



# IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



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# Assessing digital natives: Developments in MYP eAssessment



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# Overview

- The new MYP assessment model
- Onscreen examination system
- Trial findings
- ePortfolio update
- Timeline
- Next steps
- Activity



# New Model

- Continues MYP proud tradition of high validity assessment
- Compliment teacher based assessment
- Enable more students aged 11-16 to benefit from an IB education in countries where a formal assessment at age 16 is required
- Generate high quality material to inspire teaching and communicate common standards
- Attract a wider range of education systems
- Align better with the diploma programme
- Consistent in global quality assurance
- Gain recognition from governments and universities

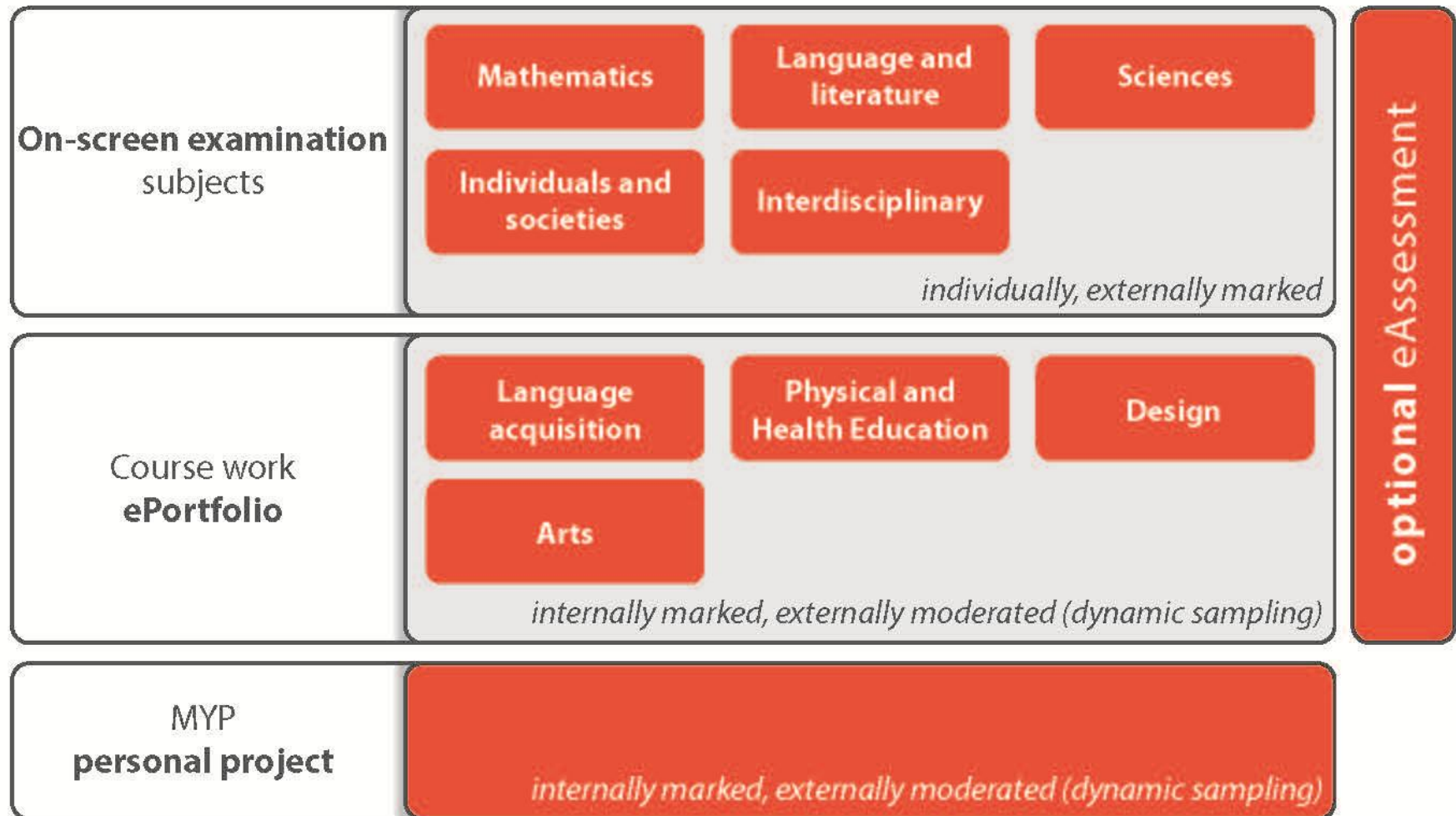




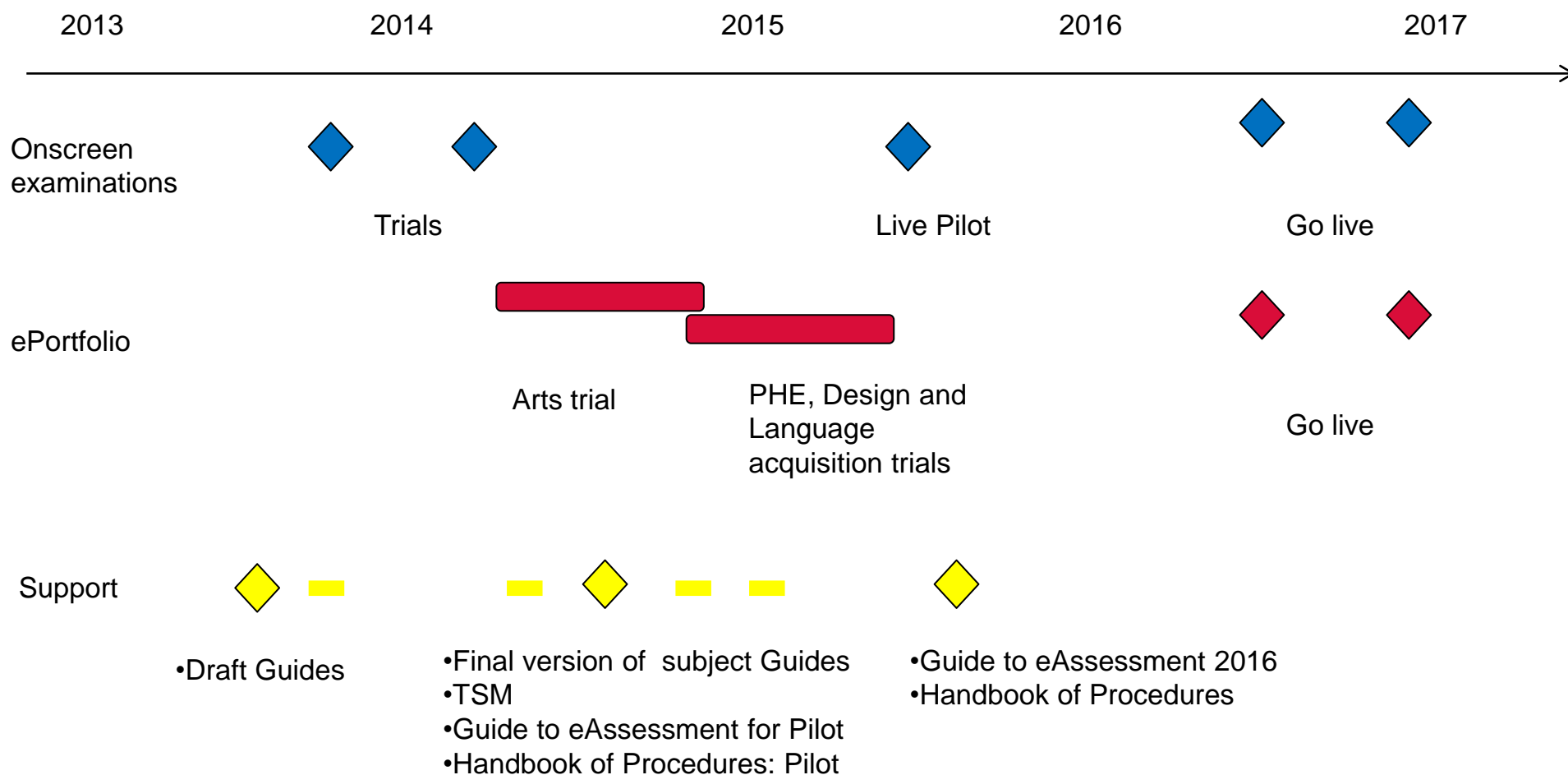
## Authentic assessment for digitally-native 16 year old students



