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Mid-Atlantic Association of IB World Schools

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Objectives of the session:

1. Introduction to the IB World Schools Association Managers and their role
2. Overview of the Preliminary Review process
3. Resources to support the Preliminary Review
4. Guidance on documentation that needs to be submitted
5. Questions on the Preliminary Review



IBWS Associate Managers

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Each evaluation event is assigned an AM to support them through the Preliminary Review!



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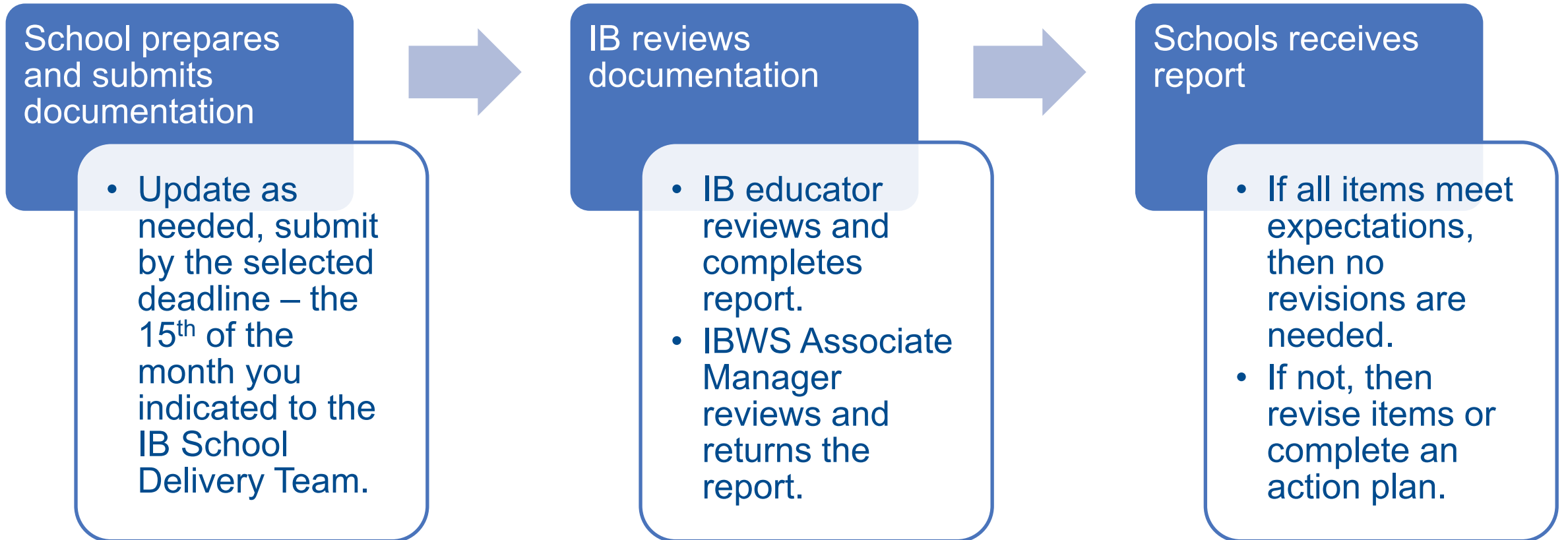
Purpose

