



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

“Our experience is that IB diploma graduates are incredibly well prepared for university success. The program’s international flavour, academic rigour and emphasis on inquiry based learning means that IB Diploma students enter university with a global outlook, an excellent work ethic and the critical thinking skills to ensure they achieve.”

Margaret Fairman,
director, Office of Prospective Students and Scholarships,
University of Queensland, Australia

Understanding the IB Diploma Programme scores

An international standard for more than 40 years

For over 40 years, the International Baccalaureate (IB) has been the leader in international education and in providing high-quality and rigorous assessments to students in nearly 140 countries. The IB’s unique assessment model ensures a high level of validity and reliability that has resulted in consistent IB diploma pass rates with no grade inflation over time.

IB assessments are designed to emphasize the development of higher-order cognitive skills. They are criterion-related and focus on students’ ability to think analytically and critically, to integrate and apply their learning, to work collaboratively and to communicate what they have learned in writing and orally. The assessments use varied tasks that evaluate students’ abilities in these areas and may include the following types in a standard level or higher level course:

- oral
- multiple choice
- short answer
- portfolio
- essay
- exhibition
- performance
- independent research

Most subjects have at least three or four separate assessment components, including both internal and external assessments. Internal assessments are administered and marked by IB teachers. The IB teachers’ marking is then moderated by the IB. External assessments are standardized throughout the world with all students sitting for their written examinations over a three-week period in either May or November.

The balance between internal and external assessment ensures that all objectives of the course are adequately and appropriately assessed.

“Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure.”

Hrilina Lock, undergraduate admissions manager, London School of Economics, UK

Nearly 6,500 trained examiners worldwide are involved in different stages of the assessment process, including the development, marking and moderation of assessments. The moderation process ensures accuracy and allows the IB to monitor the work of examiners.

"What do IB Diploma Programme scores tell us? Our research into student performance at UBC indicates that IB students with diploma scores in the 27 to 30 point range perform the same as straight-A students out of our provincial high school curriculum."

Michael Bluhm, associate director, undergraduate admissions,
University of British Columbia, Canada

The IB diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points, and satisfactorily complete the core components, including extended essay, theory of knowledge, and creativity, action, service. The highest total available for a Diploma Programme student is 45 points. Scores are based on the grades of 1 to 7 awarded for each of the six subjects, for a total of 42 points, and up to 3 additional points for the core components.

Strong standards applied consistently around the world for more than 40 years

The number of students in the Diploma Programme has increased from 2,800 students in 1980 to nearly 120,000 now. Over the same period, pass rates have remained consistent at around 80%, and the average score on the IB diploma has been 30 points. Less than 1% of students receiving the IB diploma obtain a score of 45 points.

Grade distributions on the IB assessments vary by subject. Students who complete standard level or higher level subjects are well prepared for success in that subject in university. Only 7% receive the top grade of a 7, and more than 50% of all grades fall between 4 and 5.

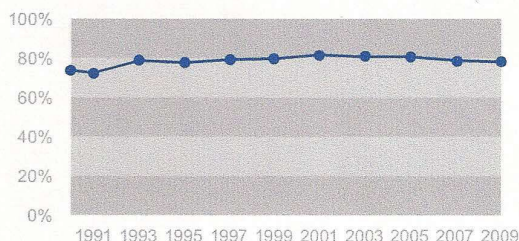
"IB students and their parents recognize that they're in a unique program, a very rigorous program, and it's important for the admissions office, in particular, to be aware of that difference and to be aware of that rigour, making sure that our staff is well-informed on the program."