# MYP eAssessment model

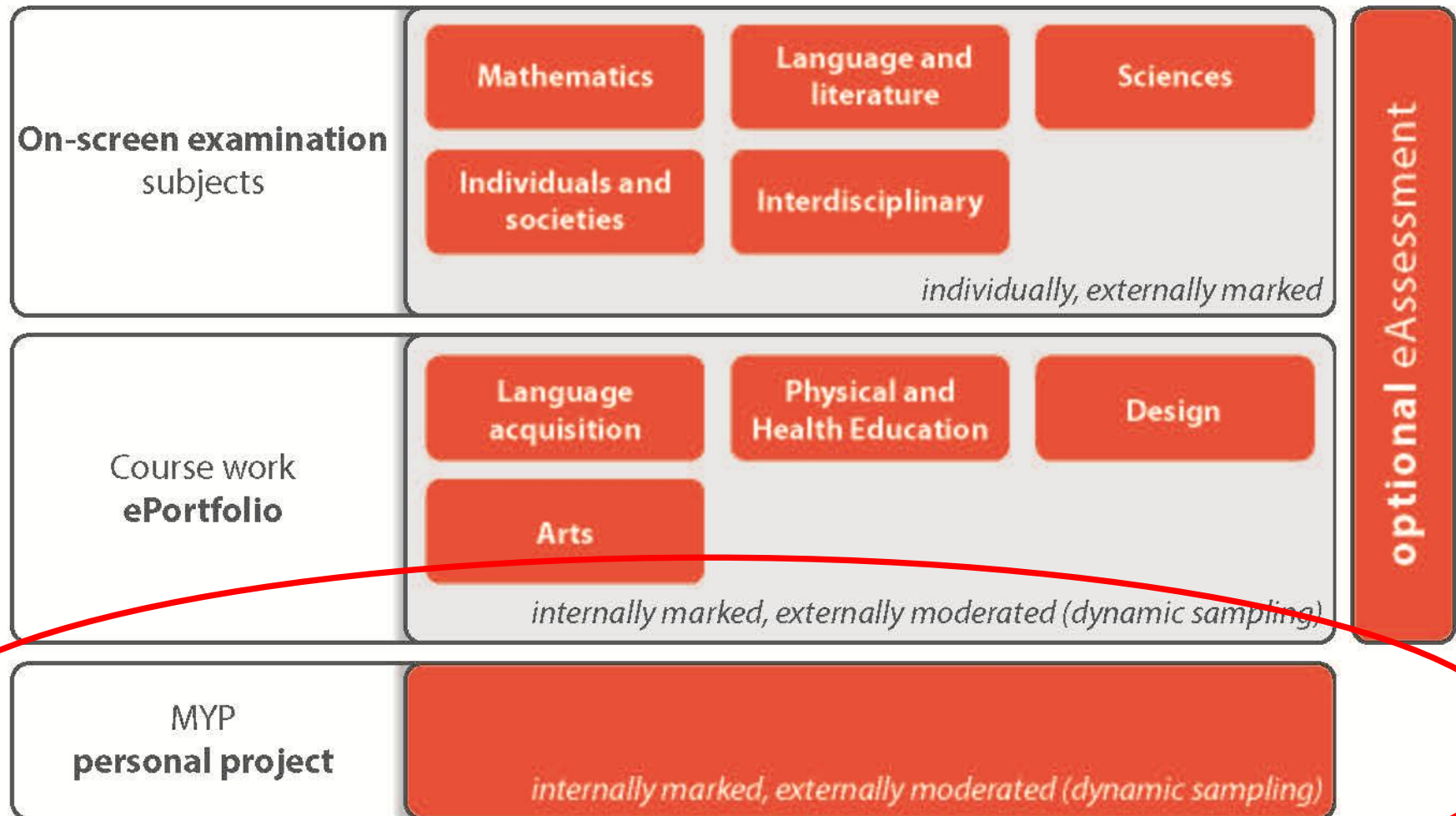


# Timeline



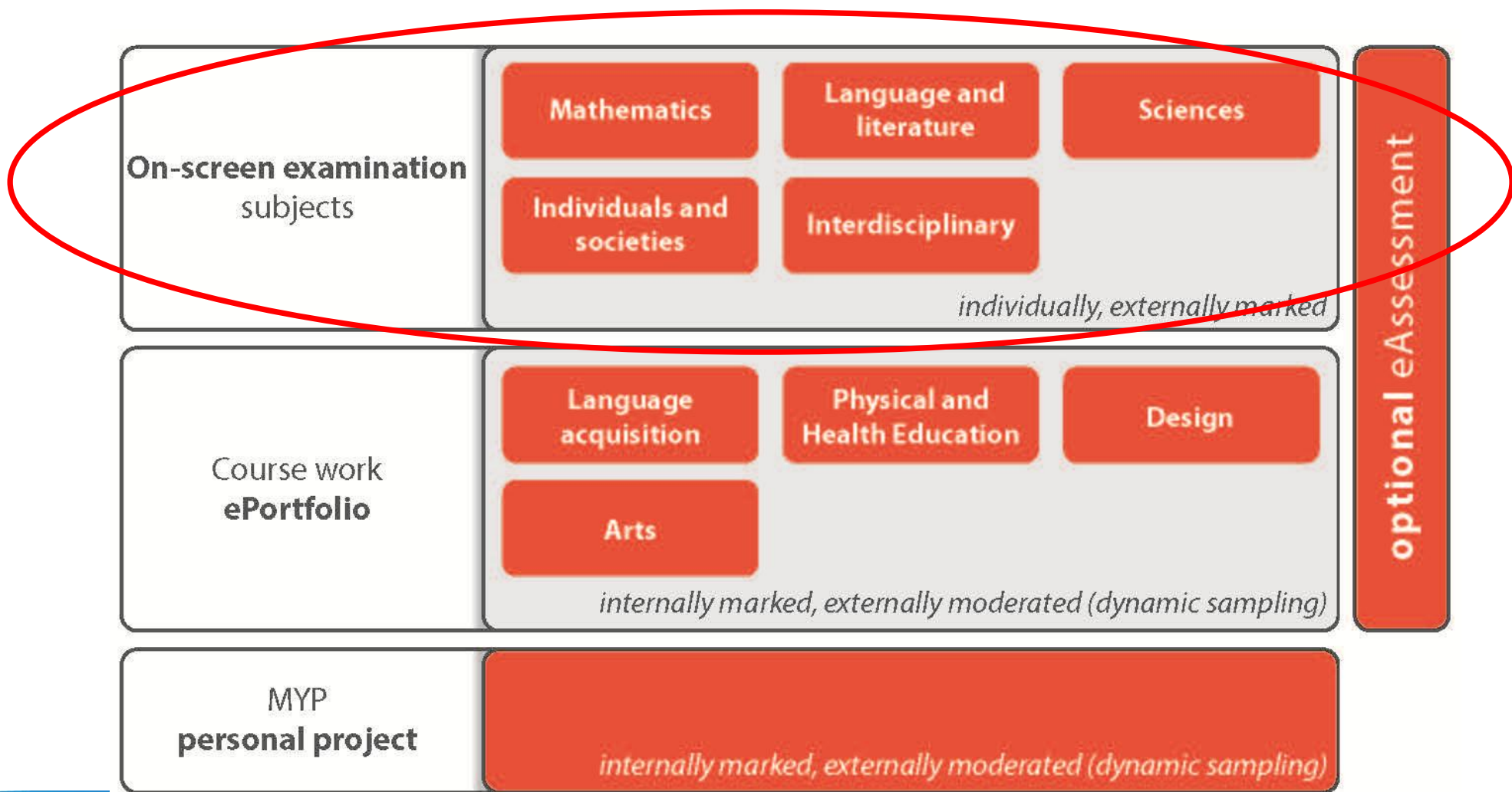


