

The IB logo graphic features a central dark blue circle with several lines radiating outwards to smaller colored circles (red, yellow, cyan, purple). The text 'MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO' is written along the top arc, and 'WAYS OF KNOWING' is written along the bottom arc.

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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Unleashing the power of MYP onscreen examinations

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Unlocking the power of. . .

- **Connections-** curriculum alignment
- **Perspective-** eAssessment in the IB, and beyond
- **Development-** digital assessment technologies
- **Design-** plan, build, test, learn, repeat
- **Community-** working together for student success



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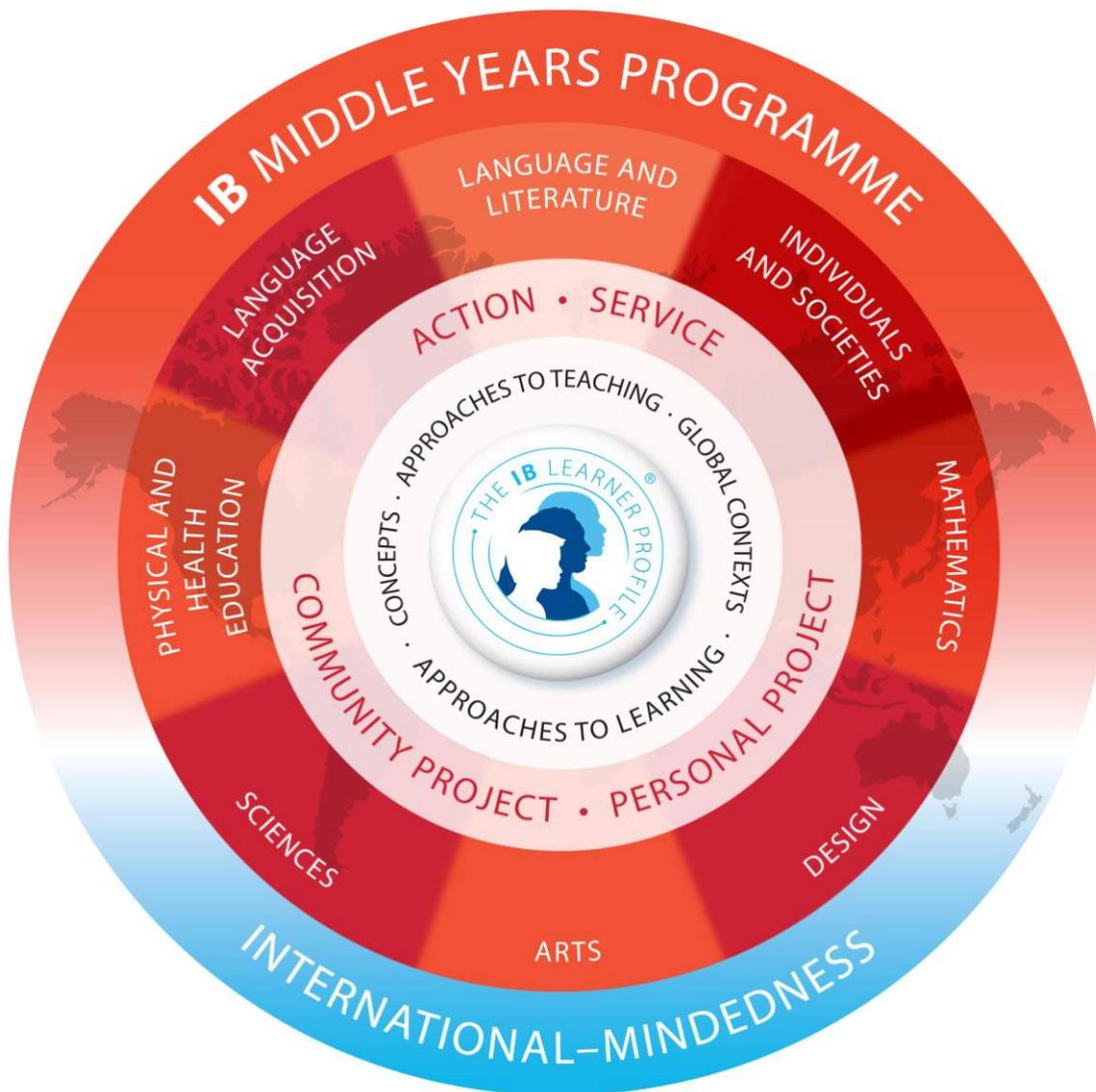
1. Powerful connections

