

**Samuel Clemens High School
INTERNATIONAL BACCALAUREATE PROGRAM**



**INFORMATION
BOOKLET**

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**Samuel Clemens High School
International Baccalaureate Program
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IB Organization MISSION STATEMENT:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors classwork, the IB Diploma Program requires each student to take courses in six academic areas. To qualify for the International Baccalaureate Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, and Service (CAS) Program, and write an extended essay during the 11th and 12th grade years.

The diploma candidate must also take a unique course known as Theory of Knowledge. In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities around the world; indeed, many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing. Currently, there are more than 1 million IB students worldwide

The IB Curriculum

Six subject groups comprise the core of the IB Curriculum. The IB Diploma candidate is required to select one subject from groups 1 - 5; a sixth subject may be selected from group 6 or from groups 1 - 5.

Group 1: Studies in Literature and Language
Group 2: Language Acquisition
Group 3: Individuals and Societies
Group 4: Experimental Sciences
Group 5: Mathematics
Group 6: The Arts

English HL
Spanish SL/HL, French SL, HL
History of the Americas HL
Physics SL/HL, Biology SL/HL
Math SL, Math Studies SL
Visual Arts SL/HL
Theatre SL/HL
Psychology SL/HL

IB Diploma Requirements

At least three and not more than four of the six subjects are two-year courses taken at the Higher Level (HL) over the junior and senior years, the others are one-year courses taken either during junior or senior year at the Standard Level (SL). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points; see Appendix A for a more specifics regarding this 24 point minimum.

To be eligible for the award of the IB Diploma at the conclusion of the senior year, all candidates, during the 11th and 12th grades, must

- successfully complete prescribed course work and an examination from each of the required courses,
- submit an “Extended Essay” of 4,000 words in one of the subjects of the IB curriculum,
- complete the Theory of Knowledge (TOK) course, and
- complete Creativity, Action, and Service (CAS) requirements.

The International Baccalaureate Organization (IBO) publishes an updated General Rules and Regulations Booklet each fall which will contain any updates or changes to the specific requirements.

Admissions Process

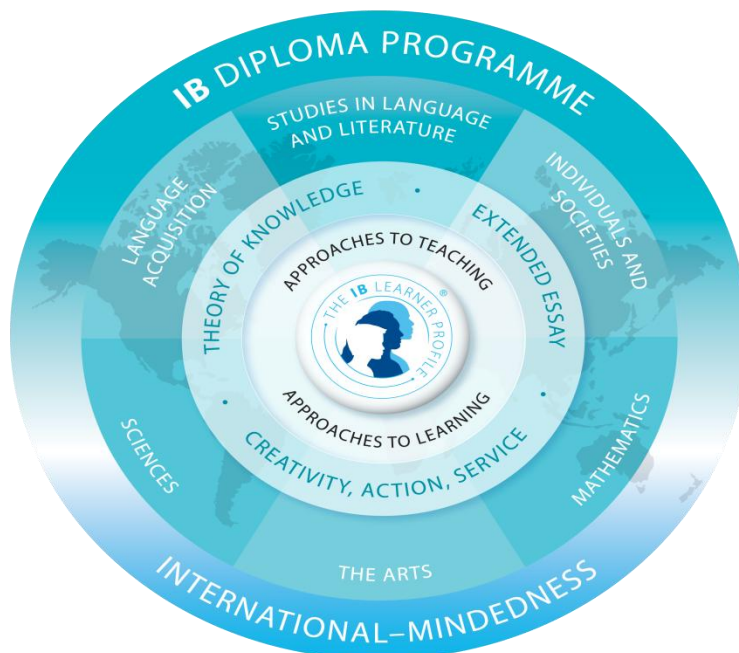
Students from throughout Schertz-Cibolo-Universal City ISD may apply for pre-IB coursework and for the IB Diploma Program at Samuel Clemens High School, preferably during the eighth or ninth grade. Students may be considered for admission up to the beginning of their junior year when the IB curriculum begins, provided that specific recommended prerequisite classes have been completed prior to official entry into their junior year that will position students for the potential to earn the IB Diploma.

To be prepared for the rigor of the Pre-IB and IB curriculum, students must pass/have passed their core courses and must have passed their previous EOC exams. Students must complete an application and submit to the IB coordinators at Clemens. If Clemens is not the student’s home campus, the student must obtain and turn in to the IB coordinators a transfer request form, available from the district central office.

