

IB Diploma Candidates: Some College Admission Assumptions

Admission Criterion	These assumptions apply to IB Diploma Candidates
Academic strength of curriculum	An admissions officer can be assured of the candidate's strong preparation of course work in a cohesive and broad-based curriculum that touches on basic academic areas: native language and literature, second language, social science/humanities, natural/physical sciences, and mathematics.
Grade point average	Nearly all courses in the student's final two years are in solid academic areas. A higher percentage of the courses that constitute the GPA are the kinds of courses most valued in college admissions.
Academic strength of high school	IB authorized schools must offer, support and maintain a minimum of seven or eight very strong academic departments to be a successful IB school.
High school percentile rank	Regardless of how the HSPR is determined by school, an IB diploma recipient will be in the top 10% of his/her graduating class in readiness for college.
Trend of performance	The IB Diploma Programme requires students to maintain a high level of focus and performance throughout their high school experience.
External validation	Because the IB Diploma, by its examination requirements, validates both achievement and integrity in academic performance, there may be a reduced emphasis placed on standardized tests in the admissions process.
Research and writing skills	The Extended Essay requirement, a 4,000-word research paper crafted under the tutelage of a faculty mentor and evaluated by a team of international readers, ensures students are prepared for post-secondary writing and research requirements.
Accepts educational challenges	Participation in the IB demonstrates that the student accepts, rather than avoids, rigorous academic challenges.
Critical thinking skills	The required Theory of Knowledge course ensures that students become critical thinkers who understand the interdisciplinary nature of learning.
Interview skills	IB students have strong preparation in oral presentation skills. Several IB courses include mandatory oral assessments, and the Theory of Knowledge course requires students to shape their opinions into logical discourse.
Extracurricular involvement	The Creativity, Action, Service (CAS) element requires that the student invest a minimum of 150 hours during the final two years in non-classroom activities.
Recommendations	The IB student will be well known by the IB Diploma Coordinator, Extended Essay mentor, CAS Coordinator, and the IB teachers.
Maturity and Responsibility	The IB assists the student in developing time management, goal setting, and other organizational skills.
Race / Ethnicity	Because of external assessments, the IB is nearly race / ethnicity neutral.

Common admission criteria not influenced by IB participation

Ability to pay

Age / gender

Alumni, legacy, or staff connections

Athletic prowess

Ethnicity

Geographic representation

Political considerations

Under- or over-enrolled campus academic programs

Unusual experiences
