

Assessment: past, present and future

Carolyn Adams
Assessment Director

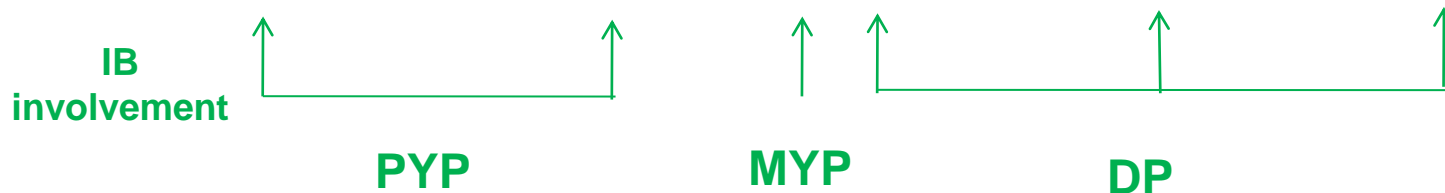
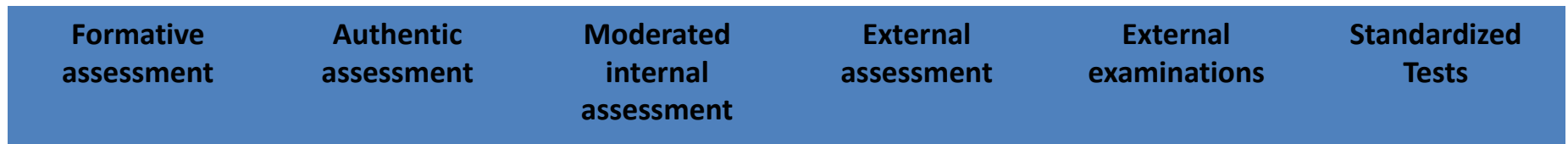
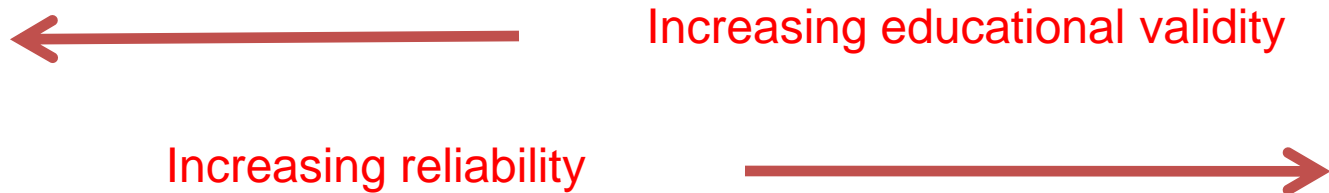
IBAEM conference, The Hague
27 – 30 October 2011



What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources.

(Peterson 2003 : 50)

Assessment Compromise





P2

P3

P4

P5

P6

P7

P8

(1) When the sun shines on the ocean, some of the water evaporates into steam. This steam rises into the atmosphere where it condenses to become clouds. There are lots of different types of clouds, such as stratus and cumulonimbus.

Eventually, the clouds turn back into rain, which falls back down to earth.

Rainwater then either soaks into the ground to be absorbed by plants and trees, or goes through drains and streams to eventually be returned to rivers and then to the sea, where the cycle begins again.

Marker:

speñaherr117

Progress: 0%

Question	Marks
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Geography U...

Q1 -

Q2 -

Q3 -

Stop Marking

Item: Q1

Q1 - Max 8

4 / 8

No Response



Assessment Newsletter



March 2011 edition

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Assessment Newsletter

March 2011

A note from the editors

Welcome to the March 2011 edition of the assessment newsletter, designed to inform Heads and Coordinators of IB World Schools about developments in assessment of the IB Diploma Programme.

This edition contains some useful information about the new IB Information Desk, which is the new single point of contact for all IB inquiries. Through sensible use of our global offices, we are now able to manage queries from schools 24 hours a day, 5 days a week. We are interested in your thoughts on your experience using the new Information Desk when you have raised queries about assessment matters. You can submit comments about the article by emailing: assessmentnews@ibo.org.

