

Assessment research agenda

Assessment Research seeks to ensure that the design and development of IB assessments and assessment practices are underpinned by relevant research and data and that ensures the valid, reliable and manageable assessment of the IB programmes, spanning three broad areas:

1. Support of the Curriculum Review process

- Research in this area will focus on ensuring that the development of new assessment models during the curriculum review process is supported throughout by robust evidence. Studies will primarily help to address the following questions: How can the IB improve the validity and reliability of assessment components and models and ensure that they are free from bias and operationally feasible? Are any proposed changes to an assessment model likely to result in improvements to the assessment of that subject?
- How is the IB Learner Profile currently represented in IB assessment models and components?

2. The impact of technology on assessment

Research in this area will seek to add to the growing body of literature surrounding computer assisted assessment and position the IB on the cutting edge of these developments, focussing on the following questions:

- How can the IB improve the validity and reliability of on-screen marking of externally assessed components whilst ensuring that standards are maintained?
- How can the IB best utilize item level information on assessment to improve the quality of IB assessments?
- How can the IB use the move towards the electronic upload and moderation of internal assessment components to improve the reliability and manageability of the moderation process?
- How can the IB use digital technologies to change the way in which candidates are assessed in the Diploma and Middle Years Programmes?

3. The quality of current IB assessments and assessment practices

Research in this area will seek to investigate issues relating to current IB assessments and assessment practices. Studies will be wide-ranging in nature, but will usually address the following questions:

- How can the IB ensure that its standards remain consistent over time and across subjects within the Diploma and Middle Years Programmes?
- Is gender, cultural or any other form of demographic bias present within the assessment components of any subject within the Diploma and Middle Years programmes?