

GLENFOREST S.S.

IB TIME MANAGEMENT PLANNER
GRADE 11 IB 2010–2011



STUDENT NAME: _____

Enquires to IB Coordinator via e-mail

Daphne Habib

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or

IB Administrative Assistant

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Sept

Oct

Nov

Dec

Jan

Feb

March

April

May

June





IB TIMELINE

GRADE 11 also known as: the ANTICIPATED YEAR OR YEAR ONE

Expectations:

All IB students should refer to their agendas for Glenforest rules and expectations regarding attendance, lates, deadlines etc. IB students are expected to follow the IB schedule during the January exam period which may include an exam or a C.A. Culminating Activity for Part 1 of HL courses.

Although there are many deadlines throughout the year, students are expected to **attend all classes** regardless of due dates for IAs. During the May exam period students must attend classes in SL French and Part 1 of the third HL course.

Failure to attend classes may be taken into consideration in determining the Predicted Grade as evaluated against the subject grade descriptors. If attendance becomes an issue, the student will be referred to the administration.

Assessment:

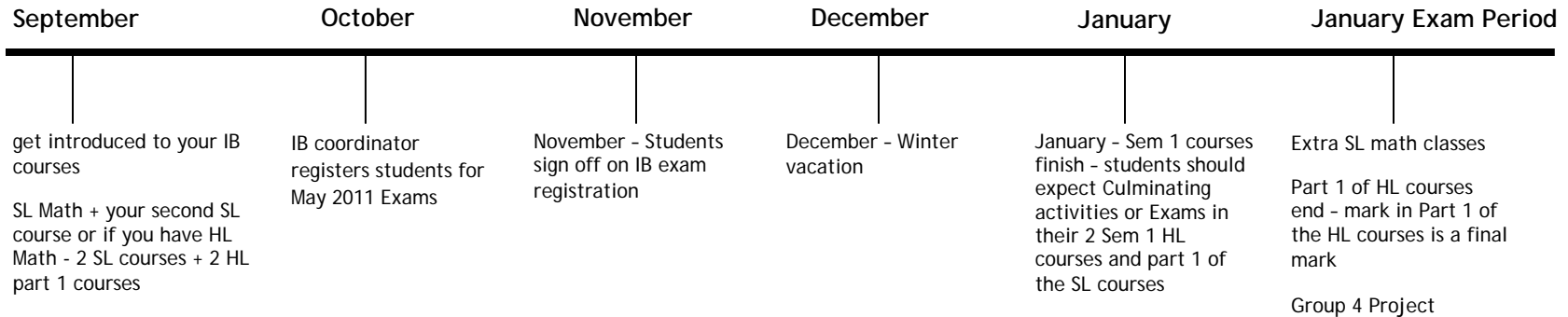
IB courses are marked in Levels 1–7 , with levels 5, 6 and 7 being the equivalent of Ontario level 4-, 4 and 4+. In order to report IB marks on an Ontario Transcript, we use the marks translation scale (to the right). This scale was developed in conjunction with the IB schools of Ontario and the Ontario Universities and is very similar to the scale used in B.C. and Alberta. It is important to remember that each IB course has different criteria for assessment. The final IB mark will be based on the final exam and the Internal Assessment (IA) which the students complete during the course. Teachers will apply IB criteria, IB grade descriptors and their understanding of the expectations on the exams in the determination of Predicted Grades.

Marks Translation Scale:

Level = Ontario %

7+ = 99%	4- = 70%
7 = 98%	3+ = 69%
7- = 96%	3 = 65%
6+ = 95%	3- = 60%
6 = 93%	2+ = 59%
6- = 90%	2 = 55%
5+ = 89%	2- = 51%
5 = 85%	1+ = 49%
5- = 80%	1 = 45%
4+ = 79%	1- = 40%
4 = 75%	

SEMESTER ONE



C A S O N G O I N G





IB TIMELINE

GRADE 11 also known as: the ANTICIPATED YEAR OR YEAR ONE

Internal Assessments

IB courses have Internal Assessment components (IAs) which are completed by the students during the school year and marked by the teachers. The marks for IAs are submitted to IB and a selection of IA samples are sent to IB for moderation.

The intent of the IA is to provide the students with an opportunity to demonstrate learning through an Assignment which is completed within a specific timeline. IAs are designed to reflect the abilities of the students. It is important to remember that these projects are completed by grade 11 and 12 students and are expected to be at an appropriate level. The work in an IA is to be completed independently, without help or assistance from the teacher, a tutor or the parent.

