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# Guide to programme evaluation



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Published April 2022  
Updated August 2023

Published by the International Baccalaureate Organization, a not-for-profit educational foundation of Rue du Pré-de-la-Bichette 1, 1202 Genève, Switzerland.  
Website: [ibo.org](https://ibo.org)

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## IB mission statement

The International Baccalaureate 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 organization 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.



# Contents

<b>Guide to programme evaluation</b>	<b>1</b>
Programme evaluation resources	1
What is programme evaluation?	2
When are schools evaluated?	3
Overview of the programme evaluation process	5
The programme development cycle	10
Preliminary review	15
The self-study process	16
The evaluation visit	18
Roles and responsibilities during programme evaluation	22
DP evaluation reading	25
The evaluation report and school response	26
Support before, during and after the evaluation process	27
Appendix 1: Documentation for preliminary review	28
Appendix 2: Programme development plan template	53
Appendix 3: Responsibilities before, during and after the evaluation visit	56
Appendix 4: Using the PSP for the self-assessment	61
Updates to the publication	65

# Programme evaluation resources

This *Guide to programme evaluation* provides schools authorized to teach International Baccalaureate (IB) programmes with the information they need to carry out the process of programme evaluation. It replaces the *Guide to programme evaluation* published in 2020 and is to be used in conjunction with the 2020 *Programme standards and practices*.

This guide is intended to be used alongside a suite of additional resources, which can be found on the Programme Resource Centre including the following.

- *Programme standards and practices* (2020)
- Self-study questionnaire
- PSP 2020 action plan
- Preliminary review templates
  - *School and programme profile* (Word)
  - *Professional development information* (Word)
  - *Programme budget* (Word)
  - *Statement of acceptance* (PDF)
- Programme evaluation support resources
- Remote evaluation visits guidelines
- Synchronized visit manual

School visit resources are found in **Programme authorization and evaluation**>School visit resources.

Fees for evaluation visits are listed in *Fees and billing information for IB World Schools*.

Additional free learning courses that support programme evaluation are available at [ibo.org/professional-development/free-learning/](https://ibo.org/professional-development/free-learning/).

New and updated resources and free learning courses are announced on the Programme Resource Centre news items and in the *Coordinator's notes* for each programme.

It is essential that school leadership teams access and use the resources listed here to maximize the benefits of programme evaluation.

## What is programme evaluation?

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, achieve outcomes that ultimately lead to the realization of the IB mission.

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*To this end the organization 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 aim of IB programme evaluation is to support schools in continuously extending their capacity to implement and develop IB programmes to have a greater impact on student outcomes through the development of teacher and leader practice.

Programme evaluation engages the school in a reflective process leading to deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. It supports the school—as a learning community—to build the potential to work intentionally and strategically to develop its IB programme(s) and enables school leaders and teachers to better direct their efforts and resources. It is an opportunity for schools to receive support and meaningful, contextually appropriate feedback from the IB on the development of the programme(s) in the school.

Programme evaluation:

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective process that involves the entire school community
- assesses whether a school continues to meet the requirements in the IB *Programme standards and practices* publication and will remain an authorized IB World School
- supports school efforts to continually improve the delivery of the programme(s) through an intentional process aimed at building school capacity for organizational learning.

During programme evaluation, the school:

- reviews, updates and confirms that all programme documentation is complete and that programme requirements are in place
- assesses their implementation of the IB programme standards and practices
- analyses and reflects on the impact of its programme development efforts
- identifies factors that contribute to positive school outcomes, building on these to address challenges and to further develop the programme(s).



# When are schools evaluated?

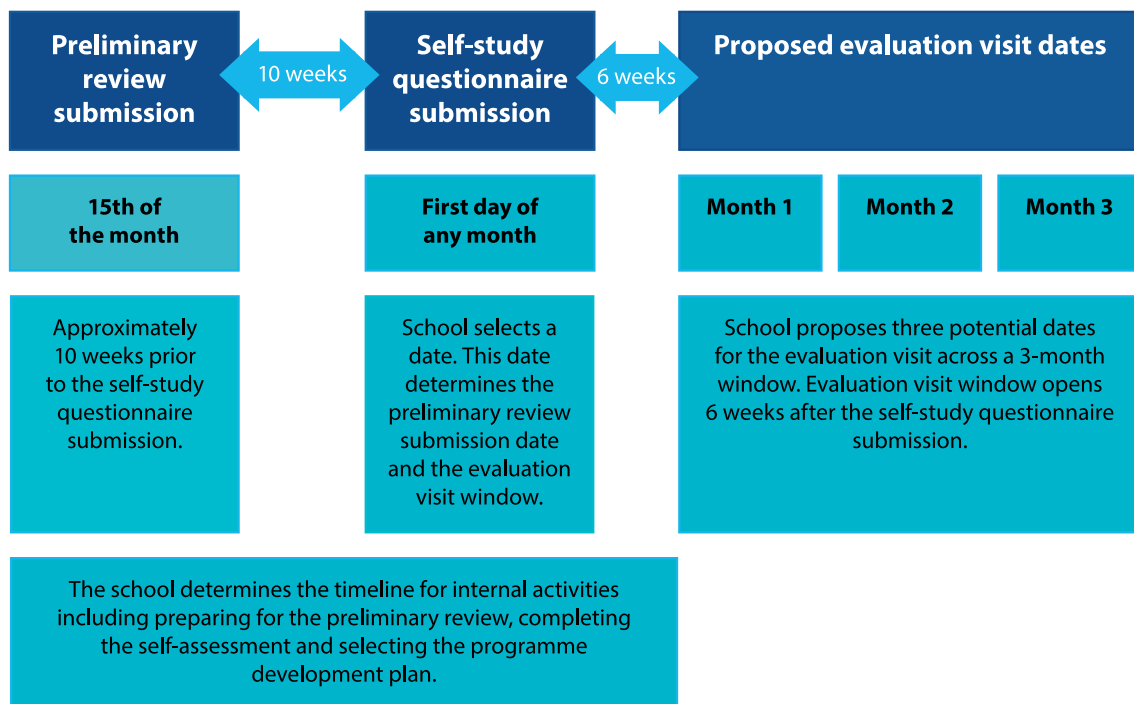
## Time frame for programme evaluation

Schools are evaluated every five years after authorization or the previous evaluation.

- The IB notifies the school approximately 18 months before the academic year in which the evaluation is scheduled.
- The school considers its school calendar and selects the date for submission of the self-study questionnaire which determines the preliminary review submission date and the window for the evaluation visit.

Figure 1

Time frame for programme evaluation



## Change of evaluation date

Schools may request a change of evaluation date by contacting their IB World Schools manager well in advance. Changes to the evaluation date must be approved by the IB.

### Reasons for date changes

- **Continuum and multiple programme evaluations:** schools with multiple programmes are encouraged to align the evaluation dates for all programmes.
- **Synchronized visits:** the IB has established relationships with several accreditation agencies to enable schools to synchronize the IB evaluation visits with the accreditation team visits. A separate manual for these visits is found on the Programme Resource Centre. The manual provides eligibility criteria and guidance for schools wishing to align their programme evaluation visit with accreditation visits for one of our partner organizations: Council for International Schools (CIS), New England Association of

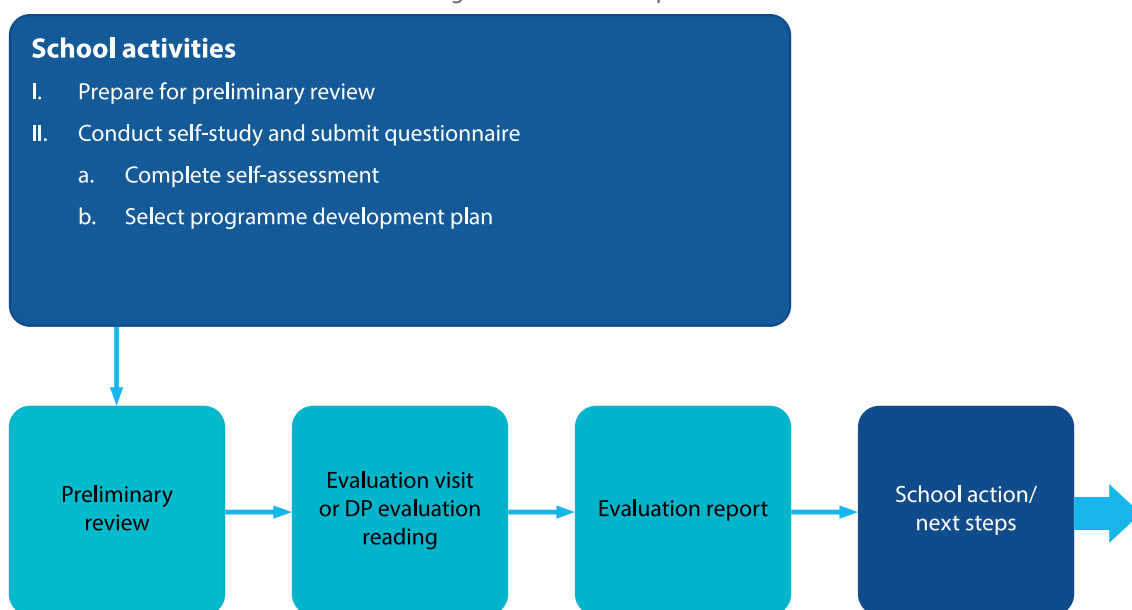
Schools and Colleges—Commission on International Education (NEASC-CIE and Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).

- **Groups of schools/districts:** schools that belong to groups of schools offering IB programmes may wish to align their evaluations to provide internal efficiencies that are beneficial to the schools. For example, the schools may be able to share resources, support each other and collaborate across schools to complete aspects of the process.
- **School needs:** schools with extraordinary events, resulting in the school being unable to complete the self-study and/or host the visit, may request a change of evaluation date. A change fee may apply if an evaluation team has already been assigned.

# Overview of the programme evaluation process

Figure 2

Programme evaluation process



The timing and organization of the school activities will depend on the school context. Schools are encouraged to keep programme documents updated, participate in regular professional development and engage in ongoing programme development across the five-year review period to support implementation of the programme in the school. These activities will ensure the school is well prepared for programme evaluation.

The programme evaluation planning checklist summarizes the steps involved in preparing for and completing the programme evaluation process and offers guidance on the timing. Additional details for each activity are found later in this guide.

## Programme evaluation planning checklist

School activity	Description of activity	Guidelines for timing and deadlines
<b>Update school profile</b>	Current information about the school and programme <i>Article 5.14, Rules for IB World Schools:</i> 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).	Update as needed to ensure school receives information regarding evaluation process. Check information on My IB profile annually.  Complete the <i>School and programme profile template</i> (available on the Programme Resource Centre) and submit with preliminary review.