# MYP eAssessment Model





# MYP eAssessment Model



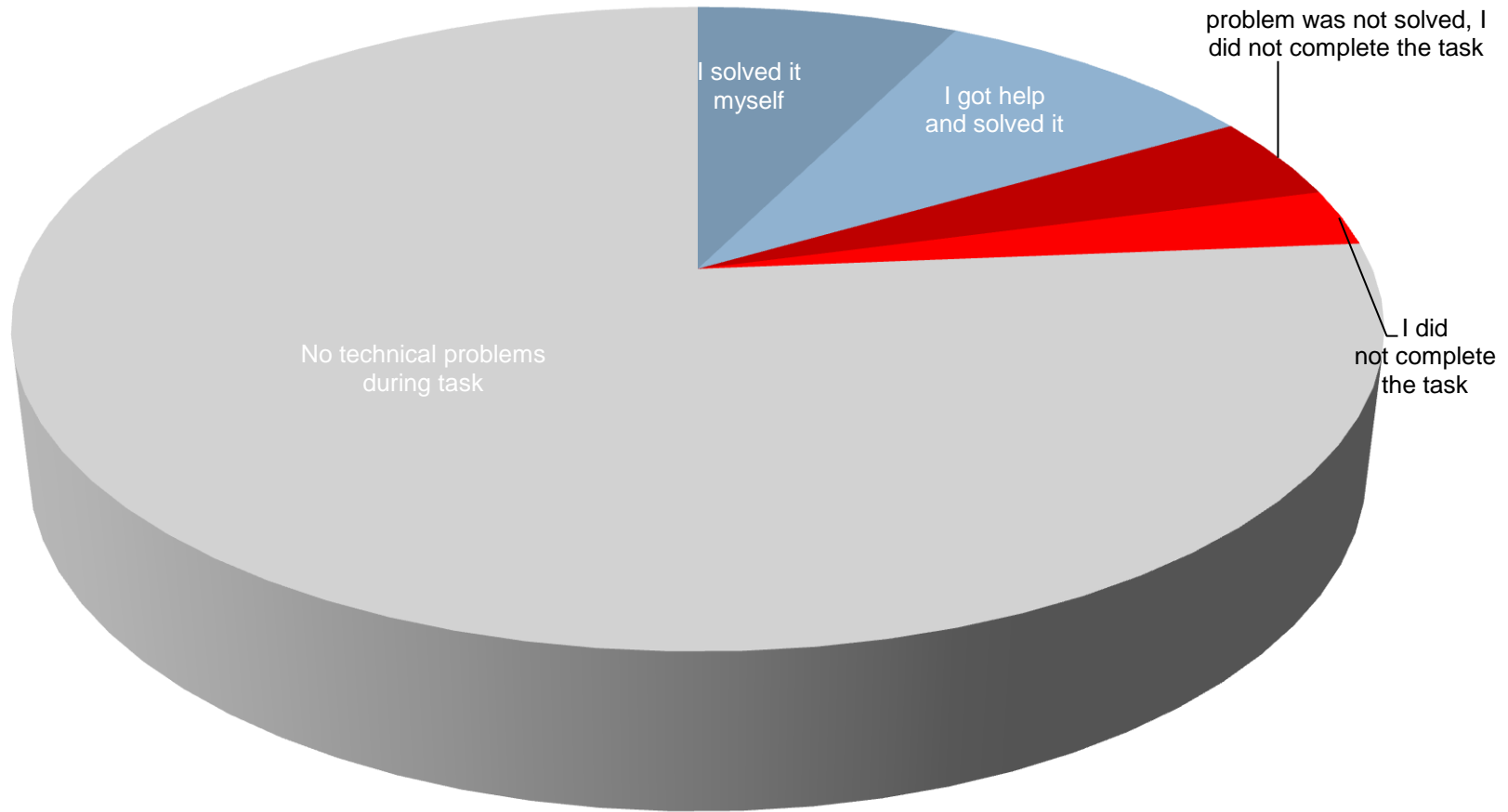