Preliminary review

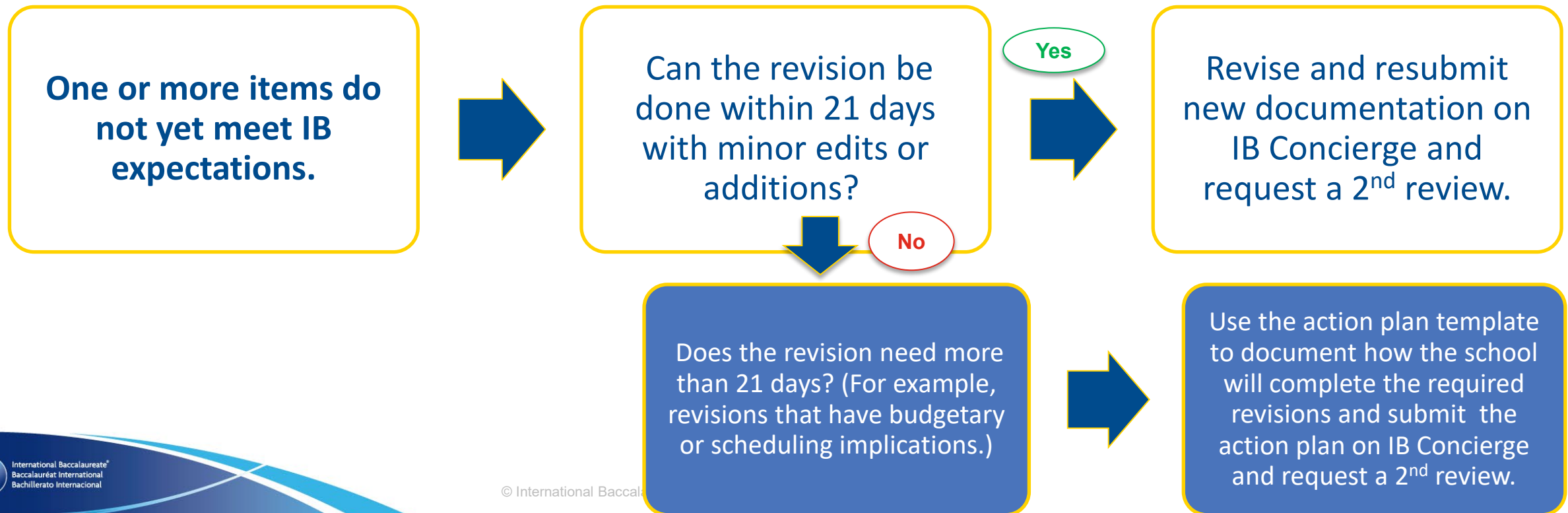
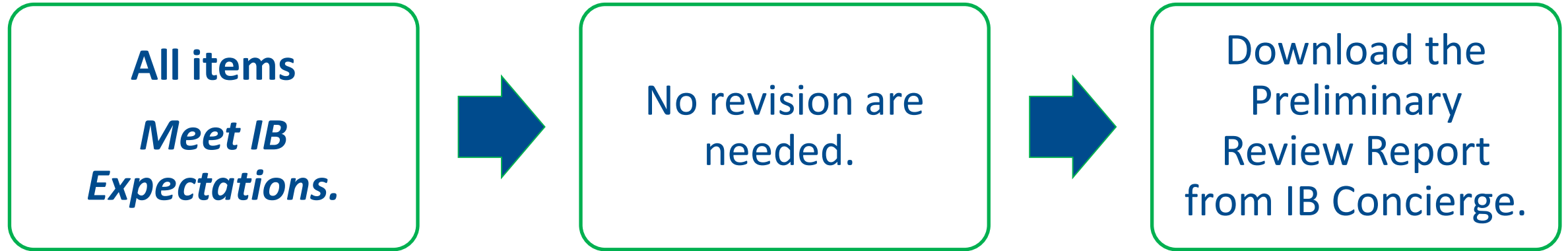
The *Rules for IB World Schools*, the *IB Programme standards and practices*, *From principles into practice* publication for each programme and additional IB programme documentation establish expectations for schools authorized to offer IB programmes. Schools are advised and expected to review and update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

[Log into My IB: Cross-programme resources - Home - IB programme resources \(ibo.org\)](#)

Overview of the Preliminary Review



Overview of the Preliminary Review



Preparing the documentation

Preparing the documentation

- Appendix 1 of the *Guide to programme evaluation* gives you the list of all the documents that must be submitted for the Preliminary Review.

For all programmes:

Compliance with Rules for IB World Schools

Purpose

Environment

Policies

The programme(s) evaluated during the programme evaluation :

Programme Documentation

My IB > Programme Resource Centre: Cross Programme Resources > Programme Evaluation

The screenshot shows the IB Programme Resource Centre website. The navigation menu includes: WHAT IS AN IB EDUCATION?, APPROACHES TO TEACHING, RESEARCH, STANDARDS AND PRACTICES, PROGRAMME EVALUATION, and NEWS. The main heading is "Programme evaluation".