School activity	Description of activity	Guidelines for timing and deadlines
<b>Understand programme evaluation process and be aware of available resources</b>	Review and be thoroughly familiar with the programme standards and practices; review available programme evaluation resources on the Programme Resource Centre; engage in free learning courses; plan to attend professional development workshops.	In the year prior to the programme evaluation year, school leadership, particularly programme coordinators, will be well served by understanding the process and developing a plan for completing the required activities by agreed timelines.
<b>Complete programme development plan(s), implement, analyse, reflect</b>	The school evidences planning, implementation, analysis, reflection and learning for one aspect of the programme(s) or continuum.	Programme development planning may take different forms and will reflect the school's context and strategic goals. Completing new plans is an ongoing process throughout the five-year review period. Plans can be completed, and new plans developed at any time. Following the conclusion of a programme development plan cycle, or when the school determines that priorities or strategic goals are achieved or have shifted, a new programme development plan is created.
<b>Confirm timeline for programme evaluation process</b>	From Article 7.1 of the <i>Rules for IB World School</i> : An evaluation of a school's implementation of the IB programme(s) takes place at five-year intervals after initial authorization. Schools must conduct a self-study as part of this evaluation process and are expected to comply with the evaluation process as defined by the IB.	Programme evaluation takes place five years after the date of authorization or the previous programme evaluation. The IB notifies the school approximately 18 months before the academic year in which the evaluation is scheduled.
<b>Plan self-study activities</b>	The school plans how it will complete and document the reflective self-study consisting of two parts. <ul style="list-style-type: none"> <li>• Self-assessment of the school's implementation of the IB programme(s) as expressed in the programme standards and practices.</li> <li>• Reflection and analysis of programme development at the school.</li> </ul>	The self-study, i.e. the self-assessment and selecting the programme development plan, may take up to 12 months.
<b>Complete preliminary review</b>	The school reviews (updating as necessary) required programme documentation and school information. The IB reviews the submission and indicates whether the	The school may complete the preliminary review prior to or while it is engaged in the self-study. The preliminary review submission is made four months prior to the

School activity	Description of activity	Guidelines for timing and deadlines
	<p>school and programme documents meet IB expectations. The school revises and resubmits documentation as needed.</p>	<p>visit or DP evaluation reading. Schools will generally receive the preliminary review report three to five weeks after submission. The report indicates whether items meet expectation or if revisions are needed. Revised items or an action plan for revisions must be submitted within three weeks. Any further revisions must be approved at least six weeks prior to the scheduled evaluation visit.</p>
<p><b>Document requirements not in place, determine timeline and actions to address</b></p>	<p>The action plan is used to track what the school needs to do to ensure that all requirements are in place.</p>	<p>The action plan template is available on the Programme Resource Centre. The action plan may be used at several points in the programme evaluation process. It can also be used by the school as a tool during its ongoing implementation of the programme. Items may be entered by the school as it prepares for the preliminary review, when it completes the self-assessment or at any time the school recognizes, or the IB identifies, that a requirement is not in place. It may be submitted to address preliminary matters to be addressed identified in the preliminary review report or to address matters to be addressed identified in the evaluation report. Every effort should be made during the self-study year to ensure that by the time of the visit the school meets all requirements. If scheduling or resources do not permit a requirement to be met during the evaluation year, the school may submit an action plan during the preliminary review or during the evaluation visit showing how requirements will be met. This information can then be considered by the evaluation team in completing the evaluation report.</p>
<p><b>Complete the self-assessment</b></p>	<p>The school engages in a reflective process and completes Part 1 of the self-study questionnaire, a self-assessment of each practice and each standard.</p>	<p>The self-assessment of the standards and practices is completed as part of the self-study process during the evaluation year. The school determines the process,</p>

School activity	Description of activity	Guidelines for timing and deadlines
		<p>the timing and duration for completing the standards and practices.</p> <p>The school is not required to submit evidence for the levels of development indicated in the self-assessment.</p>
<b>Select a programme development plan for submission</b>	The school identifies a programme development plan to submit for Part 2 of the self-study questionnaire.	Schools will have engaged with programme development efforts and may have completed several plans during the five-year review period. During the 12-month self-study process the school selects <b>one</b> of these plans to share with the IB.
<b>Submit the self-study questionnaire</b>	The school submits the self-study questionnaire, Part 1, the self-assessment and Part 2, the programme development plan in IB Concierge.	The school submits by the deadline selected and agreed with the IB. The submission occurs six weeks before the first possible date for an evaluation visit.
<b>Evaluation visit (Primary Years Programme (PYP), Middle Years Programme (MYP), Career-related Programme (CP) and selected DP single programme visits; combined DP/CP, multiple programme; continuum; synchronized)</b>	The IB evaluation team engages the school in reflective conversations about ongoing programme development, assesses programme strengths based on the school's development of each standard, identifies requirements not in place and suggests areas for further or future programme development.	The IB communicates with the school to determine a mutually agreeable date for the evaluation visit that falls at least six weeks and no more than 18 weeks after the self-study questionnaire submission.
<b>DP evaluation reading</b>	DP schools that are not selected for or do not request a visit will receive feedback based on the preliminary review documentation, the self-study questionnaire and a brief virtual meeting with the school leaders.	DP evaluation reading is completed upon submission of the self-study questionnaire. School leadership coordinates the virtual meeting with the programme leader.
<b>Evaluation report</b>	The IB provides the school with an evaluation report that captures the analysis and reflections of the school's self-study, as well as feedback from the IB.	The IB sends the report to the school between six to eight weeks after the evaluation visit or DP evaluation reading.
<b>School action/next steps</b>	<p>Upon receiving the final report from the IB, the Head of School shares the report with the school community.</p> <p>The school determines how to use the evaluation report to plan for next steps and future actions.</p>	<p>The school revises, updates or shifts the focus of programme development using the conclusions from the evaluation.</p> <p>By the deadline established by the IB, the school submits evidence showing that any requirements identified during the evaluation visit</p>

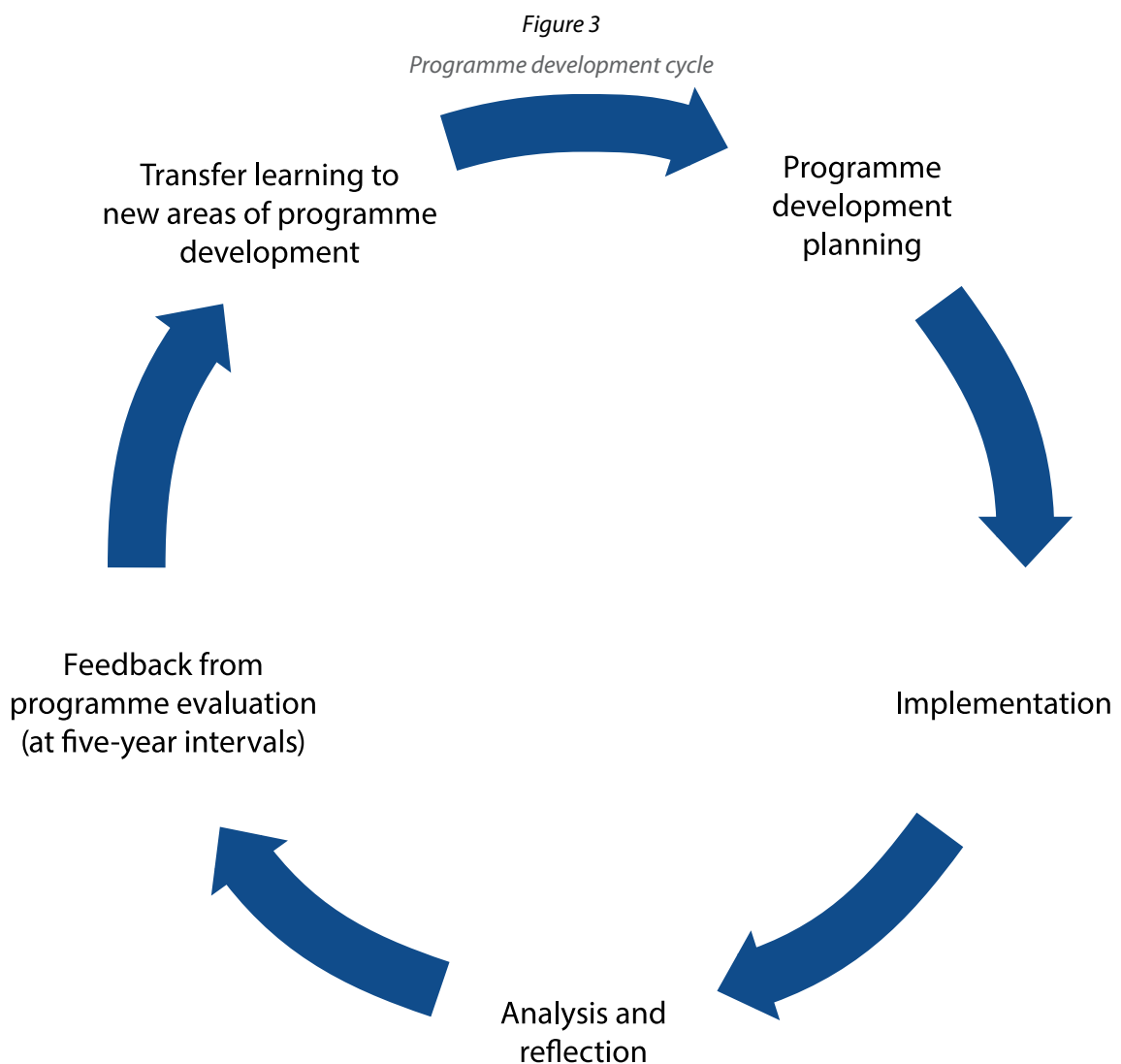
School activity	Description of activity	Guidelines for timing and deadlines
		<p>as not in place have been addressed.</p> <p>The school completes actions documented on the action plan to ensure that all requirements are in place and communicates completion to the IB by the agreed deadlines.</p>

## The programme development cycle

Programme evaluation is one element within a continuous cycle of development, which starts during the process of becoming authorized as an IB World School and continues as the school more fully develops the programme(s). Schools engage in a continuous cycle of inquiry, action and reflection to further develop their programme(s). Through that engagement, schools develop the culture of a learning community, are able to acquire new understanding and transfer lessons to new areas of programme development.

In the normal course of offering the programme(s), the school will engage in various activities for enhancement or improvement. These efforts may have several sources and may take different forms. The IB verification visit or previous evaluation report, student data, or government or accreditation requirements may drive or inform the development of the programme to reflect the school's context and strategic goals.

During programme evaluation, the school will be asked to evidence its planning, implementation, analysis, reflection and learning for **one** aspect of the programme(s).





The programme development planning template in “Appendix 2” provides a structure that connects school activities to the IB programme standards and practices. It guides the school to learn from its efforts, with the intent of expanding its capacity as a learning community. Use of the template is not required but is encouraged. Schools may modify the template or develop their own templates, including the aspects of the process detailed in the template. The aim is intentional and focused development of the school’s IB programme(s).

Schools are likely to have multiple programme development plans during the five-year review period. A new programme development plan is created when a programme development plan cycle is completed or when the school determines that priorities or strategic goals are achieved or have shifted. Schools with multiple programmes are encouraged to create plans that support continuity and coherence across the programmes. Multiple campus programmes, MYP partnerships, and district or groups with programmes across schools are likewise encouraged to use the programme development process to strengthen the programme across campuses.

The following are examples of broad aspects of the programme that schools may wish to select as starting points from which to identify more specific programme development goals.

Examples		
<ul style="list-style-type: none"> <li>• IB learner profile</li> <li>• Learner agency</li> <li>• Service/action</li> <li>• Academic integrity</li> <li>• Approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches to teaching</li> <li>• Planning and documenting curriculum</li> <li>• Access and equity</li> <li>• Learning diversity</li> <li>• Multilingualism</li> </ul>	<ul style="list-style-type: none"> <li>• International-mindedness</li> <li>• Well-being</li> <li>• Leadership</li> <li>• Learning environments</li> <li>• Technology</li> </ul>

## The programme development planning process

Using the aspects of programme development outlined below with the guiding questions and suggestions will help schools achieve a positive improvement in the student learning experience.