Alignment between the written and assessed curriculum



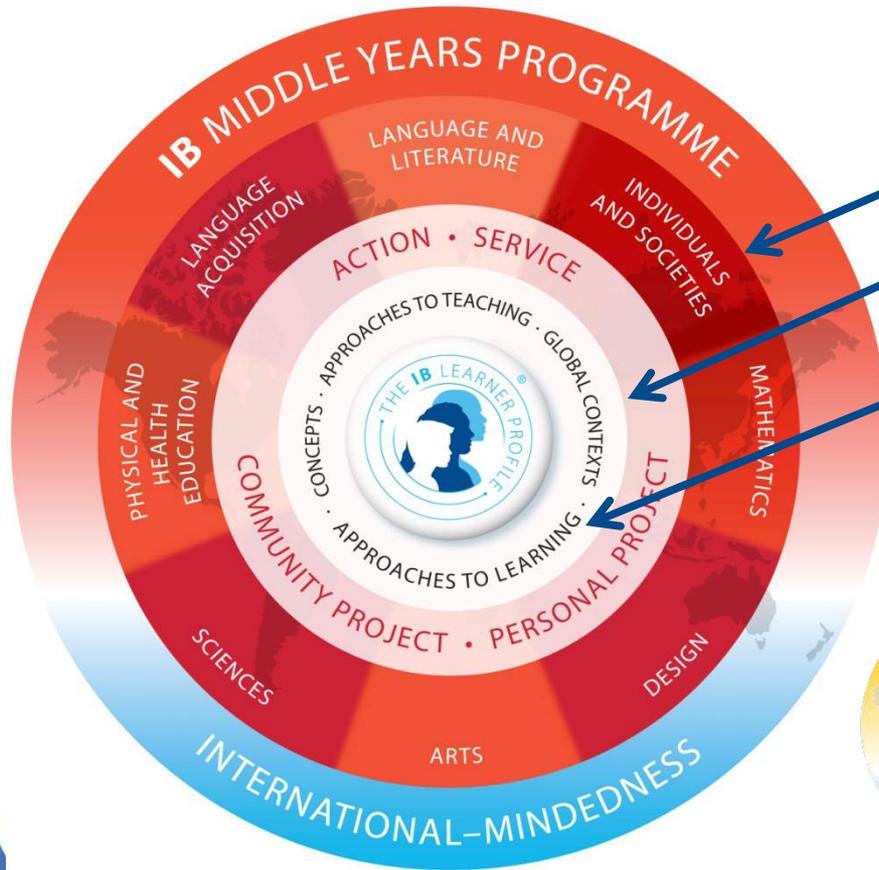
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Connecting the programme model to innovations in MYP external assessment





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broad and balanced

global contexts

approaches to learning

programme alignment



First teaching September 2014



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MYP key concepts (interdisciplinary)

Aesthetics

Change

Communication

Communities

Connections

Creativity

Culture

Development

Form

Global
interactions

Identity

Logic

Perspective

Relationships

Time, place
and space

Systems



Subject group	Sample related concepts
Language and literature	character, theme, genre
Language acquisition	word choice, accent, idiom, voice
Individuals and societies	globalization, power, sustainability
Sciences	energy, transformation, evidence
Mathematics	measurement, pattern, representation
Arts	composition, style, role, intent
Physical and health education	balance, movement, systems
Design	form, function, innovation



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Developing international mindedness

MYP global contexts

identities and relationships
dimensions of space and time
personal and cultural expression
scientific and technical innovation
globalization and sustainability
fairness and development

ATL skill clusters - subject group objectives

ATL skill categories	MYP skill clusters
Communication	I. Communication
Social	II. Collaboration
Self management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer



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Curriculum benefits of eAssessment

- Additional IB resources for research and programme development
- Stronger and more reliable measures of accountability
- Modeling good internal assessment practice
- Building assessment expertise among IB educators
- Establishing global communities of practice in curriculum development, teaching practice and summative assessment
- Sharper focus on interdisciplinary learning, global engagement and the IB learner profile



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2. Powerful in perspective

The role of MYP onscreen examinations in the IB and beyond



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New MYP Assessment model

Onscreen exams

- Language and Literature
- Individuals and Societies
- Mathematics
- Sciences
- Interdisciplinary

ePortfolios

- Design
- Arts
- PHE
- Language Acquisition
- Personal Project



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*MYP*eAssessment in context

- Backed by 45 years of IB assessment expertise
- New complementary staff of experts in large-scale assessment and emerging fields of digital assessment design
- Taking advantage of DP gains in e-marking, examiner recruitment and training, upload facilities, technical support, reporting, and data analysis
- Industry-leading approach to onscreen examinations
- Building human and organizational capacity for the IB and IB World Schools to extended development of eAssessment in other programmes





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Benefits onscreen examinations

- Innovative and rigorous tasks which employ engaging, media-rich background material and creative response options
- Onscreen examinations which support a wide range of individual learning needs
- Tasks which probe students' conceptual understanding
- Allow efficient sampling of student achievement across a range of subjects
- Focus on difficult-to-assess skills in critical and creative thinking
- Offer opportunities for students to work in familiar environments utilizing widely-developed technical skills



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Timeline

2015

2016

May-June

December

May

November



MYP Assessment
Leading to IB MYP
Certificate
(existing moderation
model)



MYP Assessment
Leading to IB MYP Certificate
(existing moderation model)



MYP eAssessment
Leading to IB MYP Course Results
(onscreen examinations in limited subjects)



MYP eAssessment
Leading to IB MYP Results
& IB MYP Certificate





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3a. Powerful development

Features of the MYP onscreen examination platform



Onscreen Examinations
Getting familiar with the new assessments

Background

This task focuses on the key concept of relationships within the global context of globalisation and sustainability. In this real world problem, you will explore urban planning and infrastructure by studying the flow of traffic in cities around the world.

- ✓ 1 (3 marks) ▾
- ✓ 2 (6 marks) ▾
- ✎ 3 (6 marks) ▾
- 0% 4 (21 marks) ▾

< Status Map

25% 8% 67%



✓ Question 1 (3 marks)



Traffic at a junction in Glasgow (Scotland). Record and estimate traffic flow.

✓ Question 2 (6 marks)

Day and Date	Monday 20/01	Tuesday 21/01	Wednesday 22/01	Thursday 23/01	Friday 24/01	Saturday 25/01	Sunday 26/01
Number of cars	1275	1100	1215	1140	1187	624	304

Select a graph to present the traffic data and explain your choice.

✎ Question 3 (6 marks)



Compare and contrast traffic data for Paris and Dubai and the factors affecting it.

Structure and navigation

Background

This task focuses on the key concept of relationships within the global context of globalisation and sustainability. In this real world problem, you will explore urban planning and infrastructure by studying the flow of traffic in cities around the world.