Guides and templates

- Guide to programme evaluation
- Remote evaluation visits guidelines - PDF
- Self-study questionnaire: For use during programme evaluation - DOC(X)
- PSP 2020 Action plan - DOC(X)
- Preliminary review templates
- Developing evaluation visit agendas - DOC(X)
- Sample on-site evaluation visit agendas
- Sample remote evaluation visit agendas

Programme evaluation support resources

- Organizing programme evaluation in your school - PDF
- Preparing for the preliminary review - PDF
- Transition to 2020 Evaluation

Synchronized visits

- Synchronized visit manual - PDF
- Agendas
- IB/NEASC CLP

Templates to support documentation

The screenshot displays the IB website's 'Preliminary review templates' page. The top navigation bar includes the IB logo, 'ibo.org', and links for 'My IB', 'IBIS', 'Students', 'Store', 'Blogs', and 'Ask a question'. On the right, it shows 'English' and 'Logged in'. Below the navigation bar, there is a search bar and a 'MY RESOURCES' link. The main heading is 'Preliminary review templates', with a language selector indicating 'Resources in: English | 2 more languages'. A list of templates is provided, each with a document type icon: 'School and programme profile - DOC(X)', 'Professional development information - DOC(X)', 'Programme budget - DOC(X)', and 'Statement of acceptance - PDF'. The footer contains links for 'Copyright', 'Terms and conditions', 'Language policy', 'Mission statement', 'Learner profile', and 'IB privacy policy'.

ibo.org My IB | IBIS | Students | Store | Blogs | Ask a question English - Logged in

Home / Cross-programme Search resources ... MY RESOURCES

Preliminary review templates

Resources in: English | 2 more languages

- School and programme profile - DOC(X)
- Professional development information - DOC(X)
- Programme budget - DOC(X)
- Statement of acceptance - PDF

Copyright Terms and conditions Language policy Mission statement Learner profile IB privacy policy

New and updated resources are available on Cross-programme page in the Programme evaluation section.

- A new template has been introduced for the **IBWS action plan** along with an **example of a completed IBWS action plan**. The new template has a clearer connection with the programme standards and practices and provides more detailed support for school planning. The example illustrates how the action plan is to be used by schools.
- The **professional development information chart** has been updated to remove the requirement for PYP schools to indicate participation in the workshop, "Building for the future".
- **Nano PD on the preliminary review.**

Appendix 1 – All Programmes Documents

For all programmes

[View full table](#)

Item	Rule or requirement or specification	Expectation(s)
<p>School and programme profile</p> <p>Template (Word) available on the Programme Resource Centre</p>	<p>Rules—Article 5.14: Schools must inform the IB of any major changes in their governance, organizational structure, and/or location (including damage to, relocation of or major renovations of school premises).</p> <p>Leadership 1.2: Leadership and governance understand all IB rules,</p>	<p>The school has submitted the completed school and programme profile.</p>

Appendix 1 – All Programmes Documents

Legal entity and licensure documentation Provide evidence of both legal entity and licensure. May be combined. May include a business license, articles of incorporation, school's license or accreditation certification, national registration number, screenshot from the ministry or educational authority website that operates the school (include citation) or similar official evidence. If not in English, French or Spanish, provide a certified translation.

Rules—Article 15.2: A school must be and remain duly registered as a legal entity under local law—either for profit or not-for-profit, privately or publicly funded.

Article 15.3: A school must have and maintain the required licensure or accreditation by the local authorities and/or, if applicable, independent recognized accreditation

agencies, indicating that it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is authorized.

The school has submitted the legal entity and licensure documentation.

Documentation is provided in English, French or Spanish and certified if translated from another language.

The school is duly registered as a legal entity under local law.

The school has provided a current and valid licensure or accreditation by the

local authorities and/or, if applicable, independent accreditation agencies, indicating that it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is authorized.

School Strategy

School strategy

It may be a general strategy for the school and does not need to be specific to the IB programmes.

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the

School documents show the school's strategy:

- reflects the IB mission and philosophy
- includes holistic approaches to education.

Parent or legal guardian and student complaints procedures

Parent or legal guardian and student complaints procedures

It may be a general policy used for all parent or guardian or student complaints and does not need to specifically mention the IB.

Rules—Article 6: Internal complaints procedure

Article 6.1: The school must have in place written procedures for how it will deal with complaints and students' requests for appeals against IB programme decisions taken by the school, ensure that details of these procedures are made widely available and accessible to all students, and operate in accordance with such procedures.

Article 6.2: The school must inform parents or legal guardians about the school's procedures for addressing complaints and students' requests for appeals of IB programme decisions taken by the school.