### Planning

Aspects of programme development plan	Guiding questions	Suggestions for strengthening the school plan
<b>Focus</b>	What is the question, challenge or goal that is driving the work in this area?	<ul style="list-style-type: none"> <li>• Establish a focus that will have a positive impact on the student learning experience.</li> <li>• If all requirements for the programme(s) are in place, identify a focus based on information or data that will enhance development of the programme(s).</li> <li>• If some requirements are not in place, consider how to use the programme development planning process to strengthen programme fundamentals.</li> <li>• Set an appropriately challenging goal that will motivate the school community.</li> </ul>
<b>Rationale</b>	Why did the school select this area for programme development?	<ul style="list-style-type: none"> <li>• Identify a clear rationale based on, for example, student data, the school</li> </ul>

Aspects of programme development plan	Guiding questions	Suggestions for strengthening the school plan
		strategy, the verification visit report or the evaluation report.
<b>IB practices</b>	<p>What IB practices support this area of programme development?</p> <p><i>Identify one or two practices for each question below. Select from at least two categories of the Programme standards and practices (PSP) framework.</i></p> <ul style="list-style-type: none"> <li>• What practice or practices need to be in place for this development to be successful?</li> <li>• What practice or practices identify the people <b>who</b> are responsible for the work? For example, teachers, leadership, students?</li> <li>• What practice or practices show <b>how</b> the work will be done? That is, what actions will be taken?</li> <li>• What practice or practices indicate <b>why</b> the school is undertaking the work? That is, what is the reason for this focus?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify IB practices that support the achievement of the selected goal.</li> <li>• Consider the school community's capacity when determining the number of practices (at least four, no more than eight).</li> <li>• Engage relevant members of the school community in selecting the practices.</li> <li>• Explore multiple groups of practices and consider how different groupings shape the programme development plan.</li> <li>• Include requirements in the school plan only if they are not in place and have a developmental aspect for the school community or add important specificity.</li> </ul>
<b>Impact</b>	<p>What is the intended impact of this work on students?</p> <p>Is the target all students in the programme(s) or a subset of students?</p>	<ul style="list-style-type: none"> <li>• Develop a specific goal that will help improve the student learning experience.</li> <li>• Consider from the start how to determine and then demonstrate the impact on the student experience.</li> </ul>
<b>Data and evidence</b>	<p>How will the school learn what the impact of the work is? What data or evidence will the school gather?</p>	<ul style="list-style-type: none"> <li>• Identify appropriate data sources early in the process that will show the impact on students.</li> <li>• Consider how to use existing data or identify means for collecting new data.</li> <li>• Ensure that data or evidence collected reflects the student experience.</li> <li>• Consider a wide range of data sources, both qualitative and quantitative.</li> <li>• Determine interim milestones and how to use data or evidence to show whether they are achieved; adapt activities accordingly.</li> </ul>

Aspects of programme development plan	Guiding questions	Suggestions for strengthening the school plan
<b>(Optional) Research and/or shared practice</b>	What examples from other schools or research inform the approach or activities?	<ul style="list-style-type: none"> <li>• Create a logic model or theory of change to show how the activities will lead to the impact sought.</li> <li>• Identify research studies or use examples from other schools to inform the school's process.</li> <li>• Create a school-based action research project.</li> </ul>

*Implementation and analysis*

Aspects of programme development plan	Guiding questions	Suggestions for strengthening the school plan
<b>Activities</b>	What major activities will be undertaken to achieve the outcome?	<ul style="list-style-type: none"> <li>• Develop a clear plan to achieve the goal that reflects the resources and capacity of the school.</li> <li>• Link the activities in the plan closely to the selected practices.</li> <li>• Include all the relevant members of the school community in the planning process.</li> <li>• Set up structures that encourage learning and adaptation.</li> <li>• Adapt the plan and the activities as needed, based on interim data or feedback from stakeholders.</li> </ul>

*Reflection on implementation and analysis*

Aspects of reflection	Guiding questions	Suggestions for strengthening the school plan
<b>Analysis of data or evidence</b>	What did the data or evidence show was the impact on students?	<ul style="list-style-type: none"> <li>• Establish how the school will analyse the data to determine what the impact was on the student experience.</li> <li>• Use an established protocol with shared expectations for the reflection process.</li> <li>• Ensure that time is set aside to engage in meaningful analysis and reflection.</li> </ul>
<b>Examples of impact</b>	<p>What change or improvement did students experience?</p> <p>What evidence shows the impact on students (documents, photographs, short audio or video files)?</p>	<ul style="list-style-type: none"> <li>• Ensure that all relevant stakeholders participate in the reflection process to consider the impact on students.</li> <li>• Establish a safe environment for reflection that promotes candid discussions.</li> <li>• Identify and document the strongest or most meaningful examples that</li> </ul>

Aspects of reflection	Guiding questions	Suggestions for strengthening the school plan
		illustrate the improvement in students' experiences.

*Understanding and application*

Aspects of reflection	Guiding questions	Suggestions for strengthening the school plan
<b>Summary</b>	<p>What did the school learn from engaging in these programme development activities?</p> <p>What factors led to this effort having, or not having, an impact?</p>	<ul style="list-style-type: none"> <li>• Ensure that all relevant stakeholders participate in a reflection process to consider what elements of the programme development process worked and what could be improved.</li> <li>• Identify and document transferable lessons to use in future programme development activities.</li> </ul>
<b>Further or future considerations</b>	<p>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?</p>	<ul style="list-style-type: none"> <li>• Include lessons from this effort to improve planning for the development of other areas of the IB programme(s) in the school.</li> </ul>
<b>Priorities for programme development</b>	<p>What areas of the programme will the school now prioritize for development? Why?</p>	<ul style="list-style-type: none"> <li>• Develop and embed a strategic approach to programme development linked to larger school goals.</li> <li>• Set short, medium- and longer-range goals that provide the school community with a clear vision for the development of the programme(s) in the school.</li> </ul>

## Selecting and sharing the programme development plan

For the purposes of programme evaluation, the school selects and shares with the IB one completed programme development plan that has been undertaken during the five-year review period. The school shows how programme development was planned and implemented to have a positive impact for students. The school shares the results of the analysis undertaken to determine to what extent the intended impact was achieved. Finally, the school shares the reflection and lessons learned from its efforts and describes how these lessons will be applied in further or future efforts to develop the programme. In addition, the school identifies and articulates what has been learned from the process that can be applied to other areas of programme or continuum development.

The example of programme development shared for programme evaluation may be undertaken at any time during the period under review but will be completed or substantially completed prior to the submission. During the evaluation visit, the school will discuss its programme development process with the team, show the impact on students and share what was learned from engaging in the process. Schools may achieve varying levels of success with their programme development planning efforts and should select a programme development plan to share that will provide an opportunity to learn from the feedback provided by the evaluation team. The selected programme development plan is shared in Part 2 of the self-study questionnaire.

## Preliminary review

The *Rules for IB World Schools*, the *IB Programme standards and practices*, *From principles into practice* publication for each programme and additional IB programme documentation establish expectations for schools authorized to offer IB programmes. Schools are advised and expected to review and update the items required for the preliminary review annually or as needed. The IB reviews these items during programme evaluation to ensure that programmes are implemented with fidelity and developed on a strong foundation.

During the preliminary review, the school confirms that:

- required items have been reviewed and updated (see “[Appendix 1](#)” for the list of items)
- school and programme information provided to the IB has been reviewed and updated
- financial obligations to the IB have been met.

The preliminary review documentation is submitted approximately four months prior to the evaluation visit or DP evaluation reading.

- Schools with multiple programmes submit one set of items in the section “For all programmes”.
- Multiple campus programmes submit one set of documents for the programme.
- Schools offering the programme in a MYP partnership must ensure that the submissions reflect the implementation of the programme across all schools.

In the section “For all programmes”, partnership schools are encouraged to submit:

- one school and programme profile including information about all schools in the partnership
- one set of documents for the items in “Environment” and “Policies” except for the professional development information
- separate documents for other items.

In the MYP section, partnership schools submit:

- separate documents for the items in “Schedules”
- one set of documents for other MYP items.

During the preliminary review, the IB reviews the school and programme documentation, and provides a report showing items that meet expectations as well as indicating what revisions are needed for any items that do not meet expectations. The IB will communicate a deadline for the school to submit revised documents, generally three weeks after the report is received.

In some cases, meeting IB expectations may take time to plan and implement. In those cases, the school will submit the action plan showing how the school intends to meet IB expectations. The action plan template may be found on the programme pages of the Programme Resource Centre, in the “Implementation” section.

All documentation must be complete, and the school must be in good financial standing no later than six weeks prior to the evaluation visit.

The school may wish to begin its self-study while preparing for or responding to the preliminary review. The school’s IB World Schools manager is available to answer questions and offer support for completing the preliminary review and self-study. (see “[Appendix 3](#)” for a description of the roles and responsibilities during programme evaluation.)

## The self-study process

The **self-study** is a reflective process organized by the school over the course of the evaluation year that leads to completion of the self-study questionnaire. This reflective self-study process is the most powerful component of programme evaluation. It has the potential to provide new insights for the school community that can lead to positive benefits for students. In planning for the self-study, schools should consider how to encourage a culture of inquiry, sharing and reflection.

The self-study process is documented in the **self-study questionnaire**. The questionnaire consists of two parts: a school's self-assessment and documentation of programme development. The self-study questionnaire is completed by the school and submitted to the IB.

Before beginning the self-assessment, it is essential that participants understand the structure of the programme standards and practices. An overview is provided in "Appendix 4". The full programme standards and practices with supporting resources is found in the cross-programme resources on the Programme Resource Centre.

## The self-assessment

**Self-assessment of the standards and practices** is a detailed and thorough reflection by community members on each of the practices to confirm that the requirements for each practice are in place and to determine the level of development for each standard and practice. This is part 1 of the self-study questionnaire. The self-assessment provides the opportunity to reflect and identify where the school excels, where it has shown growth and what needs additional attention.

### Checking requirements

In the self-assessment, the school checks that the programme(s) continues to meet all **requirements** identified for each **practice** in the IB *Programme standards and practices* publication. For any requirement that is not in place, the school uses the [action plan template](#) available on the Programme Resource Centre to document how the requirement will be met.

### Assessing the development of practices

If the school confirms that the requirements are in place for a practice, the next step is to determine whether the school implementation can best be described as "highly developed", "developed" or "developing".

- **Highly developed:** the practice is systematically developed and effectively implemented; all relevant members of the school community fully understand the practice; the practice is fully integrated into all relevant school processes.
- **Developed:** the practice is generally developed and implemented; most members of the school community understand the practice; the practice is integrated into most school processes.
- **Developing:** the practice has been partially developed and implemented; some members of the school community show some understanding of the practice; the practice is integrated into some school processes.

### Using the descriptors

Descriptors are provided to assist the school in assessing the development of the practices. These descriptors are not intended to be applied rigidly, but to serve as guidance. In most IB World Schools, the programme(s) develop(s) unevenly. Initially, some practices are developed more fully and intentionally. Understanding across the school community and integration into school life grow as the programme

matures. Using a “best-fit” approach with the self-assessment descriptors can help the school capture its growth and identify practices in need of additional development. Schools with multiple programmes may complete the self-assessment for individual programmes but are encouraged to complete a combined self-assessment that reflects continuity and coherence of the student experience across programmes. Likewise, multiple campus programmes or MYP partnerships may complete the self-assessment for individual campuses but are encouraged to complete a self-assessment that reflects the programme as a whole.

### Gathering and analysing evidence

Gathering input from across the school community and engaging in candid reflection is critical to an accurate self-assessment. The self-assessment represents the school’s consolidation of input gathered from stakeholders across the school community, including teachers, assistant teachers, instructional aides, non-teaching staff, parents, students, alumni, leaders and governing board, as appropriate. The school is responsible for providing stakeholders with the information or evidence needed to make informed judgements regarding programme implementation.

The self-assessment gives the school and the evaluation team useful information about how the school views its implementation of the IB programme. **There is no requirement to provide evidence to support the school self-assessment.**

### Assessing and reporting on development of the standards

Following the assessment of the practices within each standard, the school assesses its overall development of the standard using the following descriptors.

- **Shows notable development:** most or all practices within the standard are highly developed.
- **Shows development beyond requirements:** most or all practices are developed beyond meeting the requirements.
- **Offers opportunity for further development:** all requirements are in place for the practices within the standard, but there is little or no evidence of further development of the practices beyond the requirements.
- **Requires development:** there are requirements that are not in place for any practice within this standard.

In the conclusion for each standard the school is also asked to identify achievements and challenges that have been impactful or significant in its work for the standard. The intent is to give context for the evaluation team to understand the school’s view of its accomplishments and obstacles. **There is no requirement to provide evidence to support achievements or challenges.**

### Conclusions from the self-assessment

An accurate self-assessment provides critical information that helps the school plan for development of the programme(s). The school’s self-assessment of the development of the practices and the standards gives the evaluation team an understanding of how the school views its implementation of the programme(s) and informs the IB’s feedback regarding the school’s development of each standard.

## The evaluation visit

All PYP, MYP, CP and selected DP schools receive visits from an IB evaluation team of IB staff or educators from the IB educator network who are trained for their roles. The focus of the visit is on the school's efforts to develop the programme(s). The IB evaluation team engages the school in reflective conversations about ongoing programme development and asks the school to share its process, reflections and transferable learning. The evaluation team assesses the school's development of each standard, identifies any requirements that the school does not have in place and suggests areas for future or further programme development.

DP schools may request an evaluation visit to benefit from the deeper engagement of the evaluation team and the more complete and detailed feedback that results. DP schools not selected for a visit in an evaluation cycle receive their report based on a review of the documents and a virtual meeting with the school. This is referred to as a DP evaluation reading event.

Visits may be conducted on-site or, in cases where an on-site visit is not possible, remotely. Guidelines for both [on-site](#) and [remote](#) visits are available on the Programme Resource Centre.

A programme leader and an evaluation leader are assigned to each programme. Multiple campus programmes and MYP partnerships are, likewise, assigned a programme leader and an evaluation leader. For schools with multiple programmes, one member of the evaluation team is assigned to serve as the team chair.

