



This feature will highlight the programs, resources, and activities we use at CISB along with interviews of those who organize, implement and design them. Keep an eye for our new #CISBeInTheKnow hashtag and let us know if there's anything you're curious about!



DP assessments play a number of roles. In addition to certifying achievement for universities and other agencies, they reinforce the importance of IB curriculum goals. They also provide information about student performance that will direct them to the areas in need of improvement. Summative assessments aimed at determining a student's achievement level are generally conducted at the end of a course of study or unit of work. Formative assessments, aimed at identifying the learning needs of students, form part of the learning process itself. DP assessments judge students' work in relation to identified levels of achievement, and not in relation to the work of other students.

5. As coordinator, how do you collaborate with the CISB community?

Parents are kept informed about the programme via Principal's Tea, monthly email and Powerschool updates, a series of workshops, and various other forums. Regular collaborative meetings with the PYP and MYP coordinators enable us to align the curricular goals and assessments. The senior administration and department heads are consulted for curriculum development, assessments, consolidating the core (EE, TOK and CAS), and student well-being. All DP teachers meet on a weekly basis to take the programme forward by sharing, reflecting and strengthening best practices.

The students who are at the centre of the programme are highly valued for their voice and are consulted throughout the learning process regarding planning of assessments, timelines and events.

6. What are the requirements for DP certification?

The diploma is awarded to candidates who achieve a minimum score of 24 (out of 45) and fulfil the other minimum requirements. Students may choose to not enroll in the full DP but take only particular DP subject courses (eg Mathematics AI HL or Economics SL) or any of the core components (TOK, EE and CAS) of their choosing. The award for each of these courses is not the diploma, but a series of scores from one to seven. These individual subject results are referred to as Diploma Programme course results (formerly called a certificate of results).

7. How does the DP help students prepare for university?

Throughout the Diploma Programme, students experience wide-ranging expositions to the subjects' real-world applications. This helps them develop their understanding of the content by collaborating with peers, critically evaluating knowledge claims, and developing their approaches to learning via skill development. Thanks to this process, students are more reflective and informed about the challenges that university life offers in general. Universities around the world highly recognize the potential that DP students bring to the cultures of their schools and are considered, according to the International Baccalaureate Organization (IBO) to be "ambitious, and well-prepared for success — in further study, and in life beyond".

8. If you were a DP student now, what courses would you choose to take?

I would choose Visual Arts, Psychology, English Language & Literature, Chinese ab initio, Biology and Mathematics Analysis and Interpretation.

This combination of courses would help me experience the balance and the breadth that the curriculum offers. Challenging myself to learn new subjects, languages and assessment models would help me become more knowledgeable, inquisitive, resilient and adaptable to changes that we all experience in global environments.



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CISB offers a Canadian education curriculum and the International Baccalaureate Programme to students, which including IB Primary Years (PYP), Middle Years (MYP) and Diploma program (DP). What are some differences between these three programs? We're glad to invite our CISB Diploma Programme Coordinator (DPC) Anjali Tyagi introduces the programme and its educational benefits.



1. What is the DP and what can it offer students?

The IB Diploma Programme (IBDP) offers students opportunities to engage in in-depth study of a wide range of disciplines that they are genuinely interested in, especially considering their university and career pathways. In addition to developing breadth and depth of subject knowledge, each discipline engages students in inquiring about real world application of the concepts and content. This helps them develop communication, self-management, thinking and research skills that are essential for 21st century learners.

DP teachers provide students with holistic learning experiences by following six pedagogical principles:

1. Based on inquiry
 2. Focused on conceptual understanding
 3. Developed in local and global contexts
 4. Focused on effective teamwork and collaboration
 5. Differentiated to meet the needs of learners
 6. Informed by assessment (formative and summative)
- ("Approaches to teaching and learning in the International Baccalaureate (IB) Diploma Programme." International Baccalaureate Organization. 2014.)



2. How is the program setup?

The Diploma Programme curriculum offers students with a choice of studying subjects of their interest within six subject groups as represented in the model below:

Each subject is defined by specific curricular goals, teaching and learning approaches and assessment models. In addition to the six subject combinations, students are required to engage in the Core that consists of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). The learning experiences gained by students through the core enables them to develop their learner profile attributes and skills.

3. How do students decide what subjects they should take? Do you offer any guidance on subject selections?

To help students make informed choices about subject combinations, we begin the consultation process in Grade 10. A subject choice information session is conducted for both parents and students, where detailed descriptions of each course and the credits they can earn towards university admissions are provided. Once the student interest survey is generated we align their choices with the school's promotion policy to provide placement into the courses.

4. Tell us about DP assessments.

As well as promoting learning and providing sound measurement, assessments in DP are expected to: demonstrate international mindedness, be objective, make allowances for students working in a non-native language, evaluate higher order thinking skills as well as cognition, include a range of knowledge and understanding performances and use various methods of measurement.