# Onscreen examinations



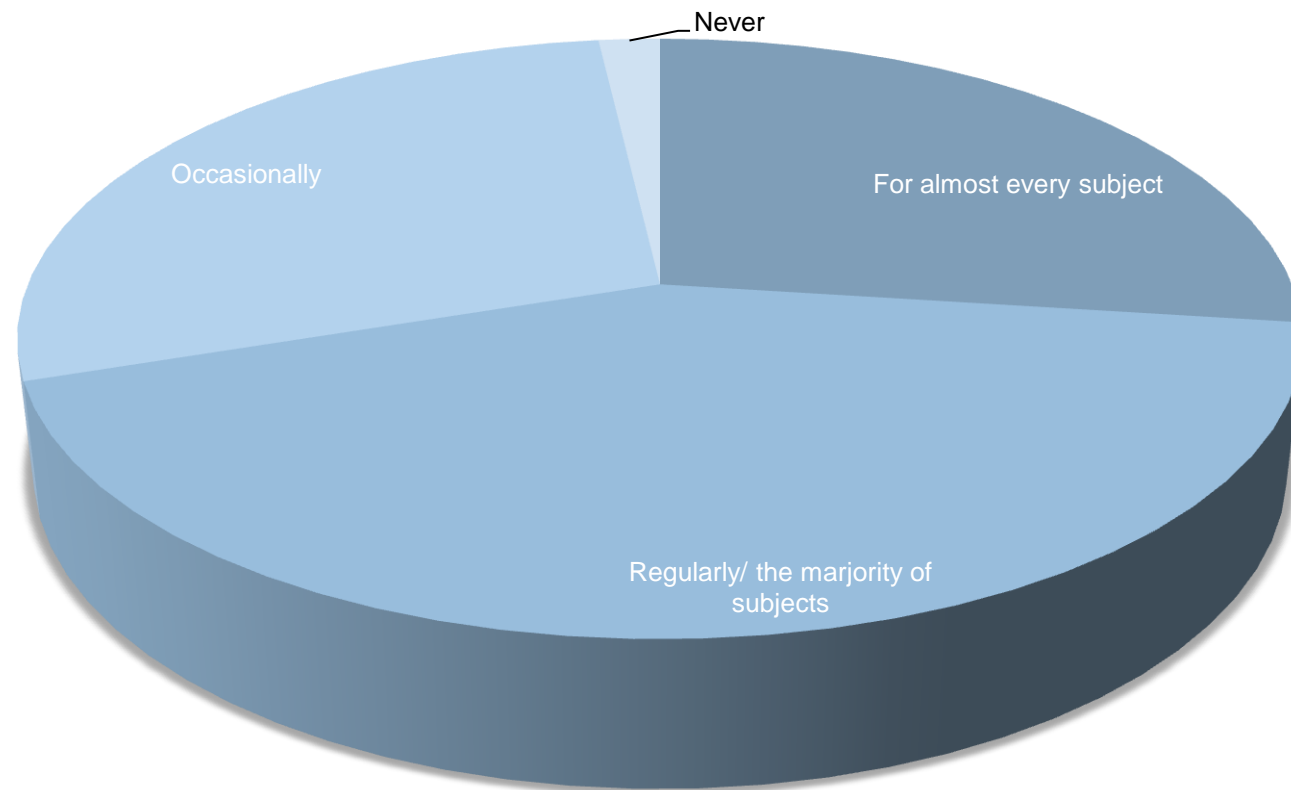
# Some of the findings from the 2013 trial



