

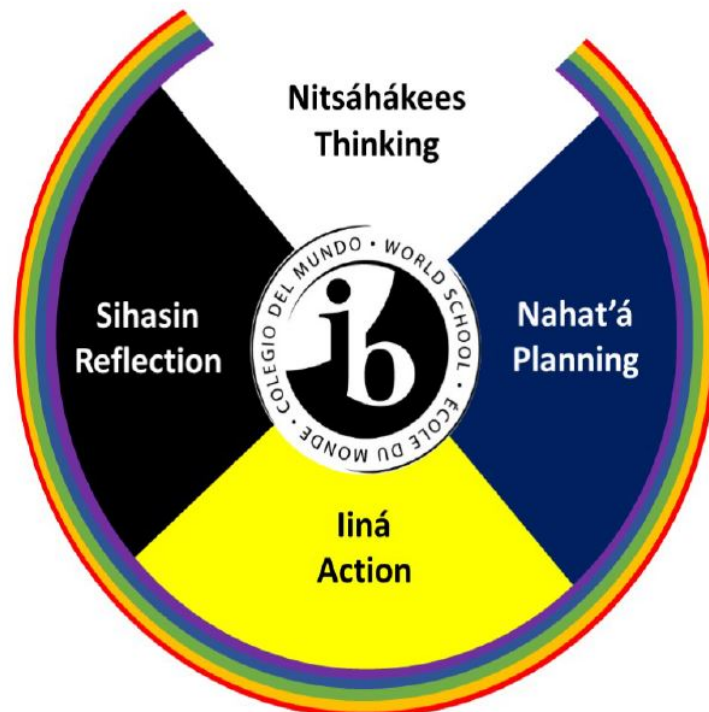
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Atsá Exhibition Handbook



Yideeskáágóó Naat'áanii

“Leaders Now and Into the Future”

SY 2018-2019

NPS IB DIPLOMA PROGRAMME

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The IB Learner Profile

Navajo Preparatory Students develop to become:

Inquirers Na'7d7[kid doolee]

Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable Bi[4h0zin doolee]

They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Thinkers Bi[chohoo'9go nits4kees doolee]

They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators Bizaad hah00zh--d doolee]

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-Takers Y1't1'4h7g7yee na'7d7n7aah doolee]

They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled H0y32 doolee]

They have sound grasp of the principals of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring Bee ajooba' h0l=- doolee]

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

Open-minded T'11 aptson7yaa 1kon7zin doolee]

Through an understanding and appreciation of their own culture, they are open to perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Balanced H0zh=- go naagh1a doolee]

They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective &hoo'aah yaa nts4n1keesgo yee siihdindzin doolee]

They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

Courageous T'11 aptson7yich'8 ha'0ln7 doolee]

They possess the mental and moral strength to venture, persevere and withstand danger, fear, difficulty and uncertainty. They are driven by courage on their life journey when faced with challenges and conflicts.

Spiritual ! d1hod7zin d00 hod7sin doolee]

They develop a spiritual approach to life by walking in beauty through hózho – living in balance and harmony with the universe through thoughts, deeds, actions and intentions.

To the Prospective IB Student from the Coordinator

Welcome to the International Baccalaureate Programme at Navajo Preparatory School! The IB Programme is about developing the whole student, helping students learn how to learn. The IB Programme is about how to analyze and reach conclusions about humankind, its language and literature, its ways in society, and the scientific forces of its environment.

We believe that IB fosters a kind of independence, an interdisciplinary style of thinking and questioning that creates worldly scholars and global citizens. For this reason, the IB Diploma and individual IB coursework are widely recognized by universities around the world as a symbol of academic excellence and one of the strongest educational experiences available in secondary education today.

The IB Programme is geared for the student who is willing to work hard and seeks increased learning opportunities and challenges. Students who enter the Diploma Programme commit to a two-year plan of study for their junior and senior years. Students not in the full Diploma Programme may enroll for IB Certificate Courses and will be expected to take the IB exams associated with the IB coursework they have completed.

We hope that you will take full advantage of the International Baccalaureate Programme while you are at Navajo Preparatory School. To assist you in your course selection process, we compiled the following IB Diploma Programme & Ats1 Exhibition Handbook. We hope that it is a valuable resource of information about how the IB Programme works. You should discuss your interest in the IB Programme with your parents. Regardless of which path you choose (IB Diploma or IB Course Certificate), be sure to meet with the Academic Counselor to discuss and refine a high school plan that will be best suited to you. Ultimately, what is most important is that you pursue the path that interests and motivates you.

My door is always open and I am happy to discuss any questions or concerns about the IB Programme with you.

Respectfully,

*Donna Fernandez
IB Diploma Coordinator
dfernandez@navajoprep.com
(505) 326-6571 x130*

Introduction to the International Baccalaureate Diploma Programme

This guide contains information relevant to all academic and administrative aspects of the Navajo Preparatory School Diploma Programme. The information is taken from the-Diploma Programme Assessment Procedures. The Diploma Programme Assessment Procedures is the rulebook for the IB Diploma Programme used by staff to meet IBO requirements. This guide complements Navajo Preparatory School's 'Community Handbook' by providing information for:

- Planning for their student IB coursework and requirements.
- Understanding the IBO regulations regarding assessment
- Knowing the responsibilities of the candidates, parents, staff members and school throughout the Diploma Programme

Curriculum Overview

The IB curriculum provides a cohesive and comprehensive liberal arts and sciences program of study for juniors and seniors of differing educational backgrounds, abilities, and interests. It is a rigorous pre-university program which will provide the basis for life-long education. IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international perspective of students. Candidates who satisfy the demands of the programme demonstrate a strong commitment to learning, both in terms of mastery of content and the development of skills.

The purpose of the IB curriculum is to:

- Educate young people to act intelligently and responsibly in a complex society
- Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas
- Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and engendering respect for different points of view

Navajo Preparatory School offers a generous selection of subject choices within the IB curriculum. This fact, coupled with a wide selection of challenging extracurricular activities offered, contributes to one of **the strongest educational experiences available**. Students receiving a Navajo Preparatory School Diploma have the opportunity to enhance their diploma through two IB pathways:

Full IB Diploma Programme
Or
One or more IB Course Certificates

Diploma Programme Requirements

Diploma Programme candidates must meet the following requirements:

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects, each studied over a period of two years
- The six subjects must be selected from the six groups as described in the Diploma Programme Assessment Procedures for the appropriate examination session, at least three and not more than four subjects being offered at higher level (HL) and the others at standard level (SL).
- In addition to the six subjects, candidates for the IB Diploma must:
 - a) Take a course in and submit the required assessment in Theory of Knowledge
 - b) Complete an approved CAS programme of extra-curricular activities or experiences
 - c) Complete and submit an Extended Essay for scored evaluation in an IB subject offered by NPS
- Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of academic dishonesty.

Frequently Asked IBO Questions

What is the International Baccalaureate Organization (IBO)?

The IBO was created in Geneva in 1963 by a group of member schools of the International Schools Association. These schools formed the International Schools Examination Syndicate (ISES) to plan a full curriculum and examination system. In 1968 the ISES changed its name to the International Baccalaureate Organization and was given legal status under the Swiss Civil Code.

The IBO Headquarters is located in Geneva, Switzerland, and the IBO Curriculum and Assessment Center is in Cardiff, Wales. The IBO has regional offices in North and South America, Asia, Europe and Africa. IB North America, the support office of Navajo Preparatory School, is located in New York City. Navajo Preparatory School became an IB World School in 2014.

The IB Diploma is highly regarded for entry into universities throughout the world and for advanced placement at many colleges and universities in the United States and Canada. Oxford University was the first university to accept the IB Diploma as an entrance qualification. Now universities world-wide recognize the diploma graduate as having completed one of the finest liberal arts educations available.

Who is suited for the IB Programme?

All Navajo Preparatory School students are suited for the IB Programme. It appeals to students with a wide range of interests, abilities and talents.

Every student at Navajo Preparatory School is expected to challenge themselves with the full IB Diploma or take one or more IB Courses in their junior and senior years.

Why should I enter the IB Diploma Programme?

The IB Diploma Programme is for the student who is willing to work hard at his/her studies. A student having completed the IB Diploma Programme will have developed the following characteristics:

- an ability to cope with several demanding classes simultaneously
- a willingness to develop personal study habits, including self-discipline, self-motivation, and time management
- a capacity for thinking critically and creatively
- some fluency in a second language, or willingness to become fluent
- an international outlook and a genuine concern for others

How do I register for the Navajo Preparatory IB Programme?

The IB Programme is designed for juniors and seniors. The entire IB Programme is self-selecting, which means students who want the IB challenge may simply complete an application in their sophomore year, interview with the IB Coordinator, and register for the courses. Since the programme is self-selecting, student-candidates register for a varying number of IB courses.

Applications are available from the IB Coordinator and are due in March of a student's sophomore year.

The application includes the following:

1. Student Application/ Personal Details
2. Written Parent/Guardian Statement with signature(s)
3. Two (2) letters of recommendation from teachers in a sealed envelope
4. Unofficial Academic Transcripts
5. Application Essay consisting of 250-300 words on the topic: Using the (10) IB Learner traits select one (1) trait and discuss how that characteristic relates to you as a learner and your educational expectations.
6. Completed Plan Course Selection

The IB Advisory Committee will review the application by April of the application year. All candidates should be in good academic standing with demonstrated characteristics of the IB learner profile.

How much does it cost?

Registering for IB examinations is an important step in earning an IB Diploma or IB Certificates. The following are subject fees paid by the student for the May Examination Session:

- Registration Fee per Candidate = \$172
- Subject Fee per Candidate = \$119 @ 6 = \$714
- Core Fees (EE, TOK, CAS) per Candidate = Included in registration fees
- **Full IB Diploma per Candidate Total = \$886**

A candidate in the Diploma Program (6 Subject Exams + ToK + Extended Essay + CAS) will be required to pay fees totaling \$714 over two years (IB Diploma candidates may assess in no more than two SL subjects in their junior year). There are no fees currently associated with the core elements of the IB Diploma Program (ToK, EE, or CAS) for candidates. The above fees are subject to change upon notification from the IBO and currently apply to the 2018-2019 school year for examinations during the May 2019 session.

IB Programme Pathways: IB Diploma or IB Course Certificates with NPS Diploma

Regardless of IB Pathway all students are required to complete the Senior Ats1 Exhibition consisting of the EE, CAS, Colloquium and Portfolio which are graduation components at Navajo Preparatory School. Students can take any number of SL or HL courses and complete all assessments in their IB courses.

Upon satisfactory completion of NPS courses, a student on this track will receive: NM High School Diploma. Students at Navajo Preparatory School can choose from two pathways in the IB Programme: IB Diploma or IB Course Certificate.

The IB Diploma Pathway

To earn the IB Diploma, a candidate must successfully complete:

1. At least one course and an IB examination in each of the six subject area groups listed below. To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL).

Higher Level and Standard Level subjects require intensive, in-depth study over two years. Higher Level subjects generally reflect a candidate's areas of interest and academic strength. All Higher Level and Standard Level subjects are on par with introductory level college courses.

Both levels of study lead to exams, which candidates must pass to receive the IB diploma. In addition to the exams, students are evaluated on a portion of their regular course work (i.e. lab investigations, essays, portfolios, projects, etc.) completed in each class. These internal assessments are externally assessed by an IB examiner.

