



## Nomination Form for:

\_\_\_\_\_ (enter name of scholarship or award here)

Student Name: \_\_\_\_\_

IB Programme Coordinator : \_\_\_\_\_

IB Programme Coordinator email address: \_\_\_\_\_

IB World School: \_\_\_\_\_

According to the IB Learner Profile Booklet, “The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes.” Accordingly, the Ohio Association of IB World Schools makes its decisions about awarding honors and scholarships based upon the extent to which the nominated student reflects the attributes described in the IB Learner Profile.

For **three** of the attributes of the *IB Learner Profile*, the student is invited to **describe occasions when he/she has exemplified the attribute**. Teachers are then invited to **provide context for the student’s description and offer additional observations** that expand on how in other contexts the student exhibits the *IB Learner Profile* attribute.

**For PYP students**, it is encouraged that the teacher or a parent initiate the nomination and assist the student in interpreting the IB Learner Profile attributes and in writing his/her descriptions. **For MYP and DP students**, the student should initiate the nomination by completing his/her descriptions under each attribute first, then asking various teachers to complete their supporting observations.

For each attribute, the nomination may earn up to eight points, according to the following rubric:

Points	Evaluation of student description and teacher observation
0	No attempt or student does not describe actions that reflect any of the attributes of the <i>IB Learner Profile</i> .
2	Student describes actions that reflect one of the <i>IB Learner Profile</i> attributes, but does not attempt to explain how these actions demonstrate the associated attribute.
4	Student describes actions that reflect one of the <i>IB Learner Profile</i> attributes, but does not provide a clear explanation of how these actions demonstrate the associated attribute.
6	Student describes actions that reflect one of the <i>IB Learner Profile</i> attributes, and clearly explains how these actions demonstrate the associated attribute. No teacher observation included.
7	Student describes actions that reflect one of the <i>IB Learner Profile</i> attributes, and clearly explains how these actions demonstrate the associated attribute. Teacher observation supports student’s description but does not expand on how the student further exhibits the associated <i>IB Learner Profile</i> attribute.
8	Student describes actions that reflect one of the <i>IB Learner Profile</i> attributes, and clearly explains how these actions demonstrate the associated attribute. Teacher observation supports student’s description and expands on how the student further exhibits the associated <i>IB Learner Profile</i> attribute.

The maximum number of points that a nomination may receive is **24**; only **three** attributes will be considered by the OAIBWS Award/Scholarship Selection Committee.

The student is then invited to **complete a brief reflection on his/her Action Cycle (PYP/MYP student) or Creativity-Action-Service (DP student)**. This reflection will serve to distinguish between students who receive identical scores on their descriptions of how they exhibit Learner Profile attributes.

The most current **semester grade report for PYP and MYP students and a complete high school transcript or grade verification report for DP students** must be attached with this nomination form for the nomination to be considered valid. IB Programme Coordinators are invited to include a brief statement sharing information about the student’s level of financial need, though the student’s fulfillment of the Learner Profile, reflection on the Action Cycle or CAS, and academic performance will take priority in the decision on the OAIBWS Award/Scholarship Committee.

## The IB Learner Profile

Student: Please mark an “X” in the box beside each Learner Profile attribute that you have chosen to write about.

<p><b>Inquirers</b> nurture their curiosity, developing skills for inquiry and research; know how to learn independently and with others; learn with enthusiasm and sustain a love of learning throughout life.</p>	
<p><b>Knowledgeable</b> people develop and use conceptual understanding, exploring knowledge across a range of disciplines; engage with issues and ideas that have local and global significance.</p>	
<p><b>Thinkers</b> use critical and creative thinking skills to analyze and take responsible action on complex problems; exercise initiative in making reasoned, ethical decisions.</p>	
<p><b>Communicators</b> express themselves confidently and creatively in more than one language and in many ways; collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	
<p><b>Principled</b> people act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere; take responsibility for their actions and their consequences.</p>	
<p><b>Open-minded</b> people critically appreciate their own cultures and personal histories, as well as the values and traditions of others; seek and evaluate a range of points of view, and are willing to grow from the experience.</p>	
<p><b>Caring</b> people show empathy, compassion and respect; have a commitment to service, and act to make a positive difference in the lives of others and in the world around them.</p>	
<p><b>Risk-takers / courageous</b> people approach uncertainty with forethought and determination; work independently and cooperatively to explore new ideas and innovative strategies; are resourceful and resilient in the face of challenges and change.</p>	
<p><b>Balanced</b> people understand the importance of balancing different aspects of their lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for themselves and others; recognize their interdependence with other people and with the world in which they live.</p>	
<p><b>Reflective</b> people thoughtfully consider the world and their own ideas and experience; work to understand their strengths and weaknesses in order to support their learning and personal development.</p>	

Learner Profile Attribute #1: \_\_\_\_\_

Student (name \_\_\_\_\_): I have exhibited this attribute by (200-word limit) . . .

Teacher: I have witnessed this when (300-word limit) . . .

Teacher name: \_\_\_\_\_  
(Teacher: please return this form to your IB Programme Coordinator for submission to OAIBWS)

Learner Profile Attribute #2: \_\_\_\_\_

Student (name \_\_\_\_\_): I have exhibited this attribute by (200-word limit) . . .

Teacher: I have witnessed this when (300-word limit) . . .

Teacher name: \_\_\_\_\_  
(Teacher: please return this form to your IB Programme Coordinator for submission to OAIBWS)

Learner Profile Attribute #3: \_\_\_\_\_

Student (name \_\_\_\_\_): I have exhibited this attribute by (200-word limit) . . .

Teacher: I have witnessed this when (300-word limit) . . .

Teacher name: \_\_\_\_\_  
(Teacher: please return this form to your IB Programme Coordinator for submission to OAIBWS)

**Action Cycle (PYP/MYP student):** Describe an occasion when you followed the Action Cycle to take an action that made you proud. How did you choose what to do? What action did you take? Reflect on your accomplishment by sharing why it made you proud.

**Creativity-Action-Service (DP student):** Describe one of your C-A-S activities that resulted in personal growth. What was your goal and how did it represent a new challenge or new role for you? What actions did you take in pursuit of your goal? What difficulties did you encounter? What did you learn as a result of your efforts?

Student (name \_\_\_\_\_):