



PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

In Humble I. S. D., we encourage students who want to challenge themselves academically to seriously consider applying to our International Baccalaureate Diploma Program at Humble High School. In order to help each student (and his/her parents) make a realistic decision about pursuing the IB Diploma Program, we have provided a profile of what we have found are essential characteristics of a successful IB student.

The successful International Baccalaureate student would...

...be self-motivated and family-supported (the desire to pursue and succeed in the IB Diploma Program must ultimately come from within the student);

...have a desire to challenge him/herself intellectually and academically (someone who just wants to “get by” or who is “going through the motions” to get into college will be uncomfortable in the IB environment);

...be a competent reader (so as not to struggle with more difficult reading in IB courses, the student should be reading at or above his or her respective grade level);

...speak and write the English language clearly and effectively (since English is the primary language of the IB program at HHS, and since the IB program demands clear and effective communication skills across the curriculum, this asset is essential for IB success). Many second language learners have been successful IB Diploma student at HHS but the degree of English proficiency at the beginning of the ninth grade year makes the other challenges of this rigorous curriculum more easily met;

...possess (or be willing to acquire) good time and stress management skills;

...be open to new ideas and tolerant of different beliefs;

...participate in school and community activities. Just as colleges and universities expect applicants to be fully developed in all areas beyond the purely academic, IB requires involvement in creative, physical and community service commitments essential for an IB Diploma;

...understand the commitment and persistence needed to meet the challenges of the program’s rigor. Both students and parents need to realize that the IB Diploma Program is not for every student. Due to the very nature of the IB (“an internationally recognized curriculum and examination program”), each student’s performance will be assessed in large part on pre-established standards set by the International Baccalaureate Organization and that failure to meet these standards could result in poor or failing grades. Additionally, the student must be aware of the fact that he/she must take one or two IB exams in May of the junior year and complete the remainder of the six area assessments for each IB course in which he/she is enrolled. Although IB teachers are committed to helping all their students succeed, they will not be able to “water down” or “slow down” their assignments, expectations or exam(s). This is not to say that only straight “A” students or only gifted students or only high-IQ students will succeed. The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses;



We hope that students who participate in the International Baccalaureate Diploma Program strive to become:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

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

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

For more information please visit: www.ibo.org or www.humbleisd.net/hhs/ib