Subject areas by IB Group:	
Group 1 –Language A Language and Literature HL	Group 4 - Experimental Sciences Biology HL Chemistry SL Environmental Systems & Society SL Sports, Exercise & Health Science SL
Group 2 - Language B Spanish Ab Initio SL	Group 5 – Mathematics Mathematics SL Math Studies SL
Group 3 - Individuals & Society History of the Americas HL	Group 6 – Arts & Electives Visual Arts SL or HL Music SL or a second Group 4

2. Theory of Knowledge (TOK) Course
3. An Extended Essay of 3,500- 4,000 words on an argumentative topic of choice
4. Creativity, Activity, and Service (CAS) 18 months of continuous involvement

Upon satisfactory completion of NPS courses and IB requirements, a candidate on this track will receive: NM High School Diploma, an IB Course completion in each of the 6 courses and an IB Diploma.

The IB Course Certificate Pathway

Any candidate may register in one or more IB Course Exams and earn an IB Certificate in each course. A candidate may earn an IB Course Certificate in one or more of the six subject areas listed above by completing the IB course content and assessment requirements. Candidates on this path may take any number of SL or HL courses. The TOK requirement is not part of the Certificate option.

Upon satisfactory completion, a candidate will receive: NM High School Diploma and an IB Course Certificate in each course in which students successfully complete an IB exam.

NPS Diploma Graduation Components

IB Core and Ats1 Exhibition

The Navajo Preparatory School Ats1 Exhibition is a culmination of the students' four-year academic study and will serve as a foundation for their future collegiate or career endeavors. The Ats1 Exhibition will give students the opportunity to explore personal interests more deeply while demonstrating the ability to apply knowledge and skills they have acquired and developed while at Navajo Preparatory School.

To graduate from Navajo Preparatory School, **all students must complete requirements in four categories** of the Ats1 Exhibition:

1. **Extended Essay:**
 - An argumentative research paper on a particular-topic involving core subjects: Language and Literature, Mathematics, Individuals and Society, Fine Arts/Music and Science.
2. **Colloquium:**
 - The colloquium is an academic presentation in which students defend their extended essay argument peers, the community, and a panel of judges.
3. **Portfolio:**
 - A compilation of the student's work to showcase high school works and demonstrate college readiness.
4. **CAS Fair:**
 - Creativity, Activity, and Service (CAS) long-term project is a sustained, collaborative experiential learning process that is measured against the IB Learner Outcomes and exhibited/presented during the annual CAS Fair.

These requirements are in addition to the requirements of individual courses. The Senior and Junior Seminar courses and Advisor/TOK instructor will serve as points of advisement and assistance for fulfilling requirements.

General Guidelines

- All components of the Ats1 Exhibition are encouraged to be authentic. The Academic Honesty Policy must be upheld and adhered to in all facets of the Ats1 Exhibition.
- Components of the Ats1 Exhibition must be submitted no later than the due dates. Failure to meet deadlines will result in parent/guardian notification, conference, and will keep a student from "Exemplary Status".
- Students **must** complete all (4) components of the Exhibition with a minimum mark of "Satisfactory."
- Students are required to regularly **input ALL** CAS Experiences and upload Extended Essay documents into the ManageBac System.
- The IB Advisory Committee reserves the right to review any Ats1 Exhibition topics and projects. Exhibition submissions that are dangerous or have the potential to violate school rules will not be accepted.

- Students using school facilities or equipment to conduct research must have written permission from the staff member responsible for such facilities or equipment. In addition, the student’s parents/guardians must sign a concurrence form. The student is responsible for any loss or damage to such facilities or equipment. (Concurrence Form is in the back of this handbook).
- Students who choose a CAS project that requires financial support are responsible for seeking their own funding sources.
- Should students need to work on their research/projects during the school week, an “Ats1 Work Day Request Form” will need to be filled out and approved three days prior to the absences (Request form is in the back of this handbook).
- School-provided transportation for off-campus CAS Experiences or Extended Essay research will require prior approval from the IB/CAS/EE Coordinator and Dean of Instruction. A five-day notice is necessary when requesting vehicles so plan accordingly.
- In accordance with the Community Handbook, students who are not on track will be referred for Scholastic Action.

Ats1 Advisory

- Junior and Senior students will work with an advisor on their Ats1 Exhibition Components. The advisor will monitor progress and completion of the Ats1 Exhibition Components.
- It is the responsibility of the student to ensure regular communication with their advisor
- Junior and Senior students must regularly document that they are working on their Ats1 Exhibition Components.
- Interviews and checkpoints must be documented in ManageBac. Failure to meet with the advisor may result in parent/guardian notification, conference, and loss of “Exemplary Status”.

Scoring of the Senior Ats1 Exhibition Components

- Seniors must receive an “Excellent” in all four components to receive “Ats1 Exemplary Status”: EE, Colloquium, Portfolio, and CAS Fair. Students who achieve this notable honor will be recognized at graduation and receive a scholarship from the school.
- Seniors must score “Satisfactory” or above in all four components to receive “Satisfactory Status” to graduate and receive their diploma.
- Seniors who receive a “Mediocre” or “Elementary” in one or more of the four components will receive a “Needs Improvement Status” and will be referred for Scholastic Action as described in the Community Handbook.

IB Advisory Committee

The IB Advisory Committee approves or denies all Ats1 Exhibition CAS long-term project proposals and Extended Essay topics and research questions. This committee is chaired by the IB Coordinator and made up of Academic Faculty and Administrative Staff. The IB Advisory Committee meets regularly throughout the year to review exhibition component submissions, create rubrics for evaluation, and update the IB Diploma Programme and Ats1 Exhibition Handbook. In addition, the IB Advisory Committee meets regularly to monitor progress of students, handle changes, and arbitrate disputes.

In the event that a student is asked to appear before the IB Advisory Committee regarding the choice of project/topic, the student will need to do the following:

1. *Prepare a short three to five minute explanation about how this proposal meets the requirements of the component.*
2. *Write a position statement of 200 words explaining in detail how you will meet the requirements of this component and why you should be allowed to proceed.*
3. *Professional attire is required.*
4. *Parents/Guardians will need to be present.*
5. *Failure to appear or be on time will result in rejection of the proposal and a new proposal deadline will set by the committee.*

Students may request an appeal to the IB Advisory Committee. In the event that a student requests an appeal, please note the following:

1. *Submit a written request to the IB Coordinator immediately.*
2. *The written request must include the reason for the appeal, the Ats1 Exhibition component in question, and any supporting documentation (i.e. timeline, advisor support letter).*
3. *IB Advisory Committee will approve or deny the request for an appeal hearing.*
4. *Should an appeal hearing be approved, the appeal will be heard by the IB Advisory Committee and decisions will be final.*
5. *At the Appeal Hearing, prepare to answer questions for the IB Advisory Committee regarding the purpose of the appeal.*
6. *Professional attire is required.*
7. *Parents/Guardians will need to be present.*
8. *Failure to appear or be on time will result in rejection of the appeal.*

In the event that a student wants to change an Exhibition Component Proposal after the initial approval, please follow the steps below:

1. *Student must submit an updated Letter of Intent, Proposal Form, and/or Concurrence Form to the IB Coordinator.*
2. *The IB Advisory Committee will meet to approve the new proposal.*
3. *The IB Coordinator will notify the student and parent/guardian after the Committee makes a decision. All decisions are final.*
4. *No changes to Extended Essay Proposals will be accepted after the last day of school of the Junior year. No changes to CAS Long-Term Proposals will be accepted after the first quarter of the Senior year.*

Theory of Knowledge (IB Diploma Pathway only)

The Theory of Knowledge (TOK) course is an interdisciplinary program designed to review and challenge knowledge. It involves the study of language, logic, ethics, knowledge, and truth. The course examines the methods used to obtain knowledge in various subject areas. TOK looks at the trustworthiness of language as a means of communicating ideas and the reliability of perception as a means of observing the world. Dishonest and unreasonable arguments are distinguished from valid forms of argument. TOK also considers the basis on which moral, political, and aesthetic judgments are made. Students will spend a year and a half answering one question: ***“What do I mean when I say ‘I know,’ and why should anyone believe me?”*** In TOK, students examine this question in the context of their definitions of knowledge itself, through eight ways of knowing: emotion, faith, intuition, imagination, memory, reason, sensory perception and language.

Candidates are given opportunities to:

- reflect upon knowledge and experience and the validity of the claims made about knowledge
- recognize limitations on the degree of certainty possible in all areas of knowledge
- be aware of subjective and ideological biases in themselves and others
- develop a personal mode of thought based on constructive examination of evidence and expressed in rational argument
- explore the relationship between belief and contrasting worldviews

TOK is a **100-hour course** that commences in the junior year continuing into the fall semester of the senior year. It will be primarily taught through discussions on the following major topics:

- a) knowledge, belief, and reality
- b) the role of language and thought in knowledge
- c) the principles of sound reasoning
- d) systems of knowledge - mathematics, natural sciences, human sciences, history
- e) values and judgments - moral, political, aesthetic
- f) knowledge and truth

TOK is **externally assessed** (one essay of 1,200 - 1,600 words on a prescribed title). In addition, candidates must make one or more individual oral presentations and complete a self-evaluation report. The presentation is internally assessed by the TOK teacher.

According to the quality of work, the candidate’s combined performance of both assessments will fall into one of the following five bands:

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
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The Extended Essay

The Extended Essay (EE), which introduces the candidate to personal research, will be based on an argumentative topic of choice, in an IB subject offered by NPS. Candidates are expected to have sufficient knowledge and skills in the chosen subject. The Extended Essay is written outside of the classroom on a candidate's own time. **Candidates begin the Extended Essay process in the fall of their junior year and submit their essays in the fall of their senior year.**

Each candidate obtains an Advisor to advise and guide him/her during the 12 months spent researching and writing. **The advisor will read and comment on ONLY one complete draft of the extended essay.** This is excellent preparation for similar tasks given to students in post-secondary education.

Candidates should choose a topic that is:

- challenging and interesting
- limited in scope to allow examination of an issue/problem in depth
- argumentative on a topic with multiple viewpoints
- allow the collection or generation of information/data for analysis and evaluation
- research oriented

All Extended Essays will be completed by the end of October of the candidates' senior year. The diploma essays are externally assessed by an examiner on the international grading team and can earn, together with the ToK, up to three bonus points. Refer to EE Timeline for requirement deadlines.

Length – All Extended Essays should be between 3,500 and 4,000 words in length, require approximately 40 hours of independent research, and are assessed internally according to a carefully worded set of general and subject specific criteria. An Extended Essay requires a title page, table of contents, works cited, and three reflections.

Presentation – A systematic research process is advised. All graphs, diagrams, tables, maps, and other supporting material must be neatly presented, well labeled, and easily interpretable. The essay should be logically presented and clearly ordered. A table of contents page is required and all pages numbered clearly.

Documentation – A standard research paper MLA or APA format will be used for all in-text citations and works cited. A minimum of eight (8) credible sources are required.

According to the quality of work, the candidate's performance will fall into one of the following five bands on a scale of 0-34 points:

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
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Extended Essay Objectives

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

1. Plan and pursue a research project with intellectual initiative and insight
2. Formulate a precise argumentative research question
3. Gather and interpret material from sources appropriate to the research question
4. Structure a reasoned argument in response to the research question on the basis of the material gathered
5. Present their extended essay in a format appropriate to the subject with skill and understanding during the Ats1 Colloquium
6. Use the terminology and language appropriate to the subject with skill and understanding
7. Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

Extended Essay Topics of Study

In accordance with the Diploma Programme Assessment Procedures, below is a list of approved Extended Essay subjects that are in aligned with the courses offered by NPS.