In preparation for the visit, the school and programme documentation submitted for the preliminary review, and the self-study questionnaire including the school's self-assessment, as well as the evidence and analysis of programme development activities, are reviewed by the evaluation team

The visit is an opportunity for the evaluation team to:

- understand and discuss with the school leadership and other members of the school community the development of the IB programme(s) in the school
- provide feedback to the school to inform its future programme development efforts
- verify that the implementation of the programme(s) in the school meets IB requirements.

The IB evaluation team will meet with teachers, school leaders, students, parents and members of the governing body, as well as visit classes and view the school facilities. The aim of the visit is to provide meaningful feedback on programme or continuum development, as well as to note areas where programme requirements are not in place. The process does not appraise or assess individual teachers or school leaders.

## Organization of the visit

The IB will organize the visit, selecting from dates that the school indicates are convenient. In schools with one programme the on-site visit is normally conducted over two days and the remote visit is conducted over three days. In schools with multiple programmes, the on-site visit normally is conducted over three days and the remote visit is conducted over four days. The IB may decide on a longer visit depending on the size of the school or the programme structure. The IB provides sample agendas for evaluation visits on the Programme Resource Centre.

The agenda includes opportunities for the evaluation team to meet with the school administration, governors/board members, programme coordinator(s), school pedagogical leadership team, service learning or creativity, activity, service (CAS) coordinator(s), personal project and extended essay coordinator(s), teachers, librarians, counsellors, groups of students, parents and others who are involved in



the programme(s). In multiple campus programmes, including MYP partnerships, schools will need to ensure that participants represent all campuses.

To promote candid discussions between school staff and the evaluation team, school leaders generally participate only in the following meetings.

#### Day 1

- Team meeting introduction to the whole staff at the school
- Meeting with school leaders

#### Day 2

- Conclusion meeting
- School community meeting

The school determines which staff members participate in each meeting and constructs, with the evaluation team, an agenda that indicates the specific times for school representatives to attend meetings based on their availability.

The school may wish to include students and parents/legal guardians in any of the meetings or schedule separate meetings. Decisions about school staff attending meetings outside normal school hours are left to the school. The evaluation team will not insist that the staff attend. Meeting with individuals and groups will adhere to the local legal framework.

The agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. The IB evaluation leader may revise the agenda during the visit if the need arises and if the school is able to accommodate the request.

## Meetings prior to the visit

The evaluation leader or team chair will contact the school to organize these meetings several weeks before the visit.

### Visit planning meeting

Required participants: Head of School, programme coordinator(s), evaluation leader(s), team chair (when applicable)

Optional participants: IB World Schools manager, programme leader(s)

Meeting outcomes

- Establish the aims, scope and shared agreements for the visit.
- Review expectations for development of the agenda. In the case of a remote visit, confirm the time frame for the visit.
- Clarify roles and responsibilities for planning the visit.

### School leadership meeting

When possible, the evaluation team should meet with the school leadership ahead of the visit to make introductions, establish their approach to the visit and discuss visit norms. This will allow for a more efficient use of time during the actual visit.

Required participants: evaluation leader(s), programme leaders(s), team chair (when applicable), Head of School, programme coordinator(s), other members of the pedagogical leadership team

Optional participants: IB World Schools manager

Meeting outcomes

- Confirm the purpose, nature and tone of the visit, and the roles and responsibilities of those involved.
- Discuss expectations for the visit—what the school wants to achieve and how the visit will be conducted.
- Reinforce the support role and availability of the IB World Schools manager before, during and after the visit.

- Highlight any initial findings or concerns from the school or evaluation team.

### **Coordinator meetings for multiple programme visits (optional)**

- Required participants: programme coordinator, evaluation leader, programme leader
- Optional participants: IB World Schools manager

#### Meeting outcomes

- Discuss the implementation of the programme at the school.
- Discuss and clarify agenda items as needed.
- Establish expectations for the coordinator debrief during the visit.

## **Visit meetings and activities**

**PSP framework meetings** focus on the standards within a single category of the PSP framework (see “Appendix 4”). The agenda includes individual meetings for each category of the PSP framework (“purpose”, “environment”, “culture” and “learning”).

In schools with multiple IB programmes, the “environment” and “learning” meetings are programme specific.

For multiple campus programmes or MYP partnerships, ensure that participants represent all campuses

**Programme development discussions** provide an opportunity to discuss ways in which the school has developed the programme(s). The discussions focus on how the school planned, implemented, analysed and then reflected on the impact of the programme development efforts. There are two sessions. The first focuses on planning and process and the second on the impact of the activities on the students.

In the planning and process sessions, participants will discuss how the school selected which plan to share with the IB, how they identified a focus, the rationale and the process for selecting the practices included in the plan, how evidence or data was collected, how reflection was structured, and lessons learned from the process. Participants selected for this meeting should have been closely involved in the planning, data collection and reflection process.

During the session devoted to sharing the impact on students of programme development efforts and initiatives, the discussion focuses on how the effort did or did not positively impact the student experience. The school shares analysis of the evidence or data collected. The school may choose to share artefacts or other evidence, taking care that the session remains a discussion and does not become a presentation. Participants for this meeting who were directly involved in the activities or with the analysis of the evidence or data should be selected.

**Meeting with students** gives the evaluation team insight into the ways that students are experiencing the programme(s). If a range of students are included in PSP framework sessions or programme development discussions, a separate meeting is not required.

**Meeting with parents and legal guardians** gives the evaluation team insight into unique perspectives that these members of the school community have on the programme(s). If parents and legal guardians are included in PSP framework sessions or programme development discussions, a separate meeting is not required. As with students, it is most useful for the team if diverse voices are included with representation from each year level at the school, if possible. Participants at these meetings should not be school employees.

**Meeting with members of the governing body** gives the evaluation team insight into the support that the programme(s) receive(s) and the alignment with the overall strategic direction the governing body has set for the school. If members of the governing board are included in PSP framework sessions or programme development discussions, a separate meeting is not required.

**Classroom visits** give the team a view of how the programme operates in the school. Teachers should expect class visits and should ensure the evaluation team gets a fair and accurate representation of learning and teaching at the school. The evaluation team will aim to visit as many classes as possible. However, it may not be possible for the team to visit all classrooms. During remote evaluation visits, class visits will be

conducted remotely, either through joining online lessons, observing on-site lessons remotely or reviewing pre-recorded classroom lessons.

**The tour of school facilities** helps the team understand the programme context. When planning the tour, emphasize the areas that support the implementation of the programme (for example, library, science laboratories, arts studios, performance spaces, technology labs, exam storage).

**A conclusion meeting** is held with the evaluation team and the school's pedagogical leadership team at the end of the visit. The team will share the conclusions that will be included in the report. This is an opportunity for school leaders to ask questions, add information to clarify the conclusions, and to plan the school community meeting with the evaluation team. The team shares programme strengths in each area of the PSP framework, any requirements that are not in place, feedback on programme development and considerations for future programme development efforts. These conclusions are drawn from the review of school and programme information, preliminary review documentation, and conversations and observations during the evaluation visit. The school leaders will indicate if there are any conclusions that they prefer not to be shared during the school community meeting.

**The school community meeting** follows the conclusion meeting. The school leadership team (or others designated by the leadership) and the IB evaluation team report in turn to the school community.

- The school team shares the conclusions from the school's self-study process.
- The IB evaluation team shares the conclusions from programme evaluation, according to what has been agreed with the school leadership during the conclusion meeting.

The school determines who reports for the school and who is present for the report. For example, the school teams involved in each aspect of the self-study might report to the larger school community, including teachers, students, parents and governing board.

The school team and IB evaluation team share ownership of the meeting and strive to create a positive experience in which the school's efforts to develop its IB programme are recognized and appreciated. The team will take care to present areas in need of further development diplomatically, showing an understanding and appreciation of the challenge that schools undertake to achieve IB standards.

## Following the visit

The school and the evaluation visit team members must not be in contact after the conclusion of the evaluation visit regarding any aspect of the visit or the report with the exception of minor logistical queries.

# Roles and responsibilities during programme evaluation

## The school community

Each of the following roles has an integral part in the school's programme evaluation.

The Head of School:

- leads the school in the creation and implementation of programme development plans and promotes the self-study process as part of a continuous improvement process for the IB programme(s)
- provides leadership for the programme evaluation process
- supports the programme coordinator's work with staff and community members to complete the self-study process on time
- collaborates with the programme coordinator and pedagogical leadership to ensure that programme documentation is complete and that all requirements are in place
- leads the school in revising items identified in the preliminary review report as not meeting expectations
- meets with the IB evaluation team in pre-visit and visit meetings
- leads the school in responding to matters to be addressed after receiving the final evaluation report.

The head of section and/or programme (if applicable):

- leads the self-study feedback process among the staff in a section/programme
- collaborates with the IB programme coordinator to provide time and opportunities for staff to contribute to the self-study feedback process
- meets with the IB evaluation team during the visit.

The IB programme coordinator:

- organizes the programme evaluation process which includes determining the schedule, communicating the process and deadlines to internal and external stakeholders, organizing meetings, consolidating input to complete the self-study and collecting the preliminary review items
- determines with the school leadership how to solicit feedback, and organizes surveys, meetings or other opportunities for school stakeholders to share their reflections on the implementation of the programme (this feedback informs the completion of the self-study and is used to identify areas in need of further development)
- serves as the point of contact for the IB

When an evaluation visit is scheduled (for PYP, MYP, CP and selected DP schools), the programme coordinator:

- collaborates with the IB to plan the evaluation visit
- collaborates with school leadership and teachers to organize the visit
- meets with and is the primary point of contact for the IB evaluation team
- informs teachers that their classes may be visited.

When a DP evaluation reading is scheduled, the programme coordinator:

- collaborates with the Head of School to plan the virtual meeting.

The teachers:

- meet in groups determined by the school to reflect upon and discuss the collaborative nature of their planning, curriculum writing, pedagogy and assessment methods over the course of the previous five years

- participate in completing the self-study questionnaire
- conduct classes during the visit as they normally would and may be visited by members of the evaluation team
- may meet with the IB evaluation team either individually, or as part of a larger group of teachers during the evaluation visit.

The students:

- provide vital perspectives during the self-study process
- may interact in groups with the IB evaluation team in formal or informal meetings.

The governing body:

- ensures that funding is allocated to complete programme evaluation
- meets with the IB evaluation team during the visit
- provides leadership and support to the Head of School to ensure the school continues to improve upon the areas for further development as identified through the self-study process.

Parents and community members:

- offer a critical perspective on the outward-facing aspects of the school's implementation of the programme, including communication and resource development. Parents, community organizations and other external stakeholders each have a unique role in the self-study process as they are affiliated with the programme(s) but not employed by the school and should be included in the reflective conversations used to inform the completion of the self-assessment
- meet with the IB evaluation team if there is a visit.

## The role of the IB

The IB has two primary responsibilities throughout the programme evaluation process.

### Communication and support

The IB will:

- convey the expectations of the programme evaluation process
- confirm the submission date for the preliminary review and the self-study questionnaire
- communicate the logistics and details of the evaluation visit or reading
- provide technical help should the school need assistance with the forms and/or the IB IT systems
- support the school during the programme evaluation process.

### Evaluation and feedback

The IB will:

- assign and train IB educators or staff to complete the preliminary review and evaluation visit or reading
- coordinate with the school to set the evaluation visit dates for all PYP, MYP, CP and selected DP schools
- provide advice, feedback and guidance throughout the process
- provide the school with a preliminary review and an evaluation report
- evaluate the school's response to preliminary matters to be addressed and to matters identified in the evaluation report within pre-established, clearly communicated timelines, when applicable.

## IB evaluation teams

An IB evaluation team composed of IB educators and, in some cases, IB staff will review documents and complete an evaluation visit or reading. IB educators have been trained according to global IB policies and are members of the IB educator network.

### **Preliminary review**

The IB programme leader will:

- read and assess the programme documentation provided by the school
- determine whether the documentation meets expectations.

### **Feedback on programme development**

The IB evaluation teams will:

- gain a clear understanding of the development of the IB programme(s) in the school and discuss it with the school leadership and members of the school community
- provide feedback to the school to inform its future programme development efforts
- verify the documentation that the school has submitted and that the implementation of the programme(s) in the school meets IB requirements
- follow IB procedures for conducting the evaluation visit or reading
- record and gather data before and during the visit to inform the final evaluation report
- in the case of a visit, meet with members of the school community (members of the governing body, leadership team, programme coordinator(s), IB teachers, students and parents) and visit the school facilities and classes
- seek to understand the context of the school (for example, local/national educational system, external economic or political constraints)
- clarify requirements but not dictate a specific course of action or serve as a consultant.

