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| **AP** | **IB** |
| National Standard of Excellence/Policies are determined by national educators | International Standard of Excellence/Policies are determined by International Educators |
| College level courses | Comprehensive curriculum of college-level work |
|  | Coursework is integrated |
| Students generally take AP exams in areas of strengths | Six required subjects per year |
|  | Students must prepare in all areas: strengths as well as weaknesses |
| Schools do not have to be authorized to offer courses and exams | Students must be enrolled in an authorized IB school |
| Exams are graded externally through ETS and student marks assigned | Scores range from 1-7, include teacher assessments, external assessments, constructed and graded by educators from throughout the world |
| Exams based on specific content of courses | Exams based on broad, general understanding of concepts and fundamental themes. Exam questions emphasize essay writing |
| Oral exam in foreign language | Oral assessments in English, foreign language, theatre, music, and other disciplines |
| All teachers are specially trained and training is updated regularly | All teachers are specially trained and training is updated regularly |
| College credit possible | College credit possible |
| Test scores range from 1-5 | Test scores range from 1-7 |
| Courses receive advanced weighting | Courses receive advanced weighting |
|  | Other requirements: Extended Essay, Theory of Knowledge, Creativity, Action, and Service |
|  | IB Diploma recognized in other countries |
|  | Coordinator supervises program |

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| **Admission Criterion** | **These assumptions apply to Diploma Candidates who are probably Diploma Recipients** |
| Grade Point Average | Nearly all courses in the student’s final two years are in solid academic areas/ there is no “fluff” in required IB courses to influence GPA. |
| High School Percentile Rank | Regardless of how the high school percentile rank is determined by school. An IB diploma recipient will be in the top 10% of his/her graduating class in readiness for college. |
| Academic strength in curriculum | An admissions officer can be assured of the candidate’s strong preparation of coursework in the five basic academic areas. |
| Academic strength of high school | Schools must offer and support a minimum of seven very strong academic departments to be a successful IB school. |
| Trend of record | The IB program is designed to encourage students to peak near the completion of their senior year, which tends to reduce or eliminate “senioritis.” |
| Standardized tests | Because the IB diploma, by its examination requirements, validates both achievement and integrity in academic performance, there is less need to place a high degree of importance on SAT and ACT results. |
| Essay | The Extended Essay validates writing skills and great reduces the likelihood of “second party’ writers. |
| Unusual characteristics | Participation in IB demonstrates that the student accepts rather than avoids rigorous academic challenges. |
| Recommendations | IB students will be well known by the Extended Essay mentor, CAS Coordinator, Building Coordinator, and IB teachers. |
| Interview | Participation in IB strengthens a student’s confidence, social sophistication, grace, and poise. |
| Evidence of creativity, physical activity, and service to community | CAS |
| Maturity and responsibility | IB assists students in developing time management, goal setting, and other organization skills. |
| Race and ethnicity | Because of external assessments, race/ethnicity neutral. |
| Additional significance | A track record supported by research of consistently high achievement during first year in college. |