



Headwaters™
SCHOOL
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**The International Baccalaureate
Diploma Programme
at Headwaters School**

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Overview

The IB Diploma Programme (IBDP) is an academically challenging and balanced program of education for 11th and 12th grades, which has been designed to address the intellectual, social, emotional, and physical well-being of students. The IBDP prepares students for effective participation in a rapidly evolving and increasingly global society.

- It is a framework and not a set curriculum
- It is concerned with developing big ideas and placing learning in context
- It is inquiry based
- It encourages students to think about how they learn (critical self-reflection)
- It places an emphasis on writing across the curriculum

We find that the IB approach fits well with Headwaters' Purpose, Promise, and Pact:

Our Purpose

We cultivate identity formation, foster empathy, and embrace diversity to bring more peace to the world.

Our Promise

We guide our students to live authentically, think expansively, and create bravely.

Our Pact

We invite our students, guides, staff, parents, and trustees to be:

Peacemakers — As we learn to resolve conflicts, we demonstrate compassion, grace, skill, and courage. We take responsibility for our actions.

Advocates — We strive to understand and value diverse perspectives, cultures, and faiths. We recognize our agency and act with integrity in pursuit of a more just and equitable society.

Creators — Curiosity, wonder, and the creative process are essential to a fulfilling life. We discover ourselves and our voices by taking intellectual and artistic risks.

Thinkers — As self-directed learners, we approach education with intention. We use observation, research, and reason to explore problems that matter to us, our community, and the world.

Benefits of the IB Diploma Program

- Writing ability, across disciplines, increases dramatically
- Skills of organization and prioritization develop
- Communication skills increase in effectiveness
- The skill of critical reflection develops
- The appreciation of both critical and creative approaches grows
- Ability to engage in high level theoretical thinking that is still tied to real world situations
- Open and international mindedness increases
- Recognition from universities that those coming from an IB Diploma Program are very well prepared for college, and that they have a higher instance of degree completion than their peers. For more information see: [The IB and College](#)

The Learner Profile

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

Inquirers – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring – They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers – They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Details

The IBDP is overseen by the IBDP Coordinator, who is responsible for the oversight of all aspects of the program, and implemented by the IBDP teachers. Active support is given, in particular, by the Head of High School and College Counselor, with institutional support by the Head of School and the Board of Trustees.

1. The IBDP, supported by our Purpose, Promise and Pact and the IB's Learner Profile, provides a core experience, and offers studies in six subject group areas:

Group 1: Studies in Language and Literature. We offer Language & Literature Higher Level (HL).

Group 2: Language Acquisition. We offer Spanish HL and SL (prior coursework necessary) and Mandarin Ab Initio SL (no prior coursework necessary). Students fully fluent in another language may elect Self-Study Literature SL to replace the Group 2 requirement.

Group 3: Individuals & Societies (Social Sciences). We offer History HL and SL.

Group 4: Natural Sciences. We offer Design Technology HL and SL, Environmental Systems and Societies SL, Physics SL (with HL as an option in senior year for those with teacher approval).

Group 5: Mathematics. We offer Math Applications SL and Math Analysis HL.

Group 6: The Arts. We offer Visual Arts HL and SL, Visual Arts: Photography HL and SL, Film HL and SL.

HL: Higher level denotes “accelerated” in pace and more material covered. HL courses are awarded an additional 1pt on the gpa.

SL: Standard level denotes the standard pacing and content covered for any IB course.

All courses span over junior and senior years, with assessments submitted in spring of senior year.

In the winter of sophomore year, students are given information about the IB Program, consult with the Director of Studies/IB Coordinator and the College Counselor if necessary, and receive teacher recommendations--all in order to figure out the best fit for courses and levels (HL or SL). Students also decide whether they wish to pursue the IB Diploma option or the Course option.

Diploma Option: all IB coursework with three courses at Higher Level and three at Standard Level. Successful completion of Theory of Knowledge and the Extended Essay are required to earn the diploma.

Course Option: There are a variety of ways to craft a “best fit” schedule that entails IB course work without pursuing the diploma option. For example, one could take all IB coursework but without concern for having the three minimum HL course; or one could have coursework that is contains non-IB classes inside or outside of Headwaters.

2. At Headwaters, all students participate in “The IB Core.” This core extends learning far beyond a normal high school experience. There are different expectations for students pursuing the IB Diploma option or those pursuing the Course option. The core is made up of three parts

Theory of Knowledge: An interdisciplinary course in critical thinking about knowledge itself. This comprises the student’s seventh course atop the courses from the six groups. Both Diploma option and Course option students must take this course and complete all components.

The Senior Thesis (aka The Extended Essay): An in-depth research paper on a topic of the student’s choosing.

- Diploma option students must write a minimum of 3500 words, with a maximum of 4000 words. The topic must be registered in an approved IB subject area and will be submitted to the IB in late February of Senior year.
- Course option students must write a minimum of 2500 words, with a maximum of 3000 words.

All students submit their final findings and conclusions during a Senior Colloquium presentation to the Headwaters Community in late March.

Creativity, Activity, Service hours (CAS): Diploma option students are required to complete 150 hours over two years in all three areas (about 50 hours in each), including

the completion of a “CAS Project.” Course option students are required to complete 25 hours of service each year, and to follow the submission and reflection guidelines established for Diploma students. As well, Course option students must still meet the Texas graduation requirements for physical activity, which is one full season of a sport or 65 hours of documented activity (please see the Student/Parent Handbook for details)

3. What to Expect during Junior and Senior years

Junior Year/Year One

Coursework: Students are exposed to the particular approaches, knowledge, and requirements of each course. “Internal Assessments” (IA’s) are begun in most courses at a measured pace. Some “External Assessments” in the Arts and Literature HL are begun as well. **See next section for details on assessments.**

Creativity, Activity, Service: During S1 students propose first year CAS experiences, in consultation with the IB Coordinator. During S2, students continue and complete CAS experiences.

Theory of Knowledge: Students build knowledge and approaches to inquiry throughout the year.

Extended Essay/Senior Thesis: Guidance on subject and topic choice, creation of research question in S1. Research, outlining, and writing begins in S2

Senior Year/Year Two

Coursework: IA’s are finished. Some “External Assessments” in the Arts and English are finished before May. Students sit for exams in May, except for the Arts courses (Music sits for one exam). All Exams have two or more components, called “papers.”

Creativity, Activity, Service: Students continue CAS experiences, finishing them by spring. During S2 students will have a final interview with the IB Coordinator.

Theory of Knowledge: Students refine their approaches, do the TOK Exhibition and write the TOK Essay.

Extended Essay/Senior Thesis: Students, having written over the summer, continue to

write and polish. A finished essay is due by late February. The Senior Colloquium presentation is given to the Headwaters Community in late March.

What are IB Assessments/What Do IB Assessments Look Like?

A crucial part of understanding the IB and individual IB courses is understanding IB assessments. This section will review the formal IB assessments that comprise a student's IB score.

Day-to-day course work and unit assessments for the course, which are assigned by the teacher, do help a student prepare for the IB assessments but they are not "IB Assessments" themselves; here, that term refers to the larger, summative work that makes up the IB score at the end of the two year program.

Teachers will be very clear in letting students know when and how they will be completing IB Assessments.

Important terminology to know:

IA: this stands for Internal Assessment. An IA is assessed by the teacher and the score is submitted to the IB. A sample of student scores are then moderated by an IB examiner to insure teacher accuracy and consistency

EA: this stands for External Assessment. An EA is assessed by an examiner outside of the school. The course's teacher does not play a role in assessing the material. A sample of student scores are then moderated by a senior examiner to insure examiner accuracy and consistency.

Assessments in each subject area (Groups 1-6)

Note: next to an assessment component is a percentage in parentheses--this indicates the amount that assessment contributes to the overall score.

Group 1: Studies in Language and Literature

Language & Literature HL

External assessment

Exam Paper 1: Textual analysis (35%)

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages

Exam Paper 2: Essay (25%)

The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.

Essay (20%)

Students submit an essay on one non-literary body of work, or a literary work studied during the course.

The essay must be 1,200-1,500 words in length.

Internal assessment

Individual oral commentary (20%)

This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (15 minutes): Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.

Group 2: Language Acquisition

Spanish B SL

External assessment

Exam Paper 1: Productive Skills (25%)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Exam Paper 2: Receptive Skills (50%)

Separate sections for listening and reading:

Listening comprehension (45 minutes)

Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

Individual oral (25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.

Spanish B HL

External assessment

Exam Paper 1: Productive Skills (25%)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination

instructions.

