

**Agenda for IB MARC**  
**DP Chemistry Networking**  
**November 15, 2007**  
**Gar-Field High School**  
**Woodbridge, VA**

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| <b>0930-0945</b>   | <b>Introductions &amp; Agenda</b>  |
| <b>0945-1100</b>   | <b>Internal Assessments (Labs)<br/>(New Criteria; Ideas; Concerns)</b>               |
| <b>1100-1115</b>   | <b>Break</b>   |
| <b>1115-1145</b>   | <b>Course Structure<br/>(Syllabus, Pacing, New Curriculum<br/>Impacts; Texts)</b>    |
| <b>1145-1230</b>   | <b>Special Topics<br/>(Test Writing; EE's;<br/>Uncertainty &amp; Error Analysis)</b> |
| <b>1230-1:15</b>   | <b>Working Lunch (here!); depart</b>   |
| <b>1:15 – 2:00</b> | <b>Further Networking as Desired</b>   |

International Baccalaureate Mid-Atlantic Regional Coalition (IB MARC) Chemistry Meeting held November 15th, 2007 @ Gar-Field Senior High School Woodbridge, Virginia.

The meeting was convened for an audience of 21 IB chemistry teachers from IB schools from Delaware, Maryland, Virginia, and the District of Columbia. There are over 50 High Schools in this coalition that is designed to help facilitate the promotion and successful interaction among the member schools, teachers and their students. IB Chemistry can either be delivered in a one year sequence (SL; Standard Level) or a two year sequence (HL; Higher Level). The main differences between the two sequences are the depth of the content delivered and the number of laboratory hours that students must complete. The goal of this meeting was multilayered. Both courses are moderated externally from the school by an end of course examination and by the submission of a sampling of the laboratory assessment portfolio of the students. The meeting was designed as a way for teachers to interact and network to improve content delivery to students while still addressing the required material. The IB Chemistry curriculum has specific topics and criteria that must be addressed. Additionally, the laboratory program of each school must give students the skills necessary to supplement the lecture program. These items are reviewed annually by IB and changes, additions and deletions are made. This meeting was an opportunity for us to discuss and collaborate on how to best apply these requirements.

The early sessions addressed the submission and review of the laboratory internal assessments (IA's). There is continuing concern about the consistency of the marks given by moderators across the world. It was agreed that although all moderators have the same rubric, application of the guidelines is still uneven. Providing feedback after moderation is the strongest tool we have to ensure that the moderation process is fair. However, it was also agreed that like all grading, the human factor plays a major factor in the equity of the marks received. This still appears to be a variable over which the teachers have minimal control. It was suggested that teachers make more marks within the body of the lab report to ensure that the moderator is aware of where deductions were made according to the rubric. Teachers followed up by sharing ideas about lab topics that covered the "Design" criteria. A small discussion took place about resources and the usefulness of the "IB" texts and lab books. The availability of many free textbooks from book distributors was also introduced.

The second sessions looked at the formatting and writing of tests, extended essay topics, the group IV interdisciplinary project, and lab equipment. The majority of the teachers use released IB tests and the IB test bank CD that can be purchased for their bank of test questions. There seems to be no doubt about the usefulness of mimicking IB tests (MC, short answer, free response) to improve student success. Prior to lunch the incorporation of technology into the curriculum was mentioned. Using local companies, speakers, as well as other IB schools and teachers as resources is growing in popularity. Most teachers agreed that we all try to lighten the burden of being a content expert on everything and use the resources available. Many biotech and medical facilities have education outreach programs, many of which are extraordinarily generous and useful.