Group 1 Language A	Group 2 Language B	Group 3 Individuals & Society	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts	Interdisciplinary Essays
Language & Literature	Language Acquisition (Spanish)	History	Biology Chemistry Sports Exercise & Health Sciences	Mathematics	Music Visual Arts	Environmental Systems & Societies Literature & Performance World Studies

Reflection in the Extended Essay

As part of the extended essay, students will be expected to show evidence of intellectual growth, critical and personal development, intellectual initiative and creativity. Reflection must be documented on the Reflections on Planning and Progress Form (RPPF) and is explicitly assessed under assessment criterion E (engagement).

Reflections provide evidence that the student has grown as a learner and can demonstrate skills learned including:

- Critical thinking
- Decision-making
- General research
- Planning
- Referencing and citations
- Specific research methodology
- Time management

ToK and the Extended Essay

Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a candidate's performance in each will fall into one of the five bands described previously.

Using the two performance levels obtained in Theory of Knowledge and the Extended Essay, a maximum of three diploma points can be awarded for a student's combined performance as indicated in the matrix:

		<i>Theory of Knowledge</i>					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
<i>Extended Essay</i>	Excellent A	+3	+3	+2	+2	Failing Condition	Failing Condition
	Good B	+3	+2	+2	+1	Failing Condition	Failing Condition
	Satisfactory C	+2	+2	+1	0	Failing Condition	Failing Condition
	Mediocre D	+2	+1	0	0	Failing Condition	Failing Condition
	Elementary E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	Not Submitted	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

A candidate, for example, writes a satisfactory (Grade C) extended essay and whose performance in Theory of Knowledge is judged to be satisfactory (Grade C) will be awarded 1 point, while a candidate who writes a mediocre (Grade D) extended essay and whose performance in Theory of Knowledge is judged to be excellent (Grade A) will be awarded 2 points.

Performance in either Theory of Knowledge or the Extended Essay of an elementary standard is a failing condition for the award of the diploma.

Colloquium

Oral presentation to the community in which Senior students will defend their Extended Essay argument. Students will:

- begin with an oral introduction in Navajo.
- have 15 minutes to present their extended essay argument with evidence and 5 minutes of questioning from the audience and judges
- utilize various multimedia presentation techniques.
- dress in professional or fully traditional attire
- provide a copy of the Extended Essay for viewing by the Ats1 Judges

Preparing for the Colloquium

Once the extended essay is completed and submitted, it is time to prepare for the oral presentation called the Colloquium. The following are some things to consider before presenting:

1. Review the Colloquium presentation rubric.
2. Rehearse with CP Advisors. Practice the physical logistics of the oral presentation and rehearse everything beforehand.
3. Be ready for questions. Anticipate what questions will be asked and subsequent responses in defense of the extended essay argument.
4. Notecards help. Having the basic points on a notecard demonstrates the ability to plan and organize. In addition, note cards provide a safety net for nervousness, forgetfulness, and side-tracking.
5. **Formal occasions require formal speech.** Is the presentation free of slang and grammatical errors?
6. **Dress professionally or fully traditional.**

Colloquium Objectives

- Structure a visual representation reasoned argument in response to the research question on the basis of the material gathered
- Present orally their extended essay in a visual format appropriate to the subject with skill and understanding.
- Use the terminology, language, and visual materials appropriate to the subject with skill and understanding

The Colloquium provides evidence that the student can demonstrate skills learned including:

- Public speaking
- Critical thinking
- Decision-making
- Planning
- Referencing and citations
- Time management

Student Responsibilities

- Students must have passed the Extended Essay before the colloquium.
- Student are responsible for their own presentation materials (i.e. writing notecards or script).
- Students will rehearse their presentation individually and with their advisor.

According to the quality of work, the candidate's performance will fall into one of the following five bands on a scale of 0-27 points:

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
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Portfolio

The Portfolio is a showcase of four years of student achievements, course work, community service, interests and college aspirations. This portfolio is useful in the college application process. The portfolio is a way of informing potential colleges and universities of your achievements and aspirations. It is a snapshot of who you were, who you are and who you want to become.

All entries in the portfolio must be organized, clearly labeled, and listed in the following order:

1. Cover Page
2. Personal Essay
3. Resume (Objective: Post-Secondary Interests)
4. Formal Letter of Intent
5. (3) Graded samples of Navajo Writing or artifacts from Navajo Culture or Navajo History course work
6. Honors/Awards/Certificates up to six (6) (High School ONLY)
7. ACT and/or SAT Scores (Proof of Registration)
8. (3) College Admittance Letters and/or acknowledgement of completed applications to include Military Acceptance
9. (3) College Scholarship Award Letters and /or acknowledgement of completed applications
10. Final Extended Essay with Score Report
11. Colloquium Score Report
12. (3) Completed CAS Supervisor Reviews with evidence (i.e. photos, flyers, videos, blogs, sign-in sheets, email, etc.) to demonstrate one of each category: Creativity, Activity, and Service
13. CAS long-term description and progress from Managebac

GUIDELINES FOR THE PORTFOLIO

- A 3-ring binder, no less than 2 inches, with sheet protectors and dividers with labels is required to maintain all elements. Having portfolio requirements presented in a professional way will show the Judges that you are serious and ready for your next educational step.
- The outside cover of the portfolio is the Cover Page. The page will include the student's name, clans, and hometown.
- Be consistent with the use of borders and graphics throughout the entire portfolio. Do not allow the graphics to become the focus of your portfolio; they should only be used to enhance and support your portfolio. When using photographs, rather than including the originals, have color reproductions made.
- The portfolio must have a Table of Contents.
- Font type should be easy to read.
- All photos, samples, certificates, newspaper articles, personal notes, and other supporting materials must have TYPED captions. Do not assume that the reader will link the artifact with the correct statement made in the portfolio. Scan or take photos of **medals, ribbons, trophies, buckles, plaques, awards, artwork** or anything too large for a 3-ring binder.
- Select documents or artifacts for your portfolio that can validate, justify, and support your growth through four years of high school.
- Ensure that the portfolio is proofed more than once. It is required that your advisor view and proof your portfolio before turning it in to the IB Coordinator. It is recommended that others view the portfolio to see if any improvements could be made before the deadline.

Best works should showcase **HIGH SCHOOL WORKS ONLY**. Do not delay in collecting the needed material, artifacts, and evidence. The binder should be compiled simultaneously with the extended essay and CAS experiences.

Creativity, Activity, and Service (CAS)

“...If you believe in something, you must not think or talk or write, but must act.” (Peterson, 2003)

In order to reinforce the IB philosophy that there is more to education than what occurs in the classroom, candidates will also participate in the CAS program of co-curricular experiences for 18 months or 2 years during their junior and senior years. They will be required to participate in CAS experiences for three to four hours weekly. The candidate will be engaged in a combination of creative, aesthetic, athletic, and community service experiences. CAS aims to challenge and extend the candidate by developing a sense of discovery and self-reliance and encouraging development of individual skills and interests. Candidates must engage in experiences that provide a good balance of creativity, activity, and service.

Components of CAS:

1. Continuous involvement in various experiences for **18 months**
2. **Ats1** Long-Term Project - sustained collaboration addressing:
 - o Learner Outcome #8 – Demonstrate engagement with issues of Native American/Indigenous Communities
 - o Learner Outcome #9 – Recognize and consider collegiate studies and career choices
3. CAS Fair - Presentation of the **Ats1** Long-Term Project

Frequently Asked CAS Questions

What Is CAS?

Creativity, Activity, Service (CAS) should involve:

- real purposeful experiences, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

CAS is at the center of the IB Programme, being one of three essential elements in the IB experience. In the design of CAS experiences, candidates are asked to **demonstrate quality, balance between the three areas, and commitment**. Experiences help further define candidates as a confident and resilient person of integrity as well as a global citizen characterized by an awareness of the ethical considerations of issues. The objective is on developing community mindfulness and concern, and the skills needed to make an effective role to society. Therefore, it is expected that, at the beginning of the process, candidates review their interests and strengths as well as areas of growth to establish goals and develop a CAS plan.

Accomplishing the CAS plan translates into **consistent participation** for the duration of the IB Programme.

Experiences should not be isolated and sporadic, emphasizing quality not “laundry-list” quantity. Candidates will need to document their experiences and reflect on personal growth to provide **evidence that they achieved the 7 key learning outcomes** of CAS.

What defines each of the three strands of CAS?

Creativity: experiences in the modern and traditional arts, and any other experiences that **involve creative thinking**, such as planning activities or problem solving.

Activity: requires **physical exertion** contributing to a healthy lifestyle to complement and balance the demands of the IB academic work such as sports or dance classes.

Service: an **unpaid and voluntary exchange** that has learning benefit for the candidate. The rights, dignity, and autonomy of all those involved are respected. Some examples include helping with activities for the elderly, leading a music ensemble for the visually impaired, coaching a sports team for disadvantaged children, environmental restoration and protection.

What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of experiences that candidates find intrinsically worthwhile and rewarding, and which is mutually beneficial for the individual and to the community. Generally, CAS is not taking place when candidates are in a passive rather than an active role. There should be **interaction**. If candidates are passive, nothing of real value results from what they are doing, and no real reflection is possible.

Examples of experiences that are unacceptable are listed below:

- any class, experience or project that is already part of the Diploma Program
- any team or experience in which the candidate is already been participating, unless new growth goals are set
- an experience for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, such as museum, theater, exhibition, and concert visits
- an experience where there is no responsible adult on site to evaluate performance
- working with underserved populations, foundations, or organizations that:
 - have no idea of how the organization operates
 - have no idea of the issues involved
 - have no contact at all with the underserved populations or those being served by the foundation or organization

Guidelines for Specific CAS Experiences Involving Political or Religious Activity

The IBO expressly **prohibits experiences that create divisions between people or experiences that seek to proselytize others to one's way of thinking**. Given the nature of political or religious activity, it is important to evaluate these two areas when planning a CAS experience or project that involves political or religious implications.

Political activity that is informational or participatory, without causing division, is acceptable. For example, being a poll-worker during an election or participating in a school forum/mock debate on political issues is acceptable. Participating in a political protest might not be, if the protest goes beyond the civil expression of free speech into the arena of hostile activities that are divisive.

Some of the same concerns apply to participation in religious activity, particularly when it comes to proselytizing.

Work done by a religious group in the wider community that has what would otherwise be secular objectives, in which students are able to make choices and use their initiative, is acceptable.

For example, distributing food, building or repairing homes done as part of a religious outreach program are all considered CAS; singing religious songs, participating in prayer, or reading scriptures as part of a religious outreach program are clearly not CAS.

CAS Assessment Methods

The emphasis of CAS is on experiential learning. Candidates learn by doing real tasks that have real consequences and then reflect on these experiences over time. Students are encouraged to seek experiences towards cultural preservation and understanding traditional values.

Creativity can be interpreted as imaginatively as possible to cover the widest range of arts and other activities outside the normal curriculum. An ideal CAS project is one that a candidate creates, designs, or plans.

Activity can be interpreted as physical exertion contributing to a healthy lifestyle.

Service does not mean exclusively social service, but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation.

