MYP eAssessment Q&A Sheet – The What

General queries

Why do we have to do the eAssessments?
External assessment is an optional feature of the programme. MYP eAssessment has been developed for students and schools that need external verification of student achievement at age 16. The new assessment model strengthens the continuum and offers students formal, recognized qualifications. However, it is not compulsory for schools to enter their students for all of the eAssessments - the only requirement is for authorized IB schools with Year 5 students to enter them for the Personal Project in order to receive Course Results (the cost of this is included in the school registration fee). Beyond this, there is total flexibility for schools to enter their students for as many or as few of the eAssessments as they wish.

Will eAssessments be recognized by Universities?
eAssessment will be fully recognized by Ofqual in England by the end of 2015. Recognition in other countries, districts and institutions may be dependent on Ofqual recognition or supported by it. Local recognition questions should be directed to the appropriate regional office.

How are the eAssessments possible when the MYP programme is content agnostic?
Schools intending to enter candidates for onscreen examinations should be aware that questions could be set on areas listed in the topic lists and for maths in the Skills Framework. These can be found in The Guide to MYP eAssessment and constitute one of the variables that authors consider when they create onscreen examinations. These topics are at a lower level of specification than the formal syllabus of a similar subject in the IB Diploma Programme, and they leave considerable leeway for schools to develop their own written curriculum according to MYP requirements. Questions are often conceptual or open in nature allowing students to bring the knowledge they have gained in the classroom to bear in the examination.

Doesn't an eAssessment encourage teaching to the test?
Extensive test-focused preparation, and revision that takes away from good teaching and learning practice, will not benefit students. MYP eAssessment tasks will be set in challenging and unfamiliar contexts. The best preparation for MYP eAssessment is high quality implementation of the programme—especially the development and implementation of effective MYP unit planning.

Doesn't the use of marks and grade award method conflict with the MYP ethos?
Questions are allocated marks with careful reference to MYP assessment criteria. Students are awarded marks in proportion to the achievement demonstrated in their answer as described by the assessment criteria. The mark total therefore is a good measure of students' achievement against the assessment criteria. Grade award is also criterion related (using subject expert judgment) to determine qualitatively the point in the mark range where students demonstrate the minimum standard for key grades (3, 4 and 7). Overall the approach is different but the important principle remains that marks and grades are awarded through careful analysis of criteria (criterion related).

What is the pass mark? How are marks converted into achievement levels?
Questions are written to stimulate responses that fulfil the criterion descriptors and allocated marks in proportion to the demand of the question and the opportunity they provide for students to demonstrate the highest level descriptors; so a question which allows students to demonstrate level 8 performance will be worth more marks than those that only allow level 5 to be accessed. For simpler questions, a points

based mark scheme may be most appropriate. For longer questions, open questions criteria are prepared, similar to task specific clarifications to most appropriately judge a response. Marks are used because questions are marked in isolation of one another and not holistically. Holistic assessment is not possible for an exam sat around the world and marked by many examiners as it is not possible to achieve acceptable levels of reliability. Holistic application of criteria is still the most appropriate way to assess students work in the classroom.

How is the mark for the whole certificate calculated? What is the balance of all the eAssessments and ePortfolios – are they all worth an equal percent?
Students must complete 8 eAssessments, which include on-screen examinations in Language and literature, Individuals and Societies, Mathematics, Science, Interdisciplinary learning, plus ePortfolios in Language Acquisition, the personal project and one of the following: PHE, Arts or Design. Each eAssessment is weighted equally so that the maximum total score for the MYP certificate is 56 with a grade of 1-7 being assigned to each eAssessment (8 x 7=56). Students must achieve at least 28 points from across these 8 assessments (and achieve at least a Grade 3 in each of them) and meet the school's expectations for community service in order to receive the MYP certificate. Please see the General regulations: Middle Years Programme - First assessment 2016 document on the OCC for further information.

How do teachers arrive at predicted Grades for their students?
Teachers should consider their own assessment of students during MYP 4 and the first part of MYP 5 and, allowing for subsequent academic development, teachers estimate the outcome of eAssessment for their students with reference to the subject-specific grade descriptors.

Is it possible to register for some subjects during year 4 MYP, or carry out some assessments early?
A candidate cannot be registered for any assessments in an examination session prior to the school's main session in year 5 MYP.

