

## MANUSCRIPT REVIEW CRITERIA

### Content

- The presentation of the material is consistent and logical.
- The content is factually accurate, current, valid, relevant and does not contain misleading information.
- The resource is free from any content that could be misinterpreted, cause undue offence, or pose moral or ethical difficulties for the IB as determined by the IB in its sole discretion.

### Alignment with the IB

- The content complies and aligns with the most recent edition of the guide.
- More than 75% of the content supports a specific IB subject or framework (e.g., a generic physics book with only a small amount of IB-aligned content could not be considered a co-publication).
- The amount of content relating to each part of the guide is appropriate and balanced. That is, the weighting given to each part of the guide content is in relation to the percentage of guide it makes up. For example, if reading and writing are given equal weighting in the guide, and the resource is supposed to cover the whole guide, then the amount of content given to reading should be similar to the amount given to writing.
- IB principles are included appropriately and accurately (e.g., IB Learner Profile, Approaches to Teaching and Learning, Global Contexts, concept-based learning, etc.).
- IB terminology is used accurately.

### Suitability

- The complexity of content and design of material is appropriate to the level of its intended reader (e.g., material aimed at a Year 4 MYP physics pupil should not be as complex as that intended for a final-year DP physics student).
- The content is written and presented in a way that is appropriate to the language ability of its intended reader (e.g., content should be accessible to readers whose first language is not English. This can be supported by clear use of English, vocabulary definitions, glossaries, sidebar explanations, etc.).

### Learning approach

- Unless particularly aimed at one cohort of pupils, the material supports and engages a broad ability range of learners (e.g., sufficient scaffolding as well as challenge).
- The focus of learning is clear and precise (e.g., the examples used to facilitate learning are directly relevant to the construct; the construct is reinforced through signposting and chapter/section titles; the pupil is aware at all times of the focus and intention of the content).
- The resource encourages rich, immersive learning that goes beyond narrow instrumental preparation for assessments (unless the resource is intended solely for revision purposes).

- There are sufficient and appropriate opportunities for practice, application of learning, and formative assessment (e.g., a textbook might include activities and reflection tasks).
- There is sufficient checking of understanding and evaluation of student readiness at key points (e.g., a textbook might have review questions/self-assessment and reflection tasks in each chapter).
- The amount and type of exercises and questions is appropriate and balanced (e.g., questions and activities should relate to the construct and the objectives; exercises must be safe, instructions clear, feasible for classroom [if applicable], etc.).
- Students are prompted to think for themselves, look at other resources, and conduct their own research.
- The resource does not presuppose experienced teaching and follows a clear, logical learning model.

### Improper messaging

- The resource is free from any reference to how to achieve a certain grade or a focus on one grade boundary (e.g., there should be no “grade-boosting” features).
- The resource is free from any implication that it is linked to success in assessment or required reading in order to achieve success (e.g., no claims such as “the only resource you will need to succeed”).
- The resource is free from any reference to specific assessment roles undertaken by the author(s) for the IB (e.g., “examiner” is okay but “Chief Examiner” is not).
- The resource is free from any content from or appearing to be from an examiner or assessor (e.g., “examiner's tips” etc.).
- The authors of the resource are chosen in accordance with and adhere fully to the IB’s guidance (see Appendix D in ‘Co-publishing model’ document).