Dr Kedra Ishop, vice provost and director of admissions, University of Texas at Austin, USA

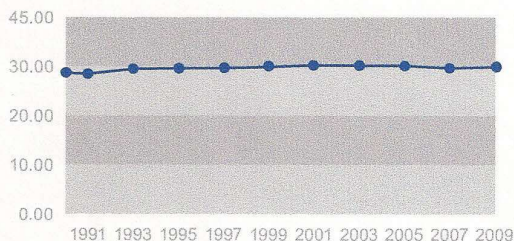
For more information on the IB curriculum and assessment, go online to www.ibo.org/recognition

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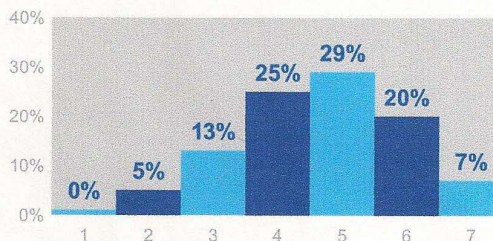
Pass rate for the IB Diploma Programme 1990 to 2009



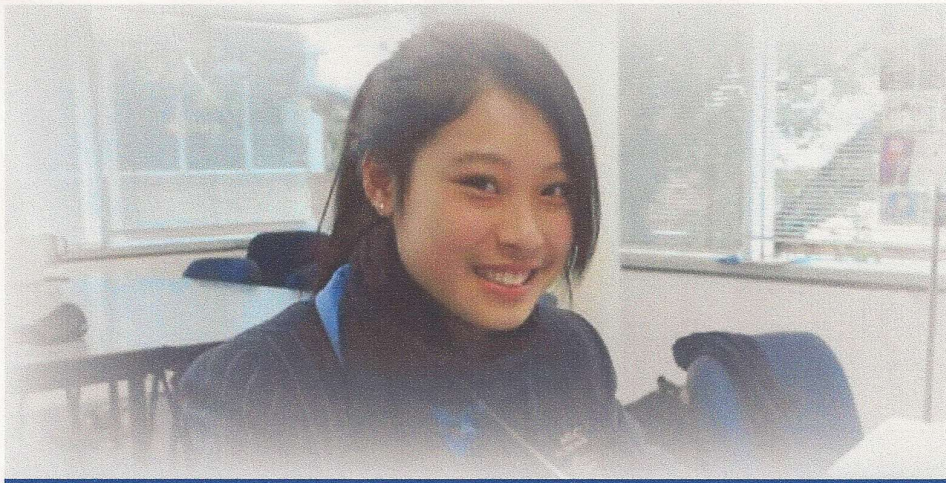
Average IB Diploma point score 1990 to 2009



Percent distribution of IB exam grades (1 to 7) May and November 2009



www.ibo.org



Why do universities value IB students?

IB students are prepared for academic success.

- IB students are more likely than others to enroll in and graduate from selective higher education institutions.*
- Based on their experiences, IB students possess a broader range of skills that enhance their ability to adapt and contribute to university life.
- IB students demonstrate a level of emotional and intellectual maturity for managing the demands of challenging coursework and make meaningful contributions.
- They have extensive experience doing independent research and presenting what they have learned through presentations, papers and other projects.
- They think critically and draw on diverse perspectives that reflect an international outlook.
- Participation in the IB Diploma Programme shows that students have excelled in multiple and diverse academic challenges and is a strong predictor for success in university.*

"We very much value the learning that IB students have had through their Diploma Programme. I have personally seen, over the years that I have been in charge of admissions at HKU, that they do not just have an understanding of their subject areas, but, much more importantly, typically show levels of communication, thinking skills and all-around knowledge that equip them very well for tertiary education and beyond."

**Professor John A. Spinks, senior advisor to the vice-chancellor,
University of Hong Kong, Hong Kong**

*IB analysis of data obtained from the National Student Clearinghouse (NSC) for students taking examinations in May 2000 and May 2001 and Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics. Research reports available at www.ibo.org/research/programmevalidation.



"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."

Marlyn McGrath Lewis, assistant dean of admissions,
Harvard University, USA

The same high standards of quality anywhere in the world

IB assessments are known for strong reliability and validity in scoring, resulting in consistent IB diploma pass rates for the past 40 years. Whether the school is in Alexandria, USA, or Alexandria, Egypt, the standards and assessments are uniform. Both external and internal assessments are used to evaluate students and factor into a students' final grade.

The IB has educated nearly 1 million students since it was founded more than 40 years ago, earning a reputation for quality education, high standards, consistent and rigorous assessment and leadership in international education.