Students living outside the Samuel Clemens attendance zone either within SCUCISD or outside the district may be considered for admission pending transfer approval; however, those students residing in another school district currently offering the IB program are not eligible for admission to the Clemens program

The Diploma Program Curriculum

The program has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of the curriculum model and explained below.



Theory of Knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the IBO and spans their junior and senior years. Clemens pairs this course with Research and Technical Writing in the fall of the students' junior year for a well-rounded preparation for the rigors of the program and for college research ahead.

Creativity, Action, Service (CAS)

The IBO's goal is to educate the whole person; Creativity, Action, Service (CAS) encourages students to share their energy and special talents with others by expecting students to engage in activities that demonstrate creativity, take action, and participate in community and social service. The goal is to have students increase awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment in their activities, engage with issues of global importance, consider the ethical implications of their actions, and develop new skills.

Extended Essay (EE)

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programs of study, or they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

The Six Academic Subjects

These are studied concurrently and students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of groups 1 - 5; a sixth subject may be selected from group 6 or from groups 1 - 5. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, or two years of coursework. SL courses cover a minimum of 150 hours, or at least one year of coursework. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization in some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language while the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only, and refers to courses students may take in their junior and senior years of high school.

Group 1 – Studies in Language and Literature

Samuel Clemens offers English A – Literature at the higher (HL) level only. Strong writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

Group 2 – Language Acquisition

Spanish is offered both at the SL level (Spanish 1 through Spanish 4) and the HL level (Spanish 1 through Spanish 6). French is now offered at the SL and HL level as well. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and Societies

Samuel Clemens offers History of the Americas (HOTA) at the higher (HL) level only. Students in the IB program will have met the state requirement for Government and Economics courses if HOTA is completed successfully.

Group 4 – Experimental Sciences

Physics and Biology are offered at both the SL level (IB Physics SL or IB Biology SL junior or senior year) and at the HL level (IB Physics HL-1 or IB Biology HL-1 in 11th grade followed by IB Physics HL-2 or IB Biology HL-2 in the 12th grade). Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project.

Group 5 – Mathematics

All candidates for the diploma are required to complete a mathematics course, and Clemens offers two options to cater to different abilities and levels of student interest: IB Mathematics SL and IB Math Studies SL. The selection of a math course is to be made carefully with assistance from the IB Coordinator as the choice of course determines the courses available as a fourth year math class. Additionally, future career goals need to be considered in selecting a mathematics course. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 6 – The Arts

This includes visual arts, theatre arts, and psychology. IB Psychology is offered at the SL (1 year of study) and HL (2 years of study) levels. However, for students with a talent in the visual or theatre arts, those options are also available. The decision to pursue theatre arts needs to be made no later than the freshman year as this course requires 3-4 years of course work. IB Art may be started at the junior level with prior approval from the art teacher.

The IBO Learner Profile

At Samuel Clemens High School, we encourage students who want to challenge themselves academically to seriously consider applying to our International Baccalaureate program.

Due to the very nature of the IB (“an internationally recognized curriculum and examination program”), each student’s performance will be assessed in large part on pre-established standards set by the IBO. Additionally, the student must be aware of the fact that he/she must take the IB exam in May of the final year of each IB course in which he/she is enrolled. All IB students must be prepared for the IB exam(s). The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses.

IB learners strive to be:

INQUIRERS	Who acquire the skills necessary to conduct purposeful, constructive research
THINKERS	Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems
COMMUNICATORS	Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols
RISK TAKERS	Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe
KNOWLEDGEABLE	Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge
PRINCIPLED	Who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice
CARING	Who shows sensitivity towards the needs and feelings of others and have a personal commitment to action and service
REFLECTIVE	Who give thoughtful consideration of learning and experience
OPEN MINDED	Who appreciate their own cultures and are open to the perspectives, values and traditions of other individuals and communities
BALANCED	Who understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others

IB Assessment

Any student enrolled in an IB course is required to complete the assessment requirements. IB is an *international* program, and as such the final marks that the students receive from the IBO for each IB course they have completed represent how successfully they have met IB's Diploma Program standards – standards that apply to students in 3,600 schools in 145 countries all around the United States and the world. Independent of these scores received from IB toward the Diploma, traditional “report card” grades in IB courses are determined in accordance with Clemens departmental guidelines. Like grades for all other classes offered at Clemens, IB classroom grades appear on the transcript of work completed at Clemens High School to satisfy state graduation requirements. Students are, in effect, striving to earn two diplomas: the traditional diploma awarded by the state of Texas, and the internationally-recognized diploma awarded by the IB.