## DP evaluation reading

DP schools that have not requested or are not selected for a visit in an evaluation cycle receive their report based primarily on a review of the documents. This is referred to as a DP evaluation reading. A DP evaluation reading is completed by a programme leader. The preliminary review is completed in the same way for schools with evaluation visits and DP evaluation readings. Schools complete and submit the self-study questionnaire in the same way and on the same timeline for evaluation visits and DP readings. A DP evaluation reading includes a conversation between the programme leader and school leadership.

### Virtual meeting with school leaders

The programme leader assigned to a DP evaluation reading will organize a conversation with the Head of School, programme coordinator(s) and, optionally, other school leaders to clarify or add context to the school documents.

- The programme leader and school leaders will agree whether the meeting will be conducted on a video call platform or by telephone and will set the call at a mutually agreeable time.
- The programme leader will provide a list of topics or conversation points to the school leaders prior to the call and organize the call with enough notice to allow the school to prepare (generally, one week ahead).
- The duration of the call will be determined by the topics. Programme leaders should aim to complete the call in 60–90 minutes. Calls must not extend beyond two hours.
- The Head of School and programme coordinator(s) are required to attend the meeting. School leaders may invite other members of the school community to join the call. In addition, the programme leader may request, but cannot require, specific roles are represented in the meeting. The decision about which additional members to include is made by the school leaders.
- If follow-up is needed, limited additional information may be provided by email but caution needs to be taken to ensure communication does not expand beyond reading of documents. Generally, this would include the school providing additional written information to supplement what was discussed in the call and the programme leader acknowledging receipt.

## The evaluation report and school response

During the evaluation visit, the IB evaluation team produces a report based on:

- school and programme documents provided during the preliminary review
- the self-study questionnaire, including the school's self-assessment and evidence of programme development planning, analysis and reflection
- the visit to the school.

For a DP evaluation reading, the programme leader produces an evaluation report based on:

- school and programme documents provided during the preliminary review
- the self-study questionnaire, including the school's self-assessment and evidence of programme development planning, analysis and reflection
- a virtual meeting with school leaders to clarify or gain a better understanding of the school context.

In both cases, the report includes the following sections.

- A. School context, to support use of the report across the school community and during future evaluation cycles
- B. Feedback for each category of the PSP framework, acknowledging successes
- C. Notification of requirements that are not in place and a deadline for submitting evidence that these have been addressed
- D. School and evaluation team assessment of the development of each standard
- E. Feedback on the school's planning and analysis of its programme development
- F. Opportunities for future or further programme or continuum development
- G. Conclusion of the evaluation team acknowledging areas of focus for programme development, challenges faced by the school, and the school's position or circumstances within the IB community
- H. Conclusion of the IB on the school status as an IB World School based on the alignment of the programme(s) in the school with the IB programme standards and practices

The Head of School is responsible for sharing the findings of the report with the school community.

### 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.

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

#### *Compliance with Rules for IB World Schools*

Item	Rule or requirement or specification	Expectation(s)
<b>School and programme profile</b> 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).  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.
<b>Legal entity and licensure documentation</b> 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	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.  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 it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is authorized.	The school has submitted the legal entity and licensure documentation.  Documentation is provided in English, French or Spanish and certified if translated from another language.  The school is duly registered as a legal entity under local law.  The school has provided a current and valid licensure or accreditation by the 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.

Item	Rule or requirement or specification	Expectation(s)
official evidence. If not in English, French or Spanish, provide a certified translation.		
<p><b>Statement of acceptance</b></p> <p>Template (PDF) available on the Programme Resource Centre</p>	<p>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)</p>	<p>The school has submitted the signed statement of acceptance.</p> <p>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.</p>
<p><b>School information</b></p> <p>School brochure and/or website and/or promotional literature produced by the school concerning the implementation of the programme</p>	<p>Rules for the use of IB intellectual property: <a href="http://ibo.org/terms-and-conditions/copyright/">ibo.org/terms-and-conditions/copyright/</a></p> <p>Rules—Article 10: Intellectual property of the IB</p> <p>10.2 ...the IB is the owner of registered trademarks, including its corporate trilingual logo, the “IB World 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.</p> <p>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)</p>	<p>The school website and/or brochure and/or promotional material complies with the “Rules for use of IB intellectual property”.</p> <ul style="list-style-type: none"> <li>• The school uses either the IB World Schools logo or the IB Continuum logo only if it is authorized to offer the PYP and MYP and either DP and/or CP.</li> <li>• The school has not used logos it is not authorized to use.</li> <li>• The school has not created its own logo that is combined with IB intellectual property.</li> <li>• The school has not used an outdated IB logo or image.</li> <li>• 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.</li> <li>• The school has not publicly posted IB copyrighted content.</li> </ul>
<p><b>Parent or legal guardian and student complaints procedures</b></p> <p>It may be a general policy used for all parent or guardian or student complaints and does not need to specifically mention the IB.</p>	<p>Rules—Article 6: Internal complaints procedure</p> <p>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 are made widely available and accessible to all students, and operate in accordance with such procedures.</p>	<p>The school has written procedures for how it will:</p> <ul style="list-style-type: none"> <li>• deal with complaints towards the school or IB programme(s)</li> <li>• deal with students’ requests for appeals against IB programme decisions taken by the school</li> <li>• ensure that procedures are made available to all students.</li> </ul>

Item	Rule or requirement or specification	Expectation(s)
	<p>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.</p> <p>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)</p> <p>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)</p>	

*Purpose*

Item	Rule or requirement or specification	Expectation(s)
<p><b>School mission and vision statements</b></p> <p>Indicate whether the mission has changed since authorization or last evaluation</p>	<p>Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)</p> <p>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)</p>	<p>The school's mission reflects the IB mission and expresses the ideas that the school:</p> <ul style="list-style-type: none"> <li>values a holistic education that goes beyond academic development</li> <li>encourages students to develop awareness beyond the individual and their immediate community .</li> </ul>
<p><b>School strategy</b></p> <p>It may be a general strategy for the school and does not need to be specific to the IB programmes.</p>	<p>Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)</p> <p>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)</p>	<p>School documents show the school's strategy:</p> <ul style="list-style-type: none"> <li>reflects the IB mission and philosophy</li> <li>includes holistic approaches to education.</li> </ul>

*Environment*

Item	Rule or requirement or specification	Expectation(s)
<p><b>Organization chart</b> Shows the pedagogical leadership team (including the programme coordinator) and reporting lines</p>	<p>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)</p> <p>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)</p>	<p>The school governance and/or leadership structure establishes roles for ensuring programme implementation and development.</p> <p>The programme coordinator's position is evident in the school's governance structure as a member of the school's pedagogical leadership.</p>
<p><b>Job description(s) for the Head of School or designee(s)</b> Provide job descriptions for roles with decision-making authority over the programmes</p>	<p>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)</p>	<p>The Head of School job description indicates responsibilities for ensuring programme implementation and development.</p>
<p><b>Job description(s) of the programme coordinator(s)</b> Include all additional responsibilities besides coordination —indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities</p>	<p>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)</p> <p>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)</p>	<p>The programme coordinator has:</p> <ul style="list-style-type: none"> <li>• a written job description that describes responsibilities and expectations of the role for ensuring programme implementation and development</li> <li>• release time to carry out the responsibilities assigned to the role</li> <li>• the necessary resources and support to carry out the responsibilities of the role</li> <li>• the organizational position to facilitate curriculum and programme development.</li> </ul>
<p><b>Programme budget</b> <i>Template</i> (Word) available on the Programme Resource Centre Resources may include consolidated teacher and other staff salaries or</p>	<p>Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)</p> <p>PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for</p>	<p>The budget template(s) are complete for the programme(s) in the school.</p> <p>The budget:</p> <ul style="list-style-type: none"> <li>• indicates that the necessary staffing is in place per the organizational chart and job descriptions</li> <li>• clearly articulates how each programme requirement is funded if/when required</li> </ul>

Item	Rule or requirement or specification	Expectation(s)
<p>stipends; funds for instructional and promotional materials, technology, subscriptions, collaborative planning time, student activities; honoraria; local association fees; resources to support core projects; <a href="#">MYP Building Quality Curriculum</a> fees; time and/or number of personnel allocated for the activity and so on.</p>	<p>transdisciplinary learning. (0201-05-0111)</p> <p>MYP 1: The school allocates adequate resources for the provision of leadership for 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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>CP 3: The school allocates adequate resources and provides supervision to implement the language development core component. (0201-05-0143)</p> <p>CP 4: The school allocates adequate resources to implement the personal and professional skills (PPS) core component. (0201-05-0144)</p>	<ul style="list-style-type: none"> <li>• indicates resources allocated for professional development.</li> </ul> <p>Resources are allocated for PYP:</p> <ul style="list-style-type: none"> <li>• to support collaborative planning among subject specialist and classroom teachers for transdisciplinary learning.</li> </ul> <p>Resources are allocated for the provision of leadership in MYP:</p> <ul style="list-style-type: none"> <li>• for developing the curriculum in subject groups</li> <li>• for planning approaches to learning</li> <li>• for supporting student involvement in service as action</li> <li>• for implementing the personal or community project.</li> </ul> <p>Resources are allocated for DP:</p> <ul style="list-style-type: none"> <li>• for the creativity, activity, service (CAS) core component, including designating a CAS coordinator</li> <li>• to support the extended essay core component, including designating an extended essay coordinator.</li> </ul> <p>Resources are allocated for CP:</p> <ul style="list-style-type: none"> <li>• for the service learning core component, including designating a service learning coordinator</li> <li>• to support the reflective project core component, including designating a reflective project coordinator</li> <li>• to implement the language development core component</li> <li>• to implement the personal and professional skills (PPS) course.</li> </ul>
<p><b>Professional development information</b> <a href="#">Template</a> (Word) available on the</p>	<p>Leadership 2.2: The programme coordinator completes required professional development that is up to date with the most current</p>	<p>The update of IB-recognized professional development is complete for the programme(s) in the school.</p> <p>The professional development update indicates:</p>

Item	Rule or requirement or specification	Expectation(s)
Programme Resource Centre	<p>version of the programme(s) under their responsibility. (0201-02-0200)</p> <p>Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)</p>	<ul style="list-style-type: none"> <li>• the <b>Head of School</b> (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</li> <li>• an <b>IB programme coordinator</b> appointed during the period under review has attended an IB workshop (category 1, 2 or 3), relevant to the role.</li> </ul> <p><b>PYP requirements</b></p> <ul style="list-style-type: none"> <li>• <b>PYP teachers</b> hired during the period under review have participated in an IB workshop, category 1, 2 or 3.</li> </ul> <p><b>MYP requirements</b></p> <ul style="list-style-type: none"> <li>• At all times, at least one <b>MYP teacher</b> per subject group has participated in the relevant subject group specific IB workshop, category 1, 2 or 3.</li> <li>• Following the review of a subject group, when a new guide has been published, at least one <b>MYP teacher</b> 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.</li> <li>• Each school that has been authorized as part of an MYP partnership has individually complied with the IB professional development requirements.</li> </ul> <p><b>DP requirements</b></p> <ul style="list-style-type: none"> <li>• Any <b>DP teacher, theory of knowledge (TOK) teacher or CAS coordinator</b> appointed during the period under review has participated in an IB workshop, category 1, 2 or 3, relating to their subject or role.</li> <li>• 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</li> </ul>

Item	Rule or requirement or specification	Expectation(s)
		<p>opportunities provided to update IB workshop leaders on curriculum changes also meet this requirement.</p> <p><b>CP requirements</b></p> <ul style="list-style-type: none"> <li>• PPS teachers appointed during the period under review have participated in an IB workshop relevant to their role.</li> <li>• At least one teacher, coordinator or the Head of School has participated in a service learning workshop.</li> <li>• 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.</li> <li>• 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.</li> </ul>

