

# E-ASSESSMENT



MYP eAssessments<sup>1</sup> are created by the International Baccalaureate (IB) as part of the IB Middle Years Programme (MYP). eAssessments are on-screen examinations that are designed to test conceptual learning and they administered via a computer portal.

This report summarizes the findings from the research study by the Claremont Evaluation Centre (CEC) on implementation of eAssessment as part of the optional strategies.

## eAssessment practices

Two major themes appeared in terms of school practices:

### a) Student preparation

The primary approach that emerged in preparing students to take the exams was to have them complete on-line mock eAssessments. Some schools noted that they offer these for both year 4 and year 5 students and others mentioned that they have “started to introduce more eAssessment style assessments as summative” to help prepare students for the eAssessment testing environment. While attitudes about the appropriateness and usefulness of eAssessments varied, teachers generally agreed that the mock exams did not put any extra stress on planning.

### b) Perception of eAssessments

Teacher perceptions about the appropriateness and utility of eAssessments varied across sites and groups. For schools that implemented eAssessments, a clear divide

was reported between the credibility of eAssessments in the eyes of parents and students. Teachers felt parents in international contexts were looking for a validated external assessment of student performance comparable to other well recognized tests used in university admission decisions (e.g. IGCSE). Since the eAssessment offers this leverage, one coordinator suggested that the introduction of eAssessments may be the reason that “more schools are jumping on board” with the MYP. In contrast, teachers and school leaders felt students were less enthusiastic about eAssessment where other local standardized testing requirements were in place. Further, as one coordinator noted, the value associated with these assessments appear less important when promotion to the IB Diploma Programme (DP) is based on student grades, not test scores.

Teachers’ perceptions of eAssessments were also split. Those who adopted a more “content-based teaching approach” in year 5 and could also provide students the

Major themes:



<sup>1</sup>The implementation of eAssessments at participating schools is a highly standardized process. Due to a small number of sites implementing eAssessments and the limited variations in which the tests can be administered, the case studies revealed no outstanding information regarding the administration of the tests themselves.

opportunity to complete mock eAssessments, generally reported eAssessments helped prepare students for the DP. Similar to survey findings, a more popular sentiment among participating schools was that eAssessments, did not reflect the holistic approach to education promoted by the MYP or the learning and accomplishments that students have accrued over the course of the MYP. In the words of one MYP coordinator:

*It used to be that the kids were assessed holistically in all subject areas, based on all of the work that they've done in MYP year 5, whereas now in four of the subjects, it's how well you do in the test on that day and it doesn't matter what you've done throughout the year and that's a philosophical shift. –MYP coordinator*



One school suggested that this fear of abandoning the holistic teaching approach of the MYP to “teach to the test” was the primary reason that they did not participate in eAssessments.

Further staff reported that the “on-screen environment” was unlike anything that students had encountered and would pose an additional barrier to student performance beyond the content of the exam. According to survey findings, this was a more frequent concern in the Asia-Pacific region. This novel testing environment also compounded the gap between the skills taught in class and the test requirements.



# SUPPORT

to the implementation of eAssessment



**Access to training**  
for teachers.



**Requirement by external entities.**

The decision to implement eAssessments was taken because they are recognized internationally or are required by local universities for college admission.

**Access to technology.**



# BARRIERS

to the implementation of eAssessment



**No practical reason for eAssessment implementation.** Any advantage that eAssessments might provide as a means of preparing students for the DP were not seen as justifying their cost



### Summary

- On average, teachers are meeting expectations for eAssessment.
- Overall, teacher attitudes, including those teachers at schools that do not use eAssessments, were less positive than towards other strategies.
- Negative attitudes toward eAssessments are related to the novelty of testing environment and the view that eAssessments do not assess students in a holistic manner.
- While teachers felt eAssessments were a good measure of conceptual understanding, they were less confident the tests were a good measure of student learning.
- Prior experience with online testing and regular exposure to major testing are positively related to teacher perceptions of eAssessment.
- The primary support for whether schools offered eAssessments was whether or not there was an external incentive to do so.



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### Background

In mid-2015, the IB commissioned the Claremont Evaluation Center (CEC) to lead a multi-year research project on the MYP: Next chapter's implementation and impact. The CEC study provides a wealth of data about what the implementation of the MYP curriculum looks like around the world in critical curriculum components.

Based on this multi-year research, the IB has identified three themes that categorize nine high-quality implementation strategies for the MYP:

- Collaborative strategies
- Key strategies
- Optional strategies

The IB will disseminate the CEC research findings in form of reports for high-quality implementation strategies and many other resources to support schools in further implementing the MYP programme.

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