- 0% 1 (3 marks) ▾
- 0% 2 (6 marks) ▾
- 0% 3 (6 marks) ▾
- 0% 4 (21 marks) ▾

< Status Map



0% Question 1 (3 marks)



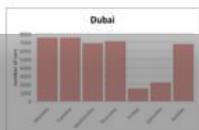
Traffic at a junction in Glasgow (Scotland). Record and estimate traffic flow.

0% Question 2 (6 marks)

Day and Date	Monday 20/01	Tuesday 21/01	Wednesday 22/01	Thursday 23/01	Friday 24/01	Saturday 25/01	Sunday 26/01
Number of cars	1275	1100	1215	1140	1167	624	304

Select a graph to present the traffic data and explain your choice.

0% Question 3 (6 marks)



Compare and contrast traffic data for Paris and Dubai and the factors affecting it.

Timing

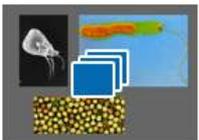


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3b. Powerful development

Examining tasks from the 2013 onscreen examination trial

Background Resources



Water-borne pathogens are a major health risk. This task focuses on the key concept of relationships – the interaction between pathogen and host. Human impact on the environment is explored within the global context of globalisation and sustainability.

Background

- 1 (4 marks) ▾
- 2 (8 marks) ▾
- 3 (2 marks)
- 4 (8 marks) ▾
- 5 (8 marks)

< Status Map



Question 1 (4 marks)



Bacteria in water supplies

Draw a diagram showing the interactions between organisms in this ecological community. Explain why blocking DNA replication is harmful to the bacterium.

Question 2 (8 marks)



Bacteria dividing

Construct a table and create a graph. Compare your graph with a model and evaluate the use of this model.

Question 3 (2 marks)



Water purification

Describe how two of the methods depicted in the video make water safe for drinking.

Background Resources



Congestion and Sanitation

About 600,000 people in Kenya's capital live in the Kibera neighbourhood, East Africa's largest informal settlement. Congestion is a major problem. There is not even the space to build toilets.

Background

0% 1 (8 marks)

0% 2 (2 marks)

0% 3 (10 marks)

Status Map



0%

Question 1 (8 marks)



Describe four problems experienced by residents of the Kibera neighbourhood.

0%

Question 2 (2 marks)



Write a 6-12 word home page headline that will engage readers and encourage them to read more of your website.

0%

Question 3 (10 marks)



Suggest, evaluate and justify courses of principled action that could improve the quality of life for people living in low-income urban environments.

Interdisciplinary



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Guide to MYP eAssessment **(live pilot examinations)**

Components

- Objectives/ Criteria
- Test Blueprint
- Trial Task
- Mark Scheme
- General grade descriptors

Conversations

- What do I have here?
- How does it seem to work/ what is it for?
- What questions do I have about it?
- How might I see it leading to a stronger MYP?



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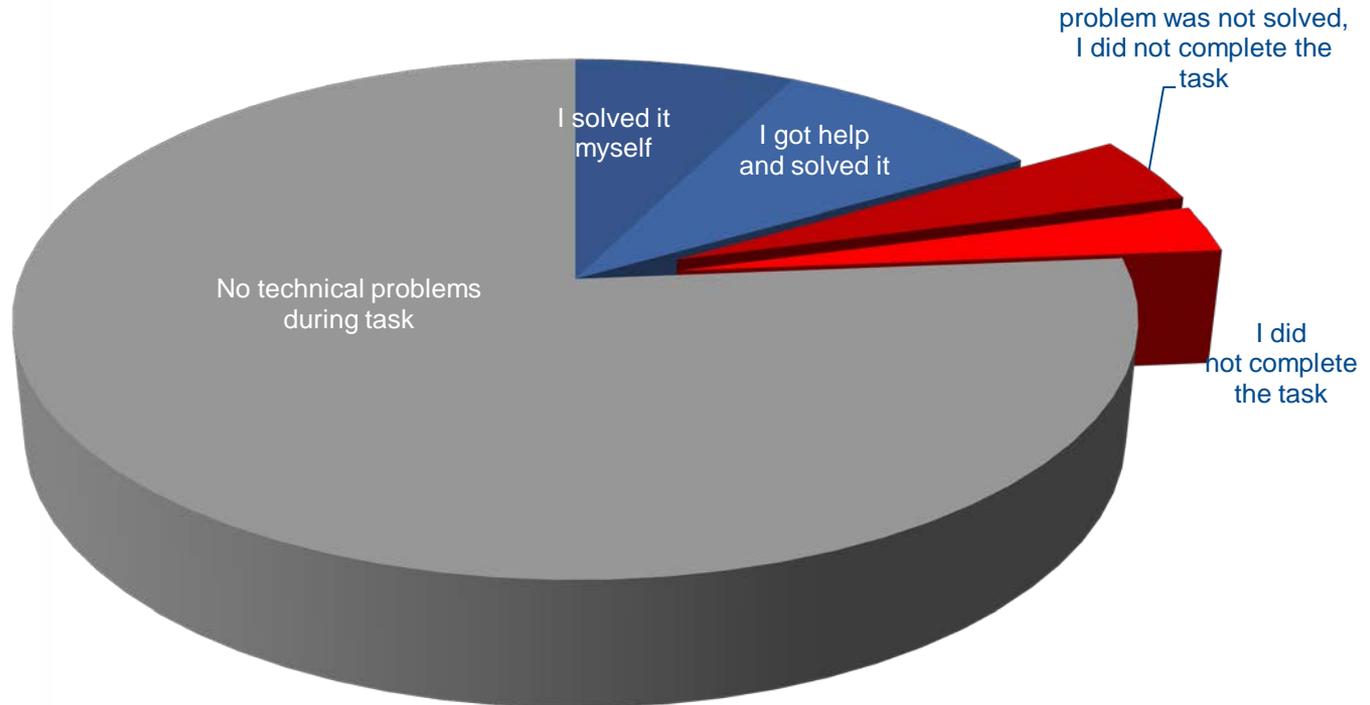
4. Powerful by design