Completion of CAS is based on student achievement of the CAS learning outcomes. As a result of their CAS experience as a whole, including their reflections, there should be evidence that candidates:

1. Identify their own strengths and develop areas for growth
2. Demonstrate that they have undertaken challenges, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Demonstrate the skills and recognize the benefits of working collaboratively

5. Show commitment to and perseverance in CAS experiences
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions
8. Demonstrate engagement with issues of Native American/Indigenous Community
9. Recognize and consider collegiate studies and/or career choices

Outcomes number (8) and (9) must be present for a student to complete the Ats1 CAS requirements for graduation.

Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

The guideline for the minimum amount of CAS experience is approximately the equivalent of half a day per school week (**three to four hours per week**) with a reasonable balance between creativity, activity and service.

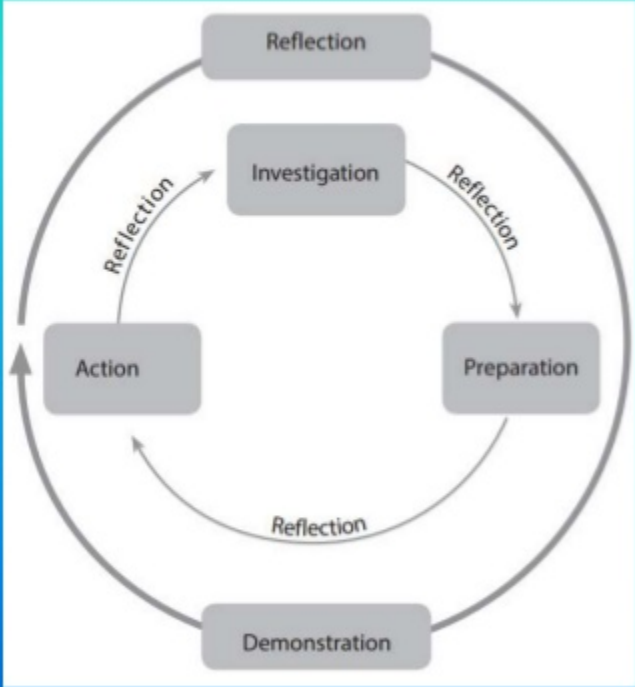
Toward the end of a CAS experience, each candidate will complete a reflection, which includes a description of the experience and the student's view on how he/she has personally developed from engaging in the experiences.

Candidates maintain online CAS evidence on the ManageBac system throughout their two-year journey, submitting them for review by CAS Advisor.

Evaluation of the CAS Experience

Candidates will be evaluated on their CAS Long-Term Project by presenting to the public and judges during the CAS Fair held in the Spring of senior year. Additionally, through their junior and senior years, candidates must have two documented interviews with their CAS advisor and one final interview with the CAS Coordinator.

CAS stages! Steps towards an effective CAS experience



The diagram illustrates the CAS process as a continuous cycle. It features five rectangular boxes arranged in a circle, connected by curved arrows. The boxes are labeled: Reflection (top), Investigation (top-right), Preparation (right), Action (bottom-left), and Demonstration (bottom). Arrows connect the boxes in a clockwise direction, with each arrow labeled 'Reflection'. This indicates that reflection is an ongoing process that informs and improves each stage of the CAS experience.

Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you 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.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

From the IB CAS guide (2017)

Student Responsibilities:

1. Self-Evaluation and Pre-planning (Must be done BEFORE you begin experiences)

- You will fill out your initial IB CAS Self-Evaluation Form at the beginning of your CAS experiential learning and set personal goals for what you hope to achieve through your CAS experiences. This will involve identifying your interests, strengths, weaknesses, and resources. Forms and prompts to help you complete this process are in the Appendix of this handbook and appear on the IB school website. Time for initial reflection will be provided at the beginning of junior year. (Self-Evaluation Form is found in the back of this handbook)

2. Recording and Reporting

- You must keep records of your experiences and achievements in Managebac. Advisor must approve CAS description in Managebac before starting experience. Throughout the CAS experience you should input reflections and evidence of your achievement of the CAS learning outcomes in Managebac. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos/DVDs, poetry, originally composed song lyrics, or essays.
 - Junior year you are required to show continuous involvement with evidence and reflections in three or more CAS projects per quarter.
 - Senior year you are required to show continuous involvement with evidence and reflections in three or more CAS projects in addition to documenting progress, evidence and/or reflections of your Long-Term CAS Project per quarter.

3. Meet with the CAS Advisor Regularly

- You will regularly meet with your CAS Advisor during College Prep period to plan, approve, and reflect progress.

4. Reflections

Your reflections should be focused on experiential learning as it is the heart of CAS. It also involves personal observation and reflection of your feelings and interactions.

- What can you accomplish through the process of reflection?
 - Taking charge:** Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.
 - Increasing your problem-solving ability:** Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.
 - Power to assess your personal impact:** Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.
- Reflections are your personal thoughts and feelings about your experiences. To help you get started you should consider the following key questions:
 - ✓ How did you take charge?
 - ✓ How did you analyze problems, generate alternatives, and anticipate consequences?
 - ✓ How did I grow during this project?
 - ✓ What new skills did you learn?
 - ✓ How did this relate to your future goals?
 - ✓ What did I plan to do and why did I plan to do it?
 - ✓ How did I meet the learner outcomes?
 - ✓ How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
 - ✓ What did I learn about myself and others through this experience/project? What abilities, attitudes and values have I developed?

- ✓ Did anyone help me to think about my learning during this experience/project? If so, who helped and how did they help?
- ✓ How did this experience/project benefit others?
- ✓ How would I summarize my effort and commitment?
- ✓ What might I do differently next time to improve?
- ✓ How can I apply what I have learned in other life situations?
- ✓ What have I learned about ethical and global issues that are evident in our local, national, and world community? How do I feel about this? What are my views on these issues?

Reflect at the end of each experience, or after every 10-15 hours for longer-running experiences. This does not mean an essay each time; remember that reflection can take different forms and media expressions. Reflections are a huge part of CAS and you will learn how to do it and how to improve. Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning.

School Responsibilities:

1. Help the student identify personal and social goals for CAS
 - The CAS Advisor will discuss the self-evaluation with the student, help to guide inquiries or questions, and assist the student through the CAS process.

2. Monitor the range and balance of experiences that students are undertaking
 - The advisor will help students achieve a balance of experiences that meets the CAS expectations by progress monitoring.

3. Develop the student's power of reflection
 - The advisor will provide feedback on student reflections in Managebac to help the student develop as a reflective individual.

4. Support the student in consideration of ethical and global concerns
 - NPS faculty and staff will help students make connections between CAS experiences and ethical or global considerations.

5. Role of the CAS Coordinator and Advisor
 - Students are not alone in doing their experiences. Each student's advisor will be their college prep teacher and will be available to offer advice and guidance. The CAS Coordinator and/or advisor can do a number of things to help students and their project partners in the process, including:
 - ✓ Leading the student through the steps of inquiry, experience planning, and documentation of experiences.
 - ✓ Advising the student on whether or not they are undertaking an achievable experience
 - ✓ Discussing the student's experience focus and goals to ensure they complement each other
 - ✓ Helping the student to create a schedule for completing their experiences
 - ✓ Helping the student comply with timelines and deadlines of the program
 - ✓ Meeting to discuss and review the progress of experiences
 - ✓ Advising the student in any part of their experience that start to present difficulties

Assessment

Candidates studying an IB Course must complete course requirements and assessments. The key purpose of assessments are to provide information on candidates achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. There are two types of assessment completed by IB candidates, Internal Assessment and External Assessment.

Candidate Assessment Responsibilities

Candidates must ensure they understand or know where to find the following information:

- The times and dates of their final examinations
- The due dates for Extended Essay, Theory of Knowledge, CAS components, Internal Assessments and External Assessments (including Final Exams).
- The school and IBO policies for illness and misadventure
- Subject policies for Internal Assessments including Oral components
- All requirements for Academic Honesty

The Diploma Programme Coordinator is responsible for ensuring adherence to all IBO regulations. Candidates and parents/guardians must fully understand and be prepared to work within these regulations.

Important Things to Know & Remember about Assessments

1. The IBO rules and regulations contained in the Diploma Programme Assessment Procedures regarding assessment cannot be altered. **Candidates, parents/guardians and teachers** work within the rules to ensure consistency and fairness to all students.
2. Internal assessments that count towards the candidates' diploma score can only be done **once**. All drafts are subject to the restrictions as set out in the syllabus. **Internal school deadlines are fixed and non-negotiable.**
3. Candidates absent on the day of an internal oral assessment component must provide a medical excuse on their first day back. Situations within a candidate's control **will not** be accepted as excuses.
4. All written internal assessments must be submitted on the due date. Illness or absence on the due date **will not be accepted as students have had a number of months to complete these pieces of work**. Non-submission on the deadline will result in a zero score for that component.
5. Candidates must complete 50% of assessment for each subject (including an externally assessed component) to be eligible for the IB Diploma.
6. IB candidates are responsible for ensuring they meet all academic honesty requirements.
7. IB candidates, in the spirit of independence and self-reliance, are **responsible** for ensuring they are up to date with the requirements and information. If candidates are away, they need to ensure they check to see what has been missed.
8. There may be an occasion when a candidate's schedule of IB examination may result in a conflict with another event, such as examinations for a different awarding organization. In these circumstances the conflict is likely to be known in advance of the IB examinations and the IB Assessment Centre may authorize rescheduling or an alternative examination venue. However, alternative venues are authorized very rarely and **NO ASSUMPTION** should be made that authorization will be given by the regional office. See Diploma Programme Assessment Procedure for further guidance.

Internal Assessment

Internal Assessments (IAs) are set according to subject and IBO guidelines and count towards the final subject grade. Each subject has a different weighting attached to its IA as a proportion of the final mark. Candidates and parents/guardians find this information in the syllabi.

- Internal Assessment deadlines are set by the school. Internal Assessment due dates can be found in the Appendix.
- The subject teacher grades the Internal Assessment work.
- A sample of candidates' work is sent to an IBO moderator and checked against world marking standards.

The overall assessment structure for each IB subject ensures that candidate performance is measured in relation to all the objectives for that subject. In addition, it is used to evaluate student achievement against those objectives that do not lend themselves to external written examination or tests. Internal assessments give teachers, who know their candidates' submitted work very well, a significant input into the overall assessment process.

Important Points about Internal Assessments

- Internal Assessment and completion dates are spread over the 2 years of the Diploma course. This reflects the nature and structure of the Diploma Programme as well as candidate's needs.
- The IBO sets strict rules regarding the submission of IA drafts. Candidates need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve:
 - Candidates must understand that once submitted no new drafts can be re-submitted at a later date.
 - Who is able to look at the drafts
 - The role of the teacher
- Oral assessments are completed by all candidates within a limited timeframe. The IBO considers candidates completing oral assessments outside the set timeframe as academic dishonesty. For this reason, oral assessment components cannot be completed outside the assessment period other than for medical reasons.
- Teachers predict the grade they believe each candidate will attain. Candidates may or may not be told their Internal Assessment mark or score. This is because it is subject to moderation by IBO. Candidates receive feedback in the required areas according to the marking criteria.

Candidates must understand the role of teachers in the preparation of Internal Assessments.

Syllabi and the Diploma Programme Assessment Procedures contain details of the extent to which all teachers can assist candidates in completing Internal Assessments.

