n/a
Mathematics	4 credits	Mathematics (1 course)	5 credits	MATH 251, Mathematics (1 course)

PORTLAND STATE UNIVERSITY

Students who complete International Baccalaureate (IB) exams and receive creditable scores may, upon admission to Portland State, be granted credit toward a bachelor's degree. Students enrolling at Portland State who earn their IB diploma with a score of 30 or above will receive a total of 45 college credits and sophomore class standing. To be awarded college credit, a minimum score of 5 is required for both Standard Level (SL) and Higher Level (HL) exams. Specific credit will be awarded based on individual exam scores. Where no specific numeric PSU course is awarded, LD indicates lower division elective credit and UD indicates upper division elective credit awarded in the department specified. For students who took IB exams prior to the current exam year, please see chart for IB exams taken in 2013 and earlier.

PORTLAND STATE	SL Score of 5 or above	Course Equivalent	HL Score of 5 or above	Course Equivalent
Biology	4 credits	BI LD	15 credits	BI 251/252/253
Chemistry	4 credits	CH LD	12 credits	CH LD
Physics	4 credits	PH LD	12 credits	PH 201/202/203
Economics	4 credits	EC 101	n/a	n/a
History: Americas	n/a	n/a	12 credits	HST LD
Language A: Literature (English)	4 credits	WR 121	12 credits	WR 121+ENG 100/104
French B	4 credits	FR 203	12 credits	8 FR LD, 4 FR UD
Japanese B	5 credits	JPN 203	15 credits	10 JPN LD, 5 JPN UD
Spanish B	4 credits	SPAN 203	12 credits	8 SPAN LD, 4 SPAN UD
Mathematical Studies	4 credits	MTH LD	n/a	n/a
Mathematics	6 credits	MTH LD	12 credits	MTH 251/252/LD

LANE COMMUNITY COLLEGE

Students may use qualifying exam scores in many college subjects through the Advanced Placement (AP), College-Level Examination Program (CLEP), and International Baccalaureate (IB) programs to receive credit in both general areas and various other specific subject areas. Lane grants credits for Military Educational Experience upon review of the recommendations made by the American Council on Education (ACE). Submit an official exam score transcript to Enrollment and Student Financial Services for the evaluation and transfer of credits.

LANE COMMUNITY COLLEGE	SL Score of 5 or above	Course Equivalent	HL Score of 5 or above	Course Equivalent
Biology	4 credits	BI 211	12 credits	BI 211, 212 & BOT 213
Chemistry	5 credits	CH 221	15 credits	CH 221, 222 & 223
Physics	5 credits	PH 201	15 credits	PH 201, 202 & 203
Economics	3 credits	ECON 201	n/a	n/a
History: Americas	n/a	n/a	12 credits	HST 201, 202 & 203
Language A: Literature (English)	4 credits	WR 121	12 credits	WR 121, 122 & ENG 104
French B	5 credits	FR1XX	15 credits	FR1XX
Spanish B	5 credits	SPAN1XX	15 credits	SPAN1XX
Mathematical Studies	4 credits	MTH 105	n/a	n/a
Mathematics	5 credits	MTH 111	10 credits	MTH 111 & 241

STATISTICS
&
TESTIMONIALS

Why the Growing Recognition for IB?

Recent research shows that IB students succeed in higher education:

- 81% of IB diploma candidates with a score of 28 or above graduate from college in 4 years.
- 57% of non-IB students graduate from college in 6 years.

Sources: National Student Clearinghouse (NSC) and US Dept. of Ed., Spring 2007

IB Students More Likely to Attend Selective Colleges

In a 2012 study of diverse alumni from IB programmes in Chicago public schools, researchers from the University of Chicago found that, compared to a matched sample, DP students are more likely to:

- Enroll in college.
- Attend a more selective college.
- Stay enrolled in college.

This study suggests that IB students are not only going to better colleges in greater numbers but are performing better once there.

A 2011 study of almost 25,000 IB Diploma and certificate students found IB students were more likely than the national average to attend college full-time, with nearly 70% attending selective or more selective colleges.