Select findings from the 2013 MYP onscreen examination trials



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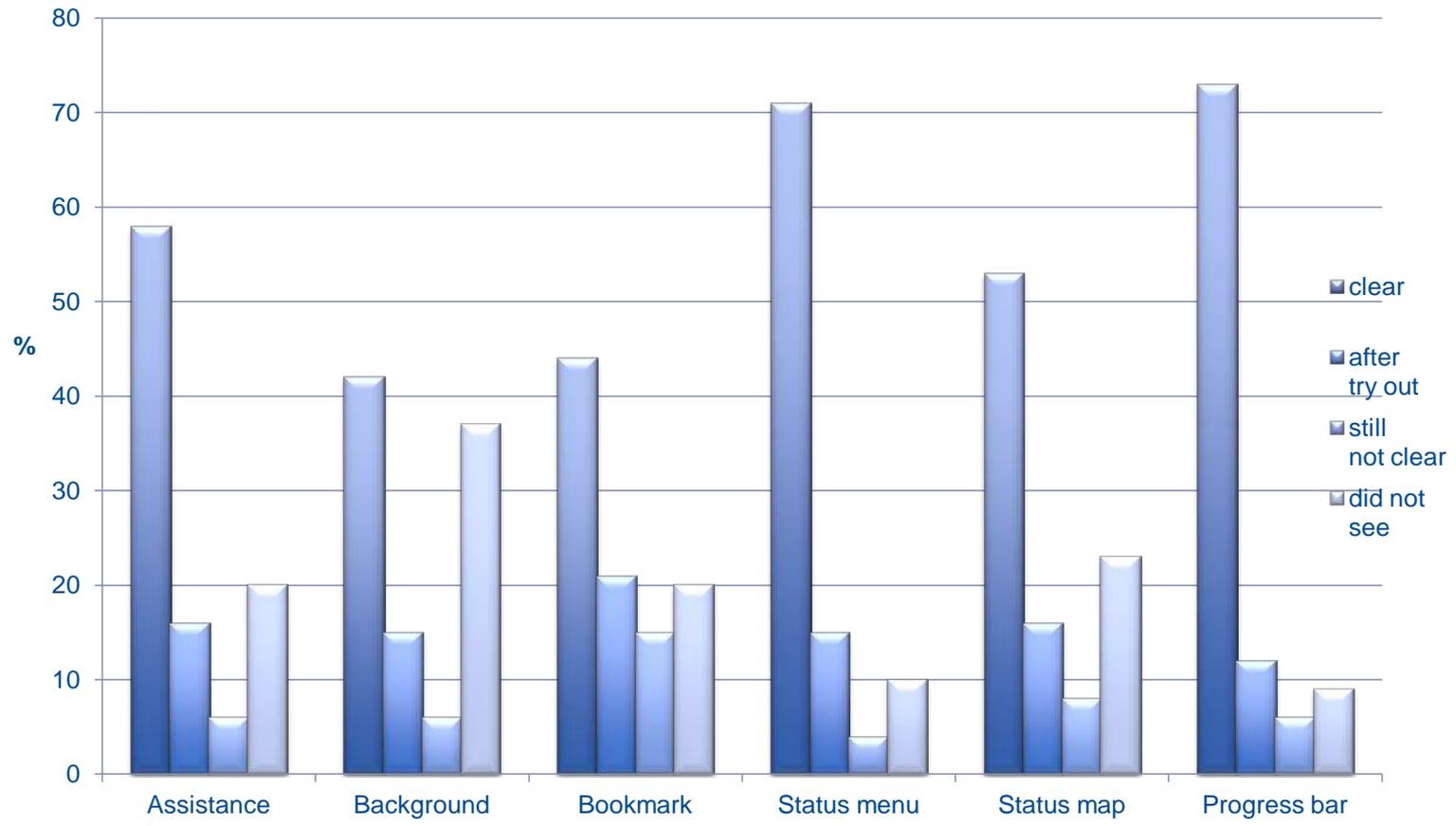
Occurance of technical problem during the task





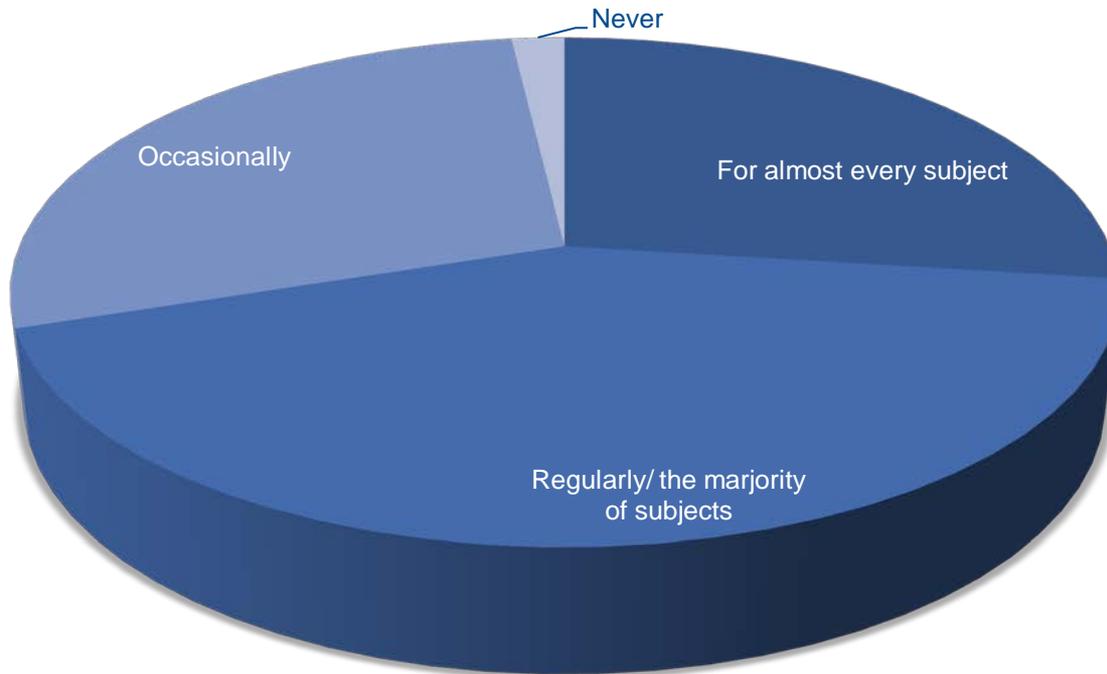
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Understanding of various buttons