Exam Paper 2: Receptive Skills (50%)

Separate sections for listening and reading:

Listening comprehension (1 hour)

Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

Individual oral (25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on an additional theme from the syllabus

Mandarin Ab Initio SL

External assessment

Exam Paper 1: Productive skills--writing (25%)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Exam Paper 2: Receptive skills (50%)

Separate sections for listening and reading:

Listening comprehension (45 minutes)

Reading comprehension (1 hour)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

Individual oral (25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

Group 3: Individuals & Societies

History HL

External assessment

Exam Paper 1 (20%)

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions.

Exam Paper 2 (25%)

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.

Exam Paper 3: Aspects of the History of the Americas (35%)

Three extended-response questions. Assessment objectives 1–4

Internal assessment

Historical investigation on any area of the syllabus. (20%)

History SL

External assessment

Exam Paper 1 (30%)

Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions.

Exam Paper 2 (45%)

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.

Internal assessment

Historical investigation on any area of the syllabus. (25%)

Group 4: The Natural Sciences

Design Technology HL and SL

External assessment

Exam Paper 1: (30% for SL, 20% for HL)

SL: 30 multiple-choice questions on the core material. HL: 40 multiple-choice questions on the core material and HL extension material.

Exam Paper 2:(30% for SL, 20% for HL)

SL and HL: Section A: one data-based question and several short-answer questions on the core material (all compulsory). Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks.

Exam Paper 3 HL Only: (20%)

Section A: two structured questions on the HL extension material, both compulsory and each worth a maximum of 10 marks. Section B: one structured question on the HL extension material based on a case study. Maximum of 20 marks.

Internal assessment

Individual Design Project (40%)

Environmental Systems & Societies SL

External assessment

Exam Paper 1 (30%)

Short answer and data based questions

Exam Paper 2 (50%)

Analysis of data of a specific case study, and two essay questions from a choice of four.

Internal assessment

Individual Investigation (20%)

Investigation an environmental issue, involving a small scale study based on sound scientific research methods and data collection.

Physics SL and HL

External assessment

Exam Paper 1: (20%)

40 multiple-choice questions on core and AHL, about 15 of which are common with SL

Exam Paper 2:(36%)

Short-answer and extended-response questions on the core and AHL material

Exam Paper 3: (24%)

This paper will have questions on core, AHL and option material

Internal assessment

Investigation covering assessment objectives 1-4, done through class labs over normal course progression (20%)

Group 5: Mathematics

Math Applications SL

External assessment

Paper 1 (40%)

Technology required.

Compulsory short-response questions based on the syllabus

Paper 2 (40%)

Technology required.

Compulsory extended-response questions based on the syllabus

Internal assessment (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration: Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Mathematics Analysis HL

External assessment

Paper 1 (30%)

No technology allowed.

Section A

Compulsory short-response questions based on the syllabus.

Section B

Compulsory extended-response questions based on the syllabus.

Paper 2 (30%)

Technology required.

Section A

Compulsory short-response questions based on the syllabus.

Section B

Compulsory extended-response questions based on the syllabus.

Paper 3 (20%)

Technology required. (55 marks)

Two compulsory extended response problem-solving questions.

Internal assessment (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration: Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Group 6: The Arts

Visual Arts HL (Studio Art & Photography)

External assessment

Part 1: Comparative Study (20%)

Independent critical and contextual investigation that explores artworks, objects and artefacts from differing artists and their cultural contexts.

Part 2: Process Portfolio (40%)

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Internal assessment

Exhibition (40%)

Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Visual Arts SL (Studio): note, the type of assessments are the same as above but the amount of produced work will be less depending on the assessment.

Film HL

External assessment

Textual analysis (20%)

Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**. Students submit the following.

1. A textual analysis (1,750 words maximum) and a list of all sources used.

Comparative study (20%)

Students at SL and HL carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following.

1. A recorded multimedia comparative study (10 minutes maximum).
2. A list of all sources used.

Internal assessment

Film portfolio (25%)

Students at SL and HL undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

Students submit the following.

1. Portfolio pages (9 pages maximum: 3 pages maximum per **film production role**) and a list of all sources used.
2. A film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film).

Collaborative film project (35%)

Bringing together all they have encountered during the film course, students at HL work collaboratively in a **core production team** to plan and create an original completed film.

Students submit the following.

1. A completed film (7 minutes maximum).
2. A project report (2,000 words maximum) and a list of all sources used.

Music HL (not currently offered)

External assessment

Listening Exam Paper (30%)

Seven musical perception questions based on provided compositions.

Musical Links Investigation (20%)

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures

Internal assessment

Creating (25%)

Three pieces of coursework, with recordings and written work

Solo performing (25%)

A recording selected from pieces presented during one or more public performance(s), 20 minutes.

Music SL

External assessment

Listening Exam Paper (30%)

Five musical perception questions based on provided compositions.

Musical Links Investigation (20%)

A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures

Internal assessment: Students choose **one** of the following options. (50%)

Creating (SLC)

Two pieces of coursework, with recordings and written work.

Solo performing (SLS)

A recording selected from pieces presented during one or more public performance(s), 15 minutes

Group performing (SLG)

A recording selected from pieces presented during two or more public performances, 20–30 minutes.

The IB Core

Theory of Knowledge

External assessment

Essay

1200-1600 word essay on a specific prompt, chosen by the student. Essay submitted electronically and assessed by an IB examiner.

Internal Assessment

Exhibition

Exhibition on a chosen TOK topic. Assessed by the teacher with the score submitted to the IB.

Extended Essay (called the Senior Thesis at Headwaters)

4000 word research essay submitted in senior year. Assessed by the IB.

Creativity, Service, Action (CAS)

150 hours over two years. This means students perform 50 hours in Creativity, 50 in Activity, and 50 in Service. Part of these hours are done doing a CAS Project, which involves collaboration with another IB student and is independently planned and run.

Gaining the IB Diploma: Details on Points

The following information details the practices undertaken by the IB to score a candidate's work.

Two important notes:

- It does not represent the internal, day-to-day practices of an individual teacher at Headwaters (our teachers do use IB specific rubrics and grading practices when and where appropriate, and must use them when scoring Internal Assessments).
- The IB scoring practices should **not** be seen as equivalent to the standard American A-F/percentage scale.

Scoring individual IB assessments in a particular subject

Achievement in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). Each subject has different types of IB assessments, with different weightings that, put together, lead to the overall score. For example, in Literature Higher Level there are five official IB assessments which form a student's grade. They are:

- Exam Paper 1: Literary Commentary (20%), Exam Paper 2: Essay (25%), Written Assignment (25%), Individual Oral Commentary (15%), and Individual Oral Presentation (15%).

Each of these components' scores come from "raw marks" from a criterion-based rubric or exam mark scheme. The raw mark score is then assigned to one of the 1-7 grade boundaries. Grade boundaries are set and grade awarding occurs by the senior examiner team for each subject in June of each year. Below is an example from Literature Higher Level's internal assessment, which is made up of both individual orals. You can see it sets the grade boundary and then lists the range of scores within which they fall.

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 5	6 – 10	11 – 13	14 – 17	18 – 21	22 – 25	26 – 30

For details on each subject's assessments, please see [Assessments](#)

Award of the IB diploma

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma. For the IB diploma, a maximum of 3 points is awarded for combined performance in TOK and the extended essay. The minimum score needed is 24 points and the maximum total Diploma Programme points score is 45.

In short, a candidate will not qualify for the award of the diploma if certain requirements have not been met.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Further details

The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. At least a grade D has been awarded for both TOK and the extended essay.
- d. There is no grade 1 in any subject.
- e. There is no grade 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained in higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. Grades A (highest) to E (lowest) have been awarded for both TOK and an extended essay, with a grade of at least D in one of them.
- d. There is no grade 1 in any subject.
- e. There is no more than one grade 2 at higher level.
- f. There are no more than three grades 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the

award of the IB diploma. The examination sessions need not be consecutive.

Form of the IB diploma

Successful IB diploma candidates will receive an IB diploma and a document (diploma results) listing the total IB diploma points score, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the extended essay.

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

- a. Completion of two languages selected from group 1, with the award of a grade 3 or higher in both.
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Form of a certificate

Certificate candidates receive a certificate (a certificate of results) indicating the results obtained in individual subjects. An IB diploma candidate who fails to satisfy the requirements for the award of an IB diploma will receive a certificate indicating the grades obtained in individual subjects, together with results in TOK and the extended essay and the completion of all CAS requirements, as appropriate.