How does IB determine grades? Each IB subject calls for the teacher to contribute a percentage of the final IB mark by assigning and then “internally assessing” IB-generated assignments and projects according to given IB criteria. The percentage varies from subject to subject, but generally a teacher’s “internal assessment” of IB-generated assignments accounts for between 20% and 30% of the final IB mark. For example, IB English and IB world language teachers assign and grade prescribed oral presentations; IB science teachers assess student notebooks of practical laboratory work; IB math teachers score prescribed portfolios or projects. The teachers’ “internal assessment” marks for all IB subjects are submitted to International Baccalaureate Curriculum and Assessment (IBCA), headquartered in Cardiff, Wales, in early April each year. In addition, IBCA requires that each teacher submit samples of student work so that the teachers’ assessments can be checked for validity against the published criteria. In addition to completing “internal assessments,” each student sits for IB assignments and examinations that are “externally assessed” by designated IB examiners around the world, a system coordinated by IBCA.

The results of the IB exams completed in May are published in July. Students are able to access their individual results on a special IB web site, and upon the request of each student, his or her IB results are then forwarded to the university he or she will be attending in the fall. Universities can use these results to award course credit or advanced standing, depending on the student’s performance on IB exams in relation to the results recognition policy of each university.

The IB also has its own method of assessment—one that is *critérian-based*, not norm-based. What this means is that IBCA publishes a set of grading criteria for each IB assignment or exam it administers. IB examiners then mark each piece of student work based on how successfully – or to what achievement level – the student has performed according to the given criteria. In this way, all *IB students around the world are graded the same way for each piece of work they submit*. IB teachers are also familiar with the various assessment criteria and achievement levels and are always encouraged to share these with their students well before any assignment is due or exam is taken. In other words, the IB grading system is very transparent: anyone who wants to know how examiners and/or IB teachers will be grading any IB-required piece of student work has access to the criteria.

IB Exams

The majority of externally assessed works are the IB exams that our students will sit for in May. Most questions on the IB exams are essay questions, regardless of which IB subject is being examined, to give students more opportunity to explain what they know about a given topic rather than demonstrating what they don’t know by simply selecting answers on a multiple choice exam. Usually, these papers are written over the course of two consecutive days. After each paper of the subject exam is completed by the students, the “scripts” (written answers) are sent to the assigned examiners. Each separate paper of a subject exam is assessed by a different examiner. These marked scripts are then submitted to Cardiff, where IBCA reviews and tabulates the marks for each student in each subject. As with the internal assessment marks of IB teachers being checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July.

The IB assessment system is a very well thought out program of quality control which encourages both students and teachers to pursue high but very reachable international academic standards. We feel that the demands of such a system are certainly worth the effort.

Frequently Asked Questions

General Questions

WHY IS SAMUEL CLEMENS THE ONLY SCHOOL IN SCUC ISD THAT HAS THE IB PROGRAM?

The staff at Clemens, not wanting to become complacent with its very successful Advanced Placement program, challenged themselves to learn about other respected programs which would give students another choice. The IB program continued to surface as a program that is not only rigorous and well-respected nationally, but one that is internationally recognized as a complete, well-rounded education. The administration and faculty at Clemens researched the IB program, made application for accreditation, visited existing IB schools, trained teachers, underwent a two-day site visit from the New York office, and were awarded the status of a participating school in the spring of 2005. This process can take up to 5 years and was begun well before Steele High School opened its doors.

FOR WHOM IS THE IB PROGRAM DESIGNED?

It is designed for highly motivated students who seek the challenge of a well-rounded, international curriculum.

HOW MANY YEARS DOES IT TAKE TO EARN THE IB DIPLOMA?

The program is a comprehensive two-year international curriculum started in the eleventh grade. Students prepare by beginning Pre IB courses in the ninth grade.

DO I HAVE TO PURSUE THE FULL DIPLOMA?