*Policies*

Item	Rule or requirement or specification	Expectation(s)
<b>Access and/or admission policy</b>	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)	<p>The access and/or admission policy describes the conditions for participation in the programme.</p> <p>The policy includes evidence of a review process such as the date of the most recent review.</p>
<b>Inclusion policy</b>	<p>Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)</p> <p>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)</p> <p>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)</p>	<p>The inclusion policy:</p> <ul style="list-style-type: none"> <li>• identifies all legal requirements</li> <li>• outlines the structure and process it uses to comply with legal requirements</li> <li>• describes the rights and responsibilities of all members of the school community</li> <li>• clearly states the school's vision for implementing inclusive IB programmes</li> <li>• includes evidence of a review process such as the date of the most recent review.</li> </ul>



Item	Rule or requirement or specification	Expectation(s)
<b>Academic integrity policy</b>	<p>Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)</p> <p>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)</p> <p>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)</p>	<p>The academic integrity policy:</p> <ul style="list-style-type: none"> <li>• makes the school's philosophy clear</li> <li>• describes the rights and responsibilities of the school community</li> <li>• articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals—honesty, trust, fairness, respect and responsibility</li> <li>• clearly states what is good practice, what is misconduct and what actions are to be taken if there are transgressions</li> <li>• includes evidence of a review process such as the date of the most recent review.</li> </ul>
<b>Language policy</b>	<p>Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)</p> <p>Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)</p> <p>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)</p> <p>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)</p>	<p>The language policy:</p> <ul style="list-style-type: none"> <li>• recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication</li> <li>• outlines how students are to learn at least one language in addition to their home/personal language(s)</li> <li>• describes how the development and maintenance of the home/personal language(s) for all learners is to be supported</li> <li>• 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)</li> <li>• ensures support for multilingualism, which is required to support multiliteracies</li> <li>• describes how the language(s) of the wider community are respected and promoted</li> <li>• considers what resources and practices are to be used to involve parents in planning their children's language profile and development</li> </ul>

Item	Rule or requirement or specification	Expectation(s)
		<ul style="list-style-type: none"> <li>• considers the sociocultural circumstances of the school</li> <li>• includes evidence of a review process such as the date of the most recent review.</li> </ul>
<b>Assessment policy</b>	<p>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)</p> <p>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)</p> <p>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)</p> <p>Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)</p> <p>Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)</p> <p>MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)</p> <p>DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)</p> <p>CP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)</p>	<p>The assessment policy:</p> <ul style="list-style-type: none"> <li>• clearly states the school's philosophy of assessment that supports student learning</li> <li>• is aligned with the IB philosophy concerning learning and assessment</li> <li>• describes the rights and responsibilities of all members of the school community</li> <li>• states what constitutes effective assessment practice</li> <li>• includes evidence of a review process such as the date of the most recent review.</li> </ul> <p>For MYP, DP and CP</p> <ul style="list-style-type: none"> <li>• Details of common practices for recording and reporting student achievement.</li> <li>• Implementation of formative and summative assessment consistent with IB expectations.</li> <li>• Details of common practices for using the programme assessment criteria and determining achievement levels.</li> <li>• 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.</li> </ul> <p>For DP and CP, the policy must additionally include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• practices for internal standardizing of assessment.</li> </ul>

## Programme documents

### PYP

#### *PYP: Schedules*

Item	Rule/requirement/specification	Expectation(s)
<b>Collaborative planning description and schedule</b>	<p>Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)</p> <p>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)</p> <p>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)</p> <p>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 subjects included in each unit of inquiry. (0401-02-0112)</p> <p>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)</p> <p>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)</p>	<p>The collaborative planning description and schedule shows scheduled or timetabled time for teachers:</p> <ul style="list-style-type: none"> <li>to collaboratively plan and reflect</li> <li>to incorporate IB philosophy into the curriculum</li> <li>to plan and design units that meet programme requirements and are in accordance with programme documentation</li> <li>to consider connections between different areas and reinforce shared concepts, content and skills</li> <li>to address the elements of an IB education.</li> </ul> <p>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.</p>

#### *PYP: Learning*

Item	Rule/requirement/specification	Expectation(s)
<b>Programme of inquiry</b>	<p>Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)</p>	<p>The programme of inquiry for PYP consists of six units of inquiry—one for each transdisciplinary theme.</p> <p>For the early years students, the programme of inquiry consists of at least four</p>

Item	Rule/requirement/specification	Expectation(s)
	<p>Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)</p> <p>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)</p> <p>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 “How we express ourselves”. (0401-01-0511)</p>	<p>transdisciplinary themes, including “Who we are” and “How we express ourselves”.</p> <p>In the programme of inquiry:</p> <ul style="list-style-type: none"> <li>• all key concepts are present at each grade/year level</li> <li>• there is a balance of key concepts</li> <li>• central ideas are included</li> <li>• lines of inquiry are included.</li> </ul>
<p><b>Unit planning process</b></p> <p>Three completed unit planners or equivalent evidence of use of the PYP planning process for each grade level</p> <p>Completed versions of the former PYP planner template meet expectations</p>	<p>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)</p> <p>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)</p>	<p>Unit planners include:</p> <ul style="list-style-type: none"> <li>• transdisciplinary theme</li> <li>• central idea</li> <li>• lines of inquiry</li> <li>• key concepts</li> <li>• related concepts</li> <li>• approaches to learning</li> <li>• IB learner profile attributes</li> <li>• subject areas</li> <li>• learning goals</li> <li>• teacher questions</li> <li>• student inquiries</li> <li>• differentiated learning experiences</li> <li>• resources</li> <li>• prior knowledge of students</li> <li>• teacher reflections on knowledge, conceptual understandings, skills, attributes of the IB learner profile, learning goals and assessment</li> <li>• monitoring, documenting and measuring learning (assessment)</li> <li>• student-initiated action</li> <li>• student reflections.</li> </ul> <p>For early years the school provides opportunities for:</p> <ul style="list-style-type: none"> <li>• uninterrupted play</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
		<ul style="list-style-type: none"> <li>symbolic exploration and expression.</li> </ul>
<b>A completed exhibition planner or other exhibition documentation</b>	<p>Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>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)</p>	<p>The exhibition planner or other exhibition documentation includes:</p> <ul style="list-style-type: none"> <li>personal learning goals</li> <li>personal inquiries</li> <li>student-initiated action</li> <li>student reflections.</li> </ul> <p><b>OR</b> the school exclusively offers the early years.</p>
<b>Reporting</b> Examples of school-based reporting from different grade/year levels	<p>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)</p> <p>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)</p>	<p>The school-based reporting provides students and teachers with information that can be used to improve learning and teaching.</p> <p>The school implements and communicates consistent and fair systems and processes for reporting student progress.</p>

## MYP

### *MYP: Schedules*

Item	Rule/requirement/specification	Expectation(s)
<b>Collaborative planning description and schedule</b>	<p>Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)</p> <p>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)</p> <p>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)</p>	<p>The collaborative planning description and schedule shows scheduled or timetabled time for teachers:</p> <ul style="list-style-type: none"> <li>to collaboratively plan and reflect</li> <li>to incorporate IB philosophy into the curriculum</li> <li>to plan and design units that meet programme requirements and are in accordance with programme documentation</li> <li>to consider connections between different areas and reinforce shared concepts, content and skills</li> <li>to address the elements of an IB education</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
	<p>MYP 1: The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)</p> <p>MYP 2: Teachers use the MYP planning process to collaboratively design, plan, deliver and document student inquiry. (0401-02-0122)</p> <p>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)</p> <p>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)</p>	<ul style="list-style-type: none"> <li>• to develop interdisciplinary understanding</li> <li>• to design, plan, deliver and document student inquiry.</li> </ul>
<p><b>Calendar or schedule of school deadlines (for eAssessment schools only)</b></p> <p>Include schedule for student submission of internal assessment and external assessment components</p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>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)</p> <p>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)</p>	<p>The school schedule or calendar indicates a balanced approach to assessment deadlines for:</p> <ul style="list-style-type: none"> <li>• internal assessments</li> <li>• external assessments.</li> </ul>
<p><b>Sample schedules for each grade/year of the programme and an explanation of the hours of instruction</b></p> <p>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</p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>MYP 1: The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121)</p>	<p>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.</p>

Item	Rule/requirement/specification	Expectation(s)
length of classes and number of classes in the school year		

***MYP: Approaches to learning***

Item	Rule/requirement/specification	Expectation(s)
<b>Approaches to learning chart</b>	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)  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: Subject group overviews***

Item	Rule/requirement/specification	Expectation(s)
<b>Language and literature</b> <b>Language acquisition</b> <b>Individuals and societies</b> <b>Sciences</b> <b>Mathematics</b> <b>Design</b> <b>The arts</b> <b>Physical and health education</b>	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)  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: <ul style="list-style-type: none"> <li>• provides evidence of vertical and horizontal planning</li> <li>• documents the written curriculum in each subject group across all years of the programme</li> <li>• includes a summary of the content</li> <li>• shows that over the years of the programme, the school has: <ul style="list-style-type: none"> <li>included required key concepts</li> <li>addressed related concepts</li> <li>included MYP global context(s)</li> <li>developed ATL skills</li> <li>offered students opportunities to meet all MYP subject group objectives in a balanced way</li> </ul> </li> <li>• engages students in physical education activities for at least 50% of the total teaching time allocated to this subject.</li> </ul>

***MYP: Documentation of unit planning process***

Item	Rule/requirement/specification	Expectation(s)
<b>Language and literature</b> <b>Language acquisition</b>	Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)	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

Item	Rule/requirement/specification	Expectation(s)
<p><b>Individuals and societies</b></p> <p><b>Sciences</b></p> <p><b>Mathematics</b></p> <p><b>Design</b></p> <p><b>The arts</b></p> <p><b>Physical and health education</b></p> <p><b>Interdisciplinary</b></p> <p>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</p> <p><b>OR</b></p> <p>The school provides the following from the “Building Quality Curriculum” submission for each subject group and for interdisciplinary units:</p> <ul style="list-style-type: none"> <li>two unit plans</li> <li>completed self-evaluations</li> <li>feedback reports.</li> </ul>	<p>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)</p> <p>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)</p> <p>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)</p> <p>MYP 1: Teachers follow the MYP review cycles and associated IB communications. (0401-03-0521)</p>	<p>interdisciplinary unit from each year level. For all of these include the following elements:</p> <ul style="list-style-type: none"> <li>key and related concepts</li> <li>global contexts</li> <li>statement of inquiry</li> <li>inquiry questions</li> <li>subject group objectives</li> <li>summative assessment</li> <li>approaches to learning</li> <li>content (selected or required)</li> <li>description of the learning process</li> <li>learning experiences and teaching strategies</li> <li>formative assessment</li> <li>differentiation</li> <li>reflection: <ul style="list-style-type: none"> <li>prior to teaching the unit</li> <li>during teaching</li> <li>after teaching the unit.</li> </ul> </li> </ul> <p><b>OR</b></p> <p>The school provides the following from the “Building Quality Curriculum” submission:</p> <ul style="list-style-type: none"> <li>two unit plans</li> <li>completed self-evaluations</li> <li>feedback reports.</li> </ul>

***MYP: Assessment documentation***

Item	Rule/requirement/specification	Expectation(s)
<p><b>Language and literature</b></p> <p><b>Language acquisition</b></p> <p><b>Individuals and societies</b></p> <p><b>Sciences</b></p> <p><b>Mathematics</b></p> <p><b>Design</b></p> <p><b>The arts</b></p>	<p>Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)</p> <p>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)</p>	<p>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.</p> <p><b>OR</b></p> <p>For subject groups where the school does <b>not</b> participate in eAssessment, a sample of assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is</p>



Item	Rule/requirement/specification	Expectation(s)
<p><b>Physical and health education</b></p> <p><b>Interdisciplinary</b></p> <p>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</p> <p><b>OR</b></p> <p>Reports from eAssessments including internal assessment feedback from the “ePortfolio and candidate results”</p>		consistent with the prescribed MYP objectives and criteria.