Gaining points in Theory of Knowledge and the Extended Essay

TOK points: Points awarded for the externally assessed component, part 1, the essay on a prescribed title (40 points), and for the internally assessed component, part 2, the presentation (20 points), are combined to give total out of 60. The grade boundaries are then applied, to determine the band (A to E) to which the student's performance in TOK belongs. The band descriptors are:

- A Work of an excellent standard
- B Work of a good standard

- C Work of a satisfactory standard
- D Work of a mediocre standard
- E Work of an elementary standard

The band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for reporting to schools on each student's TOK performance.

TOK and the extended essay

The performance of a student in both Diploma Programme requirements, theory of knowledge and the extended essay, is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria. It is described by one of the band descriptors A–E. Using the two performance levels and the diploma points matrix (see next page), a maximum of three diploma points can be awarded for a student's combined performance.

A student who, for example, writes a **satisfactory** extended essay and whose performance in theory of knowledge is judged to be **good** will be awarded 1 point, while a student who writes a **mediocre** extended essay and whose performance in theory of knowledge is judged to be excellent will be awarded 2 points. A student who fails to submit a TOK essay, or who fails to make a presentation, will be awarded N for TOK, will score no points, and will not be awarded a diploma. Performance in both theory of knowledge and the extended essay of an **elementary** standard is a failing condition for the award of the diploma.

* From 2010 onwards, 28 points overall will be required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. As previously, a grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure.

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

IB Creativity, Activity, Service Guide

(for students graduating in 2017 and after)

Overview

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of **creativity**, **activity**, and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an **authentic** need

As an example of Headwaters' values, CAS enables students to demonstrate qualities of our Purpose, Promise, and Pact in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment, and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and

goals. A CAS program is, therefore, individualized according to student interests, skills, values, and background.

Successful completion of CAS is a requirement of Headwaters School and for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins during the first semester of the Diploma Program and continues regularly for at least **18 months** with a reasonable balance between creativity, activity, and service.

The CAS Portfolio is to be maintained inside a Google Drive folder, which is shared with the IB Coordinator, who is considered Headwaters' CAS Coordinator. As well, students are required to follow the format of the [CAS Journal Template](#) when documenting experiences. This template and additional resources can also be found as a "Topic" page on your Theory of Knowledge Class page in Blackbaud.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator. The first interview is at the beginning of the CAS program (late 1st semester of the first year), the second interview is at the end of the first year, and the third interview is at the end of the CAS program.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations, and areas for further development, and to consider how they may use prior learning in new contexts.

Headwaters' CAS program aims to develop students who:

- enjoy and find significance in a range of CAS experiences;
- purposefully reflect upon their experiences;
- identify goals, develop strategies, and determine further actions for personal growth;
- explore new possibilities, embrace new challenges, and adapt to new roles;
- actively participate in planned, sustained, and collaborative CAS projects;
- and understand they are members of local and global communities with responsibilities towards each other and the environment.

The Responsibility of the CAS Student

Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS, and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to Headwaters' Purpose, Promise, and Principles.
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS advisor
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS program
- communicate with the CAS coordinator/advisor and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity, and service in their CAS program
- behave appropriately and ethically in their choices and behaviours.

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS program over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved **each learning outcome at least once through their CAS program**. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

In CAS, there are seven learning outcomes (LO).

LO 1 Identify own strengths and develop areas for growth

Descriptor Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

LO 3 Demonstrate how to initiate and plan a CAS experience

Descriptor Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively

Descriptor Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6 Demonstrate engagement with issues of global significance

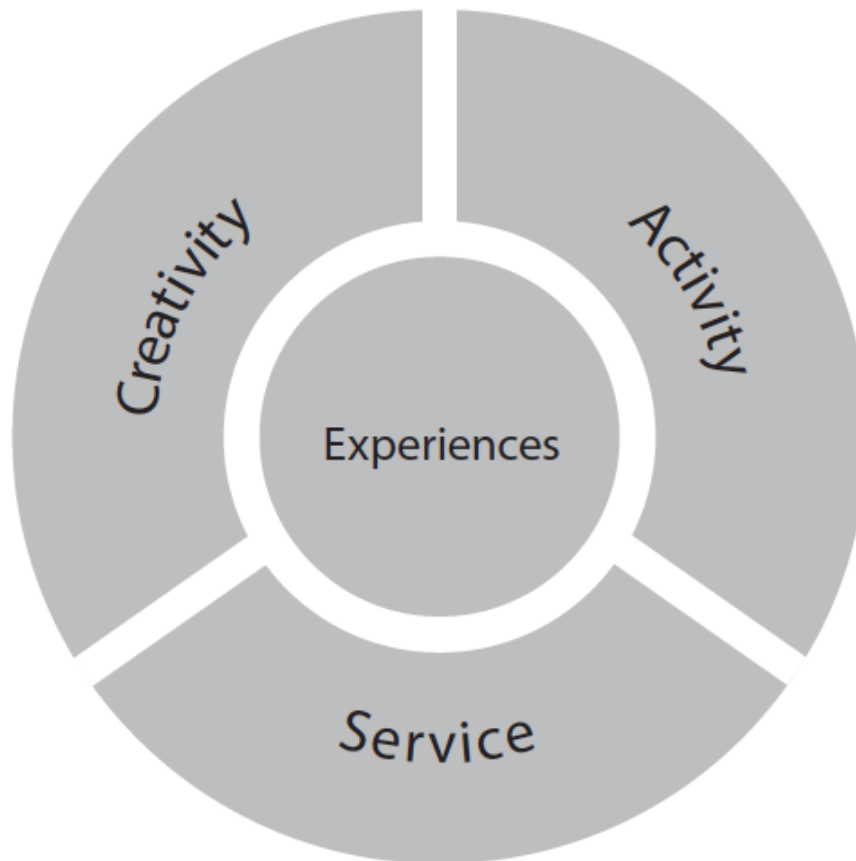
Descriptor Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

LO 7 Recognize and consider the ethics of choices and actions

Descriptor Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.



CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

Guidelines to CAS Experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of our Purpose, Promise, and Principles
- not be used or included in the student's Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

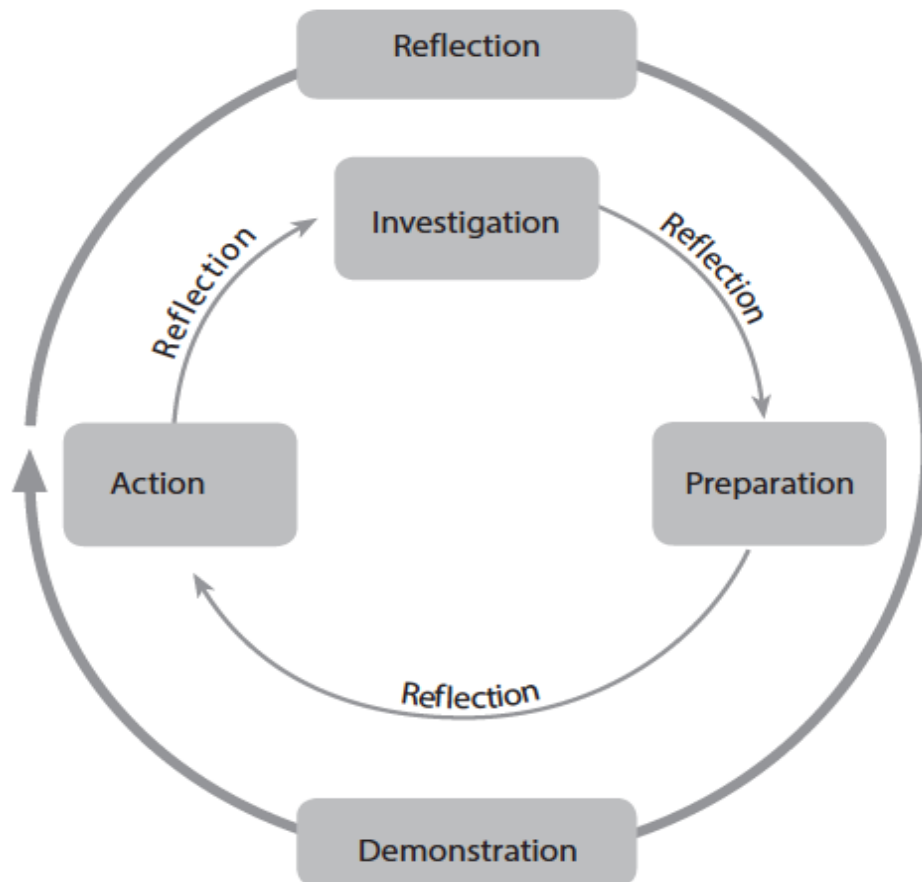
While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS program, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Note: Please see Appendix A for a very helpful list of CAS experiences as they relate to the different Diploma Program subject groups.

CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.



There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner (e.g. Project Week). Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others

- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

CAS Strands

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Approaches to creativity

There are many approaches to creativity, such as:

- Ongoing creativity: A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- School-based creativity: Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities. **Creative activities required for IB courses are not counted towards CAS.**
- Community-based creativity: Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based

theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

- Individual creativity: Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner.

Activity: Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned and **documented** rigorous training program is appropriate.

Approaches to activity

There are many approaches to activity, such as:

- Ongoing activity: A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they **must set personal goals** in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- School-based activity: Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports

sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

- Community-based activity: Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- Individual activity: Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, hiking, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students must set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

Service: Collaborative and reciprocal engagement with the community in response to an authentic need

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied in class.

Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

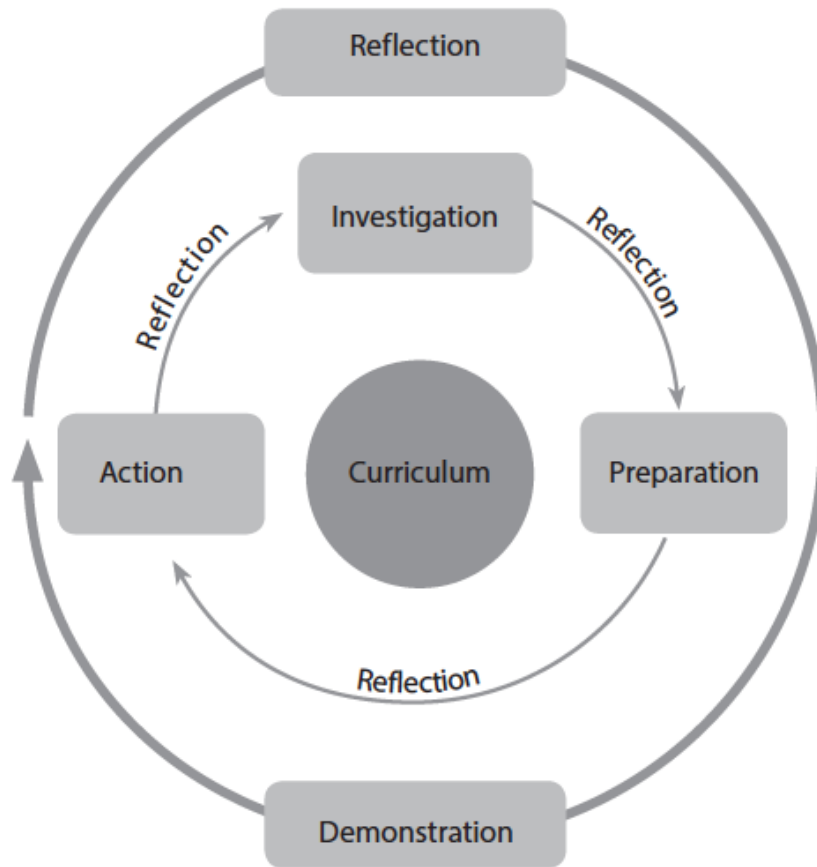


Figure 5
The CAS stages for service learning

The service learning stages are:

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Four types of service action

It is recommended that students engage with different types of service within their CAS program. These types of action are as follows.

Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to service

There are many approaches to service, such as:

- Ongoing service: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their

ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.

- School-based service: While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.
- Community-based service: Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- Immediate need service: In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- Fundraising: The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- International service: Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in

international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

- Volunteerism: Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS program.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. Headwaters highly encourages first year students in 11th grade to use Project Week as a time to undertake a CAS Project.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. It is here that the use of Project Week, during 11th grade, emerges as a great focal point. The CAS Project can be planned in the months previous to early March and then Project Week itself can be used to undertake the bulk of the CAS Project. Demonstration of the CAS Project and its results would occur during Headwaters' Presentation Week after spring break.

CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS program.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external

facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with Headwaters' mission and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy program for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Reflection

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.

1. Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings: Students articulate emotional responses to their experiences.

3. Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
4. Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection through feedback

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language. Students can be encouraged to move forward through deeper questions. For example:

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others?*

How did I feel? could become:

- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

Following reflection, feedback from the CAS coordinator is beneficial and necessary as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or paired peer conversation. Students may also advise on their preferred method for feedback.

Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience;

they should identify moments worthy of reflection. However, in depth written reflection is required for the CAS Project itself.

Reflection is most meaningful when recognized as a personal choice. If the emphasis is on quantity with a required number of reflections or with a requirement such as “students must complete a reflection for every CAS experience”, reflection becomes an obligation, which is contrary to the purpose of reflection in CAS.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

Students choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.

Students engage in group reflection with their peers to discover shared insights.

Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Forms of reflection: During CAS, the form of reflection must take into account student choice.

The ultimate intention is for students to be independently reflective. Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal

meaning and best enable them to explore their experiences. Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. Students must include a written reflection about their CAS Project.

Understanding reflection

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection is:

- honest
- personal
- done in many different ways
- sometimes difficult
- sometimes easy
- sometimes creative
- building self-awareness
- necessary for learning
- what I did, combined with how I felt

Reflection is not:

- forced
- right or wrong
- good or bad
- marked or graded
- difficult
- copying what someone else said
- predictable
- to be judged by others
- only a summary of what

- surprising
 - helpful for planning
 - done alone or with others
 - about thoughts, feelings, and ideas
 - adding perspective.
- happened
 - done to please someone else
 - a waste of time
 - only written
 - only discussion
 - only led by teachers.

CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS program, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS program. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio.

Appendix A: CAS and the DP Subject Groups

The following are suggestions for CAS experiences associated with each of the subject groups of the DP. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these could also be incorporated into a CAS project. Please note that the list is not complete and students will find CAS experiences not listed below.

Studies in language and literature

CAS experiences that could be derived from this subject group include:

- creative writing
- producing audiobooks for an organization serving people who are blind
- writing articles about CAS or CAS projects for school and local newspapers
- raising awareness about issues treated in literature
- teaching younger students how to debate
- writing a movie/play script and making a movie/play.

Language acquisition

CAS experiences that could be derived from this subject group include:

- developing pen-pal networks
- providing language lessons to those in need
- developing language guides using technology
- creative writing in the language being studied
- writing articles on the culture of the language studied
- producing materials explaining CAS in the language being studied
- raising awareness of the culture of the language being studied through articles, a website or other forms of communication.

Individuals and societies

CAS experiences that could be derived from this subject group include:

- creating displays and planning an assembly on history, particularly of the area around the school
- recording the oral histories of people living in a retirement home and creating family memoirs
- raising awareness of recycling within the school
- mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources
- researching development projects in the community and supporting initiatives such as the construction of a community centre or a school
- working with local initiatives that support the United Nations Sustainable Development Goals
- arranging a simulation, a game or a school debate addressing local or global political issues for other students
- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school
- raising awareness of human rights issues through international and local organizations
- supporting asylum seekers and migrants in integration in the culture and community of the new home country
- creating a social enterprise addressing a community need
- researching the philosophy of CAS
- discussing and investigating ways of supporting the role of active citizenship in the local community
- initiating a campaign that replaces bullying with respect for all within the school.
- building a garden for those in need.

Sciences

CAS experiences that could be derived from this subject group include:

- forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe

- raising awareness after testing local water quality
- raising awareness by monitoring air quality around the school
- raising awareness by monitoring traffic close to playgrounds
- creating and maintaining a nature reserve on campus
- helping remove invasive species of plants from the local environment
- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area
- advocating healthy eating habits with younger students
- engaging with the school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking
- helping maintain a local nature reserve
- raising awareness of local nature reserves through a blog or website
- collecting data on school waste to inform future policy
- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school
- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus
- forming a club to promote awareness of global environmental issues
- forming a local collaborative project with another school to address environmental issues
- helping measure fitness of athletes in school sports teams
- promoting participation in physical exercise, for example, “walk to school” groups.

Mathematics

CAS experiences that could be derived from this subject group include:

- teaching younger children to overcome mathematics challenges
- maintaining financial accounts for a local charity
- assisting students with learning support requirements in mathematics
- assisting a sports club or team with pre- and post-fitness assessment statistical analysis
- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics

- creating a video series of “mathematics adventures” for younger children
- assisting a local organization in developing a business plan
- learning how to do tax preparation and offering free services for elders or low-income populations
- designing and painting a mural celebrating mathematics through the ages
- planning a “mathematics scavenger hunt” at school to reveal all the places mathematics is part of everyday life.