Failure to Submit Internal Assessment Requirements

Candidates failing to submit Internal Assessment requirements with no valid reason will be awarded an "N" or "F" grade and a zero (0) mark for that component in IBIS. The award of an "N" grade will prevent a student from gaining a Diploma.

- All candidates must submit work for their Internal Assessment no later than the due date.
- Candidates with valid reasons outside of their control must see the IB Coordinator as soon as possible.
- Candidates must provide supporting documentation if they wish to claim Special Consideration for an Internal Assessment component.

The Diploma Programme Assessment Procedures states the following with regard to the submission of Internal Assessments:

A candidate's work is incomplete if no acceptable explanation is forthcoming. **Unacceptable** explanations for internally assessed work being incomplete include:

- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence
- the candidate suffering from a short-term illness.
- Social and sporting commitments

External Assessment

External Assessments (EAs) are set according to subject IBO guidelines and count towards the final subject grade. Each subject has a different weighting attached to its EA as a proportion of the final mark. Candidates and parents/guardians find this information in the syllabi.

- External Assessment deadlines are set by the IBO. External Assessment due dates can be found in the appendix and on the school website (may be subject to change).
- The External Assessment is sent to an IBO Moderator for marking.

Important Points about External Assessments

- External Assessment and completion dates are spread over the 2 years of the Diploma course. This reflects the nature and structure of the Diploma Programme as well as candidate's needs.
- The IBO sets strict rules regarding the submission of EAs. Candidates need to understand these before commencing work so that they understand the parameters in which they are working.
- Teachers predict the grade they believe each candidate will attain. Candidates receive feedback in the required areas according to the marking criteria for the EA.

Syllabi and the Diploma Programme Assessment Procedures contain details of the extent to which all teachers can assist candidates in preparing for and completing External Assessments.

Failure to Submit External Assessment Requirements

Candidates failing to submit External Assessment requirements with no valid reason will be awarded an "N" or "F" grade and a zero (0) mark for that component in IBIS. The award of an "N" grade will prevent a student from gaining a Diploma.

- All candidates must submit work for their External Assessment no later than the due date.
- Candidates with valid reasons outside of their control must see the IB Coordinator as soon as possible.
- Candidates must provide supporting documentation if they wish to claim Special Consideration for an External Assessment component.

The Diploma Programme Assessment Procedures states the following with regard to the submission of External Assessments:

A candidate's work is incomplete if no acceptable explanation is forthcoming. **Unacceptable** explanations for externally assessed work being incomplete include:

- the candidate not providing work by the IBO deadline(s)
- the candidate not completing work owing to a lack of diligence
- social and sporting commitments
- competition, concerts, and graduation ceremonies
- attendance at interviews

Predicted Grades

Each of the six subjects offered is graded on the following scale:

Grade 7 = Excellent	Grade 6 = Very good	Grade 5 = Good	Grade 4 = Satisfactory	Grade 3 = Mediocre	Grade 2 = Poor	Grade 1 = Very poor
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The candidate's predicted grade is based on all the evidence of the candidate's work and the teacher's knowledge and use of IBO standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay.

Award of the Diploma

International Baccalaureate Diploma and Course Certificate Candidates will be recognized for their hard work and perseverance throughout the IB Programme. Candidates will not receive their scores or marks until July following exams. The IBO will send scores and marks to the school and notification of IB Diploma recipients. The grades on a candidate's transcript before July is based on the teacher's predicted grade. The IB Diploma will be awarded to a candidate whose total score, including any bonus points, reaches or exceeds 24 points **and** satisfies the following conditions:

- Higher Level (HL) subjects* - A candidate must obtain a grade 4 or above in each Higher Level subject **BUT** one grade 3, and **NO** grade 2, will be acceptable.
- Standard Level (SL) subjects* – A candidate must obtain a grade 4 or above in each Standard Level subject **BUT** one grade 2, and **NO** grade 1, will be acceptable.

*Note: Candidates who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least **28 points**, including any bonus points, will be awarded the diploma.*

Excluding Conditions

The diploma cannot be awarded, whatever the total score, to candidates who have:

- Not been awarded Grades D or better for both ToK and the Extended Essay
- Not completed an approved program of Creativity, Activity, and Service
- Received a grade 1 in any Higher or Standard Level subject
- Received a total of more than three grade 3's or below

Successful Completion of Diploma Requirements Example:

Student A	Higher Level 7,7,7 Standard Level 7,7,7 ToK & EE 3	⇒ 45 points The maximum possible score
Student B	Higher Level 6,6,5 Standard Level 4,5,5 ToK & EE 1	⇒ 32 points An average diploma candidate score
Student C	Higher Level 5,3,4 Standard Level 4,4,4 ToK & EE 0	⇒ 24 points A pass, the 5 at Higher Level compensates for the grade 3

The number represents the candidate’s exam score combined with the other forms of assessment methods as described in the preceding section. Up to three additional points can be added to the candidate’s total score based on overall performance in Theory of Knowledge and the Extended Essay.

Incomplete Diploma Requirements Example:

Student D	Higher Level 5,2,6 Standard Level 3,5,6 ToK & EE 0	⇒ 27 points Fails to meet condition a above (i.e., a grade 2 at Higher Level and not a total score of 28 points).
Student E	Higher Level 6,5,6 Standard Level 3,2,2 ToK & EE 0	⇒ 24 points Fails to meet condition b above (i.e., more than one grade 2 and not a total score of 28 points).
Student F	Higher Level 7,3,6 Standard Level 3,3,3 ToK & EE 1	⇒ 26 points Fails to meet excluding condition of more than three grades 3

Approximately 78-80% of diploma candidates earn the diploma worldwide. The candidate who does not satisfy the requirements of the IB Diploma is awarded a certificate for each examination which is completed successfully.

IB Coordinator’s Responsibilities

The Coordinator is responsible for completing all appropriate paperwork for submission to the IB Curriculum and Assessment Centre.

Examination Re-sits and Remarking

If a candidate fails to gain the Diploma, they are entitled to two more examination sessions in which to gain it. Candidates may choose to re-sit all components of the subject or just the written examinations.

If a candidate wishes to re-sit a subject or subjects, they must inform the Diploma Coordinator before the start of the next fiscal school year. There may be costs associated with re-sitting subjects.

The Assessment Program

Diploma candidates undertake a program of study designed to meet the IBO’s requirements. In addition, candidates are required to submit Diploma components on specific dates. The IBO regards school submission dates as having the same importance as IBO dates.

Please note- the IBO is not flexible about these dates in any way. Failure to submit Diploma Programme requirements on the school due dates will result in a non-award of that subject and hence the Diploma. All IBO paperwork must be signed and completed. Work that does not have the required paperwork completed will not be marked.

Submission instructions:

- Candidates submit two (2) copies of all written work (excluding CAS documents).
- Submission of the Extended Essay and Theory of Knowledge essay will take place at a set time and location. All candidates must submit their work at that time.
- Written work and CAS records are not accepted without the fully completed coversheet or portfolio.

May Examination Session

The dates for the May examination session are found on the Exam Schedule in the back of this handbook.

Candidates need to:

- Review the Exam Schedule and the IB Code of Conduct

- Highlight the applicable examinations
- Know the start and finish time for examinations (set by the school)
- Discuss with the IB Coordinator if there are any exam conflicts

If there are exam conflicts, the IBO states that:

- Examinations will be rescheduled on the same day if a candidate does not have more than 6 hours of examinations in one day. That is, candidates may be asked to sit for 3 subject examinations in one day. There are no provisions for special considerations for this situation.
- Examinations will be rescheduled on a different day if a candidate has more than 6 hours of examinations on one day.

Warning Communication with Candidates & Parents/ Guardians

Teachers or the IB Coordinator will contact parents/guardians to provide a warning if a candidate:

- Is overdue with submissions of draft work leading up to a deadline
- Late or non-submission of assessments
- Non-submission of required forms and/or paperwork
- Continued absence from class

A candidate and parent/guardian can expect to receive a warning communication from teachers or the IB Coordinator. The receipt of ‘warning communication’ does not prevent a candidate from gaining a Diploma; however, the non-completion of requirements listed will lead to an “F” grade being awarded.

Academic Honesty

Navajo Preparatory School recognizes the importance of honesty and integrity as human values in all aspects of school life. Candidates are encouraged to live a life based on honesty and integrity, by knowing who they are and what values they represent. Honesty and truthfulness are virtues, and candidates must police themselves on a daily basis. It is expected that candidates practice authentic authorship and respect others’ intellectual property. Having personal integrity is an important leadership quality for “Leaders Now and Into the Future – ”.

This Academic Honesty statement will be used in conjunction with the school’s policies on academic integrity, plagiarism, Turnitin.com and coursework that are stated in the NPS Community Handbook.

The IBO has strict rules regarding the conduct of Diploma Programme candidates. The IBO document “Academic Honesty – a guide for schools” provides the rules and regulations for conduct in this area. There are two forms of Academic Dishonesty as identified by the IBO.

Academic Infringement and Academic Malpractice

Definition of an Academic Infringement:

- The IBO recognizes that work submitted by candidates for assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. In cases where this is not deemed by the IB Advisory Committee as a deliberate attempt by a candidate to gain an unfair advantage, this will be designated as an academic infringement and not malpractice.
- If the IB Advisory Committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. The Head of School will be notified that this action has been taken. The case will not be recorded as malpractice.

Definition of Academic Malpractice:

- The IBO defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes the following:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Misconduct:** Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, disruptive behavior during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

The IB Coordinator must inform the IBO of any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IBO. In such cases, or when an examiner suspects malpractice, the school will be required to investigate in accordance to the NPS Community Handbook and provide the IBO with relevant documentation concerning the case.

Candidates suspected of malpractice will be required to present a written explanation or defense to the IB Coordinator.

Cases of suspected malpractice will be presented to the IB Advisory Committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

If the IB Advisory Committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

If the IB Advisory Committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

If a case of malpractice is very serious either because of its nature or because the candidate has already been found guilty of malpractice in a previous session the IB Advisory ~~final award (Atsá)~~ Committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

A diploma, or a course certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Benefits of the IB Diploma Pathway

Amid the many outstanding academic and athletic programs at Navajo Preparatory School, the IB Programme is unique. The goal of the IB Programme is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the IB Programme will offer one of the most enriching experiences possible.

What does it mean when completed?

Upon completion of the IB Diploma Pathway, the candidate has had a rigorous pre-university education, which is accepted as an entrance qualification for higher education in over sixty countries around the world.

Universities are eager to attract IB Diploma candidates because:

- They are recognized as being prepared to accept educational challenges.
- They have self-confidence with university level material.
- They have developed the capacity for independent research and study.
- They have cultivated sound thinking and communication skills.
- They have engaged in extracurricular activities alongside academic studies.
- They have thought in global terms and have a cultural sensitivity and international orientation.

Why choose the International Baccalaureate Programme Navajo Preparatory School?

Amid the many outstanding academic and athletic programs at Navajo Preparatory School, the IB Programme is unique. The goal of the IB Programme is to prepare high school students for quality university life in a way no other educational program can. For those who may not go on to college, the IB Programme will offer one of the most enriching experiences possible.

How is this done?

The IB Programme is **NOT** a different version of already existing programs that are academically challenging; rather, it blends together key ingredients of many academically challenging programs into one comprehensive piece.