***MYP: Projects and service***

Item	Rule/requirement/specification	Expectation(s)
<p><b>Personal and/or community project description or handbook</b></p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>MYP 1: The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)</p> <p>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)</p>	<p>The description or handbook includes:</p> <ul style="list-style-type: none"> <li>• the structure in place to ensure coordination of the project</li> <li>• how supervisors are allocated to students</li> <li>• a description of how students and supervisors are briefed</li> <li>• the timeline for completion of the project</li> <li>• 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.</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
	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)	
<b>Student reflections on service as action</b> Provide one sample from each year of the programme taught in the school or the partnership	<p>Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)</p> <p>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)</p> <p>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)</p>	<p>Student samples illustrate:</p> <ul style="list-style-type: none"> <li>• how all learning outcomes are met</li> <li>• student engagement in the experience across each year of the programme taught in the school or partnership</li> <li>• how students are involved with planning, organizing and implementing service activities.</li> </ul>

## DP

### DP: Schedules

Item	Rule/requirement/specification	Expectation(s)
<b>Collaborative planning description and schedule</b>	<p>Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)</p> <p>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)</p> <p>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)</p> <p>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)</p> <p>Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and</p>	<p>The collaborative planning description and schedule shows scheduled or timetabled time for teachers:</p> <ul style="list-style-type: none"> <li>• to collaboratively plan and reflect</li> <li>• to incorporate IB philosophy into the curriculum</li> <li>• to plan and design units that meet programme requirements and are in accordance with programme documentation</li> <li>• to consider connections between different areas and reinforce shared concepts, content and skills</li> <li>• to address the elements of an IB education</li> <li>• to integrate theory of knowledge (TOK) into each subject.</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
	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)	
<b>Calendar or schedule of school deadlines</b> 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) 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) 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: <ul style="list-style-type: none"> <li>internal assessments</li> <li>external assessments</li> <li>completion of CAS requirements</li> <li>extended essays.</li> </ul>
<b>Sample student schedules for each grade/year of the programme</b> 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) 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)	The schedule: <ul style="list-style-type: none"> <li>provides for the delivery of at least 100 hours of the TOK course over two years</li> <li>ensures that standard level courses are taught for 150 hours, ensures that higher level courses are taught for 240 hours over two years</li> <li>ensures that at least one standard level course is taught over the two years of the programme.</li> </ul>

**DP: Curriculum**

Item	Rule/requirement/specification	Expectation(s)
<b>Curriculum documentation:</b> <b>Studies in language and literature</b> <b>Language acquisition</b>	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	Curriculum documents: <ul style="list-style-type: none"> <li>identify the knowledge, concepts, skills and attitudes to be developed over time</li> <li>allow for meaningful student action</li> <li>promote students' awareness of individual, local, national and world</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
<p><b>Individuals and societies</b></p> <p><b>Sciences</b></p> <p><b>Mathematics</b></p> <p><b>The arts</b></p> <p>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</p>	<p>students to make connections across their learning. (0401-01-0500)</p> <p>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)</p> <p>DP1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject (0401-02-0131)</p> <p>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)</p> <p>DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531)</p>	<p>issues, including students' own needs and the needs of others</p> <ul style="list-style-type: none"> <li>• incorporate relevant experiences for students</li> <li>• provide opportunities for reflection on human commonality, diversity and multiple perspectives</li> <li>• foster development of the IB learner profile attributes</li> <li>• show opportunities for students to make connections across their learning</li> <li>• reflect current subject guides</li> <li>• show TOK integration into the subject.</li> </ul>
<p><b>Curriculum documentation: Theory of knowledge</b></p> <p>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</p>	<p>Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)</p> <p>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)</p> <p>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)</p> <p>DP1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject (0401-02-0131)</p> <p>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)</p> <p>DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531)</p>	<p>Curriculum documents:</p> <ul style="list-style-type: none"> <li>• identify the knowledge, concepts, skills and attitudes to be developed over time</li> <li>• allow for meaningful student action</li> <li>• promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others</li> <li>• incorporate relevant experiences for students</li> <li>• provide opportunities for reflection on human commonality, diversity and multiple perspectives</li> <li>• foster development of the IB learner profile attributes</li> <li>• show opportunities for students to make connections across their learning</li> <li>• reflect current guides.</li> </ul>

*DP: DP Core*

Item	Rule/requirement/specification	Expectation(s)
<p><b>Extended essay supervision</b></p> <p>A description of the supervision of extended essays</p>	<p>Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)</p> <p>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)</p> <p>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)</p> <p>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)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)</p>	<p>The description includes:</p> <ul style="list-style-type: none"> <li>• timelines</li> <li>• how mandatory reflection sessions will be supervised</li> <li>• how students will engage in topic choice</li> <li>• how supervisors are selected and informed.</li> </ul>
<p><b>CAS handbook</b></p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>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)</p> <p>Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)</p>	<p>The handbook shows:</p> <ul style="list-style-type: none"> <li>• the opportunities for students to directly apply their learning by taking action</li> <li>• how students can demonstrate a commitment to service with and for the community throughout their learning</li> <li>• expected learner outcomes</li> <li>• responsibilities of the student</li> <li>• responsibilities of the supervisor.</li> <li>• how the school provides for regular CAS experiences and projects over at least 18 months for every student</li> </ul>
<p><b>CAS experience samples</b></p> <p>Three samples of CAS experiences</p>	<p>Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in</p>	<p>Samples illustrate:</p> <ul style="list-style-type: none"> <li>• how all learning outcomes are met</li> <li>• student engagement in each of the three strands</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
undertaken by students	<p>accordance with programme documentation. (0402-05-0200)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)</p>	<ul style="list-style-type: none"> <li>• how CAS experiences are initiated by students</li> <li>• the integration of one or more CAS strands in at least one project.</li> </ul>

## CP

### CP: Schedules

Item	Rule/requirement/specification	Expectation(s)
<b>Collaborative planning description and schedule</b>	<p>Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)</p> <p>Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)</p>	<p>The collaborative planning description and schedule shows scheduled or timetabled time for teachers</p> <ul style="list-style-type: none"> <li>• to collaboratively plan and reflect</li> <li>• to incorporate IB philosophy into the curriculum</li> <li>• to plan and design units that meet programme requirements and are in accordance with programme documentation</li> <li>• to consider connections between different areas and reinforce shared concepts, content and skills</li> <li>• to address the elements of an IB education</li> <li>• to collaborate with the career-related studies (CRS) staff.</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
<p><b>Student schedules</b></p> <p>Sample student schedules for each grade/year of the programme</p> <p>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</p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>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)</p> <p>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)</p>	<p>The schedule provides:</p> <ul style="list-style-type: none"> <li>• 90 hours for PPS over two years</li> <li>• 150 hours for standard level courses and 240 hours over two years for higher level courses</li> <li>• confirmation that the CP is a two-year course of study with all components studied concurrently</li> <li>• the student's chosen career-related study as part of the timetable.</li> </ul>

**CP: Curriculum documentation**

Item	Rule/requirement/specification	Expectation(s)
<p><b>Curriculum documentation:</b></p> <p><b>Studies in language and literature</b></p> <p><b>Language acquisition</b></p> <p><b>Individuals and societies</b></p> <p><b>Sciences</b></p> <p><b>Mathematics</b></p> <p><b>The arts</b></p> <p>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</p>	<p>Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)</p> <p>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)</p> <p>Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)</p> <p>CP 1: Teachers follow the DP and CP review cycles and associated IB communications. (0401-03-0541)</p>	<p>If the DP subject is offered in the school, the curriculum documents:</p> <ul style="list-style-type: none"> <li>• identify the knowledge, concepts, skills and attitudes to be developed over time</li> <li>• allow for meaningful student action</li> <li>• promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others</li> <li>• incorporate relevant experiences for students</li> <li>• provide opportunities for reflection on human commonality, diversity and multiple perspectives</li> <li>• foster development of the IB learner profile attributes</li> <li>• show opportunities for students to make connections across their learning</li> <li>• reflect current subject guides.</li> </ul>
<p><b>CRS documentation</b></p> <p>CRS outline form or other documentation of each career-related course of study the school offers</p>	<p>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)</p> <p>CP 3: The school must in all cases choose or develop career-related</p>	<p>Each career-related study is:</p> <ul style="list-style-type: none"> <li>• accredited/recognized by one or more accreditation body</li> <li>• subject to a demonstrable form of external quality assurance.</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
	studies that meet IB criteria. (0201-01-0243)	
<b>PPS documentation</b> 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) Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200) CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)	The description includes: <ul style="list-style-type: none"> <li>• how the course incorporates the following five themes</li> <li>• personal development</li> <li>• intercultural understanding</li> <li>• effective communication</li> <li>• thinking processes</li> <li>• applied ethics</li> <li>• how the course is designed to ensure students achieve the following five learning outcomes</li> <li>• identify their own strengths and develop areas for growth</li> <li>• demonstrate the ability to apply thinking processes to personal and professional situations</li> <li>• recognize and be able to articulate the value of cultural understanding and appreciation for diversity</li> <li>• demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively</li> <li>• recognize and consider the ethics of choices and actions</li> <li>• how students make links to their career-related studies.</li> </ul>
<b>Language development documentation</b> Language development outline or other documentation of the language development component	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)	The description includes: <ul style="list-style-type: none"> <li>• how the school implements the component including a minimum of 50 hours of language development</li> <li>• how the school ensures all CP students complete the language development core component and the language portfolio.</li> </ul>

**CP: Projects and service**

Item	Rule/requirement/specification	Expectation(s)
<b>Reflective project description</b> Reflective project outline or a description of how the school meets its	Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)	The description includes: <ul style="list-style-type: none"> <li>• 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</li> </ul>



Item	Rule/requirement/specification	Expectation(s)
responsibilities for the reflective project	<p>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)</p> <p>Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)</p> <p>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)</p> <p>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)</p>	<ul style="list-style-type: none"> <li>• how students engage in topic choice</li> <li>• how supervisors are selected</li> <li>• how mandatory reflection sessions are supervised.</li> </ul>
<p><b>Service learning documentation</b></p> <p>Service learning outline or other documentation of the service learning component</p>	<p>Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)</p> <p>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)</p> <p>Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)</p> <p>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)</p>	<p>The description includes:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how the school ensures all students complete service learning experiences</li> <li>• how the school ensures all students maintain and complete a service learning portfolio as evidence of their engagement with service learning throughout the programme</li> <li>• how mandatory interviews with the service learning coordinator are documented.</li> </ul>

Item	Rule/requirement/specification	Expectation(s)
	<p>Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)</p> <p>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)</p>	
<p><b>Service learning samples</b></p> <p>Three samples of service learning experiences undertaken by students</p>	<p>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)</p> <p>Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)</p> <p>CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)</p>	<p>Samples illustrate:</p> <ul style="list-style-type: none"> <li>• how all learning outcomes are met</li> <li>• student engagement in the experiences</li> <li>• how service experiences are initiated by students.</li> </ul>

## 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.

<p><b>Focus of programme development</b></p> <p>What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?</p>
<p><b>Rationale</b></p> <p>Briefly summarize the reasons the school selected this focus for programme development.</p>

	Step 1a: Planning		Step 2a: Reflection	
	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)
<b>IB practices</b>	<p>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</p> <ul style="list-style-type: none"> <li>• What practice or practices need to be in place for this development</li> </ul>		Indicate if there were any changes to the practices selected and explain why different practices were selected	

	Step 1a: Planning	Step 2a: Reflection	
	<p>to be successful?</p> <ul style="list-style-type: none"> <li>• What practice or practices identify the people <b>who</b> are responsible for the work? For example, teachers, leadership, students?</li> <li>• What practice or practices show <b>how</b> the work will be done? That is, what actions will be taken?</li> <li>• What practice or practices indicate <b>why</b> the school is undertaking the work? That is, what is the reason for this focus?</li> </ul>		
<b>Impact</b>	<p>What will change for students? (Identify the target: all students or subsets of students.)</p>		<p>[Not applicable]</p> <p>[Not applicable]</p>
<b>Data and evidence</b>	<p>How will the school learn what the impact of the work is? (What data or evidence do we need to gather?)</p>		<p>(How did the school learn what the impact of the work is? What data or evidence did you gather?)</p>
<b>(Optional) Research and/or shared practice</b>	<p>What shared practice or research informed the approach or activities?</p> <p>What practices shared from other schools might inform the school's approach or</p>		<p>What shared practice or research informed the approach or activities?</p>

	Step 1a: Planning		Step 2a: Reflection	
	activities? How might research (published or unpublished) inform the school's 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
<b>Activities</b>	What activities will lead to the outcome? (Who will do what? By when?)		What were the major activities undertaken to achieve the outcome?	
<b>Analysis of data or evidence</b>	[Not applicable]	[Not applicable]	What did the data or evidence show was the impact on students?	
<b>Examples of impact</b>	[Not applicable]		Provide 1–3 examples that evidence the impact on students (documents, photographs, short audio or video files).	