The Arts

CAS experiences that could be derived from this subject group include:

- attending and performing at an International Schools Theatre Association festival
- creating artworks to donate to hospitals, aged-care facilities or refugee centres
- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres
- creating a performance for local schools with an educational message, for example, how to better protect the environment
- competing in external theatre competitions
- organizing a flash mob
- creating a mural or public sculpture for a children’s hospital, local childcare or community centres
- creating a social blog with a public purpose for other students
- creating performances for local theatre, community and cultural festivals
- collaborating with charities and organizations to design posters for their causes and special events
- creating posters for not-for-profit organizations with an educational message
- designing theatre spaces for local communities
- creating the lighting and/or set for theatre productions
- establishing an exhibition for the work of local schoolchildren
- establishing a production company/festival for staging performances for the school and/or community

- establishing a virtual, online exhibition to exchange student artwork with other schools around the world
- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements
- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or community
- establishing and running ongoing training in a particular style for the benefit of the school and/or community
- filming theatre performances and sports events
- forming a band and performing at a function
- offering design and promotional services to support school or community productions
- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions
- ongoing training in a physical performance style or training methodology
- ongoing training in art-making media, styles and/or techniques with external visual artists or providers
- ongoing training in theatrical styles and training methodologies with external theatre companies or providers
- organizing a photo exhibition
- participating in external visual arts exhibitions or competitions
- performing to raise funds for charity
- performance and technical production opportunities with amateur and professional–amateur theatre companies or groups
- producing a film on working with a charity/group in need
- production design or set/costume/properties construction for school or local theatre, musical or dance productions
- taking dance lessons that lead to theatrical performance.

Integration of service learning with the DP subject groups

One aspect of service learning is that engagement in service evolves from being exposed to and developing an understanding of issues and subject matter studied in the academic

curriculum. Following are some examples that outline possible links between each of the DP subject areas and the service strand of CAS.

Studies in language and literature

Students could:

- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- produce MP3 books for the blind by reading aloud some of the literary texts of the DP course
- write articles about CAS projects for school and local newspapers
- raise awareness about issues treated in literature
- produce brochures and blogs for new students and parents about the city where the school is located.

Language acquisition

Students could:

- use personal experience for oral and written practice of the language
- become involved with a local or international organization, inspired by articles about human rights from a class conversation
- apply language learning to assist immigrants new to the country
- write essays about CAS projects for local newspapers or other forms of media.

Individuals and societies

Students could:

- create public displays and presentations on history, particularly of the area surrounding the school
- record the oral histories of community elders
- raise awareness of recycling within the school and extend the programme to other schools, the home or the local community

- map area resources, such as the location of water sources in the community or recycling centres
- implement development projects that relate to geography or economics
- set up a young enterprise company for charitable purposes
- apply geography by identifying and working with migrant groups and asylum seekers
- apply philosophy content to improve their understanding of the philosophy of CAS
- examine the role of active citizenship in the local community, following sociology and anthropology discussions.

Sciences

Students could:

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign
- help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class
- carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school.

Mathematics

Students could:

- teach younger children who have difficulties with mathematics
- balance the accounts for NGOs or school clubs
- assist special-needs pupils with their mathematics
- assist with the data of sports clubs' pre- and post-fitness assessment
- analyse statistics for sports teams.

The arts

Students could:

- carry out a fundraising concert for a charity
- produce promotional and marketing material for an NGO
- create lighting and set for theatre productions
- create a band and perform at a function
- create posters for charities and school events
- film theatre performances and sports events.

The Extended Essay (Senior Thesis)

at Headwaters School

Introduction

The extended essay, aka the “senior thesis,” is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The extended essay is:

- ❑ compulsory for all Headwaters juniors/seniors
- ❑ For Diploma candidates, externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- ❑ a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- ❑ For Diploma candidates, chosen from the list of approved Diploma Programme subjects, published in the Handbook of procedures for the Diploma Programme
- ❑ presented as a formal piece of scholarship containing no more than 4,000 words (3,000 words for Course candidates)
- ❑ the result of approximately 40 hours of work by the student

- ❑ concluded with a short interview, or viva voce, with the supervising teacher.

Why the Extended Essay Matters

One of the many things that makes the Extended Essay so valuable is that it allows students with the opportunity to:

- ❑ pursue independent research on a focused topic
- ❑ develop research and communication skills
- ❑ develop the skills of creative and critical thinking
- ❑ engage in a systematic process of research appropriate to the subject
- ❑ experience the excitement of intellectual discovery.

In addition, there is a good deal of research-based evidence to support the notion that the process of conducting an Extended Essay has tangible benefits for students when they head to university. In a survey of IB alumni's perceptions, Inkelas, Swan, Pretlow, and Jones (2013) find that the Extended Essay experience prepared them for college-level work for a variety of facets of the research process. In addition, the authors connect that a student's performance on the Extended Essay does appear to bear a relationship with both overall Diploma Program scores and college-level performance. There is a statistically significant relationship between a student's extended essay score and first-semester and final-semester college GPAs. this relationship remained significant even after controlling for gender, race/ethnicity, income level, high school GPA and SAT score (Inkelas, Swan, Pretlow, & Jones 2013). Conducting a two-phase research project in Canada, Aulls, Lemay, and Peláez (2013) report that former IB students indicated a preference for inquiry-based learning learning were, on average less likely to view learning as primarily memorization of information. Finally, Wray's (2013) survey of former IB candidates at the University of Warwick (UK) found that the Extended Essay process allowed students to develop their intellectual capacities, especially in the realms of independent, critical thinking. Finally, all of the students in the aforementioned studies described their participation in the Extended Essay process as one where (International Baccalaureate 2013):

- ❑ pride and a sense of achievement in completing the EE and a clear feeling that Diploma Programme students had learned a great deal from the experience.
- ❑ a view that there were not enough opportunities to engage in research at university.
- ❑ recognition of learning that occurred as a result of selecting and delving into a particular topic.
- ❑ preparing students for conducting various facets of the research process and an increased level of confidence in doing research reports.
- ❑ the recognition of the challenges in designing, conducting and reporting research.
- ❑

Responsibilities of the Student

A key expectation we have, as the Headwaters community and as part of the larger IB community, is that the student shows independence, initiative, and maturity. For the Extended Essay, the IB requires that students:

- ❑ choose a topic that fits into one of the subjects on the approved extended essay list
- ❑ observe the regulations relating to the extended essay
- ❑ meet deadlines
- ❑ acknowledge all sources of information and ideas in an approved academic manner.

In addition, it is strongly recommended that students:

- ❑ start work early
- ❑ think very carefully about the research question for their essay
- ❑ plan how, when and where they will find material for their essay
- ❑ plan a schedule for both researching and writing the essay, including extra time

for delays and unforeseen problems

- ❑ record sources as their research progresses (rather than trying to reconstruct a list at the end)
- ❑ have a clear structure for the essay itself before beginning to write
- ❑ check and proofread the final version carefully
- ❑ make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

In working on the extended essay, students are expected to:

- ❑ plan and pursue a research project with intellectual initiative and insight
- ❑ formulate a precise research question
- ❑ gather and interpret material from sources appropriate to the research question
- ❑ structure a reasoned argument in response to the research question on the basis of the material gathered
- ❑ present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
- ❑ use the terminology and language appropriate to the subject with skill and understanding
- ❑ apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

Responsibilities of the Supervisor

The Extended Essay Supervisor at Headwaters is required to:

- ☐ provides the student with advice and guidance in the skills of undertaking research
- ☐ encourages and supports the student throughout the research and writing of the extended essay
- ☐ discusses the choice of topic with the student and, in particular, helps to formulate a well-focused research question
- ☐ ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- ☐ is familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to the student
- ☐ monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work (this may include presenting a section of the essay for supervisor comment)
- ☐ reads and comments on one completed draft only of the extended essay (but does not edit the draft)
- ☐ reads the final version to confirm its authenticity
- ☐ submits a predicted grade for the student's extended essay to IB Cardiff
- ☐ completes the supervisor's report (if the extended essay cover is not signed by both the student and the supervisor, the essay will not be accepted for assessment and may be returned to the school)
- ☐ provides an explanation in the report in cases where the number of hours spent with the student in discussing the extended essay is zero; in particular, it is necessary to describe how it has been possible to guarantee the authenticity of

the essay in such circumstances

- ❑ writes a report and presents it to the school's Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.