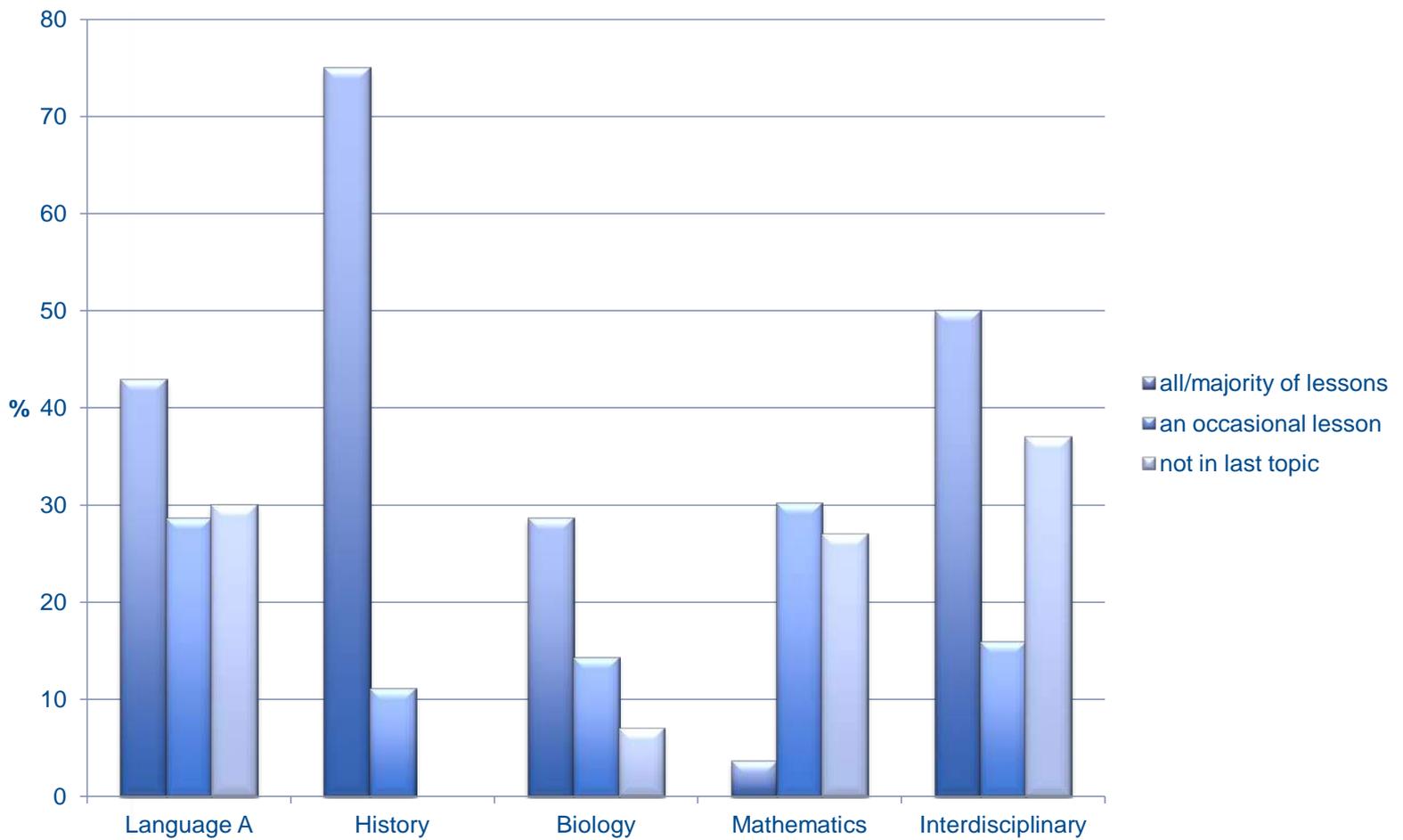
Submission of digital work last week





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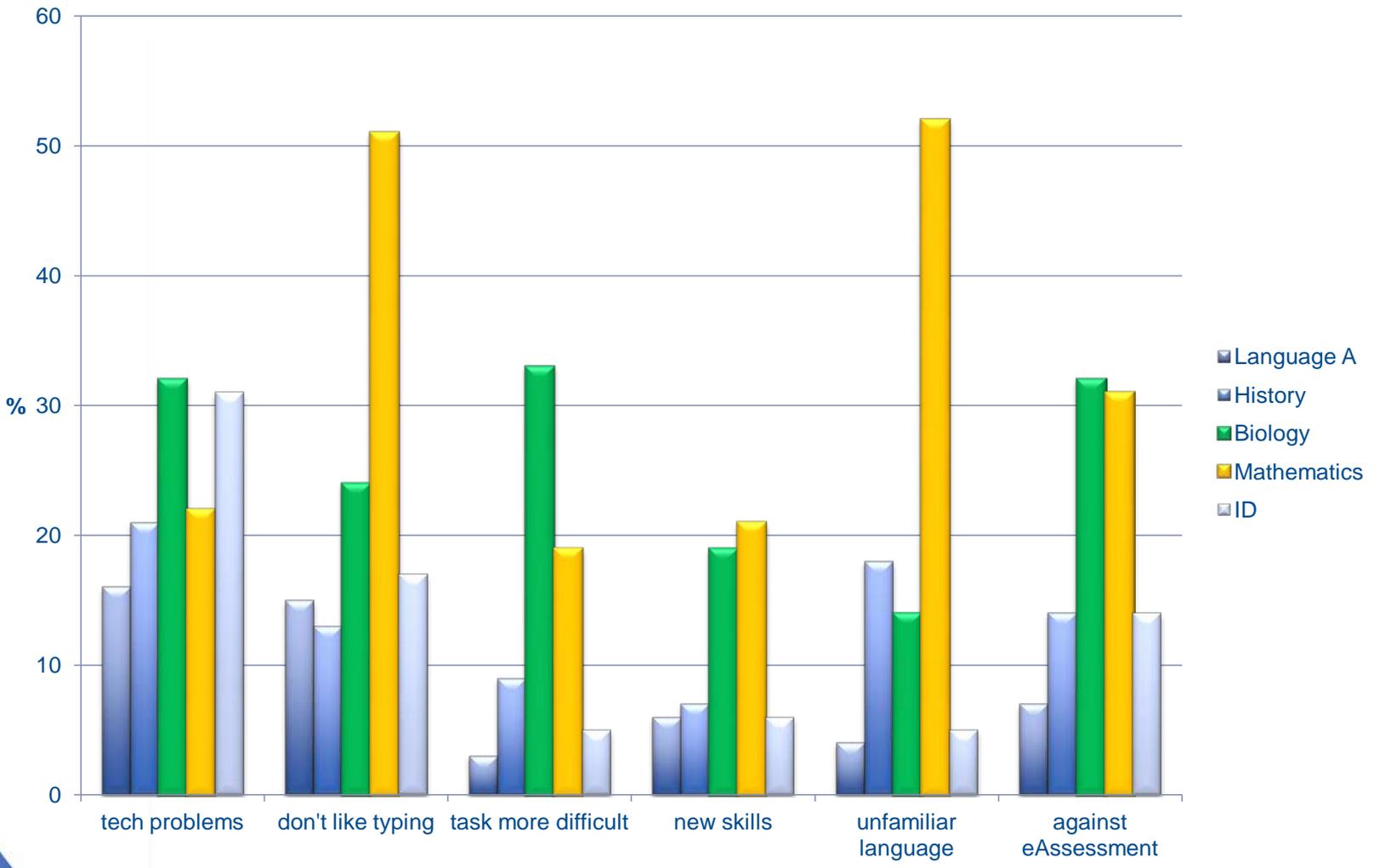