IB Students More Prepared For College

Students reported they felt prepared by the Diploma Programme to succeed in college. Students reported that they:

- Felt prepared to succeed and excel in their coursework.
- Had strong academic skills, especially related to analytical writing.
- Learned academic behaviours like work ethic, motivation, time management, and help-seeking that were sources of strength in the transition to college-level work.
- Identified preparation in the IB programme as the source of their success as college students.

IB Students More Likely to Succeed in College

A 2010 study that looked at performance on IB exams and college GPA of over 1500 IB students enrolled in the University of California system found:

- IB students earned higher GPAs and graduated at higher rates than a matched comparison group. This held across all family income levels..
- Performance in the Diploma Programme was the strongest predictor of college GPA.

IB Prepares Students For College Success

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

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

“The IB is a first-rate programme, one we are familiar with, and it prepares students well for a university like ours.”

Fred Hargadon, Director of Undergraduate Admissions, Princeton University

“We respect the IB programme for its academic rigour and the dedication it requires of students to earn the diploma. Over the years, we have found IB students to be exceptionally well-prepared for a challenging college experience.”

Lorne Robinson, Dean of Admission and Financial Aid, Macalester College

“Connecticut College highly values the IB programme as it prepares students for the liberal arts in ways that few secondary school curriculums can... Students who have graduated from schools with the IB curriculum are extremely well prepared when they arrive on our campus.”

Martha Merrill, Dean of Admission and Financial Aid, Connecticut College

Colleges Recognize the Value of an IB Education

“We know the quality of IB courses, and we think the IB curriculum is terrific.”

Christoph Guttentag, Director of Admissions, Duke University

“The rigour of IB Diploma requirements meets our recommendation for the strongest high school preparation possible. ... In sum, the IB diploma candidate who has met the challenge successfully receives strong consideration from the William & Mary admission committee.”

Allison Jesse, former Associate Dean of Admissions, William and Mary College

“In our minds, there is no more challenging curriculum than the IB curriculum. Not only does it prepare students for a demanding college programme, but the IB curriculum also instills in students a love of learning and an understanding of the truly interdisciplinary nature of education. Instead of working on each subject in a vacuum, IB students are shown how each of their classes connects both with the other classes and with the world around them.”

Thyra L. Briggs, Dean of Enrollment, Sarah Lawrence College

“We’re looking for students who are engagers—students who are maximizing opportunities in the classroom, maximizing opportunities outside of the classroom. What’s very unique about IB is that through its curriculum it allows students to be able to satisfy the requirements of the types of students that we’re looking for.”

Kedra Ishop, Vice Provost and Director of Admissions, UT Austin

SARAH · LAWRENCE · COLLEGE

Sarah Lawrence College values students who study across disciplines, think deeply, read closely, and analyze critically. We value IB.

Normally, we are very hesitant at Sarah Lawrence to grant credit for courses completed before college. But we trust and value the IB diploma. **In fact, we are so confident in the IB curriculum that—after successful completion of their first year of college--we will grant an entire year's worth of credit to students who hold an IB diploma, allowing them to complete graduation requirements in just three years.**

Sarah Lawrence's relationship with the IB diploma is symbiotic: We know we can trust the IB curriculum to teach students to work out ideas through writing and discussion, equipping them with the critical skills essential to SLC's self-directed coursework. In turn, IB students flourish at Sarah Lawrence, the only American college centered on one-on-one undergraduate writing and research with faculty. No other high school curriculum better prepares students for the rigor and writing-based format of a Sarah Lawrence education. No other college affords students the same amount of freedom in their coursework.

If one—or more—of your students are strong writers looking for a top liberal arts college structured around dialectical discussion and dialogue we will be happy to send them a fee waiver.

For years, Sarah Lawrence College has attracted and recruited IB diploma candidates from all over the world. Shouldn't your students be among them?

Please don't hesitate to contact us with any questions. We can always be reached at slcadmit@sarahlawrence.edu.

Sincerely,



Kevin McKenna
Dean of Enrollment

Recruiting IB Students and Communicating the Value of IB

by Michele Sandlin, Director, Office of Admissions at Oregon State University

Oregon State University (OSU) has accepted International Baccalaureate (IB) coursework for college credit since 1989. As the IB has developed and gained wider acceptance in the United States, OSU has reviewed its policy of granting college credit for IB coursework. As a result of this review, our IB policy and approach have changed dramatically. The new OSU approach is much more proactive, reaching out to students, counselors and families. Our new approach is a direct result of greater understanding about the level of academic rigor and preparation, required by participation in the IB.