It is strongly recommended that the supervisor:

- ❑ reads recent extended essay reports for the subject
- ❑ spends between three and five hours with each student, including the time spent on the viva voce
- ❑ ensures that the chosen research question is appropriate for the subject
- ❑ advises students on:
 - ❑ access to appropriate resources (such as people, a library, a laboratory)
 - ❑ techniques of information-/evidence-/data-gathering and analysis
 - ❑ writing an abstract
 - ❑ documenting sources
- ❑ conducts a short, concluding interview (viva voce) with the student before completing the supervisor's report.
- ❑ The student may work with or consult external sources, but it remains the responsibility of the supervisor within the school to complete all the requirements described above.

Responsibilities of the Coordinator and School

The IB Coordinator, as well as the Headwaters School:

- ❑ ensures that extended essays conform to the regulations outlined in the [Extended Essay Guide](#)
- ❑ ensures that students determine the subject for their extended essay from the approved extended essay list (in the Handbook of procedures for the Diploma Programme) before choosing the topic.
- ❑ ensures that each student has an appropriately qualified supervisor, who is a teacher within the school
- ❑ provides supervisors and students with the general and subject-specific

information, and guidelines for the extended essay, contained in the Extended Essay Guide

- ☐ provides supervisors with recent extended essay subject reports
- ☐ ensures that supervisors are familiar with the IB document Academic honesty
- ☐ explains to students the importance of the extended essay in the overall context of the Diploma Programme
- ☐ explains to students that they will be expected to spend approximately 40 hours on their extended essay.

It is strongly recommended that the school:

- ☐ sets internal deadlines for the stages of producing the extended essay, including provision for a
- ☐ concluding interview (viva voce)
- ☐ ensures that students have been taught the necessary research skills
- ☐ provides appropriate training for supervisors.

Senior Thesis/EE Timeline

January-May, 11th grade: meetings with Senior Thesis Coordinator and IB Coordinator and TOK to brainstorm ideas, choose a topic, create the research question, outline, and start writing. Students assigned supervisors by early April.

May, 11th grade: One formal meeting with student to review the research question, outline, and plan for the summer. **First entry on the [EE/RPPF](#)** must be completed by the student, and signed & dated by the supervisor

Summer between 11th and 12th grades: Student researches and writes.

End of August, 12th grade: Student shares writing with advisor and arranges quick check in meeting.

Mid Fall Semester: Second entry in the [EE/RPPF](#) form must be completed by the student, and signed & dated by the supervisor. **This meeting must establish very concrete plans to finish the paper.**

End of January, Semester Two: One paper copy of complete draft of the essay submitted to supervisor. Supervisor gives final comments for improvement and returns the essay to the student prior to the next meeting.

End of February: Third and final entry written by student on [EE/RPPF](#) form **during the meeting**. This meeting is the “viva voce.”

The Viva Voce is essentially the final reflection piece of the Extended Essay. It starts with a guided conversation (facilitated by the student's supervisor) about the student's research and writing process. Following this conversation, the student writes the final reflection, and the supervisor writes final comments.

Here is a short [video](#) that explains and models the process, and [here is a list of possible questions](#) that can help the supervisor in structuring the Viva Voce meeting.

The supervisor fills out comments on the same form. The essay can be uploaded at this time to IBO Candidates website or final copy shared with supervisor (non-diploma candidates).

Prior to Project Week: Students upload extended essay to the IBO Candidates website or final copy shared with supervisor (non-diploma candidates). Supervisor uploads the completed RPPF form to IBIS; submits predicted grade to IB Coordinator.

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Assessment Policy

On Learning at Headwaters

Headwaters guides provide engaging courses that help students experience personal relevance in each subject. The Headwaters path to rigor is charted by deliberately choosing “depth of study” over “breadth of knowledge” so that students can engage deeply with a topic in a sincerely interesting manner. guides use questions and inquiries that promote original thinking, creativity, and metacognition. Students may not always feel certain they know the answer or how to get the perfect grade, but they learn to be inquisitive and constantly curious. Headwaters students are expected to become self-aware and creative thinkers as a result.

Assessment Philosophy

At Headwaters School, we assess learning both quantitatively and qualitatively, giving students useful feedback regarding the choices they are making and the extent to which they have accomplished the learning objectives.

The most important aim of academic assessment is to support curricular goals and to encourage habits of synthesis, observation, reason, and creativity. We believe that the students’ motivation must come from within and not be driven by extrinsic rewards. Once ignited, students’ love of learning will carry them to far greater results than any amount of cajoling, demanding, or rewarding. As such, our assessment practices attempt to keep our students focused on the learning process and offer them objective assessment of their learning so that they can take pride and ownership in their work and outcomes.

Principles of Assessment

Headwaters uses the following guiding principles when devising and giving assessments:

- **valid:** the assessment evidence meets the assessment criteria and desired learning outcomes
- **authentic:** all the work is the learner’s own
- **reliable:** assessment evidence is consistent and generates outcomes that would be replicated were the assessment repeated
- **current:** assessment evidence is up-to-date

- **sufficient:** enough work is available to justify the credit value, and to enable a consistent and reliable judgement about the learner's achievement
- **comparable:** all assessment evidence is comparable in standard between assessments within a unit/qualification, and between learners of the same level
- **manageable:** all assessment places reasonable demands on all learners
- **fair and minimise bias:** assessments are fair to all learners irrespective of their characteristics (for example, age, gender, learning difference, etc)

Assessment Practice

Guides are required to assess student learning based on the course learning objectives.

Assessments are categorized as formative or summative. Formative means an in-process evaluation of student comprehension & skill, learning needs, and progress. Summative means a concluding assessment of student comprehension & skill.

Guides have the discretion to set the weighting percentages for summative and formative as best fits their discipline and approach, staying within the broad parameters of a minimum of 50% summative and a maximum of 75% summative, with formative accounting for the remaining percentage. The intention is to have each student's semester grade reflect the degree to which the student has mastered learning objectives in that semester. Every full year class will have a final summative assessment in semester two that will be equivalent to 10% of the final grade.

For IB courses, teachers use a variety of assessments which help prepare students for the IB internal assessments, external assessments, and exams. As well, teachers use a variety of assessment criteria which directly relate to those formal IB assessments. Teachers use both assessment criteria that has been modified to fit the needs of the students and the direct criteria established in each course's IB subject guide. They are moderated and standardized by the subject area teachers.

Headwaters recognizes that occasionally students benefit from a second chance to show they have learned the material; reassessment provides this opportunity. Reassessment opportunities will be available to students who have either missed or scored below a 90% on selected (not all) summative assessments. Guides will determine which summative assessments will be eligible

for reassessment and will notify the class when the assessment is scheduled. Guides may set qualifications for reassessment (attendance at office hours, completing reviews, completion of formative assignments, etc). All reassessments must be completed within two weeks of the date the initial assessment is returned to the class. Formative assessments do not qualify for reassessment.

Recording and Reporting

Grading is based on formative and summative assessment criteria and rubrics, and those marks are recorded in our SIS (Blackbaud), which are available to students/parents online. Guides update the prior week's grades weekly by Tuesday at midnight using Blackbaud, Students and parents are assigned a login upon registration and may log in to the guide grade books and assignment database at any time to check grades. Using this system is an effective way for parents and students to keep up with classroom performance.

Assessment marks are recorded using percentage marks out of 100% and indicated by both a numerical grade and overall letter grade. Our grade scale is the following

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U (unsatisfactory)

Predicted Grades for IB courses, on the 1-7 IB scale, are submitted to the IB Coordinator in October of Year II for students who have particular university needs to be met. Predicted Grades are updated in March of Year II and submitted by the IB Coordinator to the IB via IBIS.

In addition to the SIS system, students themselves write a weekly update that summarizes their progress in terms of coursework, underlying causes of success or struggle, as well as overriding personal and creative goals. These email updates are written from the student to the advisor, and the parent is cc'ed as a witness to the conversation. The intention of the weekly update is to put the student in the "driver's seat" of their education. As they reflect, they should take time to plan for the following week and reach out to any guides or peers that could help them achieve

their goals. Our hope is that parents will progressively see their child as proactive agents of their own future.

In order to help students develop awareness of and reflect upon their educational process, we will have the students direct their own conferences once per semester. Parents meet with their student and his/her advisor to discuss overall progress, view work samples, discuss guide comments, and ask questions about his/her educational experience. In addition to keeping parents informed, student-led conferences improve communication and leadership skills and help students become more analytical in their approach to learning.