As an IB World School, our focus is the full IB Diploma. All students accepted into the Clemens IB program are accepted as future Diploma candidates and four year plans are made accordingly. Exceptions *may* be considered *only* if Clemens is unable to accommodate specific graduation requirements due to unavoidable scheduling limitations; consult with your IB Coordinator for further information. Any student voluntarily stepping back from the full Diploma program is subject to removal from the Clemens IB program.

WHAT IS FOCUS OF THE IB CURRICULUM?

The curriculum focuses on both the sciences and the humanities. Diploma candidates must select six subjects from the IB groups: Studies in Literature and Language A (English), Language Acquisition B (Spanish), Individuals and Societies (History of the Americas) Experimental Science (Physics and/or Biology), Mathematics, and the Arts.

WHY ARE SOME COURSES TAKEN AT THE HIGHER LEVEL AND OTHERS AT THE STANDARD LEVEL?

This allows students to explore some subjects in depth and others more broadly.

WHAT ARE THE BENEFITS OF AN IB DIPLOMA?

The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment. The IB Diploma is an **internationally recognized** standard of achievement. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, to make wise choices, and to respect others in a global community. Each university sets its own criteria for awarding college credit and/or scholarships for IB and AP courses, and in the state of Texas, public universities are required to award 24 college-credit hours for those students earning the IB Diploma with no score lower than a 4 on each course. Students and parents can view each university's IB policy for awarding credit by visiting the IBO web page, www.ibo.org, or by contacting the university.

DOES THE IB DIPLOMA REPLACE THE STATE OF TEXAS OR SCUC ISD GRADUATION REQUIREMENTS?

No, but most of the IB courses will fulfill many of the Texas and SCUC ISD graduation requirements. IB coordinators work very closely with their IB students to ensure that all state graduation requirements and IB Diploma requirements are met.

HOW IS THE IB DIPLOMA PROGRAM SIMILAR TO THE COLLEGE BOARD ADVANCED PLACEMENT (AP) COURSEWORK?

Both are excellent preparations for higher education. Both offer rigorous curricula. Success in either program can be an excellent indicator for success in college. Both give students the opportunity to earn credit for college courses. Both are taught by specially trained teachers. Both require several hours of homework or off campus preparation each day.

HOW DOES THE IB DIPLOMA PROGRAM DIFFER FROM AP COURSEWORK?

COURSEWORK:

IB represents a comprehensive *program* in which students are expected to complete a series of courses, research, service and leadership outside the classroom. AP offers individual courses students may elect to take.

- At its heart, IB expects students to complete rigorous coursework leading to an external exam from each of the six IB core subject groups. AP students may choose to take one or more AP exams/courses.
- During the junior and senior years, the IB Diploma student writes an extended essay of approximately 4,000 words representing independent development of research on a subject of his/her choice, outside of the class requirements. AP offers no similar opportunity outside of individual coursework.
- IB students take a Theory of Knowledge course during their junior or senior year. AP has no comparable course offering.
- IB students satisfy Creativity, Action, Service (CAS) requirements during the 11th and 12th grade years with documented participation. AP offers no comparable requirements or documentation of such.

ASSESSMENT:

IB assessments occur over the life of the course and potential college credit is earned through successful completion of various assessments: students sit for two days of testing at the culmination of the coursework in May; additionally, student success is assessed by IB through formal written papers, one-on-one oral examinations, portfolios, dossiers, projects, etc. Students therefore have the opportunity to demonstrate to IB their achievement in both testing and non-testing environments.

AP assessments are one-day exams at the culmination of the coursework in May; performance on this test determines whether or not college credit may be earned.

CAN A STUDENT WHO IS IN THE IB PROGRAM ALSO TAKE AP COURSES AND EXAMINATIONS?

Yes. Most IB students take at least one AP exam.

CAN A STUDENT WHO IS IN THE AP PROGRAM TAKE AN IB EXAM?

No. Because assessment in IB occurs throughout the course in the form of internal and external assessments, students must be enrolled in IB courses to take IB exams.

HOW MUCH DOES IT COST TO BE IN THE IB DIPLOMA PROGRAM?

There is no additional tuition for the IB Diploma Program. Like AP students, IB students must pay for a portion of their exam fees. In addition, changes made to testing schedules after the first deadline (November 15th) will result in an additional fee which will be the responsibility of the student both in and out of district.