Approximately five years ago, we became increasingly aware of the number of IB students starting at OSU. We conducted two years of research on IB Diploma students who enrolled at OSU and learned that IB students were engaged, active, and successful in challenging OSU courses. They were successful in our Honor's College. They requested academic internships. They appeared in campus leadership positions. They performed very well academically, and they were staying at OSU. We found that they chose OSU for the extensive international opportunities our campus offered, including international study opportunities and internships.

As we pursued our research, we began to question our approach, specifically whether our credit policy was helping students or making it more difficult. IB students regularly appeared in the Admissions Office asking how to test out of first year courses. They came to OSU with credit awarded based on the results of their Higher Level exams and were prepared to test out of first year courses based on their Standard Level coursework. In addition, they registered for very challenging first year coursework.

As a result of these findings, OSU now awards a full year of credit in addition to guaranteed admission and a renewable IB scholarship for IB diplomas with a score of 30 or higher. (Please visit http://oregonstate.edu/admissions/static/first_year.html for the full IB recognition policy.)

We have also changed how we promote and talk about our IB policy to prospective students and their families. By building strong, collaborative relationships with IB programme coordinators in Oregon and other targeted out-of-state areas, we have learned even more about the depth and breadth of the engaging and challenging IB curriculum. In addition, we were able to learn more about IB students, observing IB students in the classroom, attending IB senior presentation nights, and visiting with parents at IB receptions.

With our new policy and approach, we have become proactive in recruiting IB students at the high school level and promoting the IB program as excellent academic preparation for college. OSU routinely makes our Admissions staff available to visit IB classes and speak at IB informational nights, IB parent nights, and IB senior presentation nights. IB information nights are an important opportunity to stress why IB matters. We routinely speak at 8th grade IB informational nights for students and their parents. From the university admissions perspective, presenting the value of IB to parents is very important. It helps students and parents begin to think about long range academic and career goals.

Many parents are weighing the merits of having their children take on the challenge of the IB program. They are concerned about the demands of the program and the payoff once their student gets to college. We stress that an important aspect of IB is that it prepares the student for college study. Parents are also concerned about the financial side of college, particularly in light of recent double-digit tuition increases. IB prepares the students to begin college at first year level, ensuring that they will not have to take remedial college preparation coursework, which can add time and expense. Participation in IB also increases the possibility that a student may test out of a course or be placed in a higher-level course once they get to college.

At OSU we value our role in promoting IB. We understand the importance of communicating why IB matters, and we're passionate about promoting our strong IB policy as we recruit Oregon State University's future.

IBNA University Recognition – 9 May 2005
Volume III, Issue I (Plain Text Version)

- The average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population.

- The acceptance rate of IB students into Ivy League institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is between 3% and 13% higher compared to the total population acceptance rate.

Source: IBDP Graduate Destinations Survey 2011/12 conducted by i-graduate International Insight
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University or college	IB students acceptance rate	Total population acceptance rate	IB students vs total population
University of Florida	82%	42%	+40%
Florida State University	92%	60%	+32%
Brown University	18%	9%	+9%
Stanford University	15%	7%	+8%
Columbia University	13%	9%	+4%
University of California - Berkeley	58%	26%	+32%
Harvard University	10%	7%	+3%
New York University	57%	30%	+27%
University of Michigan - Ann Arbor	71%	51%	+20%
University of Miami	72%	30%	+42%

Source: **IBDP Graduate Destinations Survey 2011/12** conducted by **i-graduate International Insight**

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01 January 2012

University or College	IB students acceptance rate	Total population acceptance rate	IB students vs total population
Cornell University	31%	18%	+13%
Duke University	28%	16%	+12%
University of Pennsylvania	24%	14%	+10%
Yale University	18%	7%	+11%
University of Central Florida	90%	47%	+43%
Boston University	70%	58%	+12%
University of California - Los Angeles	48%	23%	+25%
University of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%