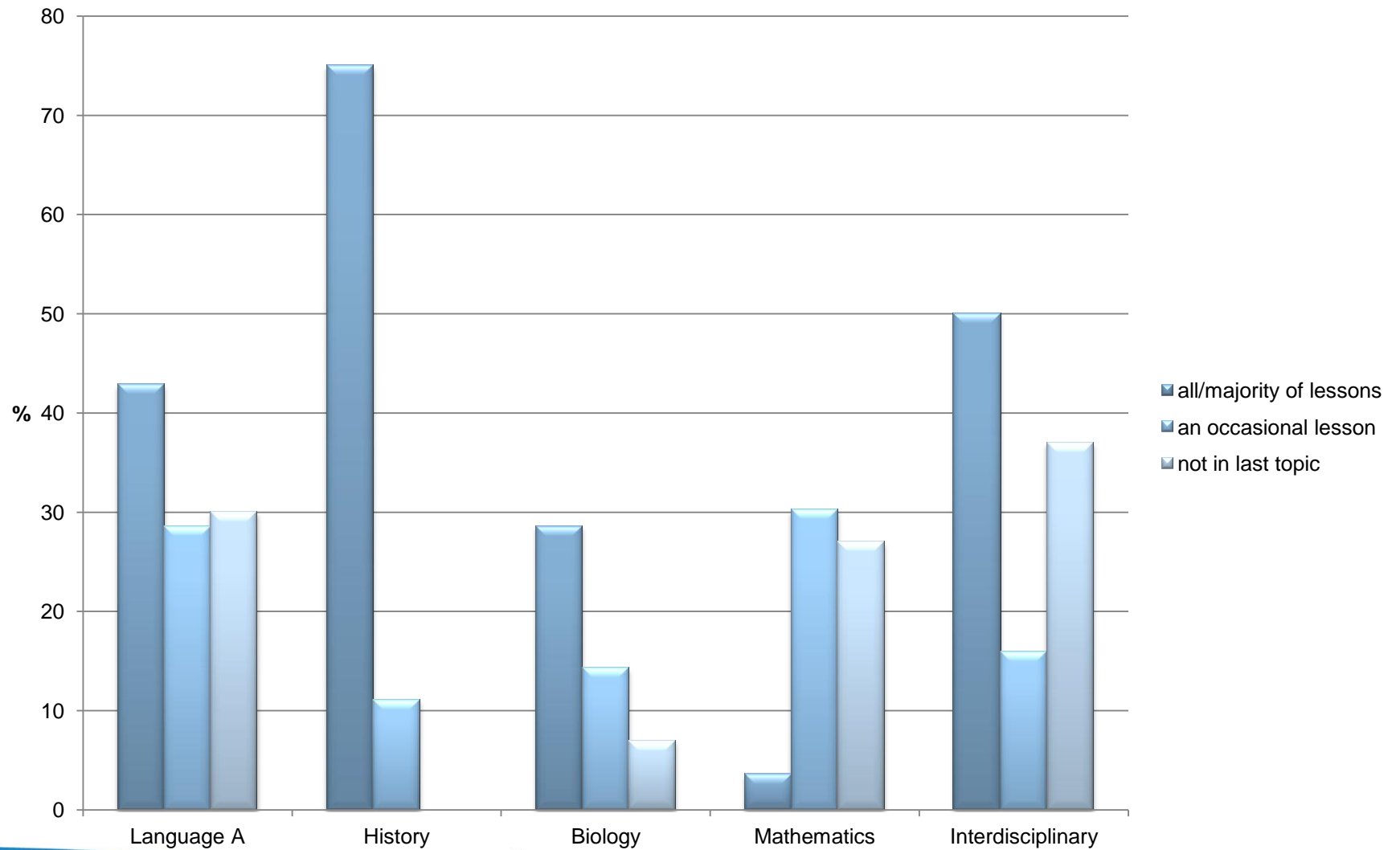
## Occurance of technical problem during the task