There are three key components to the IB Programme:

1. Academic rigor.

Candidates learn how to learn, how to analyze, how to reach considered conclusions about humankind, its languages and literature, its ways in society, and the scientific forces of its environment. **An IB Diploma candidate is functioning at a level of an introductory college student.**

2. Comprehensiveness of the Program.

Candidates encounter rigor throughout **ALL** disciplines. Candidates refine areas of strength and developmentally improve areas of weakness. Candidates also submit a significant portion of their course work for evaluation (i.e. essays, oral commentaries, portfolios).

3. Internationalism.

The IB Programme encourages candidates to think globally and the IB curriculum is based on true international standards. Coursework and exams are graded by an International Grading Team comprised of education professionals from North and South America, Europe, Africa, Asia, and Australia.

The IB Programme enjoys an exceptionally good relationship with universities abroad and is rapidly growing in recognition among United States universities. Many competitive United States universities are now granting advanced standing for students with the IB Diploma and those students are being recruited due to their excellent academic preparation and study skills.

The true benefit of earning the IB Diploma is intrinsic in nature. The change that occurs within a student academically and personally while pursuing the diploma produces far greater personal growth and satisfaction than the diploma itself.

The Successful IB Candidate

Outside the classroom

Candidates will spend much time studying outside of class. Ideally, candidates will become very familiar with the Navajo Preparatory Library as well as the San Juan College Library and use them as resources. Candidates should also strive to utilize all available resources. Candidates may benefit from working with each other in self-selecting study groups.

Candidates should set goals for their own study program and develop habits of tracking their progress in order to self-assess how they are achieving their goals. Records should include an accurate account of time devoted to CAS and working along an individualized Extended Essay calendar.

Candidate Responsibilities

- Candidates are expected to share responsibility for creating a challenging and fruitful learning environment. Candidates should demonstrate mutual respect and consideration for others. This assists in creating an atmosphere of harmony and cooperation, which is conducive to learning.
- **Academic Honesty: Maintaining academic integrity is paramount.** Candidates must abide by the Navajo Preparatory School Academic Honesty Policy.
- **Assignment & Assessment Due Dates:** Candidates must meet IB course, CAS, and Extended Essay deadlines. The IB Coordinator, in consultation with teachers, sets due dates for all student work evaluated by the IBO. Teachers set other major school based course assignments. The timing of submission dates distributes the workload across the two years of the programme.

How to Ensure Excellence in IB Studies

The IB is a demanding programme of study, but well-organized candidates are able to do well and still find time to pursue other interests both inside and outside of school.

A good IB candidate:

- Works **consistently** throughout the two years of study.
- Makes a **study plan** for the coming week/month, anticipating deadlines for essays, assignments, etc., and forthcoming sporting and social activities.
- Works in surroundings conducive toward **thoughtful** study.
- Begins studying sooner rather than later, and in a **sustained** fashion.
- Follows up recent class notes carefully and checks for clarification with the teacher to ensure he/she understands what is being taught/learned. Class notes are well **organized**.
- Engages in lively discussion and debate with fellow students and teachers.
- Demonstrates **eagerness** to ask questions.
- Submits thorough assignments that are carefully researched, analyzed, and presented.

Points of Contact for Candidate & Staff Accountability

Donna Fernandez	Diploma Coordinator	Office: (505) 326-6571 ext. 130
	The person at NPS who is responsible for the planning, organization and administering the Diploma Programme within the school. The Diploma Coordinator is responsible for following the rules and regulations as set out by the IBO.	
Donna Fernandez	CAS Coordinator	Office: (505) 326-6571 ext. 130
	The person at NPS who is responsible to the Diploma Coordinator for the administration of the CAS program. The CAS Coordinator also answers candidate questions about CAS and helps to facilitate CAS activities for candidates and staff.	
Tami Jo Bechdol	EE Coordinator	Office: (505) 326-6571 ext. 153
	The person responsible for the Extended Essay to ensure candidates are on track in completing the Extended Essay. Coordinator will assist in research day outings and assist candidates and staff through the argumentative research writing process.	
Cheryl Wolfe	TOK Instructor	Office: (505) 326-6571 ext. 303
	The person responsible for planning, instruction and assessment in the Theory of Knowledge course.	
Keith Neal	Dean of Instruction	Office: (505) 326-6571 ext. 320
	Working with the IB, CAS, EE Coordinators and the ToK Instructor to ensure all responsibilities are adhered to in accordance to job descriptions and the IBO.	

APPENDIX

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5. Extended Essay Timeline	50-51

International Baccalaureate Programme Timeline

Important Dates

August	<ul style="list-style-type: none"> Senior DP Candidates submit completed EE and meet with Advisor to discuss plans for revision and final completion. Senior Candidates should have over half of CAS completed. Junior Candidates begin their CAS experiences on first day of school (18 months for 3 to 4 hours weekly). Information session to prospective families for the IB Programme at Parent Day.
September	<ul style="list-style-type: none"> Teachers/ Students begin Internal Assessment (IA) work and group projects. Senior Diploma and Course Certificate Candidates declare course choices for IB exams. EE Advisors meet with students to provide feedback and finalize plan for completion.
October	<ul style="list-style-type: none"> IB Sciences Group 4 Project Seniors register and submit payment for IB Exams. Final EE submission due to ManageBac. Junior candidates have 1st CAS interview with CP Advisor and Progress Monitor check
November	<ul style="list-style-type: none"> IB English A HL Interactive Orals begin. IB CAS Quarterly Review
December	<ul style="list-style-type: none"> Junior Diploma Candidates choose EE topic and establish relationship with Advisor.
January	<ul style="list-style-type: none"> Senior Diploma Candidates submit TOK essays to teacher and Turnitin.com
February	<ul style="list-style-type: none"> IB English A HL Oral Commentary Exams IB Language B SL Oral Exams Junior Diploma Candidates submit EE documents
March	<ul style="list-style-type: none"> IB Mathematics SL Portfolios & Projects due All Internal Assessments graded by teachers
April	<ul style="list-style-type: none"> Deadline for reporting of Internal Assessment grades and predicted subject grades by IB teachers. Internal Assessment samples due from IB teachers for external moderation. Deadline for visit from IB Visual Arts SL & HL examiner. Deadline for submission of CAS program completion form by CAS coordinator
May	<ul style="list-style-type: none"> IB Examinations Senior Diploma and Certificate candidates submit "Request for Results" IB Recognition Dinner & Celebration for all IB students and parents Junior Candidates submit Atsa Long-Term Project Proposal Senior Candidates conclude CAS with Final Interview with CAS Coordinator
June	
July	<ul style="list-style-type: none"> Dissemination of examination scores, diplomas, and certificates for May Exams

Navajo Preparatory School Course Sequence

	<i>9th Grade</i>	<i>10th Grade Year before DP</i>	<i>11th Grade DP Year 1</i>	<i>12th Grade DP Year 2</i>	<i>Exams</i>
GROUP 1: LANGUAGE A1	English I	English II	IB Language & Literature I HL	IB Language & Literature II HL	HL
GROUP 2: LANGUAGE B		Spanish I	IB Spanish Ab initio I SL	IB Spanish Ab initio II SL	SL
GROUP 3: INDIVIDUALS & SOCIETY	NM/AZ History (.5)/ Navajo Government (.5)	World History & Geography	IB History: US & World HL	IB History: World HL	HL
GROUP 4: EXPERIMENTAL SCIENCES	Principles of Chemistry & Physics	Biology	IB Biology I HL	IB Biology II HL	HL
		Chemistry I (<i>Elective</i>)	IB Environmental Systems I SL	IB Environmental Systems II SL	SL
			IB Chemistry I SL	IB Chemistry II SL	SL
			IB Sports, Exercise Science I SL	IB Sports, Exercise Science II SL	SL
GROUP 5: MATHEMATICS	Algebra I	Geometry	IB Math Studies I SL	IB Math Studies II SL	SL
	Geometry	Algebra II	IB Math I SL	IB Math II SL	SL
	Algebra II	IB Math Studies II SL	IB Math I SL	IB Math II SL	SL
	IB Math Studies I SL	IB Math Studies II SL	IB Math I SL	IB Math II SL	SL
GROUP 6: THE ARTS	Foundations of Music (.5)	Investigations in Art (<i>Elective</i>)	IB Visual Arts I SL/HL	IB Visual Arts II SL/HL	SL or HL
	Foundations of Art (.5)				
Group 6 can be substituted for another category above					
TOK & EXTENDED ESSAY			TOK (100 hrs.) Extended Essay (<i>Full Year</i>)	TOK (.5) Extended Essay (<i>Fall Only</i>)	EE/ ATSA Colloquium
CAS			CAS	CAS	ATSA CAS Fair
NPS & State Requirements	Conversational Navajo I Physical Education Intro to Computers (.5)	Navajo II US Government (.5)/ US Economics (.5) Health (.5)	Junior Seminar (.5)	Senior Seminar (.5)	ATSA Portfolio
Electives	Robotics Elementary Navajo (Dual Credit)	Computer Program. Band I Choir Digital Art Physical Cond. (.5)	Foundations of Dine Teachings Band II,III, IV Piano/Guitar Desktop Publishing	Navajo Culture Dine Philosophy Native Amer. Studies Personal Fitness	

IB CAS Self-Evaluation Form

Name:

Date:

We want to get to know you but most importantly we want you to know yourself. The questions in this worksheet are designed to help you get a better idea on where to focus your future CAS experiences. Please type in your answers or print out and fill out. Return form to your CAS Advisor.

1. What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?
2. What are you really good at?
3. Name one skill you have always wanted to develop in your life but that you haven't yet.
4. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?
5. Name a person you admire right now. What qualities does this person have that you don't?
6. What's different about you now compared to what you were like when you were 10 years old?
7. Describe the kind of person you think you will be post IB.

IB CAS Self-Evaluation Form

CREATIVITY:

1. Are you involved in any creative or artistic endeavors (play music instruments, bead, dance, MESA, band, yearbook, G&T programs, theater, choir, contemporary or traditional art, etc.)?
2. How are you involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.

ACTIVITY:

3. List any clubs, organizations, sports, or other teams in which you are currently involved where you are physically active: (Adventure Club, sports, rodeo, pow wow, personal exercise routines, dance, etc.)
4. How are you involved—as a participant, as an officer, do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.

SERVICE:

5. Are you involved in any community service projects or clubs (Natural Helpers, TOPS, Student Senate, G&T programs, Big Brother/Big Sister, gardening, advocacy - Evolverment, etc.)?
6. How are you involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
7. List community/national/global issues that concern you the most. What issues would you like to learn more about?

Preparing for IB CAS SERVICE

1. List community/national/global issues that concern you the most.
2. How have you currently involved yourself in these issues?
3. What issues would you like to learn more about?
4. Consider all your current responsibilities. How much time can you realistically commit to service on these issues?
5. What skill(s) would you like to develop or learn in your service endeavor?
6. How do you anticipate "stretching" yourself in your service endeavor?
7. What challenges do you think you might encounter?
8. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?
9. How long do you plan on carrying out your commitment - three months, six months, one year?

COMPLETE THIS PAGE BEFORE BEGINNING ANY CAS SERVICE EXPERIENCES!

Selecting, Planning, and Implementing Experiences

Guiding questions for the proposed experiences

Answering these questions, in light of your original self-evaluation, will help you decide whether an experience qualifies as CAS. They will also help you clarify your goals and expectations for the experience.