Source: **IDBP Graduate Destinations Survey 2011/12** conducted by **i-graduate International Insight**

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01 January 2012

Alumni Testimonials

Dear IB Coordinators (past and present),

I just received my IB college credits in the mail from the University of Oregon, and I thought you would be interested in the results. Overall, I received 56 credit hours (20 for English and 12 each for History, Biology, and French) for the higher-level exams, which is equivalent to roughly one year plus one term of college—about \$7,000 in tuition. The best part is that IB satisfied essentially all of the general education requirements, so I can take classes that truly interest me right now instead of having to spend time and money on the basics. So, it was well worth the extra effort to take the exams.

Thank you very much for all your efforts in coordinating the exams, internal assessments, etc. It is definitely worthwhile for the students who participate; even those who receive little college credit are better prepared to handle the road ahead of them.

I'm sure you've heard this before from other students, but I would like to reiterate that the senior project is extremely valuable for students. Because of the senior paper, I feel prepared to tackle any research project college throws at me (10 pages seems like nothing now), and I am looking forward to, rather than resenting, the "senior thesis" that I will have to complete in order to graduate with honors in my degree. But more importantly, the senior project allowed me to explore a subject that interested me, and in doing so, helped me discover the career path that I want to pursue. Deciding what direction to take in life can be one of the toughest parts of young adulthood; without having had the opportunity to probe my various interests and immerse myself in something I loved, I think that I would still be quite uncertain of what I wanted to do. Having nearly a full year for the process was invaluable because it gave me the time to discover my passion at such a critical time in life.

As I look back on my experience in IHS, I realize that the program, and in particular the IHS teachers, are so incredible. There is a strong sense of community among the students and staff in IHS that is not present in a regular high school program. All-campus events such as opening and closing assemblies, the Eurasian Conference, and Junior special day college visits unite the students from different schools, and remind us of what IHS is all about. The classes are of high quality because the teachers are enthusiastic about what they do.

As an IHS graduate, I do indeed feel that I am an "educated global citizen;" this summer I used my French during a trip to France and Switzerland, and next year I'm going to start learning Russian with plans to travel to Russia sometime in the next several years. International High School gave me the skills and the courage to live in another country, and a global awareness that I believe will help me understand the world and interact with people from other cultures no matter where I go. You are part of a unique and wonderful institution; your students definitely reap rewards from your efforts!

*Sincerely,
Wells O'Byrne
Class of 2003*

Nathan Wilson ('10) *"I just went through U of O orientation, and all my doubts about my choice to follow the path of the coveted full IB diploma have been shed. I'm starting college with 80 credits, just 10 short of starting as a junior. Furthermore, I received a letter in the mail today from the U of O informing me that just based on my receipt of the IB Diploma I have been awarded a \$2000/year Dean's Scholarship, which renews automatically every year without any sort of application. Thank you for all of your hard work to organize the IB program through our schools. It is probably the most powerful asset that students have access to through public schools."*

Kristen Faust ('95) *"Technically, I probably owe my current job to IB. It is not a well-known program in NJ, and the administrators and superintendent who interviewed me were shocked when I said I'd not only heard of the program, but graduated from an IB school. I spent the past 5 years helping build the IB program in our school, which I could not have done without the knowledge and skills I gained from the program. My knowledge about the program itself, how colleges recognize the courses and exams, as well as the communication skills I learned, and my conviction that it is a valuable program with benefits that far outreach the college credits and knowledge that I gained, helped me convince my school community that IB was the right program for us. In our second year as an IB school, 89% of our graduating class earned an IB diploma. I couldn't be prouder. On a more holistic level, IB prepared me for our global society and gave me perspective and confidence in my abilities and responsibilities as a member of this society."*

Lydia Pomeroy-Hale ('11) *"Attending an all-women's college, I inevitably have peers who hail from all-girl's high schools with the traditional 'upper class privilege' that comes with the territory. In describing my background, I am asked what schools I attended before, and surprise is often a response I get when others learn that I had an entirely public education. I have had the privilege of growing up in a community where language immersion, an IB education, and the term 'global citizen' is not only readily available, but considered a necessity. IB had me prepared to be a competitive and versatile student in college, and I know I will continue to use the skills I gained in high school in the future."*