Teachers requiring students to submit digitally





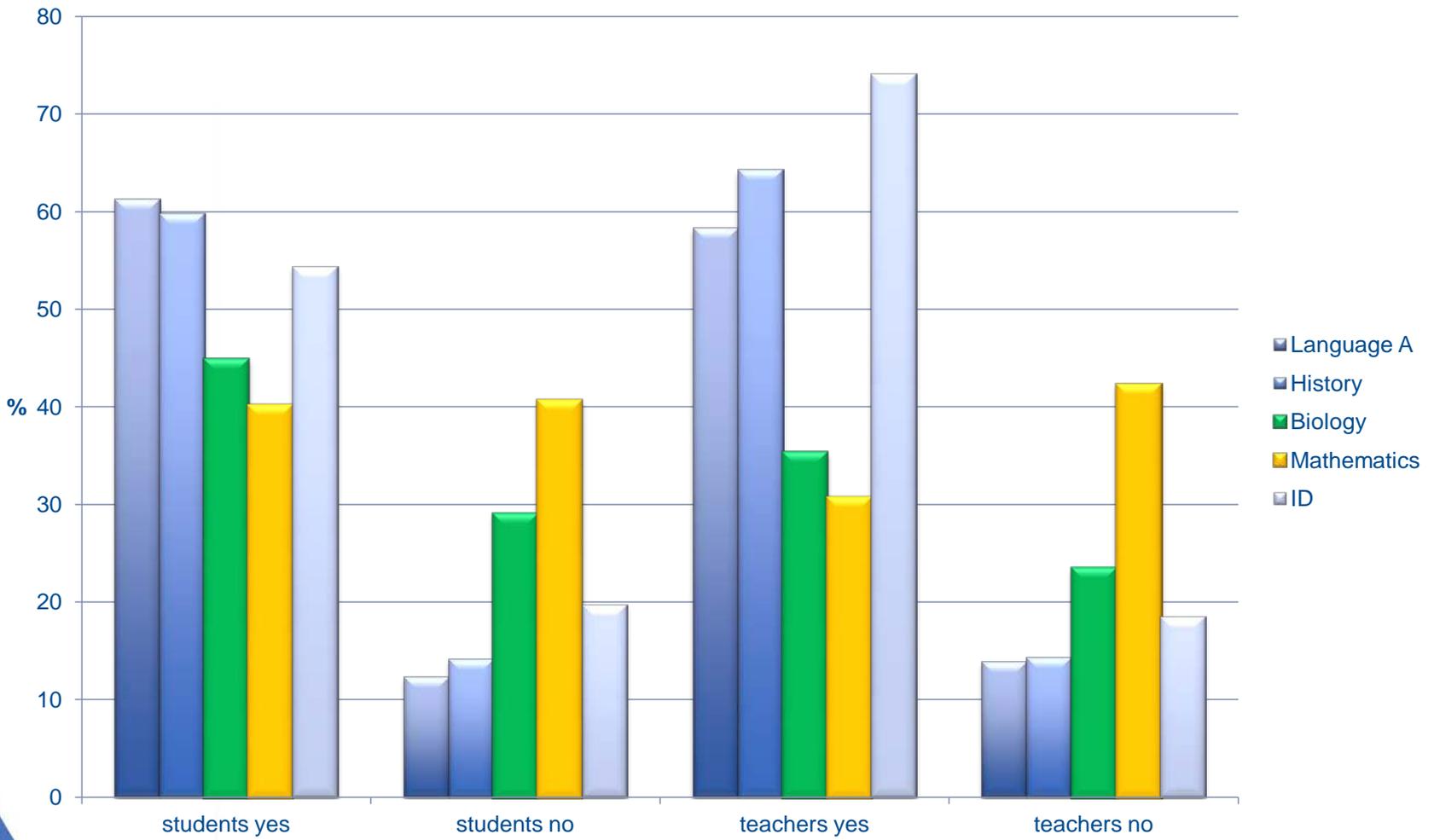
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Students' experience per subject—all students