Step 2c: Understanding and application		
<b>Summary</b>	What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?	
<b>Further or future considerations</b>	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?	
<b>Priorities for programme development</b>	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
	<ul style="list-style-type: none"> <li>Confirm the self-study questionnaire submission deadline.</li> </ul>	<ul style="list-style-type: none"> <li>Select the deadline for the self-study questionnaire submission. This determines the preliminary review submission deadline and the evaluation visit window.</li> </ul>	None
<b>Organize the visit</b>	<ul style="list-style-type: none"> <li>Request three possible dates for the evaluation visit across three months. The visit window opens six weeks after submission of the self-study questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>Send the IB three possible visit dates during the evaluation visit window.</li> </ul>	None
	<ul style="list-style-type: none"> <li>Confirm the deadlines for the submission of preliminary review.</li> </ul>	<ul style="list-style-type: none"> <li>Record the deadline and plan for the submission of preliminary review.</li> </ul>	None
	<ul style="list-style-type: none"> <li>Appoint the members of the IB evaluation team and inform the school of their names in advance.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Confirm acceptance with the IB and the school of participation on the IB evaluation team.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide access to IB Concierge.</li> </ul>	<ul style="list-style-type: none"> <li>Access IB Concierge to upload required documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm access to IB Concierge to review school documentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Communicate the documentation that the school needs to provide during the preliminary review and prior to the evaluation visit.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly review the school and programme documentation. Begin to identify topics for in-depth discussion during the visit. Provide initial input for the report.</li> </ul>

	Responsibilities of the IB	Responsibilities of the school	Responsibilities of the IB evaluation team
	<ul style="list-style-type: none"> <li>Ensure school and team have the <i>Guide to programme evaluation</i>, school visit events guide or remote visits guidelines and agenda template and are aware of support resources.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure familiarity with all aspects of the <i>Guide to programme evaluation</i> and school visit events guide or remote visit guidelines.</li> <li>Access programme evaluation support resources.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure familiarity with all aspects of the <i>Guide to programme evaluation</i>, <i>Programme evaluation team manual</i> and school visit events guide or remote visit guidelines.</li> </ul>
	<ul style="list-style-type: none"> <li>Confirm the communication channels to be maintained before and during the visit.</li> </ul>	<ul style="list-style-type: none"> <li>Nominate a staff member to liaise with the evaluation leader (or team chair if multiple programmes are included in the visit).</li> <li>Confirm the communication channels to be maintained before and during the visit.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the communication channels to be maintained before and during the visit.</li> </ul>
<b>Develop the visit agenda</b>	<ul style="list-style-type: none"> <li>Coordinate meeting with evaluation visit team.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a draft agenda to the evaluation team.</li> <li>Participate in planning meetings with the evaluation team to confirm the visit agenda.</li> </ul>	<ul style="list-style-type: none"> <li>Organize and conduct planning meetings to set expectations and confirm the visit agenda.</li> </ul>
	<ul style="list-style-type: none"> <li>May approve the agenda, developed by the IB evaluation leader (or team chair) in consultation with the school.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize the agenda together with the evaluation leader (or team chair) approximately six weeks prior to the visit.</li> <li>The school determines which school representatives attend each meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize the agenda together with the school six weeks prior to the visit.</li> <li>The IB evaluation leader (or team chair) determines which IB evaluation team members attend each meeting.</li> </ul>
<b>Complete logistical arrangements</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Organize logistics according to IB procedures applicable to the region (this may include lodging, evening meals and transportation).</li> <li>Provide suitable room(s) in the school available for the IB evaluation team to use throughout the visit where meetings will take</li> </ul>	<ul style="list-style-type: none"> <li>Make travel arrangements in accordance with IB policies.</li> <li>Confirm travel details with the school as soon as possible.</li> <li>Inform the school of any dietary needs.</li> </ul>

	Responsibilities of the IB	Responsibilities of the school	Responsibilities of the IB evaluation team
		<p>place and the team will complete its work.</p> <ul style="list-style-type: none"> <li>• Ensure that: <ul style="list-style-type: none"> <li>the room(s) can be locked and will not be used for other purposes or meetings during the visit, including after-school hours</li> <li>the room(s) is/are quiet and allows private conversations</li> <li>consistent secure internet access is available for the team.</li> </ul> </li> <li>• Provide meals and refreshments during the school day.</li> <li>• Ensure that consistent secure internet access is available for the team at the hotel.</li> </ul>	
<b>Preparing for visit</b>	[Not applicable]	<ul style="list-style-type: none"> <li>• Contact parents and legal guardians to arrange participation in the relevant meeting.</li> <li>• Ensure that members of the school community are familiar with the documentation shared and the evaluation process.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in pre-visit team meeting late afternoon/evening of the day before the visit starts.</li> </ul>



	Responsibilities of the IB	Responsibilities of the school	Responsibilities of the IB evaluation team
		<ul style="list-style-type: none"> <li>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).</li> </ul>	
<b>During the visit</b>	[Not applicable]	<ul style="list-style-type: none"> <li>Conduct scheduled meetings according to the agenda. The programme coordinator(s) may be asked to schedule additional meetings, if needed.</li> <li>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.</li> <li>Ensure that teaching proceeds as normal throughout the visit.</li> </ul>	<ul style="list-style-type: none"> <li>Use the schedule/ timetable made available to identify the classes the team would like to visit.</li> <li>Consult with the programme coordinator(s) to schedule any additional meetings, if needed.</li> <li>Meet in the evening to share findings and complete the report, if needed.</li> </ul>
<b>IT support</b>	[Not applicable]	<ul style="list-style-type: none"> <li>Designate a liaison for consultation and to provide IT assistance in connecting to school systems for the evaluation team.</li> <li>If necessary, establish a secure shared document or folder where additional materials can be uploaded during the visit.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with the school's technology representative to organize access to Wi-Fi and any digital learning management systems and digital documents, if required.</li> </ul>
<b>Class visits</b>	[Not applicable]	<ul style="list-style-type: none"> <li>Communicate to teachers that members of the evaluation team may visit their classes.</li> </ul>	<ul style="list-style-type: none"> <li>When visiting classes, attempt to be as non-disruptive as possible and do not participate in class lessons. If appropriate, speak discreetly to individual</li> </ul>

	Responsibilities of the IB	Responsibilities of the school	Responsibilities of the IB evaluation team
			students or groups of students.
<b>After the visit</b>	Review, finalize and deliver the evaluation report to the school within 6–8 weeks after the visit.	<ul style="list-style-type: none"> <li>• Upon receiving the report, share the findings in the report with the school community.</li> <li>• Respond to matters to be addressed by the designated deadline.</li> <li>• Complete activities included in the action plan to ensure all requirements are in place by the approved deadlines.</li> <li>• Consider how the conclusions of the IB's evaluation can inform further programme development.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize and submit the report to the IB by the established deadline.</li> </ul>
	<ul style="list-style-type: none"> <li>• Send an online survey to provide feedback on the visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an online survey to provide feedback on the visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an online survey to provide feedback on the visit.</li> </ul>

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

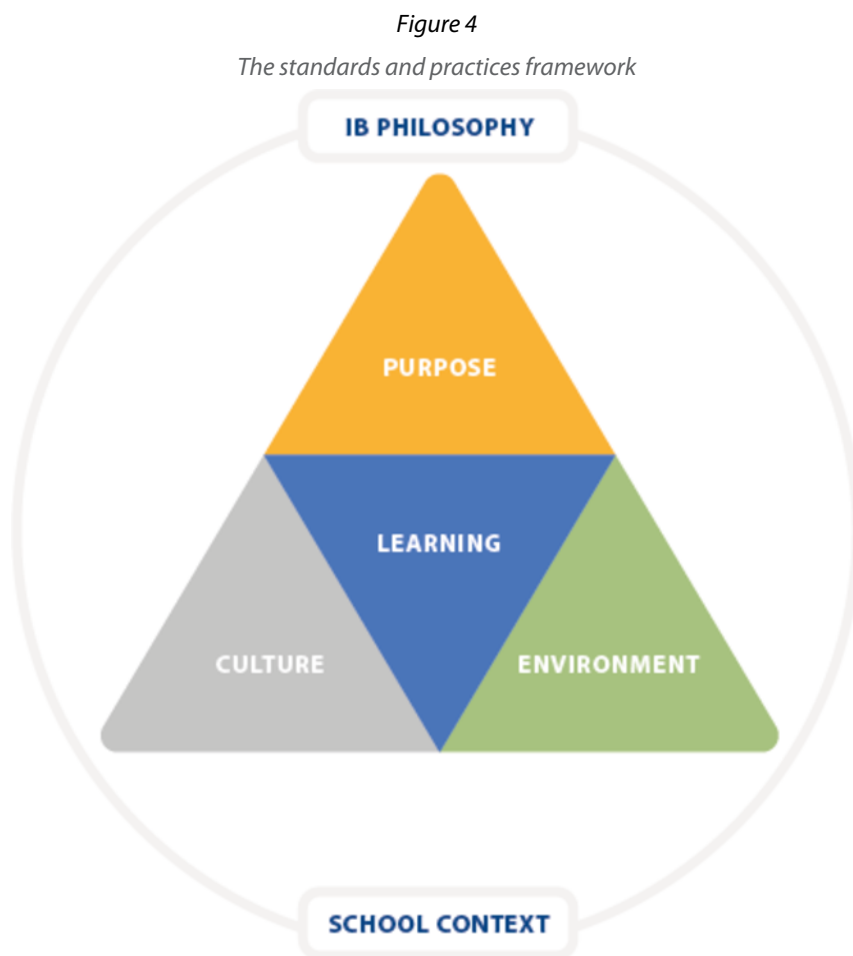
Before beginning the self-assessment, it is essential that participants understand the structure of the programme standards and practices framework. This summary supplements the full programme standards and practices website with supporting resources found in the cross-programme resources on the Programme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

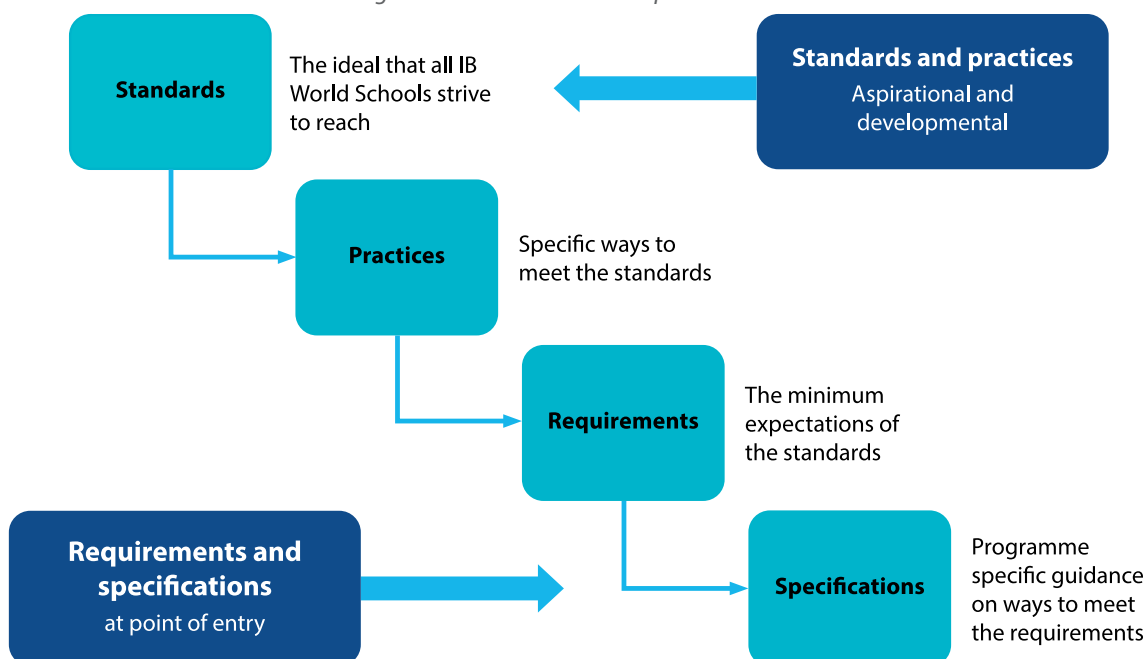
The programme standards and practices are organized into four overarching **categories**: *purpose*, *environment*, *culture* and *learning*. The four categories fit into a framework, which places “learning” at the centre and is encircled by IB philosophy and the school’s unique context.



The categories are organized into standards, practices, requirements and specifications as shown in figure 5.

Figure 5

The categories of the standards and practices framework



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

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 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."