Familiarization with the tools of the e-assessment software - in which year of the MYP program are candidates expected to start this familiarization with the e-assessment software?
We would say that general digital literacy is more important than practice with our software, students used to using basic word, excel, PowerPoint or their MAC equivalents should find transferring to our system easy. Using the familiarization exercise and the specimens in classroom settings is important as there should not be a technical barrier in the exam but only a feature of Year 5 and more so in the months leading up to the exam.

Can students re-sit the eAssessments in the next session?
A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB MYP Certificate. The examination sessions need not be consecutive.

Can schools decide to enter certain students for some eAssessments and not others, or some students and not others? Whose decision is it?
Schools can decide what eAssessments to enter, but the Personal Project is compulsory for all year 5 MYP students.

With the discrete subject exams for science and humanities, can students take just one subject or must they do all of them, e.g. could they just take biology or history? What is the value of integrated compared to the discrete subjects?
Students can take more than one discrete subject if they have adequate preparation. Integrated science

(biology chemistry and physics) and integrated humanities (history, geography and economics) have the same value as each of the discrete subjects.

What if the school curriculum teaches the separate sciences or humanities across different years, biology in year 9 and chemistry and physics in year 10 – would the students be disadvantaged in the biology exam?
Schools intending to enter candidates for on-screen examinations should be aware that questions could be set on areas listed in the topic lists available on the OCC. These topic lists will not change until the next curriculum review. Schools must compare their own taught curriculum with the topic lists and make their own judgements on whether candidates will be adequately prepared. The on-screen examinations are designed for candidates who have been taught the subjects in MYP4 and 5, so the candidates are unlikely to be adequately prepared for biology if they have not studied this subject since MYP3. The IB recommends 70 hours of guided learning in both MYP 4 and MYP 5 in the subjects for which students are registered for eAssessment.

Why is there only 1 component per subject in the MYP when there are a number of components in the DP, including both internal assessment and examinations?
The assessment structure for MYP eAssessment provides a balance of internally and externally assessed components across the subjects required for the certificate,; multiple components for each subject would result in 16 or 24 assessments required for submission from each student which would be an unreasonable demand on students and schools. Each on-screen examination and ePortfolio is able to adequately measure the students' ability to achieve against all of the assessment criteria for the respective subject and, therefore,   gather the range of evidence required for assessment.

Will further subjects and language provision be offered in the future?
As participation in eAssessment grows we hope to extend subject and language provision.

When will specimen eAssessment materials be available to schools?
Specimen on-screen examinations are now available on the OCC in English, French and Spanish, under the *subject* tab and *eAssessment Specimen Examinations* tab. Materials in French and Spanish can be found on the French and Spanish language pages respectively.

Could schools use the eAssessment software to design their own tests in the future?
We hope to make the software available to teachers to use in this way, once live sessions are fully established.

On-screen examination queries

How will students know how to navigate the on-screen examinations?
Familiarization material is available to schools participating in the May 2016 examinations. This material exemplifies all of the tools available to students during the onscreen examinations and will enable them to practice using those tools. The material will contain an activity for each onscreen examination subject. It is important for students to practice using the onscreen tools so that they can adapt their digital skills from a personal to an academic environment. A full set of specimen examinations is also available for students to familiarize themselves to using the system and tools in an academic context.

Can students use their own laptops?
If the appropriate resources are available, the IB would recommend that school devices are used. The specifications and user settings (for example) can then be determined and monitored by the school. Also,

logistically speaking, the process for distributing the examination packages to devices can be more restrictive with BYO (if the candidate is taking their device away with them at the end of each day, it is not permissible to load the examination packages onto the device in advance of the scheduled examination day, as you could with devices that will be locked away securely on the school premises). Regardless of whether BYO or school devices are used, it is vital that the Compatibility Check is completed on each device, to ensure they meet the minimum specifications for running the examination.

What if the eAssessment crashes?
Exams can be rescheduled on the same day by the school invigilator, in coordination with the IB Assessment Centre. Details of this will be communicated to participating schools.

Could there be issues for certain countries when accessing the internet to download eAssessment software?
The system does require access to the internet, but the eAssessments will be delivered to schools well in advance to allow sufficient time for them to be downloaded from the internet. A constant live internet connection is not required when the examination is taking place. Also, an MYP School Support Coordinator will work closely with schools on eAssessment technological issues.