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

The school has written procedures for how it will:

- deal with complaints towards the school or IB programme(s)
- deal with students' requests for appeals against IB programme decisions taken by the school
- ensure that procedures are made available to all students.

Job description(s) of the programme coordinator(s)

Job description(s) of the programme coordinator(s)

Include all additional responsibilities besides coordination—indicate the percentage of the coordinator’s weekly schedule that is devoted to complying with the coordination responsibilities

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)

The programme coordinator has:

- a written job description that describes responsibilities and expectations of the role for ensuring programme implementation and development
- **release time to carry out the responsibilities assigned to the role**
- the necessary resources and support to carry out the responsibilities of the role
- the organizational position to facilitate curriculum and programme development.

Policies

Commonly forgotten expectations:

- The policy includes **evidence of a review process** such as the date of the most recent review.
- describes the **rights and responsibilities** of the school community

Access and/or admission policy:

- The access and/or admission policy describes the conditions for participation in the programme.

Assessment policy:

For DP and CP, the policy must additionally include:

- internal moderation/ quality checks to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive
- practices for internal standardizing of assessment.

PYP Documentation

Collaborative planning description and schedule

The collaborative planning description and schedule shows scheduled or timetabled time for teachers:

- to collaboratively plan and reflect
 - to incorporate IB philosophy into the curriculum
 - to plan and design units that meet programme requirements and are in accordance with programme documentation
 - to consider connections between different areas and reinforce shared concepts, content and skills
 - to address the elements of an IB education.
- The collaborative planning description or schedule shows scheduled or timetabled time for subject specialists and classroom teachers to collaboratively design and plan the programme of inquiry.

PYP Documentation

Programme of inquiry

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)

Coherent curriculum 1.5: Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning (0401-01-0500)

PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3–6 years where the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)

The programme of inquiry for PYP consists of six units of inquiry—one for each transdisciplinary theme.

For the early years students, the programme of inquiry consists of at least four transdisciplinary themes, including “Who we are” and “How we express ourselves”.

In the programme of inquiry:

- all key concepts are present at each grade/year level
- there is a balance of key concepts
- central ideas are included
- lines of inquiry are included.

PYP Documentation – Curriculum Documentation

Unit planning process

Three completed unit planners or equivalent evidence of use of the PYP planning process for each grade level.

Completed versions of the former PYP planner template meet expectations

Unit planners include:

- transdisciplinary theme
- central idea
- lines of inquiry
- key concepts
- related concepts
- approaches to learning
- IB learner profile attributes
- subject areas
- learning goals
- teacher questions
- student inquiries
- differentiated learning experiences
- resources
- prior knowledge of students
- teacher reflections on knowledge, conceptual understandings, skills, attributes of the IB learner profile, learning goals and assessment
- monitoring, documenting and measuring learning (assessment)
- student-initiated action
- student reflections.

For early years the school provides opportunities for:

- uninterrupted play
- symbolic exploration and expression.

PYP Documentation

A **completed** exhibition planner or other exhibition documentation

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)

The exhibition planner or other exhibition documentation includes:

- personal learning goals
- personal inquiries
- student-initiated action
- student reflections.

OR the school exclusively offers the early years.

MYP Documentation

MYP Schedules

Sample schedules for each grade/year of the programme and an explanation of the hours of instruction

Include an explanation of how the school provides for at least the minimum number of required student learning hours for each subject group, for example the length of classes and number of classes in the school year.

Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)

MYP 1: The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121)

The schedule shows that each of the eight subject groups is taught for at least 50 hours per year, unless subject group flexibility is offered in year 4 and/or year 5.

MYP Documentation

MYP Subject group overviews

Language and literature
Language acquisition
Individuals and societies
Sciences
Mathematics
Design
The arts
Physical and health education

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning (0401-01-0500)

MYP 1: The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521)

The subject group overview:

- provides evidence of vertical and horizontal planning
- documents the written curriculum in each subject group across all years of the programme
- **includes a summary of the content**
- shows that over the years of the programme, the school has:
 - **included required key concepts**
 - addressed related concepts
 - **included MYP global context(s)**
 - **developed ATL skills**
 - offered students opportunities to meet all MYP subject group objectives in a balanced way
- engages students in physical education activities for at least 50% of the total teaching time allocated to this subject.