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Students' and teachers' recommendation for on-screen assessment per subject



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- *Typing out answers on assessments like this, for some odd reason, does not make me half as anxious as I am when I write them. I feel more confident when I type my answers, because I feel that I can elaborate more. Writing is something I do when I am emotional, and typing is when I am doing something like essays. Typing makes my focus academics and academics only.*
- *I think that onscreen examinations are much better because there is no chance of cheating someone else's work; it is challenging because we have to do more work in comparatively less time. The examination was a really good experience as it really depended on our own intellectual and analytical skills. The students can also edit their work repeatedly if done something wrong, and there is no chance of incorrect or unfair marking through the on-screen exams*

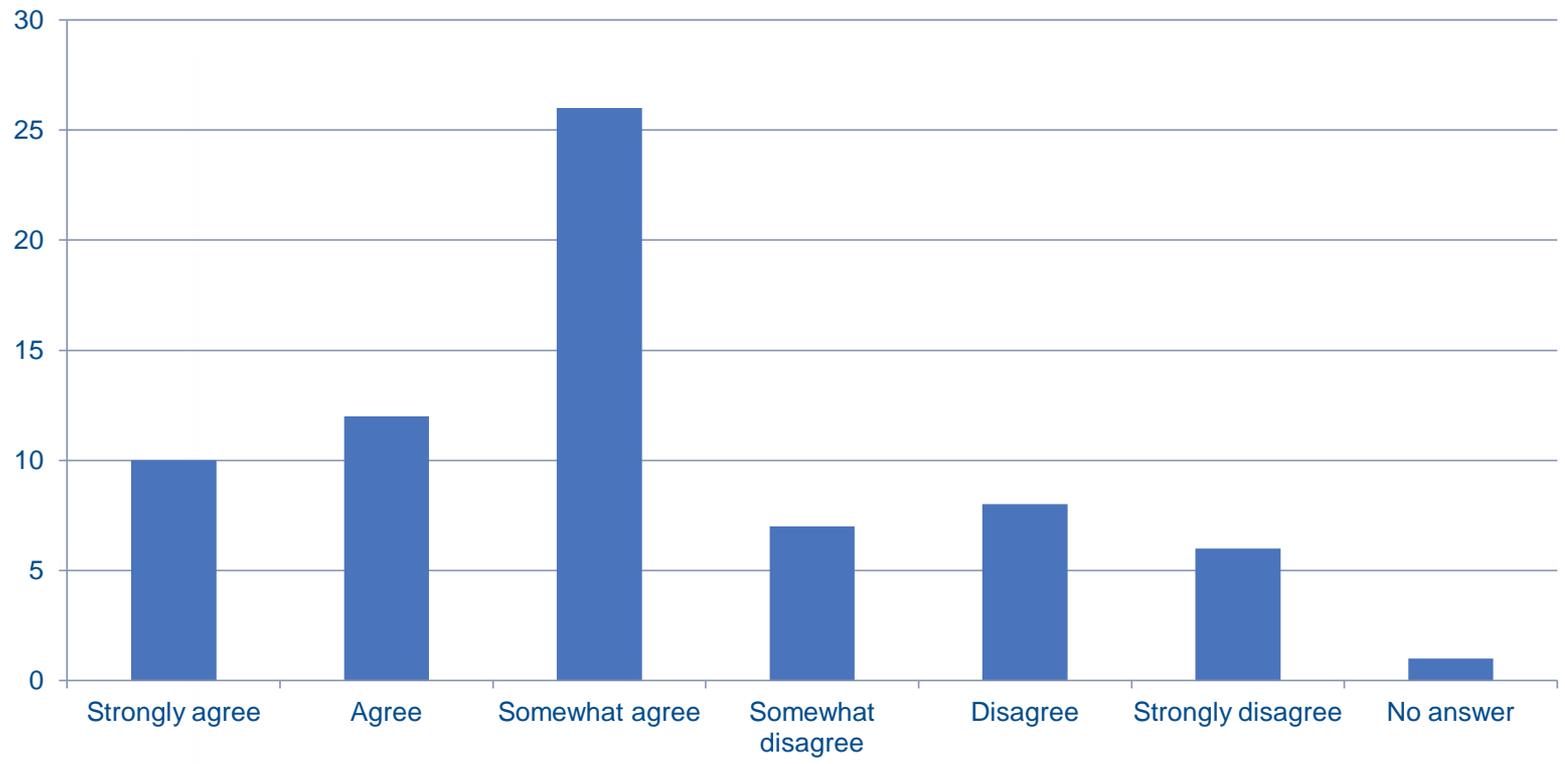


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- *If only final exams could be like this :'(*
- *It is advantageous to type for written answers however with mathematical equations and calculating it was more difficult to have to type my answers.*
- *I think the onscreen examinations are better suited to humanities and English subjects which require more writing*
- *I didn't expect so much use of multimedia like videos. Although I did enjoy it, I didn't expect it.*
- *I felt it was quite good and effective way of testing our critical thinking skills. I also believe that this exam which is on screen is more effective than writing with pen or pencil because it requires long explanations.*