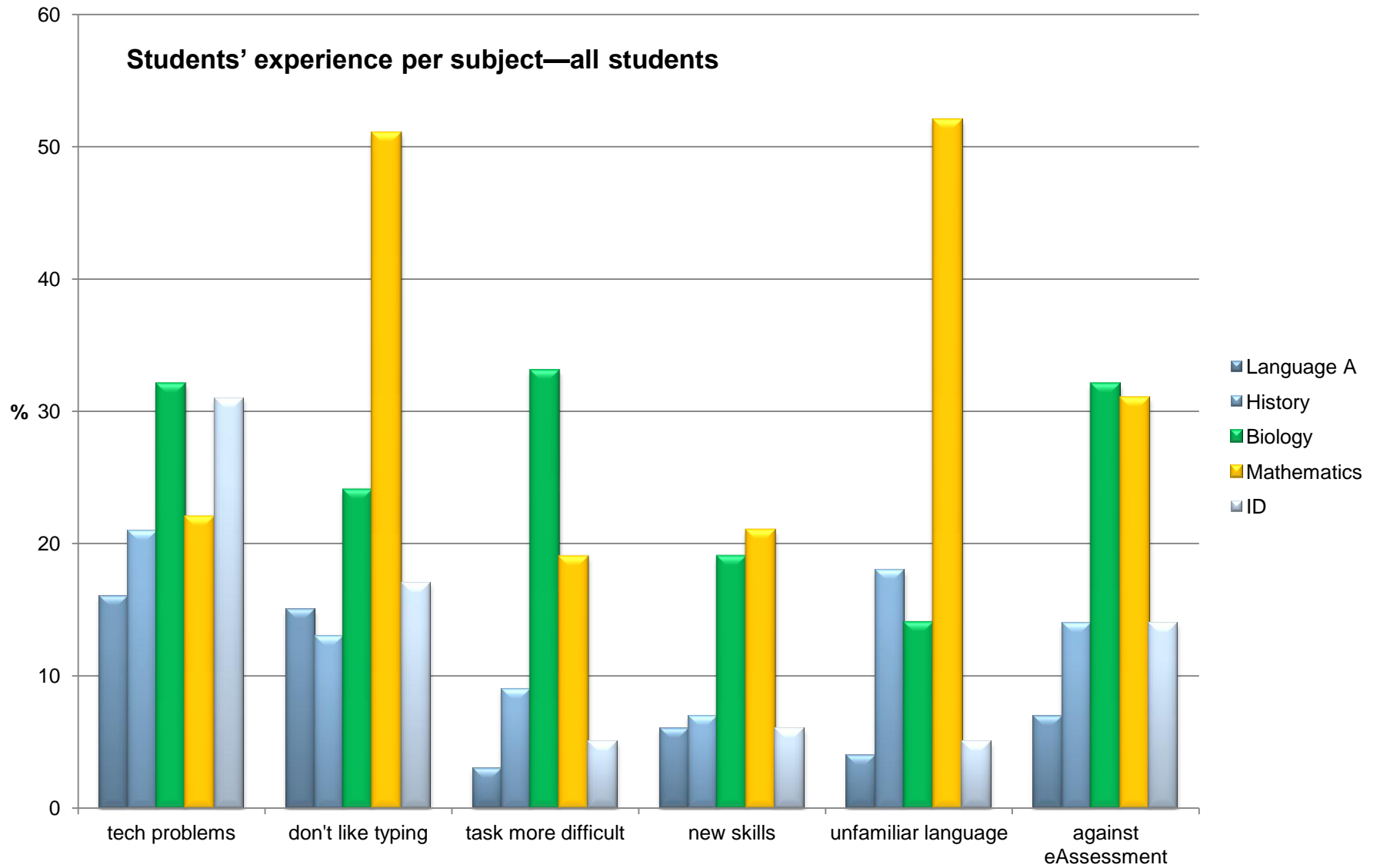


## Submission of digital work last week



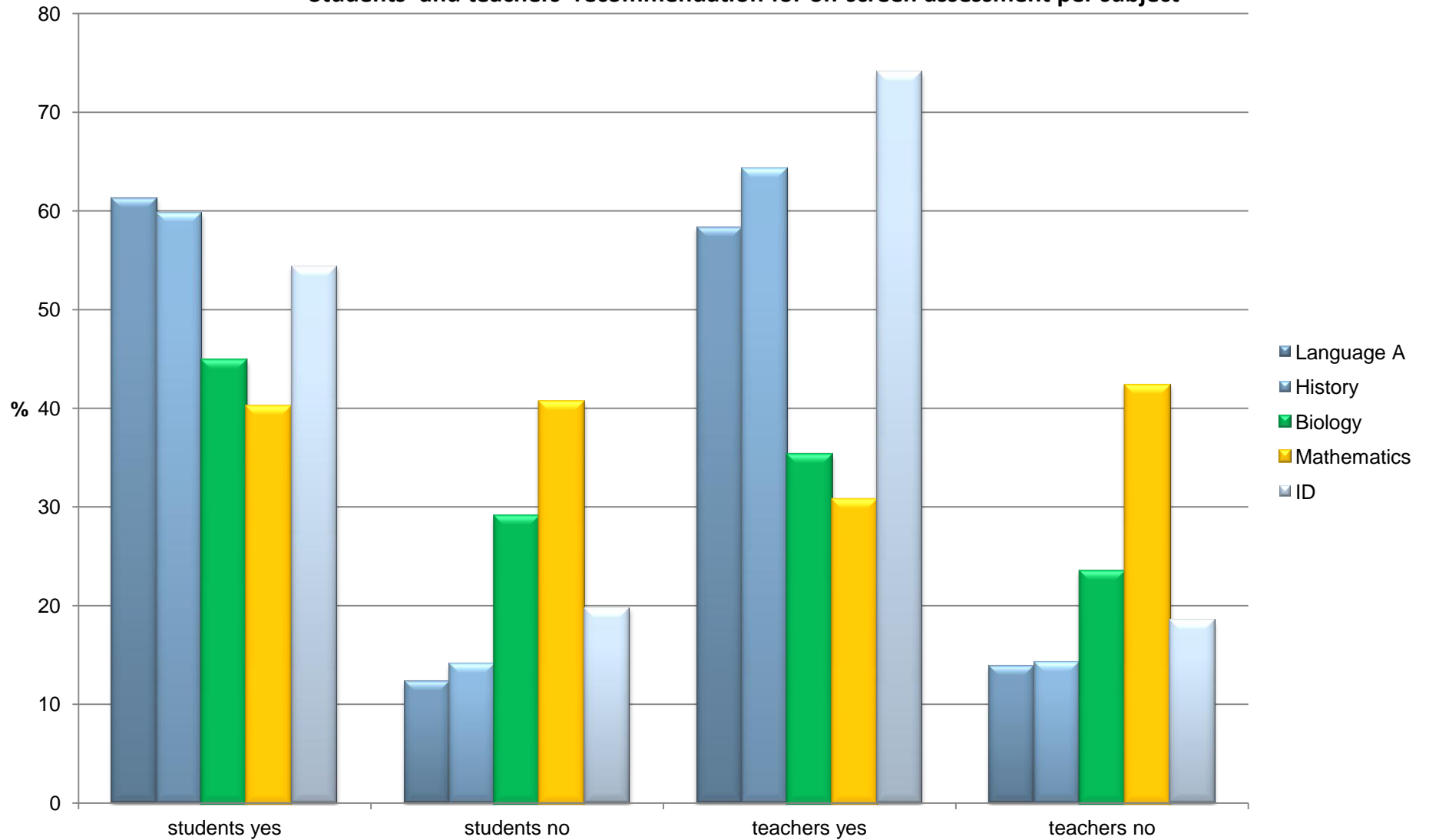
## Teachers requiring students to submit digitally