If at any time a parent or student feels concerned about academic progress, he or she is welcome and encouraged to email any guide or set up a meeting to seek clarification.

Review of the Assessment Policy

The Assessment Policy is reviewed yearly in August by the following individuals:

- Subject teachers,
- The Director of Studies/IB Coordinator,
- The heads of high school and middle school

As an independent school Headwaters follows the recording and reporting guidelines of our state-level accreditation agency ([Texas Alliance of Private Schools](#)).

Academic Honesty Policy

Our academic honesty policy can be found below, directly excerpted from our Student & Family Handbook 2018-19. This policy for our 6th through 12th grades applies to our IBDP of course--we would not have a separate policy for the DP in 11th and 12th grades since our program is not a separate “school within a school” or honors program that sets students apart. All of our students are IB students. We are, of course, informed by IB guidance, as laid out in the IB’s document [Academic Honesty in the IB Educational Context](#).

In terms of resources that support our policy of monitoring student work, we do use Turnitin.com for our IB writing assessments (the various subject IA’s, Written Tasks in Group 1, EE, and TOK Essay), and are exploring its further integrated use in our SIS. Although Turnitin is a main resource to check for plagiarism, it is secondary to the more important factor of teachers having very close relationships with every student and helping each student work to develop their particular voice. As a small school our strongest resource is ourselves and knowing each student very well.

ACADEMIC HONESTY

We firmly believe all members of the Headwaters community have the ability to hold themselves to a high level of integrity. As it is theft of intellectual property, academic dishonesty is a clear departure from the school’s values, inherently interfering with the opportunity to love learning. Likewise, collusion is interfering with another’s opportunity to love learning. We, therefore, take a strong stand for academic honesty.

Defining Academic Dishonesty

Honest intellectual work is the creation by one student alone and with no unfair advantage over other students. Each student is expected to make every effort to do the following:

- Avoid plagiarism by using proper citations: When a student builds upon the ideas or expressions of another person, that person or organization should be appropriately recognized. This is true in written work, in oral presentations, artistic creations and

electronic media. Plagiarism can be done intentionally, usually an attempt to shortcut on learning in order to meet a deadline, or unintentionally, by careless paraphrasing. Both are considered dishonest work.

- Use scientific data and findings that are not fabricated.
- Follow the guidelines of the assignment, project, or test with no unfair advantage over other students. This includes not using non-approved materials to complete an exam, copying another student's work, etc.
- Prevent collusion, or letting someone else copy your work or refusing to provide others with an unfair advantage. This includes not telling a friend what was on a test.
- Present new work for each assignment. Presenting the same work for two different assignments without previous approval is considered a breach of honesty.
- Never falsify information about their accomplishments. For example, if the guide asks, "Who read the chapter?" only raise your hand if you read it or if you are logging community service hours, only declare the hours you served.

Our community is defined by our mutual trust and respect between adults and students and any breach of the above policies is considered a breach of trust. To prevent this damage, our community engages in several forms of proactive behavior.

Headwaters students value their unique expression by:

- Being ultimately responsible for the honesty of their work.
- Following all instructions regarding academic honesty, whether from Headwaters School or one of our academic partners.
- Seeking clarity when they have any doubts about the guidelines.
- Taking this oath: "As a member of the Headwaters community, I am reliable, responsible, and honorable. I seek only the success and recognition I have earned. I act with integrity in my use, evaluation, and presentation of facts, data, and documents. On my honor, I will not cheat, lie, or steal while I am enrolled as a Headwaters student."

Headwaters guides support academic honesty among students by:

- Fostering self-esteem and the love of learning in our students.
- Ensuring students are informed of standard guidelines regarding academic integrity and

appropriate citations of referenced or quoted works.

- Being specific about when it is appropriate to work with other students and how to accomplish this without copying directly.
- Providing the same level of assistance for every student.
- Actively checking for the practice of academic dishonesty. In written assignments the Headwaters uses turnitin.com. guides may also use internet research, comparison of work between classmates, interviews with students, or other means to ensure all work is original.
- Informing students of regulations when administering a non-Headwaters exam or assessment, and following the regulations exactly. Any irregularities should be immediately reported to the administration.

Headwaters School leaders cultivate a culture that preserves academic honesty by:

- Fully understanding the requirements of partner organizations and ensuring guides are prepared to implement those requirements.
- Communicating clear expectations to all community members. This policy goes in the Family Handbook and is reviewed at the beginning of every year.
- Implementing the consequences in cases of academic dishonesty, both within the school and with academic partners.

In the cases where academic dishonesty is suspected, the guide will confidentially notify the Division Head who will assist in the investigation. The student will be interviewed, and if academic dishonesty is confirmed, the Division Head will communicate with the student's parent(s), guide, and advisor. The incident will be treated as a behavioral decision and may involve the Honor Council. Repeat offenders may be expelled. When the incident involves a project, paper, or test for a partner organization, we will follow their regulations.

Admissions policy or description of selection process (DP and CP only)

There is no admissions policy for entrance into the DP program at Headwaters because all students participate in the program. Due to our size, we do not have separate tracks/other programs. All of our courses in 11th and 12th grades are IB courses. We consider ourselves an “inclusive” program in which all students can succeed in the program, whether as a diploma candidate or an individual course candidate.

Enrollment in the full diploma is the default option for most students at Headwaters because all of their courses are IB, all students are required to take Theory of Knowledge (even Course candidates), complete CAS, and submit an Extended Essay (also called the “Senior Thesis” here). Most students can find three courses to take at higher level, especially since we require year long arts courses in 9th and 10th, resulting in students who almost always choose a Group 6 at HL.

That being said we do not force students to select three HL courses, and especially for particular students we actively advise against the full diploma. One can find a smaller percentage of students who take mostly SL courses with one Arts HL. A very small number have chosen to do American Sign Language so that precludes them from pursuing the diploma. This is a good option for them.

Students and their parents are given many opportunities to learn about the IB program in the years leading up to sophomore year (10th grade). In 10th grade, the students are given in-depth guidance in selecting courses for the next two years, by the IB Coordinator. This guidance takes the form of formal information meetings in February and March and through informal “IB Lunches” throughout the year where students can drop in and ask the Coordinator questions. In February, teachers are required to make recommendations and share those recommendations with the students privately. In April, students formally choose courses

through our SIS. The Coordinator then examines the teacher recs alongside the student selection and sets a meeting with the students (and parents when necessary) to finalize the selection of courses.

Note that the IB Coordinator is the Director of Studies (for grades 6th-12th) and so has intimate knowledge of each student and their academics prior to advising them on choosing courses in the Spring of 10th grade. As well, the school's Learning Specialist works under the supervision of the Director of Studies/IB Coordinator, so our students with learning differences are well served and well known and are able to pursue the path that is right for them. Many of our students with learning differences are full diploma candidates.

Headwaters School IBDP Language Policy

School language profile

The language of the school is English, as befits its location in Austin, Texas, USA. The primary language of the student body is English. Spanish is the mother tongue for a small percentage of local students and Mandarin is the mother tongue for our international high school students from China. Other languages spoken by students include Vietnamese, Portuguese, French, Russian, and German.

School language philosophy

Headwaters values language learning, as language is the primary means by which we construct meaning and communicate meaningfully. Headwaters recognizes that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. We learn language, learn through it, and learn about it.

As an IB World School, we value international-mindedness and assert that it is essential for a student to speak more than one language. Learning a world language is an essential part of being a global citizen and is essential to fully embrace our **Purpose, Promise, and Pact:**

Our Purpose

We cultivate identity formation, foster empathy, and embrace diversity to bring more peace to the world.

Our Promise

We guide our students to live authentically, think expansively, and create bravely.

Our Pact

We invite our students, guides, staff, parents, and trustees to be:

Peacemakers — As we learn to resolve conflicts, we demonstrate compassion, grace, skill, and courage. We take responsibility for our actions.

Advocates — We strive to understand and value diverse perspectives, cultures, and faiths. We recognize our agency and act with integrity in pursuit of a more just and equitable society.

Creators — Curiosity, wonder, and the creative process are essential to a fulfilling life. We discover ourselves and our voices by taking intellectual and artistic risks.

Thinkers — As self-directed learners, we approach education with intention. We use observation, research, and reason to explore problems that matter to us, our community, and the world.

Developing a student's language skills allows for our Purpose, Promise, and Pact to be more fully realized.