- ✓ Is it a real task that I am going to undertake? What is this task?
- ✓ What are my personal goals for this experience?
- ✓ Does it have real consequences for other people and for me? What are these?
- ✓ How will the task extend me as a person?
- ✓ Will the task be achievable?
- ✓ How will I plan the experience?
- ✓ How will I review my progress in the experience?
- ✓ How will I reflect on the outcome and on my personal learning?

LIST of PRE-APPROVED EXPERIENCES

Listed below are experiences which have been pre-approved as qualified CAS experiences; you still need to undertake the goal-setting and thinking process before beginning the experience if they are to be of value to you as a CAS experience that helps you meet the learning outcomes. This process is particularly important in setting new challenges and goals for yourself that “stretch” you when engaging in experiences which are already part of your daily life. If an academic class is involved, the experience must be over and above that required to meet the academic requirements of the class.

Student Senate	Rock Your Mocs	Debate Team	Unity Day
NPS Yearbook	Class Officer/Committees	Mock Trial	Food Drive
Domestic Violence Shelter	School Newspaper	Adventure Club	School Athletic Teams
G & T Programs	MESA	Native Vision Summer Program	Hozho Naasha Week
School/Honor Band	School Newspaper	Shiprock Fair & Parade	New Student Orientation
Navajo Nation Science Fair	Native Warrior Club	Habitat for Humanity	New Moon Run
Peer Tutoring	National Honor Society	Hospital Volunteering	Breast Cancer Awareness Month
Miss Hozho Naasha & Mr. Ats1 Hastiin	Individual music lessons that involve achieving state levels of achievement	School Clubs with Substantial Endeavors	African/ Native American History Month(s)
Dorm Officer	Natural Helpers	4-H Club	Special Olympics
Red Ribbon Week	Big Brother, Big Sister	Adopt-A-Highway	Navajo Bowl Competitions

CAS EXPERIENCE EXAMPLES

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. These experiences are not pre-approved but can be used with proper planning and reflection.

CREATIVITY (C)

preparing for art show display
literary magazine
theatre involvement
speech tournaments
Science Olympiad
newspaper or yearbook
Mock Trial
creative writing (short stories, etc.)
Honor band
Youth Symphony
rally planning involvement
landscape planning
reading books
pre-school helper
teaching activities
band and choir participation
outside music program
personal drawing, painting, etc.
pursuit of some hobbies
drama or dance productions
designing lessons for tutoring

ACTIVITY (A)

participation in political campaign
recreation leader
clearing trails for parks
run for the hungry
organize dance
Discovery Center
tree planting
Rock climbing
hiking
gardener at a local park
Zumba
coaching
physical fitness
walkathons
personal exercise program
lab assistant
student trainer
stage crew

SERVICE (S)

hospital, library, museum volunteer
Plant-A-Tree foundation
Sierra Service Project
community rebuild projects
day care volunteer
Child Haven
Salvation Army
teacher's aide (outside of school)
translator
peer tutoring (unpaid)
Girl Scouts; Eagle Scout project
groceries volunteer / co-ops
clean up creek beds/rivers
mission projects
International Amnesty
home shelters
teen hotlines / crisis center
Habitat for Humanity
United Way
recycling programs
coaching w/ recognized youth org.

Here are some examples of CAS projects incorporating two or three of the CAS elements:

- ✓ teaching physically disadvantaged children to swim (A,S)
- ✓ coaching Little League softball team (A,S)
- ✓ teaching guitar to a junior class (C,S)
- ✓ working with abandoned children to paint (C,S)
- ✓ designing and constructing bulletin boards with important messages (C,S)
- ✓ teaching a language to recently arrived immigrant children (C,S)
- ✓ exchanging artistic or musical skills with other students in a local school (C,S)
- ✓ working as a volunteer at a children's camp (A,S)
- ✓ constructing a building, such as for Habitat for Humanity (A,S)
- ✓ clearing a beach of oil pollution and/or litter (A,S)
- ✓ organizing or being part of the implementation of a walkathon (C,A,S)
- ✓ raising funds for Amnesty International (C,S)
- ✓ creating and managing an IB website (C,S)
- ✓ organizing and collecting food, clothing for charity organizations (C,A,S)

Here are some examples of CAS projects that do NOT meet the DP requirements:

- ✓ paid activities
- ✓ projects during class time
- ✓ activities related to family obligations
- ✓ activities connected to religious devotion

Letter to the IB CAS Activity Supervisor

Dear Activity Supervisor,

The International Baccalaureate (IB) Diploma is a programme of education held at upper-secondary schools throughout the world. As a part of the IB Diploma, students must complete a programme called CAS, which stands for Creativity, Activity, Service.

The CAS program aims to provide the student with challenges in three areas:

Creativity. This covers a wide range of creative activities, including the arts, and creative-thinking in planning and carrying out projects or in problem-solving.

Activity. This includes sports and other physical activities outside the normal curriculum in which the student experiences physical exertion.

Service. This entails doing things for others and with others, in a relationship of mutual respect and with no compensation.

The students should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives. If the student is already regularly involved in a sport, team, or artistic endeavor such as orchestra, then the student should be doing activities extending beyond the normal routine, such as developing additional skills or skill levels as well as competing in a local, regional or national championship. At all times, students should be looking to extend and "stretch" themselves, and, if you are their coach or art/music teacher, please have them communicate their goals with you.

Your cooperation as an activity supervisor would be greatly appreciated. Your understanding, support and guidance are important for the overall success of the young person in the activity.

As a supervisor, you will be asked to evaluate the student's performance. In particular, you will be asked to monitor the student's attendance, provide guidance and support relating to the activity, alert the CAS coordinator of any problems, and report on the student's performance.

Should you have any questions regarding the CAS Project, please contact the CAS Coordinator listed below, through their respective emails.

Thank you for your support!

With regards,

Donna Fernandez, dfernandez@navajoprep.com
Navajo Prep CAS Coordinator

Date: _____

Ats1 Exhibition Parental/Guardian Concurrence Form

Navajo Preparatory School is proud of their tradition to offer students the opportunity to demonstrate their knowledge and experience in college and career planning through the Ats1 Exhibition. All Seniors are required to show satisfactory progress in meeting the requirements of each component of the Ats1 Exhibition:

1. Extended Essay
2. Colloquium
3. Portfolio
4. CAS Fair

As a parent/guardian of _____, a senior at Navajo Preparatory School Inc., I am aware that my son/daughter **must complete and pass** the Senior Atsa Exhibition during the school year **2018-2019 as a graduation requirement of this school.**

My child's Atsa Exhibition Extended Essay/Research Topic is:

Atsa Long Term CAS Project: _____

My student has my permission to complete this project, and I agree to release the school and its employees from all claims arriving from financial obligation, or damage, injury, or accident that might occur while my son/daughter participates in the project that he/she has chosen.

Parent/Guardian Print Name: _____

Signature: _____ Date: _____

Contact: _____ Email: _____

Student Signature: _____ Date: _____

Navajo Prep urges seniors to consider safety factor when selecting their project. The IB Advisory Committee must approve all exhibition projects and will not approve activities that is determined dangerous or has the potential to violate school rules.

CAS Work Day Request Form

It is understood that seniors may need to work on their CAS Long-Term Project during the school week. Seniors may miss up to three (3) days or twenty-four (24) hours of school to work on their CAS Long-Term Project during the entire school year. This form must be filled out, handed in, **AND APPROVED (3) days prior to any absences**. Approved absences will be excused.

If this form is handed in AFTER absences occur, even with a parent note, the absences will be unexcused. Absences will only be approved if there are no exams or project due dates in any of the student's classes.

I, _____ am requesting to be absent from campus to work on my CAS Long-Term Project on the following day(s) and time(s): _____ at the following location(s): _____. I understand that any and all work for my classes needs to be handed in before I leave.

Signatures must be gathered in the order listed and verified by date☺

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

PH #: _____

Date: _____

Teacher Verification: *Only missed classes will need to sign this portion!*

1st Period _____ Date _____

2nd Period _____ Date _____

3rd Period _____ Date _____

4th Period _____ Date _____

5th Period _____ Date _____

6th Period _____ Date _____

7th Period _____ Date _____

8th Period _____ Date _____

IB Coordinator Signature: _____

Date: _____

Dean of Instruction Signature: _____

CC: IB Coordinator, Registrar, Dean of Instruction

Date: _____

Step A: Start planning CAS experiences

- Confirm CAS supervisors PRIOR to starting the experience!

WORKSHEET

Lists all of your current experiences and their status

Step B: Log on to MB for CAS

- Select the **IB Manager** tab and choose **CAS** to begin.
- Your **CAS Worksheet** organizes all your CAS activity records in one place.

QUICK START GUIDE

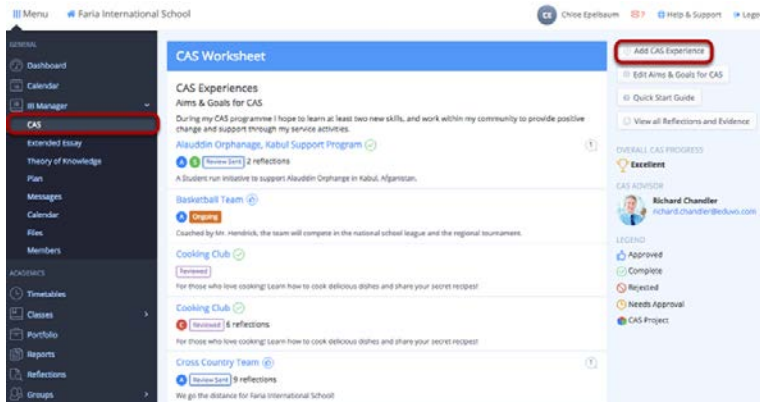
Provides a quick introduction to CAS

CAS ADVISOR

Your primary contact

Step C: CAS INPUT Step-by-Step Guide

- 1) Click **Add CAS Experience** on the right menu to add your activity.



- 2)
- 3) Enter your experience details:
 - Make sure you have correct dates.
 - Input your supervisor's information, if they do not have an email inform your Advisor to see if you can use their school email address.
 - Do not get clicker happy on the Learner Outcomes as you will need to address EACH outcome met in your reflections.
 - Project Descriptions are to be written in the PRESENT or FUTURE tense and provide information on "Who, What, Where and Why!"
- 4) Your experience will be reviewed and if suitable **Approved** by your Advisor and in some cases by the CAS Coordinator.
- 5) Click **Add New Reflection** to provide evidence of your experience. Reflections can encompass written journals, photos, websites and videos. When adding a Reflection, you must link it to **one or more** learning outcomes.
- 6) Once you have completed your experience and submitted your reflections, you can click on **Request Supervisor Review**.

CAS TIPS

ManageBac HOUSEKEEPING:

- Be an advocate for your activity! If your advisor is not giving sufficient feedback inform the CAS Coordinator or the IB Coordinator.
- **Every TUESDAY during CP** is CAS/EE/ManageBac input time. Use this time to your advantage!
- A **Red Flag** means that you do not have an adequate amount of experiences and will be contacted by the Coordinator(s) and a Parent Conference will be initiated.
- Make it a habit to check your MB CAS account regularly and continue to input CAS experiences!