Frequently Asked Questions for Clemens Pre-IB Students

I AM STILL IN 7TH OR 8TH GRADE. WHAT SHOULD I BE DOING NOW TO PREPARE?

Students who are not yet enrolled in high school will have more flexibility in their schedules at Clemens if they take advantage of opportunities to obtain credit for Spanish I, Algebra I, and possibly fine arts at the junior high level. It is not absolutely a requirement, but again, it will allow you more flexibility in scheduling and make room for more non-core electives when you are in the program at Clemens.

I AM ALREADY A FRESHMAN OR SOPHOMORE BUT I'M NOT SURE YET ABOUT IB. IS IT TOO LATE TO COMMIT NOW?

The official IB curriculum begins in a student's junior year, and students in 9th or 10th will be in Pre-IB courses or mixed Pre-IB/Pre-AP courses. The "Pre-IB" courses begin to familiarize students with the unique terminology, requirements, assessments and rubrics of the IB Diploma program. All of the "Pre" classes, either Pre-IB or Pre-AP, offer an excellent foundation for either higher-level course, IB or AP, so you don't have to decide officially until the beginning of your junior year. However, as early as freshman year, some courses are specifically geared toward the IB program, and as stated in the item above, there are certain math and language requirements that are more easily met if you begin your junior year already having credit for Algebra I, honors or advanced Geometry, Pre-IB (or advanced) Algebra II, and of course, 2 or 3 years of Spanish/French. Feel free to contact your coordinators and ask. And students wanting to attend Clemens but not residing in the attendance zone or district *may* apply for permission to transfer in based on commitment to the IB program*; no such possibility exists for those wanting to transfer into Clemens to participate in AP classes.

I AM A PRE-IB STUDENT. DO I HAVE CAS REQUIREMENTS?

No. Although we certainly encourage you to challenge yourself and grow as an individual by participating in creative, active and service-oriented experiences prior to beginning the IB Diploma program, there are no official requirements that you do so until the beginning of your junior year.

**Students wishing to transfer to Clemens from a district offering an IB program are not eligible for transfer.*

Frequently Asked Questions for Incoming Juniors

WHO WILL GUIDE ME IN SELECTING THE NECESSARY 11TH GRADE COURSES?

Your IB Coordinator and school counselor will assist you in course selection. The IB Coordinator will assist you in selecting your IB courses and your counselor will ensure that you have met the state required graduation requirements.

IF I HAVE A QUESTION ABOUT MY IB DIPLOMA PLAN, WHEN WILL I BE ABLE TO TALK WITH THE IB COORDINATOR?

You may contact the coordinators in person any time in school or by email: ib@scuc.txed.net. If you would like to schedule an official appointment to see Mrs. Rodriguez or Ms. Rhodes, send an email requesting an appointment to the above email address; if you are on campus, you may request this appointment in person, but please follow up with an email to verify the meeting request.

WHO DO I SEE IF THERE IS SOMETHING WRONG WITH MY REQUESTED COURSE LOAD OR SCHEDULE?

First see your IB Coordinator if the issue affects your IB classes in any way. You may visit with your counselor, but they should not make changes to your IB schedule without consulting the IB Coordinator. If there is a problem, please come see the coordinators in person, or email Mrs. Rodriguez or Ms. Rhodes at ib@scuc.txed.net or their individual school email, in addition to speaking to them personally. If the problem concerns a non-IB course, contact your school counselor.

HOW DO I KNOW WHOM I SHOULD CONTACT ON CAMPUS REGARDING A PROBLEM?

IB Coordinator(s): Questions about IB courses and exams, IB schedule changes, IB Diploma requirements—anything IB related

Counselor: Questions about Texas graduation requirements, non-IB schedule changes, scholarship information, letters of recommendation, ACT and SAT information, college questions, summer school , or correspondence/on-line courses

Ms. Weems/Ms. Riordan: Questions about the Extended Essay

Ms. Crowe: Questions about Creativity, Action, and Service (CAS)

IS IT POSSIBLE TO PURSUE EXTRACURRICULAR ACTIVITIES AS AN IB JUNIOR?