McKenna Morrigan ('00) *"Throughout college, I appreciated the thoroughness of my college preparation, particularly through the IB program, and pleasantly noted that the rigor and depth of my high school coursework had contended with that of the expensive, private prep schools of the Northeast...IHS is a shining example of a public education system that provides all students an opportunity to expand their minds and explore their own talents..."*

Nikos Aragon-Herbert ('04) *"My IB education has served me well at Clark Honors College. The exams and essays are very similar to those we wrote in IHS and my teachers definitely laid a strong foundation for college. IB and IHS create an environment in which one hardly realizes one is learning until, faced with daunting college essays, the lessons kick in, and writing is no longer difficult, but fun instead."*

Christina Morrison ('12) *"IHS required me to think outside my limited perspective, heightened my ability to think critically, and taught me how to string a few words together along the way. Every teacher I had in IHS were individualistic spirits, and it made class and learning a genuinely excellent time. I have been successful academically in college and in no way would I be in the position to do that without IHS and the IB program."*

Jesse Ferreira ('08) *"IHS was a wonderful program, and I retained many good friends and acquaintances from the experience. IB, while more challenging than IHS alone, serves as a more thorough foundation of knowledge."*

Rebecca Marcus ('05) *"I was an IB certificate candidate and two tests got me 32 college credits which covered the majority of my general ed. requirements."*

Katherine Parker ('06) *"IB was truly amazing and allowed me senior standing this term although it is only my second year here.... I have never doubted the value and extreme utility of Eugene IHS in the preparation that I received for my undergraduate education..."*

Amy Temes ('00) *"IB exams prepared me for all those college finals - well worth it. I'm so glad I was a part of the IB. IHS made me realize how important it is to be well rounded and aware internationally, whatever your career or passion may be."*

Rose Comaduran ('07) *"My IB education has certainly benefited me. I can have conversations with all sorts of people about many, many things. I had a fabulous discussion with a guy in Mexico about the Russian Revolution and the Bolsheviks, and afterwards he didn't believe that I had learned all the stuff in high school... Also, the IB program gave me a strong base in Spanish and introduced me to a range of literature which is coming in handy in my English classes. I am nothing but grateful for the education I received in IHS. My classes were wonderful. The classmates were remarkable. The hard work was worth it. IHS is very unique, and it took traveling around and meeting people with all sorts of different lives to truly realize that."*

Rachel Nikol Dentel ('04) *"Eugene IHS was a great experience for me. It helped me greatly for college preparation. The full IB diploma allowed me to graduate college in three years and I have already started my career. The teachers were all enthusiastic and very supportive of my goals. Thanks for four great high school years!"*

Danielle Hanson('06) *"I was an IB certificate candidate, but just the couple tests I took gave me a full two terms worth of credit and a nice head start. I realize the writing we seemed to endlessly do made my transition to college writing so much easier."*

Hunt Allcott ('98) *"IB (and AP) credits sped up my undergrad career and allowed me to finish a BA and MA within four years. Coming into Stanford, I remember feeling that our preparation...put us on par with classmates from prestigious private high schools...."*

Solan Megerssa ('14) *"IHS, and especially IB, provides all the rigor you would expect from a specialized curriculum. However, the thing that sets IHS apart, and what I consider my most valuable experience, is the sense of community it fosters. In IHS you're not just part of a school, you're part of a family. As an IB diploma holder and a student at MIT, I can say that IB really prepared me for juggling all the different aspects of academics; from social studies to the sciences."*

Danielle Schnebly ('06) *"IB helped prepare me for the overwhelming workload college presents. Some philosophy and literature we studied in IHS also proved to benefit me in later courses in college."*

Nate Sutton ('00) *"Combined with AP, IB provided me with ALL my prerequisite credits for the BA and the Honors college, not to mention essential testing and writing skills. I have great memories of IHS teachers, class camaraderie, assemblies, and graduation."*

Zoe Oldham ('13) *"My IB experiences have helped me to relate to the small population of IB diploma receivers at Rice. On top of that, I feel much more prepared to write long research papers because of the Extended Essay. I continue to discover ways in which being a part of IHS has prepared me for college as I get into higher level classes."*