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



- *I think E-assessments are good for subjects such as English and Humanities which are writing-based, but for subjects like Math and Science, it will be hard because it takes time in input fractions, subscripts, symbols etc. on computer*
- *I really liked the online examination for this particular exam because it involved a lot of writing and editing. This was easier to type because it was neater and faster to complete the test.*



- *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*

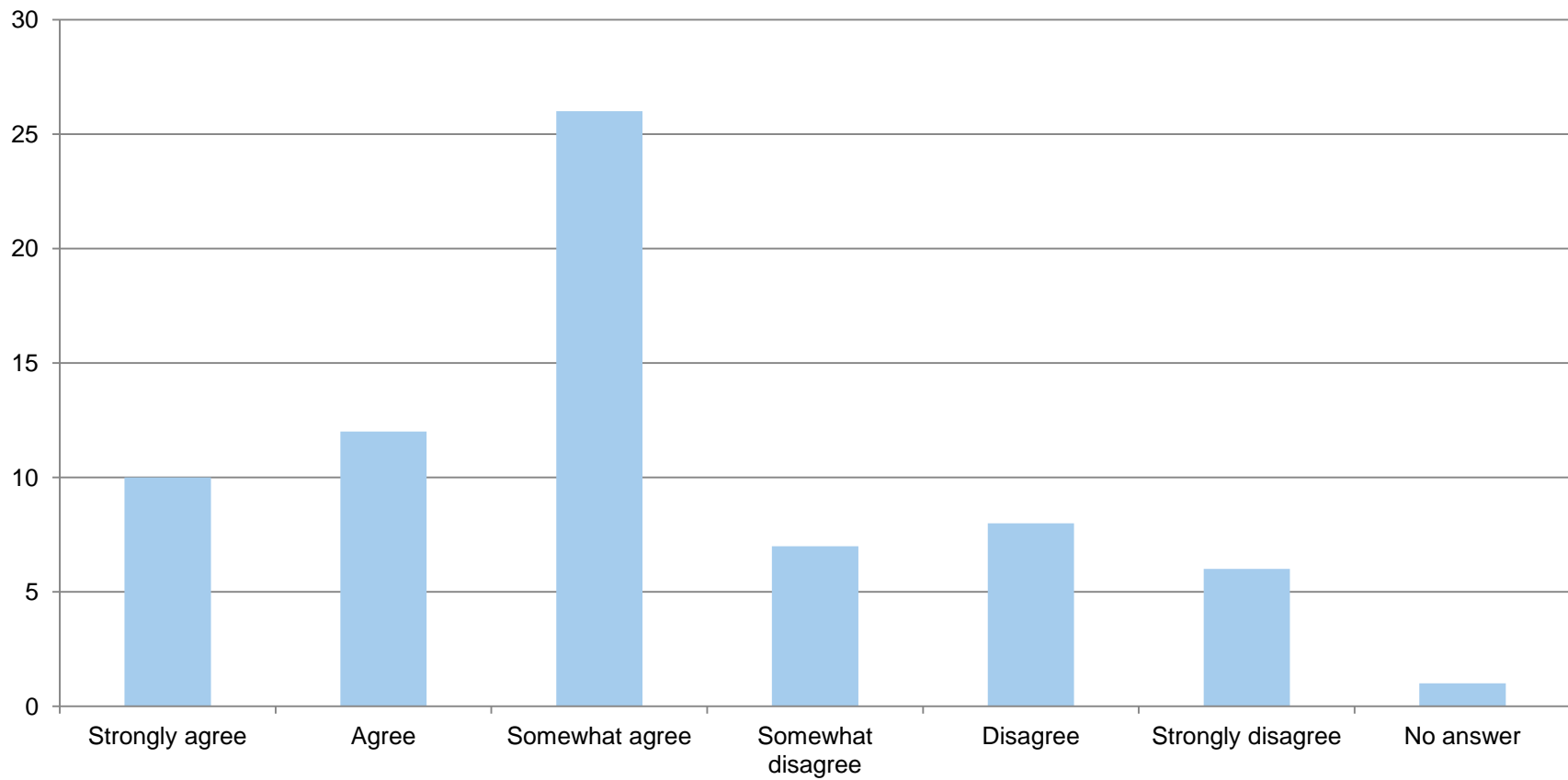


- *I didn't expect so much use of multimedia like videos. Although I did enjoy it, I didn't expect it.*
- *Typing is ok but it felt weird because I'm used to writing my answers.*
- *I felt it was quite good and effective way of testing our critical thinking skills. I also believe that this exam which is on screen is more effective than writing with pen or pencil because it requires long explanations.*



- *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 ..., not for maths where it is slightly difficult to input all the operations.*





**Figure 33: Coordinator agreement with “From the perspective of a coordinator who must organize and conduct examinations, I would recommend on-screen examinations to other coordinators”**

# Responding to the challenges highlighted by the trial

- Tools and objects
- Universal canvas
- Equation editors
- Calculator simulators