Yes, in fact, most of our current juniors (and seniors) are enrolled in at least one of the following: band, choir, ROTC, athletics, art, theatre. ag/FFA, cheer, and dance. It is not *guaranteed* that you will be able to accommodate your extracurricular activity within your IB schedule and sometimes choices have to be made, but the faculty and staff work very hard to build a master schedule that meets the needs of all students.

WHAT IS CAS AND WHEN DO I START?

CAS stands for Creativity, Activity and Service. All IB students are required to complete CAS requirements as established by IBO. Check with Ms. Crowe, your CAS coordinator. You may begin working toward the CAS Diploma program requirements as early as the first day of your junior year. General Information and required forms can be found at the Clemens IB website (CAS) or contact Ms. Crowe via school email.

WHAT IS THE PROCEDURE FOR DROPPING IB COURSES?

First contact the IB Coordinator either in writing or email. Be aware that if you live outside the Clemens attendance zone and you drop your IB courses, you will be expected to return to your home campus. All students enrolled from out of district are required to pursue the IB Diploma unless unforeseen scheduling conflicts absolutely prevent this after you have begun participation in the program. And frequently, dropping one IB course may put your entire diploma plan in jeopardy, so check with your IB coordinators first.

WHEN DO I REGISTER FOR EXAMS?

Exam registration occurs in October of the junior and senior year. Your coordinator will meet with you prior to this registration process; students may take up to two SL exams at the end of their junior year.

HOW MUCH HOMEWORK CAN I EXPECT?

It varies. As in any advanced class, in general, student can expect 30 minutes per subject each night. This may vary due to the nature of the assignment and the student's time management skills.

WHAT ARE INTERNAL AND EXTERNAL ASSESSMENTS?

“Internal” assessment means the work is scored “internally,” by your Clemens IB teacher on campus, and the scores are then reported to and overseen/moderated by the IBO. These assessments take place during the coursework. “External” assessments are those taken in May of the final year of the course; they are scored “externally” by the IBO. All IB courses have both Internal Assessments (IA's) and External Assessments, and the virtue of this system is that it gives each student multiple opportunities to demonstrate what he/she has learned. The following are examples of internal assessment: language orals, math portfolios or projects, science lab practicals. The internal assessment guidelines are written by the IBO, administered and graded by the classroom teacher, then sent off to various locations around the world for moderation or oversight of your teachers' scores. Further details about internal and external assessment will be explained by the classroom teacher.

Important Information for Students Living Outside the Clemens Attendance Zone

The IB Organization certifies individual schools to offer the IB Program, not school districts. In SCUC ISD, the official two-year program is offered only at Samuel Clemens High School. Our district welcomes students from the Steele attendance zone as well as from other school districts that do not currently have an IB program to apply to the IB Program, but there are certain implications that must be understood:

1. **ACCEPTANCE IN THE PROGRAM:** Students who transfer to Clemens are required to pursue the IB program as full Diploma candidates. A student who does not wish to pursue the full Diploma may be better served by AP courses at his/her home campus. Please discuss your situation with the IB Coordinator to make sure that IB is the best choice for you.
2. **OUT OF DISTRICT** students may apply any time, but will only be entered into the program starting in the fall semester unless moving into the district and transferring as an active IB student from another IB School.
3. **IB STUDENT TRANSFER FORM:** Students residing outside the Clemens attendance zone must complete a Student Transfer Form in addition to the IB Application. This form is available from Central Office or by contacting Mrs. Rodriguez or Ms. Rhodes. The Student Transfer Form is a commitment to attend the IB program at Clemens. IB transfer students are subject to the UIL rules and local district guidelines. **This form should be completed in the spring prior to EACH year that the student is to be enrolled at Clemens.**
4. **DROPPING THE IB DIPLOMA PROGRAM:** If a student enrolls in the IB Program and then finds it necessary to drop an IB course, the student may do so only if scheduling limitations will interfere with the student's ability to obtain the IB diploma while satisfying the state graduation requirements. Removal from the entire IB program may only occur at limited times prior to the end of the first semester, and students who drop IB coursework are required to transfer back to their home campus. All students enrolled from out of district are required to pursue the IB Diploma unless unforeseen scheduling conflicts beyond the coordinators' control absolutely prevent this.

Students and/or Parents are encouraged to contact Mrs. Josephine Rodriguez or Ms. Sam Rhodes as soon as possible at ib@scuc.txed.net if they have questions regarding attendance zone issues.