IB SCORING

A. POSSIBLE POINTS

6 Tests

x 7 possible points per test

42 points

+ 3 possible bonus points from Extended Essay, TOK paper, and TOK project

45 TOTAL POSSIBLE POINTS

B. MINIMUM FOR DIPLOMA

6 Tests

x 4 points each

24 points to pass (TOK & EE turned in, but no bonus points given)

C. VARIATIONS

According to the “General Regulations” for the IB diploma program, the IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate’s total points are 24 or more.
- c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

DATA ON EUGENE IHS RESULTS

IB Statistics - Eugene International High School - May 2016

2016 Subject	Number Students Testing	Number Passing	Percentage Passing	IHS Average Grade	Average Grade World-Wide	EIHS>Int'l Average
Diploma	72	61	85	31	N/A	
English	102	102	100	5.18	4.80	**
History	103	89	86	4.24	4.15	**
Economics	121	90	74	4.46	4.64	**
French HL	12	12	100	5.33	5.27	**
French SL	8	4	50	4.25	4.98	
Japanese AB	7	6	86	4.86	5.88	
Japanese SL	3	3	100	4.67	5.00	**
Spanish HL	13	13	100	5.31	5.40	
Spanish SL	46	46	100	5.46	5.07	**
Biology HL	34	23	68	3.82	4.32	
Biology SL	6	6	100	4.50	4.24	**
Chemistry SL	1	1	100	4.00	3.93	**
Physics HL	40	21	53	3.95	4.60	**
Math Studies SL	38	38	100	5.21	4.41	**
Mathematics SL	34	34	100	5.80	4.38	**

IB Statistics - Eugene International High School - May 2015

2015 Subject	Number Students Testing	Number Passing	Percentage Passing	IHS Average Grade	Average Grade World-Wide	EIHS>Int'l Average
Diploma	69	62	87	33	N/A	
English	102	101	99	4.65	4.74	
History	94	85	90	4.51	4.20	**
Economics	118	91	77	4.31	4.66	
French HL	24	23	96	4.96	5.22	
French SL	8	6	75	4.88	4.89	
French AB	1	0	0	3	5.03	
Japanese AB	11	9	82	4.64	4.94	
Spanish HL	12	12	100	5.67	5.36	**
Spanish SL	25	25	100	5.60	5.03	**
Biology HL	29	18	62	3.86	4.34	
Biology SL	6	6	100	4.83	4.24	**
Physics HL	39	38	97	5.46	4.68	**
Math Studies SL	56	52	93	5.23	4.48	**
Mathematics SL	44	43	98	5.36	4.43	**

***REGISTRATION
INFORMATION***

Frequently asked questions. . .

- 1. If I am in an IB class, must I take the exam?**
No. This is optional in Eugene IHS.
- 2. How much do they cost?**
Check fees page listed in the Table of Contents. IB exams are more expensive than AP for single tests, but the IB diploma cost is close to a “package” of AP tests.
- 3. Is there financial aid available?**
In extreme emergency, we have covered the fees on a “loan” basis, allowing families to pay over a 3-4 month period. When families qualify for free and reduced lunch program, we have been able to locate scholarship monies from the state.
- 4. If I change my mind about testing, will I get a refund?**
No. Once fees have been sent to IBO they are non-refundable and non-transferable.
- 5. When are exams given?**
Junior and senior years in May.
- 6. When is registration?**
Deadline for fees paid is the 3rd Friday in October. Late registrations can be submitted, but they are costly.
- 7. If I don’t earn the diploma, but score high enough on one or more higher level exams, what happens?**
You get a certificate for each subject you pass and chance for possible college credit still exists.
- 8. When am I notified about results—and how?**
You will receive a personal code and pin number in May which will allow you to view your results online in early July.
- 9. How are colleges and universities notified?**
You fill out a form in May of Senior year, and IB sends results. If you don’t like the results, you can have them removed from your college record.

Registration Procedures

To Register

Students will be making decisions on whether to participate in IB testing at the beginning of their junior and senior years. We try to facilitate that decision making process for students and parents in a number of ways.