NEED HELP? CONTACT: Ms. Fernandez 505-716-1936 or ext. 130 / Mrs. Bechdol 505-326-6571 ext. 153

Senior Ats1 Exhibition Colloquium Rubric

Category	3	2	1	0
Research Question	Research Question is clearly stated and maintained focus throughout the presentation.	Research Question is understood, but minimally supported throughout the presentation.	Research Question is stated, but too broad or not clearly expressed or supported.	No apparent research question.
Defense of Argument	Argument is fully proven and persuasive with compelling evidence with credible resources identified.	Argument is partially developed with some supporting evidence and resources.	Argument development is vague and supportive evidence or resources are not presented.	No argument. Informative only.
Organization	Well organized and ideas flow together with skillful transitions. Clear summative statement of argument at conclusion.	Most information presented in logical sequence; generally organized with acceptable transitions. Conclusion attempted, but not supportive.	Organization and development is vague and inconsistent. Transition are inadequate. Conclusion is weak or lacking.	No apparent logical order or ideas.
Creativity	New approach to the topic with original presentation of research material/media.	Some originality apparent; good variety and blending of research materials/media.	Repetitive with little or no variety; insufficient use of research materials/ media.	No originality.
Speaking Skills	Poised, very clear articulation; proper volume; steady rate; good posture; enthusiasm; confidence. Navajo introduction.	Clear articulation, but not as polished.	Inaudible or too loud; rate too slow/fast; lack of enthusiasm/confidence.	Unrehearsed.
Professional Dress	Professionally or <u>FULLY</u> Traditionally dressed.	Semi-professionally dressed.	Some attempt made but not professionally dressed.	Casual wear, no attempt made.
Extended Essay	EE is present.			EE is not present.
Audience Engagement	Captures and maintains audience attention. Involves the audience in presentation.	Maintains audience's attention most of the time.	Audience quickly loses interest and attention never regained.	No attempts are made to engage audience.
Length of Presentation	Within one minute of allotted time +/-, 15mins for presentation, and 5mins for questions.	Within two minutes of allotted time +/-	Within three minutes of allotted time +/-	Too long or too short; four or more minutes above or below the allotted time.
3.0-2.41: Excellent	2.4-2.01: Good	1.8-1.21: Satisfactory	1.2-0.61: Mediocre	0.6-0.0: Elementary

Senior Ats1 Exhibition Portfolio Rubric

CATEGORY	4	3	2	1	0
Required Artifacts <i>(See Checklist)</i>	All required artifacts are included.	Missing one (1) required artifact.	Missing two (2) required artifacts.	Missing three (3) required artifacts.	Missing four (4) or more required artifacts.
Student Resume <ul style="list-style-type: none"> • Objective: Post-Secondary Interests • Work/Volunteer Experience • Extracurricular Activities • Awards/Recognitions • References 	All required components are included.	Missing one (1) required component.	Missing two (2) required components.	Missing three (3) required components.	Missing four (4) or more required components.
Student Evaluation of their CAS Component	Demonstration of completed CAS experience for each category (3) – including Supervisor's Review.	Demonstration of completed CAS experience for only (2) categories – including Supervisor's Review.	Demonstration of completed CAS experience for only (1) category including – Supervisor's Review.	The student has demonstrated CAS experiences for each category but they are not completed with Supervisor's Review.	No work submitted.
Senior Atsa Exhibition Exit Reflection	Complete (500-750 words)	X	X	X	Incomplete (Less than 500 words)
Overall Portfolio Creativity	Unique approach to portfolio presentation of components.	X	Some originality to portfolios presentation of components.	X	No originality.
Overall Portfolio Appearance: <ul style="list-style-type: none"> • Table of Contents • Labels/ Headings • Dividers • Picture Captions 	All organizational components are included and enhance the portfolio appearance.	The work is neatly done and reflects an honest effort. Missing one (1) organizational component.	The work is adequate and reflects minimal effort. Missing two (2) organizational components.	The work is less than adequate and reflects little effort. Missing three (3) organizational components.	No organizational components.
4.0-3.21: Excellent	3.2-2.41: Good	2.4-1.61: Satisfactory	1.6-0.81: Mediocre	0.8-0.0: Elementary	TOTAL SCORE:

Checklist of Required Artifacts to be included in the following order (13 total):

- Cover Page
- Personal Essay
- Resume (Objective: Post-Secondary Interests)
- Formal Letter of Intent
- (3) Graded samples of Navajo Writing or artifacts from Navajo Culture or Navajo History course work
- Honors/Awards/Certificates up to six (6) (High School ONLY)
- ACT and/or SAT Scores (Proof of Registration)
- (3) College Admittance Letters and/or acknowledgement of completed applications to include Military Acceptance
- (3) College Scholarship Award Letters and/or acknowledgement of completed applications
- Final Extended Essay with Score Report
- Colloquium Score Report
- (3) Completed CAS Supervisor Reviews with evidence (i.e. photos, flyers, videos, blogs, sign-n sheets, email, etc.) to demonstrate each category: Creativity, Activity, and Service
- CAS long-term description and progress from Managebac

Senior Ats1 Exhibition CAS Fair Rubric

CATEGORY	4	3	2	1	0
CAS Learning Outcomes #1-7	Outcomes are clearly stated & developed; examples are appropriate and conclusion is clear.	Most Learner Outcomes presented with examples.	Some Learner Outcomes presented with few examples.	Learner Outcomes are listed with no examples.	No Learner Outcomes apparent.
Learner Outcome #8: Indigenous Need	Fully developed and articulated need with supporting data.	Clearly articulated need with some supporting data.	Somewhat articulated need with minimal data.	Need only stated, but not explained with very little data.	No need stated.
Learner Outcome #9: Post-secondary Interest	Fully developed and articulated connection to career or collegiate interests.	Clearly articulated connection to career or collegiate interests.	Minimally articulated connection to career or collegiate interests.	Career or collegiate interests stated, but no connection.	No career or collegiate interest stated.
Documentation/ Evidence of Team Collaboration	Documentation is thorough & clear with evidence stages for 4 months duration.	Documentation is mostly evident with some stages for 3 months duration.	Documentation is somewhat shown in stages for 2 months duration.	Documentation is unclear or not there, disjointed. Evidence of only 1 month duration.	No documentation
Summary of Reflection	Thoughtful, detailed reflection of initiation and contribution/ gains resulting from experience.	Adequate reflection of contribution/ gains resulting from experience.	Some reflection of experience but needed more refinement of contribution/ gains.	Minimal personal reflection of contribution/ gains derived from experience.	No reflection of personal contribution/ gains from experience.
Verbal & Non-Verbal Skills	Poised, clear, confident, enthusiastic articulation; good posture.	Shows positive feelings about topic. Student's voice is clear and audible.	Shows apathy toward topic. Student's voice is low and lacks confidence.	Shows minimal interest. Student mumbles or speaks too quietly. Poorly prepared.	No attempt made.
Professional Attire	Complete business, career, or traditional attire.		Casual business attire or semi-traditionally dressed.		Inappropriate attire for audience.
Quality of Visual	Items are clearly labeled, well organized, typed and creatively displayed. Supports content.	Visual Items are labeled and well organized. Mostly typed.	Visual Items are labeled and somewhat organized. Some handwritten pieces.	Visual Items are not labeled and lack organization. Completely handwritten.	Little or no effort put into visual.
4.0-3.21: Excellent	3.2-2.41: Good	2.4-1.61: Satisfactory	1.6-0.81: Mediocre	0.8-0.0: Elementary	TOTAL SCORE:

EXTENDED ESSAY TASK TIMELINE

MONTH/ DATE	CHECK	TASK
JUNIOR YEAR September 2018		<p>Introduction to the Extended Essay</p> <ul style="list-style-type: none"> - EE Coordinator (EEC) meets with all juniors to discuss the EE, timeline, expectations, and distribute materials. - Review Atsa Handbook. - Review resources (Noodletools, Managebac, Databases) - Students begin to study available subject areas to make a selection.
October 2018		<p>Students select an EE subject area</p> <p>Students begin identifying topic ideas to research</p> <p>Fill out EE subject and topic in Managebac EE Proposal</p>
January 2019		<p>Junior Seminar Sessions on the following:</p> <ul style="list-style-type: none"> - Continue with identifying and refining topic ideas. - Sample EEs and subject Rubrics for student review. - Atsa Handbook Review - Utilizing ManageBac for EE requirement submissions.
By January 30, 2019		<p>EE Checkpoint #1: CP advisors meet with Juniors.</p> <ul style="list-style-type: none"> - Discuss topic ideas and reasons for subject/general topic selection - Share ideas with Supervisor about narrowing topic - Discuss what steps to take to begin research. - Advisors to record interview notes in Managebac.
January 31, 2019		<p>EE Proposal Due in Managebac to include List of Sources, Rationale and Time Table.</p>
February 2019		<p>Junior Seminar peer research question discussions.</p> <p>Senior and Junior "partnering" by subject areas to discuss EE particulars during CP time.</p>
March 2019		<p>Junior Seminar sessions on the following:</p> <ul style="list-style-type: none"> - Resource referencing and citations - Refine your research - Annotated bibliography practice
March 5, 2019		<p>EE Checkpoint #2: CP advisors meet with Juniors</p> <ul style="list-style-type: none"> - Review general and subject-specific criteria as per the EE rubric - Declare your narrowed topic and Research Question: Revise EE Proposal in Managebac. - Set goals for creating a preliminary outline for your essay - Advisors to record interview notes in Managebac
March 12, 2019		<p>EE Outline Due: Complete your preliminary outline, from title page to works cited page, including section headings (<i>this is like a roadmap and will be used to direct your work over the next four months</i>). Outline should be uploaded into Managebac.</p>

MONTH/ DATE	CHECK	TASK
April 30, 2019		EE Rough Draft Due: Rough draft of 5-7 pages due in Managebac.
By May 8, 2019 *Students are asked to share their progress w/ parents/guardians to garner support from all vested adults.		EE Checkpoint #3: CP Advisors meet with Juniors to discuss EE regarding: <ul style="list-style-type: none"> - the aim of the paper (Have you settled on a title?) - Is there a clear argument? - sources of information/ experiment details - areas of concern - rough draft - plans for what needs to be done over the summer vacation EE First Reflection Due: May 10, 2019
June/July/August 2019		EE Boot Camp: Full day dedicated to EE work.
<i>Summer Vacation</i>		Work independently to complete first draft by second day of school in August. Your CP Advisor may ask you to keep in contact over the summer, but expect to work independently.
SENIOR YEAR August 2019 (2nd Day of School)		EE Turnitin Draft Due: Submit completed EE in Managebac dropbox for Turnitin.com verification and report. Interim Reflection Due: Complete interim reflection in Managebac.
Before September 10, 2019		EE Checkpoint #4: CP advisors to meet with Seniors **Student brings her/his own hard copy of EE to the conference for note taking and referencing <ul style="list-style-type: none"> - CP Advisor has assessed the EE against the rubric - uses rubric to score but does not edit the essay. In the EE Conference, the student: <ol style="list-style-type: none"> 1. Uses own copy of EE to write on 2. Receives copy of rubric with comments 3. Receives verbal feedback - Decide at this meeting what revisions are needed before October submission. - CP Advisor to report to parent/guardian progress made and work still to be done.
October 1, 2019		Final EE Due: Final EE with all revisions due in Managebac. Final Reflection Due: Complete final reflection in Managebac.
By October Parent-Teacher Conference		Viva Voce: Short interview with Advisor to check on academic honesty, reflect on challenges/successes in the EE process, and aid to the EE's final report
December 2019		EE Presentation – Colloquium