MYP Documentation

MYP Documentation of unit planning process

Language and literature
Language acquisition
Individuals and societies
Sciences
Mathematics
Design
The arts
Physical and health education Interdisciplinary

Two completed unit planners or equivalent evidence of use of the MYP planning process for each subject group from different year levels and one interdisciplinary unit from each year level

OR The school provides the following from the “Building Quality Curriculum” submission for each subject group and for interdisciplinary units:

- two unit plans
- completed self-evaluations
- feedback reports

The school has submitted:

(a) **two unit planners or equivalent evidence of use of the MYP planning process for each subject group from different year levels,** and (b) **one interdisciplinary unit from each year level.**

For all of these include the following elements:

- key and related concepts • global contexts
- statement of inquiry
- inquiry questions
- subject group objectives
- summative assessment
- approaches to learning
- content (selected or required)
- description of the learning process
- learning experiences and teaching strategies
- formative assessment
- differentiation
- reflection: • prior to teaching the unit • during teaching • after teaching the unit.

OR The school provides the following from the “Building Quality Curriculum” submission: • two unit plans • completed self-evaluations • feedback reports.

MYP Documentation

MYP Assessment documentation

Language and literature
Language acquisition
Individuals and societies
Sciences
Mathematics
Design
The arts
Physical and health education
Interdisciplinary

One sample of assessed student work, MYP criteria, including task-specific clarifications (if applicable), teacher marks and feedback per subject group. Samples must represent all year levels taught in the programme. Samples of interdisciplinary student work representing two different year levels

OR

Reports from eAssessments including internal assessment feedback from the “ePortfolio and candidate results”

Approaches to assessment 2.1:
Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

Expectations

For each subject in which the school participates in eAssessment, the following has been provided: reports from eAssessments including internal assessment feedback from the “ePortfolio and candidate results” summary page.

OR

For subject groups where the school does **not** participate in eAssessment, a sample of assessed student work, MYP criteria, including task-specific clarifications, teacher marks and feedback show assessment that is consistent with the prescribed MYP objectives and criteria.

DP Documentation

- **Collaborative planning description and schedule**

- The collaborative planning description and schedule shows **scheduled or timetabled time** for teachers:
 - to collaboratively plan and reflect
 - to incorporate IB philosophy into the curriculum
 - to plan and design units that meet programme requirements and are in accordance with programme documentation
 - to consider connections between different areas and reinforce shared concepts, content and skills
 - to address the elements of an IB education
 - **to integrate theory of knowledge (TOK) into each subject.**

Schedules

- **Sample student schedules for each grade/year of the programme**

Include an explanation of how the school provides for at least the minimum number of required student learning hours, for example the length of classes and number of classes in the school year

- The schedule:
- provides for the delivery of at least 100 hours of the TOK course over two years
- ensures that standard level courses are taught for 150 hours, ensures that higher level courses are taught for 240 hours over two years
- ensures that at least one standard level course is taught over the two years of the programme.

Curriculum documentation

Curriculum documentation:

A description of the curriculum, such as one course outline or one unit plan from each subject group, showing how the courses meet IB requirements, including how theory of knowledge (TOK) is integrated into the course

- Curriculum documents:
- identify the knowledge, concepts, skills and attitudes to be developed over time
- allow for meaningful student action
- promote students' awareness of individual, local, national and world issues, including students' own needs and the needs of others
- incorporate relevant experiences for students
- provide opportunities for reflection on human commonality, diversity and multiple perspectives
- foster development of the IB learner profile attributes
- show opportunities for students to make connections across their learning
- reflect current subject guides
- show TOK integration into the subject

Extended essay supervision

- **Extended essay supervision**

A description of the supervision of extended essays

- The description includes:
- timelines
- how mandatory reflection sessions will be supervised
- how students will engage in topic choice
- how supervisors are selected and informed.

IB Concierge



Search

Evelynn Singh | Logout
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School Users

Getting Started

All Users

School Users

School Delivery Users

IBWS Users

IBEN Users

Evaluation 2020: Quick start guide

Uploading preliminary review documentation 🔒

Reviewing the preliminary review report 🔒

Uploading Preliminary matters to be addressed (pMTBAs) evidence 🔒

Uploading the Self-study questionnaire 🔒

Evaluation 2014

Submitting evidence 🔒

Uploading a document 🔒

Uploading multiple documents for a step 🔒

Submitting the documents 🔒

IB concierge is the platform used for the evaluation process. The School Delivery team shares with you a link in advance, as well as a password.



Questions?