1. IB Parent Handbooks are handed out at IB Info Night and are also available at any of the Eugene IHS offices.
2. Class counseling sessions are offered in your student's Eugene IHS classes at the end of sophomore year, the beginning of junior year, and the beginning of senior year. We also provide individual counseling for interested students.
3. Registration forms for juniors are handed out to students during counseling sessions with teachers. Seniors can get registration forms from Jocelyn Harley, IB Coordinator.
4. Non-refundable IB fees and completed registration forms are due on the 3rd Friday in October in the Eugene IHS office at each campus. This is a firm deadline.
5. We have a Eugene IHS/IB website that can be accessed at www./ihs.4j.lane.edu.

While there is no GPA prerequisite, we have found that students with higher GPA's tend to experience greater success. However, in this program motivation is more important than ability. We understand that this opportunity is not for everyone, and we do our best to help students decide if it is for them. IB is also becoming more widely known among the university communities, and across the country IB scores are being accepted for college credit by an increasing number of universities. Now nearly every North American university has a credit policy regarding IB. We hope that your student will seriously consider participation in IB as we enter into the new school year. It is a decision that should, ultimately, be made by the student, but advice and encouragement from a parent is always helpful.

Cancellation/Refunds

IB will not refund fees. In cases where students cannot complete testing, occasionally IB will agree to allow fees to be applied to the same exam for the next year (not to new exams).

Late Registration

The cost for late registration is significant. Costs depend on number of exams, and whether or not the candidate is a completely new registrant, or whether the change simply adds an additional exam.

Scholarship Information

The State of Oregon now provides us with funds to offer scholarships for testing to those students who are eligible for the free/reduced lunch program at school. Students should see their school counselor for eligibility requirements. The student will still be required to pay the nominal fee that is charged for administering and mailing.

Counselor's Name: _____ Student's Last Name: _____

IB EXAMINATION PLAN

Student Information

Name: _____	
Home Phone: _____	Email Address: _____
Anticipated Diploma (Jr.) _____	Diploma (Sr.) _____ Certificate (Sr.) _____
Graduation Year: _____	
School: _____	(CH/SE/SH)
IHS Session: _____	(am/pm)
IHS Teachers: 1. _____ 2. _____ 3. _____	

Schedule Information

	Enrolled Courses-11 th	Planned/Enrolled Courses-12 th
Math		
Science		
World Language		

Note: Be sure you have taken prerequisite courses that will ensure your placement in math and science courses your senior year. Placement in AP/IB science classes is limited at South and Sheldon.

Examination Plan

Circle either HL or SL and indicate the year (11/12) when you will be taking the exam. See the back for a brief summary of requirements

History	Hist. of the Americas & 20th C. Hist.	HL_____		Yr. 12
English A: Literature	Lit. of the Americas & 20th C. Lit.	HL_____		Yr. 12
Science	Biology (Sheldon & Churchill-16/17)	HL_____	SL_____	Yr._____
	Physics (South Eugene & Churchill-17/18)	HL_____	SL_____	Yr._____
Mathematics	Math Studies (Sheldon & Churchill)		SL_____	Yr._____
	Mathematics (South)		SL_____	Yr._____
Language B	Japanese	SL_____	AbInitio____	Yr._____
	French (immersion = HL)	HL_____	SL_____	Yr._____
	Spanish (immersion = HL)	HL_____	SL_____	Yr._____
6th Subject	Economics		SL_____	Yr.11

Counselor's Name: _____ Student's Last Name: _____

Summary of Diploma Requirements

- I. Exams are taken in grades 11 and 12 only.
- II. Students are expected to complete 150 hours of Creativity, Activity, and Service (CAS). Eugene IHS Community Service hours count towards this requirement.
- III. Students are expected to complete an Extended Essay (this is the same as the IHS Senior Paper, which is required of all Eugene IHS students)
- IV. Six Exams make up the Diploma Program – at least 3 must be Higher Level (HL)
- V. The six subjects must include:
 - a. History
 - b. English A: Literature
 - c. Science
 - d. Math Studies or Mathematics (plan to do work sample junior year)
 - e. Language B (you need at least 4 years of a foreign language – we recommend 5)
 - f. The Arts/Elective – in our case this is Economics
- VI. Up to 2 SL exams can be taken in your junior year. We recommend this as it creates less work for you your senior year. HL exams and Japanese Ab Initio cannot be taken in your junior year.

