eAssessment in the MYP

Webinar Part I
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## Agenda

- Assessment procedures and requirements
- Personal project
- Services and support materials available on the OCC and PRC
- Lessons learned from 2016 and refinements for the future
- Implications of eAssessment for classroom practice
- Preparation for eAssessments
- eAssessment professional development workshops
Assessment Cycle

- Examination preparation
- Examinations
- Standard setting
- Marking
- Grade award
- At Risk
- Awarding committee and release of results
- Enquiry upon results
- Assessment design
Authoring

Online meetings (x 3)

Face-to-face meeting

External advisor review

Exam built

Principal examiner review

Subject manager review

Built exam checks

Scrutineer review

Sign off
Quality assurance

1. Examiner training
2. Standardisation
   a. Refine the markscheme
   b. Agree marking standards
   c. Set up the quality model
Criterion-related grade awarding

- Analysis of scripts
- Feedback
- Statistics
- Other evidence
School Facing Assessment Processes

Registration
Partially completed Unit planners released
ePortfolio units taught and assessed
Criterion level totals and predicted grades entered
Upload of material
On-screen exams made available to schools
Examinations sat by students
Results issued
Enquiry upon results

* Note: the interdisciplinary learning pre-release material is released in April, not November as was stated in the presentation.
Personal Project

• It is mandatory for all students in all schools to participate
• Support document released (Further guidance including task specific clarification for use from Nov 2016)
• Standardisation is essential to achieve school standard
• Required to assess all students and enter teacher assessed totals
• Upload work for all students identified by IBIS
• No links! Only submitted material can be marked
eAssessment

Academic Honesty in the Middle Years Programme

Handbook of procedures for the Middle Years Programme: Assessment 2015 – updated March 2016

Handbook of Procedures for the Middle Years Programme: Assessment 2017

Conduct in the MYP on-screen examinations

Conduct in the MYP on-screen examinations: Notice to candidates

The conduct of IB Middle Years Programme on-screen examinations (May and November 2017)

ePortfolio user guide (for teachers)

IT requirements for conducting MYP on-screen examinations

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eAssessment May 2017

Global context (May 2017)

Guide to MYP eAssessment (First examinations May and November 2017)

May 2017 examination schedule
Curriculum

Subject groups

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Design
- Physical and health education

Supporting material

- Guide to MYP eAssessment (First examinations May and November 2017)
- Guide to MYP eAssessment (First examinations May and November 2016)
- IB animal experimentation policy
- MYP on-screen Compatibility Checker package (Mac and PC)
- The conduct of IB Middle Years Programme on-screen examinations (May and November 2017)
- MYP eAssessment Q&A Sheet – May 2016
Support for teachers

• Subject guide
• Guide to eAssessment
• Familiarisation
• Past exams (N16 available in March)
• Markschemes
• Subject reports
• Marked exemplars
• Students response service
Support for coordinators

• Handbook of procedures
• On-screen compatibility checker
• The conduct of MYP on-screen examinations
• Conduct in MYP on-screen examinations
• On-screen examinations user guide
• ePortfolio news letter
• ePortfolio guide
Power and Impact of Digital Assessment

*Online workshop will be launched May 11*

- Develop inquiries into the rationale, integration, and design of digital assessment.
- Investigate strategies for implementation of tools used for digital assessment.
- Explore the ways in which digital assessment is present in IB schools.
- Consider ways to integrate digital assessment into the teaching and learning across subjects, areas and themes in IB programmes.
Lessons and refinements
Issues and concerns raised by schools

- Personal project and some ePortfolio submissions
- Exam experience of some schools
- Performance / outcome in
  - design
  - individuals and societies
  - science
  - maths
- ePortfolio and personal project feedback
IB Lessons learned and actions being taken

• Review of examinations in light of student performance
• Develop ways to support schools
• Develop better ways to communicate
• Improve feedback
• Stability - consolidate
• Wiris update
Refinements

- Total mark decrease to 100
  - Mathematics and Extended mathematics: May 2017
  - Sciences: May 2018
  - Aim: to reduce the burden on students