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Coordinator agreement with “From the perspective of a coordinator who must organize and conduct examinations, I would recommend on-screen examinations to other coordinators”



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5. Power of community

Here's how you can get involved



April 2014

- eAssessment development report
Moderation 2015 required tasks
- 2013 trial report
- onscreen examination presentation

September 2014

- Guide to MYP eAssessment (2015 live pilot examinations)

- onscreen examination blueprints
- specimen tasks and mark schemes for onscreen exams
- subject-specific grade descriptors

-Handbook of procedures for the MYP (2015 live pilot examinations)

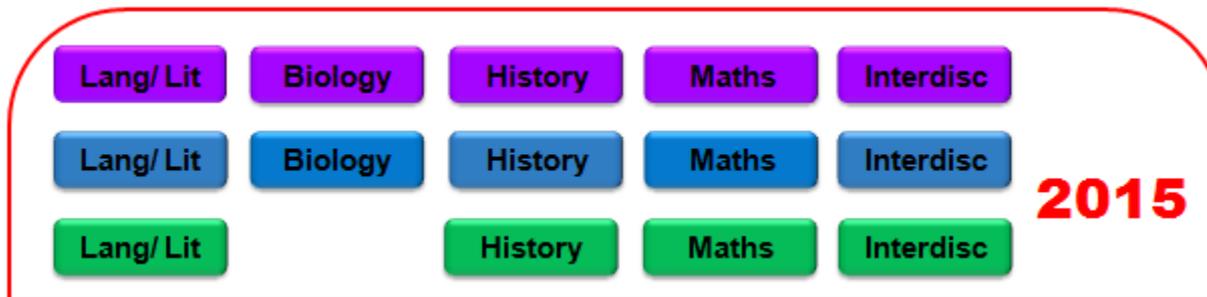
- eAssessment update (MYP languages)



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2015 Live pilot examination series

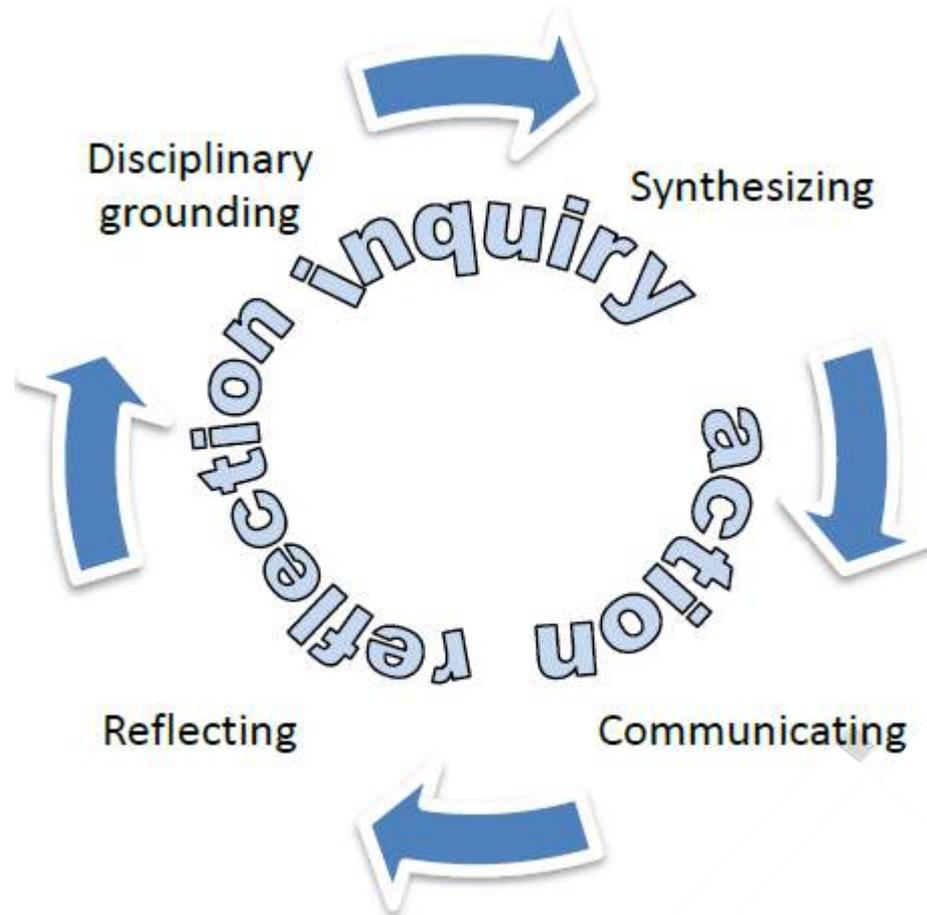
- Limited availability
- Some spaces open for MYP 4 students
- No duplicated subjects for students who are registered as candidates for the MYP certificate or MYP course results
- Cost: US\$50 registration + US\$70 per examination
- Registration opens in October 2014





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Unique opportunities: MYP interdisciplinary onscreen exam





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assessment

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