Subject	SL Requirements	HL Requirements
History		Based on jr/sr year in EIHS
English A: Literature		Based on jr/sr year in EIHS
Language B	4-5 years of study	Immersion student/ advanced study of a language
Science	IB Science	IB Science
Math	Pre-calc or Calc by Sr. Year	Not available
Economics	Jr year Economics course	Not available

If you completed a math or science project in a pre-IB year, it is your responsibility to check with the math or science department to see that your project is still on file and valid.

IB EXAM FEES 2016 – 2017

IB Exam fees are due to an IHS secretary by Monday, October 17, 2016. *All checks should be made out to IHS Sheldon.* Scholarships are available to those students on a free or reduced lunch program at school. Students need to bring their Free & Reduced Awards Letter when paying. (This is the letter that is sent home upon completion and approval of Free & Reduced Lunch application form. Call 541-790-7656 if you have questions about that process.)

JUNIORS: ANTICIPATED DIPLOMA CANDIDATES

Juniors can take up to two standard level (SL) exams. The general fee is \$185 plus \$125 per exam.

One exam: \$ 310

Two exams: \$ 435

SENIORS: COURSE CANDIDATES

Seniors who are not pursuing the full diploma but are interested in taking some IB exams can take up to 3 higher level (HL) exams. The general fee is \$185 plus \$125 per exam. Students can take one exam, but we generally don't recommend it as it is so expensive.

One exam: \$ 310 Two exams: \$ 435 Three exams: \$ 560

Please note: If you paid the \$50 deposit for the literature taped oral last June, please deduct that amount from your Literature exam fee.

SENIORS: DIPLOMA CANDIDATES

These seniors took at least one test but no more than two tests their junior year as an "Anticipated Diploma Candidate". Diploma candidates must take a total of 6 tests, therefore Senior Diploma Candidates should be registering for 4 or 5 tests depending on what they elected to take their junior year. Diploma candidates only pay exam fees of \$125 per exam.

Four exams: \$ 500

Five exams: \$ 625

Please note: If you paid the \$50 deposit for the literature taped oral last June, please deduct that amount from your Literature exam fee.

Note: The above fees are based on published fees by the IB Organization. We have added a nominal amount to cover costs for IHS to mail exams, any required papers, CDs and notebooks, plus a small fee for exam administration.

Calendar of IB and AP Exams
(not all AP exams are listed)

MAY 2017

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					(April 28)
PM					
AM	1 AP Chemistry	2 IB Biology - 1.25 hrs AP Spanish	3 IB Economics - 1.5 hr	4 IB English A Lit - 2 hrs	5 IB Math Studies - 1.5 hrs IB Mathematics - 1.5 hrs
PM	IB Biology - 3.5 hr	(1:00 pm start time!) IB Economics - 1.5 hr AP Physics 1	IB English A Lit - 2 hrs AP Physics 2	IB Math Studies - 1.5 hrs IB Mathematics - 1.5 hrs	
AM	8 AP Biology	9 IB Japanese - 1.5 hrs AP Calculus	10 IB History - 2.5 hrs	11	12 AP Microeconomics
PM	IB Japanese - 1.5 hrs	IB History - 2.75 hrs AP French	AP Macroeconomics		
AM	15	16 IB Physics - 1.25	17 IB Spanish - 1.5 hrs	18	19 IB French - 1.5 hrs
PM	IB Physics - 3.5 hrs	IB Spanish - 1.5 hrs		IB French - 1.5 hrs	

Morning IB exams begin at 8:30 and afternoon exams begin at 12:30. Dates and times for IB exams **may not** be changed. Gray boxes indicate some IB conflicts with AP exams. If this applies to you, be sure to register for alternative AP exam. IB exams take place in multiple sessions. For each subject test there will be two sessions. The exams are not taken at the high schools, we provide off campus locations for all exams. IB Economics will have a 1:00 pm start time to allow for a late finish for the AP Spanish exam.