- Total mark decrease to 80
  - Language and literature, Individuals and societies, Interdisciplinary learning (May 2018)
  - Aim: to improve reliability of marking

- Topic list refinement
- Redesign grade descriptors
- New consolidated Guides published in September
- Developments reported in Feb/March for 2018 assessment.
Advice for schools

• Read key documentation
• Familiarize students with specimens and familiarization activity
• Familiarize with computer to be used
• Familiarize staff with on-screen technology
• Consider maths/extended maths placement
• Ask for help
Bring your own device dilemma

http://tryross.com/the-byod-dilemma/
Implications for teaching
3 dimensional assessment
Exam mirrors MYP classroom practices
Traditional vrs MYP examinations

- Paper and pen
- Static media
- Inauthentic often theoretical abstract questions
- Detailed syllabus
- Knowledge based questions sampled from syllabus
- Predictability can produce negative backwash

- Electronic
- Rich media
- Authentic real life issues explored
- High level topic list
- 3 dimensional tasks derived from conceptual interpretation of criteria
- Predictability leads to enhanced MYP teaching and learning
All criteria strands covered every time

Knowledge | Inquiry | Communication | Reflection
Criterion A: Knowing and understanding

At the end of year 5, students should be able to:

• explain scientific knowledge
• apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
• analyse and evaluate information to make scientifically supported judgments.
Criterion B: Inquiring and designing

At the end of year 5, students should be able to:

• explain a problem or question to be tested by a scientific investigation
• formulate a testable hypothesis and explain it using scientific reasoning
• explain how to manipulate the variables, and explain how data will be collected
• design scientific investigations.
Criterion C: Processing and evaluating

At the end of year 5, students should be able to:

• present collected and transformed data
• interpret data and explain results using scientific reasoning
• evaluate the validity of a hypothesis based on the outcome of the scientific investigation
• evaluate the validity of the method
• explain improvements or extensions to the method.
Criterion D: Reflecting on the impacts of science

At the end of year 5, students should be able to:

• explain the ways in which science is applied and used to address a specific problem or issue
• discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
• apply scientific language effectively
• document the work of others and sources of information used.
In summary

- Study the constructs being assessed
- Subject criteria
- Guide to eAssessment (blueprint, topic list)
- Exams
- Markschemes
- Marked student responses
- Subject report
- Reinforce in everyday teaching and activities
- Create your own exams
Implementation: Munich International School

Why eAssessment?
Information and understanding
• Staff
• Students – Parents

Timeline and calendar
Familiarisation opportunities
Accountability and feedback
Exam experience

Global Context
ePortfolio subjects
• Unit planner
• Internal standardisation & upload

Onscreen exam subjects
• Integrate into teaching

Interdisciplinary onscreen - PRM
Impact on teaching and learning

- Enables conversations and reflection about contextual teaching and learning.
- Improved, more engaging assessments - continuation of student learning.
- MIS MYP3 Project – redesigning end of year assessments.
- Interdisciplinary teaching and learning – every year of the programme.
- Focus on command terms, subject objectives and ATL.
Challenges - Change Management

- Paradigm shift
  - Change management - takes time - different rates of engagement/acceptance
  - Maths and science
- Onscreen exam technology is very reliable but schools need to ensure they have an informed support team
- Candidate registration options - ensure students have information about any choice
- Subject Group Flexibility - MIS will introduce SGF in 2017 to create more time for students ePortfolio subjects.
- MYP5 balance between completion of the MYP, through criterion based assessment (each strand twice) and preparation for on-screen assessment in May.
- Strong influence of exam-orientated DP teachers, who see the onscreen assessment as the preparation for DP, rather than conceptual thinking/skills.
School Results

Feedback to schools

School results - World average

- Moderation reports
- Category 2 return of material
- Subject reports
- Exemplar answers

Student response service

Student experience

- Very positive feedback from students
- Course results and Certificates
- Exam experience
- DP preparation

The MIS parents and school board have been very supportive and feel eAssessment provides valuable opportunities for students.