Support of the Language of Instruction

English is the language of instruction, the language of the home country, and the mother tongue of the vast majority of our community. As stated above, we consider all teachers teachers of language. To support all students to excel in the language of instruction, we employ a number of strategies, such as:

- Implementing reading and writing strategies across the curriculum.
- A focus on the writing process of drafting, revising, and publishing
- Giving multiple opportunities at all levels for students to write in a variety of genres.
- Exposure to a diversity of expression and perspectives through a wide-variety of literature
- A focus on oral communication across the curriculum through a variety of ongoing assessments
- Direct instruction at multiple levels on research skills
- Determining student needs through a variety of ongoing assessments (pre-assessment diagnostics, formative, summative), and instruction is differentiated to assist each student's growth.
- We provide differentiated instruction for students with specified learning differences.
- We provide a Learning Specialist to assist students with language specific learning differences, such as dyslexia.

- Support for students who are not proficient in the language of instruction through ESL class and tutoring, and the support of our International Student Coordinator.
- An after-school Writing Lab three days a week for one-on-one assistance.

Languages offered

As a school situated in the heart of a state in which Spanish is a primary and traditional language for many, Headwaters is strongly committed to providing students with access to Spanish as our second language.

Exposure to Spanish begins in our Primary program (3 years old), with one of the two guides for each class being a speaker of Spanish. Formal but limited instruction begins in our K-1 program with one hour/week of lessons, and increases to two hours of week of lessons for Upper El (grades 4-5). In middle school, Spanish is required as an academic class of 210 minutes/week. We offer Spanish 1 through 4 in middle school, and in high school we offer Spanish 2 through Spanish 5 and then IB Spanish B HL and SL. As well, we offer IB Spanish A: Literature for native speakers and highly advanced non native speakers.

Beyond Spanish, our secondary choice for language acquisition is Mandarin. At the middle school level we offer an elective, Introduction to Chinese Culture & Language, as a means of exposure. In high school we offer Mandarin 1 and 2 for 9th and 10th graders and IB Mandarin Ab initio for 11th and 12th, with a projected start of Mandarin B in 2020-2021 for those who have completed Mandarin 2 prior to entry into the IBDP

In addition to Spanish and Mandarin we do support a student's choice to pursue American Sign Language outside of school to fulfill their language requirements.

In order to graduate, a student must complete at least two years of a language with a minimum completion equivalent to Year Three. In order to qualify for the IB diploma a student must complete at least three years of a language with a minimum completion of IB Year 2. All students are highly encouraged to complete four years of language study at the high school level.

Support for mother tongues

Mother tongue languages help form cultural and personal identity and are respected. To the best of our ability, Headwaters offers support for mother tongues in the IBDP. Maintenance of the mother tongue for all learners is supported through:

- Self-taught literature options, supported by the IB Coordinator
- Spanish Literature offered as a Group 1 subject
- Our native Mandarin students serve as teaching assistants and tutors for our students taking Mandarin as a second language. They are also supported by our Mandarin teacher.

Review of the Language Policy

This policy will be reviewed annually by the Language Policy committee, comprised of faculty, administration, student leaders, and parents.

This policy is available to community members. Headwaters welcomes comments and recommendations at any time.

Special educational needs/Inclusive education policy for the IBDP

Headwaters school is committed to embracing diversity in all of its forms, and is inclusive in its approach to teaching and learning. This commitment to diversity includes those students with learning differences. To provide students access to, and support for inclusion in, the IB Diploma Program in 11th and 12th grades, Headwaters continues the same support it gives its students in earlier grades (see the Philosophy of Learning Differences below). Students with learning differences are not precluded from participating in the IBDP.

All guides (“teachers”) are considered to be the primary resources for enacting teaching and assessment strategies that help students with learning differences and which make education inclusive. Guiding the faculty, students, and parents is our Learning Specialist (LS). Our 6th-12th Learning Specialist works with students who have documented learning differences, to support their learning through best practices. In particular the LS works with the guides to support them in helping the students learn and show what they know. The LS also works with parents, as needed, to ensure a continuity of best practices from school to home. As well, the school’s Learning Specialist works in collaboration with the Director of Studies/IB Coordinator, so our students with learning differences are well served and well known, and are able to pursue the path that is right for them. Many of our students with learning differences are full diploma candidates.

PHILOSOPHY OF LEARNING DIFFERENCES

At Headwaters, we know that each person learns differently. Our guides have some freedom to individualize learning to help students reach their potential. Guides are charged with a high level of individual student engagement and progress monitoring. Students at Headwaters are charged to become aware of their own learning needs, advocate for their own education, rely on their strengths, and fortify their weaknesses. Usually, the special attention of our guides, matched with dedicated effort by the student, is enough to remedy an existing skill gap. However, in

cases where a documented learning disability exists, students are given particular, prescribed accommodations. A student with learning accommodations is still held to the same standards and assessed in the same way as other students, but they have differences in how they may arrive at the final product. Both students and teachers are supported by our Learning Specialist and Director of Studies, who collaboratively work together to serve the student's best interests. These two review each student's documentation and recommended accommodations to establish the student's learning plan. Guides are required to follow the accommodations established for the student by the Learning Specialist and Director of Studies.

All documentation related to a student's learning differences and the necessary accommodations must be submitted electronically during enrollment or re-enrollment via the Headwaters Registration Checklist.

Accommodations available for any student:

- Advisor on staff to assist with goals, organization, schedule, and academic achievement
- Frequent guide check-ins during class--guide checks for understanding
- Seating in close proximity to guide
- Private tutors allowed on campus
- Academic Contract management for struggling students

Accommodations for students who have documented learning differences:

- Extended time or frequent breaks during testing (including for standardized testing)
- Alternate smaller setting for testing (including for standardized testing)
- Access to use of computer in class for note-taking and for spelling and grammar support
- Access to use of computer for all written assessments
- Lengthy assessments broken into smaller tasks
- Reduced quantity of problems assigned in math (by assessment)

Additional possible accommodations for students with diagnosed dyslexia:

- note-taking support through the use of outlines, guide notes, and in particular, graphic organizers

- audiobooks accepted as an in-class support to the written texts, where appropriate
- not required to read aloud in class unless the student volunteers
- provision of word banks for use on tests, where applicable

Additional Recommendations to Parents

- Provide your child access to digital resources (“books on tape”) through such resources as Learning Ally (learningally.com)
- Consider a reading coach (Wilson or Orton certified) in place of a traditional tutor

Temporary Modifications

Occasionally, temporary modifications are useful to bring a learner that is performing behind grade level in a certain skill up to the grade level performance. “Temporary modifications” are different from “accommodations” because the end-of-course-objectives are not on grade level with their peers, but instead set for the individual learning needs of the child, which are usually at an accelerated pace to catch up with their peers. Students that need temporary modifications will work intensely with an outside therapist or specialized tutor to support these advancements. Most students, with this level of special attention and flexibility, can achieve grade level competency in a relatively short period of time. These modifications are meant to be temporary, and all Headwaters students should be able to perform at grade level (without modification to end of course objectives) by the 9th grade. The only exception to this rule is for ESL students, who must be on grade level by 11th grade.

Temporary modifications, when needed, are temporary measures for remediating skills:

- Need is identified by the classroom guides or independent specialist
- In collaboration with the Learning Specialist and Director of Studies, a revised set of learning goals should be established for this student.
- Any course that requires modification of learning objectives shall receive pass/fail credit based on the learning goals above.
- Modifications should be clarified by the 6th week of school whenever possible.

Headwaters School is deeply invested in serving each child’s educational needs. If the school cannot guarantee services that would most benefit the student, we will work with the parent and

students to explore options outside of Headwaters School that fully support the student's journey.

Parent/Legal Guardian and Student Complaints Procedure

PHILOSOPHY: It is the goal of the administration to practice direct communication and hold others accountable for practicing conflict resolution. Direct communication will always be honest and delivered compassionately, with the goal of finding resolution.

GENERAL PROCEDURES: When necessary, the Head of School and Division Heads will field unresolved community complaints. In addition, the Division Head will ensure that the teacher knows about any complaint that could help him/her/they improve as a teacher. Usually, the Division Head will request that the person making the complaint talk directly to the teacher. When this is not possible, the Division Head will mediate a conversation between the person making the complaint and the teacher. Teachers are expected to be open to complaints and partner with administrators so that it can be solved.

In the event a complaint pertains to the IBDP, the IBDP Coordinator will be included in the processes outlined above.

REQUESTS FOR APPEALS: In the event a student and/or parents/guardians wish to request an appeal of an IB-moderated assessment, the student and/or parents/guardians should contact the IBDP Coordinator within 5 business days of grade release to begin the [Appeal Process outlined by the IBDP](#).