# Pilot Onscreen examinations 2015

LAL Biology History Maths Interdisc

LAL Biology History Maths Interdisc

LAL History Maths Interdisc

Language Key

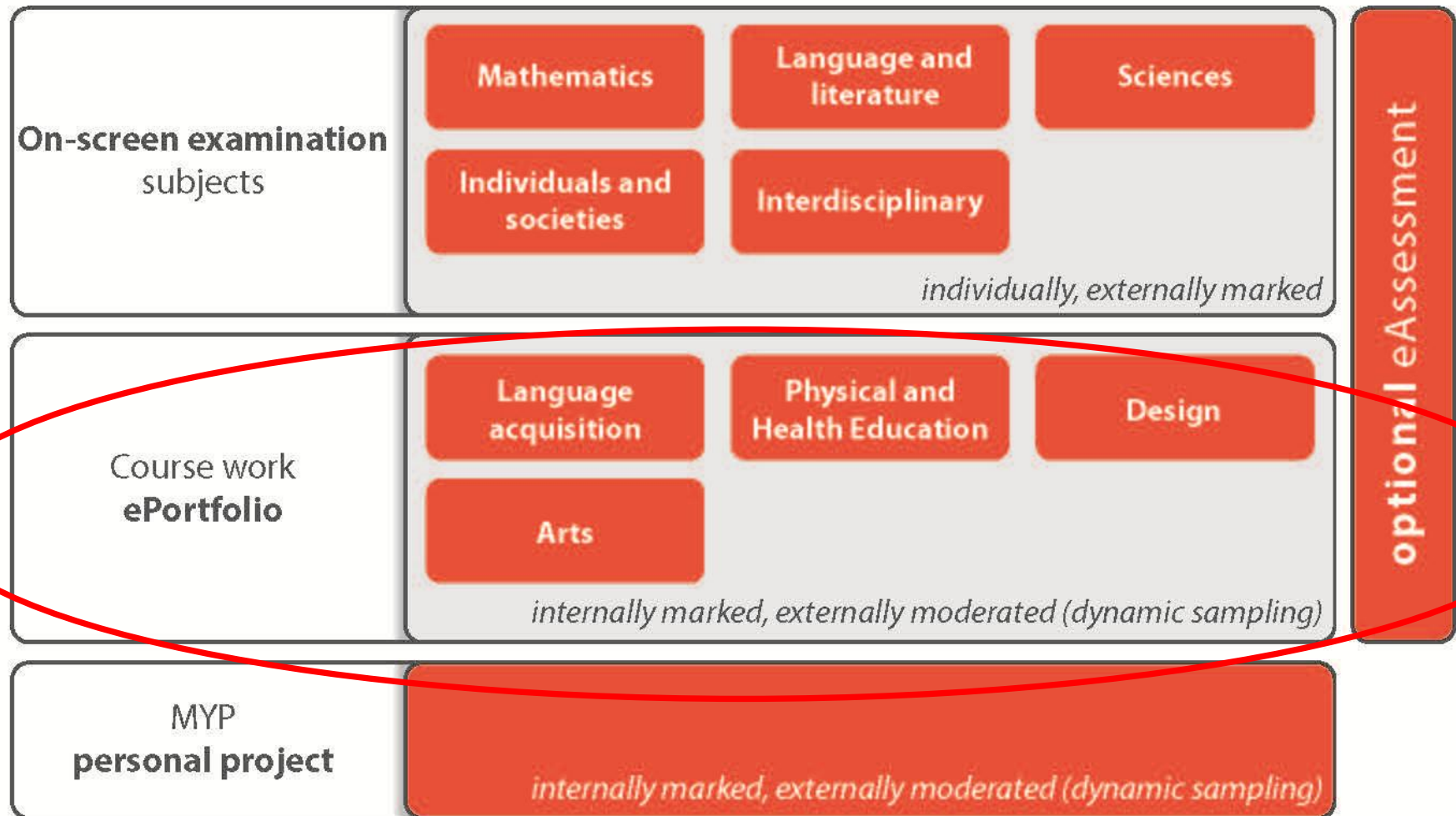
English

French

Spanish



# MYP eAssessment Model



# ePortfolios – First assessment 2016

- **Unit planners contain the global context, key and related concepts, statement of inquiry and summative assessment tasks**
- **Partly completed unit planners with marking guidance published 1st December/May**
- **Completed internally marked work should be uploaded for moderation in April/October**
- **IBIS will dynamically sample uploaded work that will be moderated by IB appointed examiners**
- **Schools selected for 2015 trials**
- **Guidance applicable to M15 to be published in December**

# ePortfolio – Language Acquisition

| May 2016         | November 2016    |
|------------------|------------------|
| French           | French           |
| Spanish          | Spanish          |
| German           | German           |
| English          | English          |
| Chinese Mandarin | Chinese Mandarin |
| Indonesian       | Indonesian       |
| Arabic           | Italian          |
| Dutch            |                  |
| Hindi            |                  |

## Levels

Emergent

Capable

Proficient



# Next steps

- Trials for Design, PHE and Language Acquisition are underway
- Register for M15 Pilot – deadline 20 October to be extended, limited spaces left for Interdisciplinary learning
- Register for special request language for PP in 2016 - **now**
- ePortfolio guidance to be published in December
- Full guide to eAssessment (Subject guide addendum) to be published in September 2015)



# Related documents available on the OCC

- Trial Report
- Development Reports
- Onscreen Exam Demo Video
- Guide to eAssessment
- Technical requirements
- Handbook of Procedures - Pilot



# Powerful development

Previewing the Guide to MYP eAssessment (live pilot examinations 2015)





# *Discussion protocol*

## 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?**





Find out more about MYP  
assessment

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# Making time for creativity: why does it matter?

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A promotional poster for the Peterson Academic Symposium 2015. The background is a light blue gradient with a stylized illustration of a man in a suit and tie, looking thoughtful. To the left, there is a silhouette of a large, ornate building with a clock tower. The International Baccalaureate logo is in the top right corner. The text 'Peterson Academic Symposium' is prominently displayed in the center-right, and 'THE HAGUE 2015' is at the bottom right. A dark blue banner at the bottom contains the text 'Get involved!' and a list of activities.

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Peterson  
Academic  
Symposium

THE HAGUE 2015

Get involved!

- Submit a film demonstrating creativity at your school
- Apply to be a speaker at the symposium

Find out more at: <http://blogs.ibo.org>

Twitter: #IBPAS2015