Predicted Grades

In April Teachers are required to submit a Predicted Grade (P.G.) to IB for each student who is writing an Exam in May. The P.G. is used by IB during the marking cycle in June. A Predicted grade is a prediction of the mark that the student will achieve in the course. Teachers arrive at the PG by using the IA mark, the results of mock or practice exams and by referring to the **Grade Descriptors** for each subject. Predicted Grades are a good way for students to assess their strengths and weaknesses in a course and can be very helpful while preparing for the exams.

The Predicted Grades and the Translated Ontario % are recorded on the Mid-term report card. The mark for both courses in the Standard Level courses will be adjusted in July to reflect the final IB mark earned in the 2 SL courses

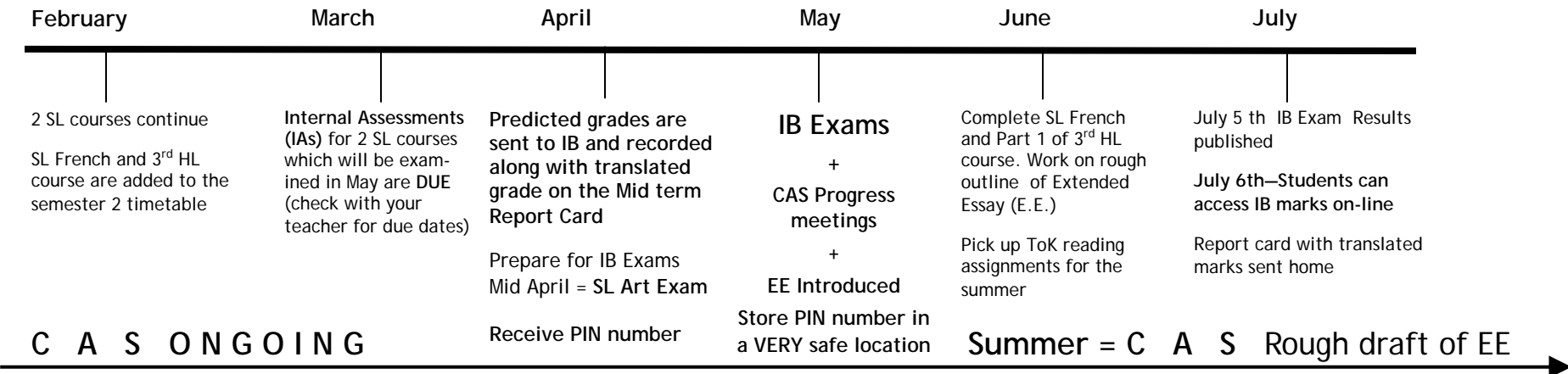
CAS and Extended Essay

CAS = Creativity, Action and Service
Students engage in activities over the 2 years of the IB programme and record their experiences on the online CAS manager site. It is important to remember that the CAS hours are accumulated over the 2 years.

Extended Essay (EE)

Students work with a Mentor to write an Independent Research Paper. The outline for the paper is due at the end of June. Students then have the summer to complete the rough draft which is due in September. The final EE is due in November of the grade 12 year. The EE is excellent preparation for the expectations of University.

SEMESTER TWO





IB Time Management—Planner
Grade 11 IB Important dates

Name: _____

(ask your teachers for the important due dates for your IB courses - then keep this in a safe place to help with your time management)

SL Courses

SL Math or SL _____

(Biology, Chemistry, Physics, Art)

IA due: _____

Other important due dates: _____

SL _____

(Biology, Chemistry, Physics, Art)

IA due: _____

SL French (semester 2)

orals: _____

HL Courses

HL English

IOP due: _____

World Lit 1: _____

HL _____

(Psychology, Economics, Biology, Chemistry, Math, Art, Music)

IA due: _____

HL _____

(Psychology, Economics, Biology, Chemistry, Math, Art, Music)

IA due: _____

Sept Oct Nov Dec Jan Feb March April May June

C A S O N G O I N G

Summer = C A S Rough draft of EE



GLENFOREST S.S.

I B Group 4 Grade Descriptors



The descriptors are given in the form of levels of performance that candidates should be able to demonstrate, and show those aspects of academic achievement that the senior examining team are evaluating when setting grades for examination papers and for internally assessed work. All subjects have grade descriptors, this

Grade 7 Excellent performance

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

Grade 6 Very good performance

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable of working independently.

Grade 5 Good performance

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.

Grade 4 Satisfactory performance

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability

to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

Grade 3 Mediocre performance

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

Grade 2 Poor performance

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1 Very poor performance

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.