We also include an update on how we are progressing in e-marking, with a timeline showing which subjects we intend to e-mark this year and which in 2012. We are still on target to e-mark virtually all subjects by 2013. Do you have any particular questions about e-marking IB assessments? Please let us know if you do, and we can respond in future editions of this newsletter. Since its inception, this newsletter has been edited by Jacqueline Harris and Carolyn Adams. Many of you will know Jacqueline from IB conferences, workshops or correspondence about assessment matters. Jacqueline has



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- [Three things you should know about assessment](#)
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Heads up!

The release of candidates' component marks and grades

In response to requests from schools, the release of candidates' component marks and grades following the issue of results has been moved to the earlier date of 7 July/7 January. This release now includes the scaled moderated mark for each

September 2011 edition

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Assessment Newsletter

September 2011

A note from the editors

Welcome to the September 2011 edition of the assessment newsletter, designed to inform Heads and Coordinators of IB World Schools about developments in assessment in the IB Diploma Programme.

This edition contains some useful information about the work of our Examination Paper Preparation Department, explained in an interview with the department's head, Catherine Rivers. Some of you might be surprised to learn how far in advance of the sessions we produce the examination papers and how many people are involved in authoring them. We anticipate that the work of Catherine and her team will evolve as we introduce e-assessment to replace the current methods.

On the topic of new technology, the transition from conventional marking for theory of knowledge (TOK) essays to e-marking was a success. The aim over the next few years is to allow schools to upload all of their students' coursework electronically, making considerable savings in postage and reducing the IB's overall carbon footprint.

All IB educators share a concern about academic honesty; attempts to gain an unfair advantage in assessments can be damaging to the integrity of the IB's programmes. We want to engage fully with our educators to address this issue. Emphasizing the qualities of the IB learner profile, we aim to depend less on the imposition of penalties for those who are found to have engaged in unfair practice and more on reducing the likelihood that students will

In this issue

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Heads up!

E-marking update

In the May 2011 examination session we e-marked more than 315,000 scripts comprising 150 components (subject, paper and language combinations) plus more than 50,000 TOK essays. The intention for November 2011 is to e-mark more than 40,000 scripts comprising 150

Examiner Newsletter



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July 2011 edition

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Examiner newsletter

July 2011

A note from the editorial team

Welcome to the third edition of the examiner newsletter, which we hope will be an informative, interesting and relevant read. In this edition we have two quite different interviews.

The first interview is with Katy Ricks, Head of Sevenoaks School, UK, who provides an insight into the impact of our work on students—who are always at the heart of everything that we do. This is the time when IB students all over the world benefit from the good judgment that examiners have exercised over the previous few months, and our thoughts are with them as they move forward with their lives. The second interview is with Bob Keegan, Chief Examiner, who provides some great tips for all examiners as well as generously sharing his motivation for becoming a psychologist and examiner.

Your feedback is one of the most valuable aspects of this newsletter, and we hope that you will enjoy reading fellow examiners' thoughts on e-marking. We've included a balanced collection of them here, but please keep your own views coming as they help us to learn and improve.

You have probably noticed that the IB information system (IBIS) has changed its appearance. Sasha Taylor-Wood, Senior Associate Manager—IBIS Administration, has provided a useful explanation of the changes to the pages most frequently used by examiners and would be glad of your feedback on whether we've succeeded in improving the design of IBIS.

In addition there are articles on academic honesty and the new world studies extended essay, May 2011 statistics and the usual "News in brief".

Please let us know your thoughts by emailing: assessmentnews@ibo.org.

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NEWS IN BRIEF

E-coursework update

Candidates and schools successfully uploaded more than 52,000 theory of knowledge (TOK) essays for the May 2011 examination session. The IB has commenced work on building and testing the audio upload facility to allow schools to send group 1 and group 2 oral materials electronically. A pilot is

Principles of introducing new technology



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- In 2011 more is possible than in 1968. Let's use new technology where it adds value.
- Aim to 'get it right first time' – strive to make initial assessments fair and accurate without needing moderation to correct examiner errors in applying standards.



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Visual arts

“Girl 3”, Justine Burgess, Kormilda College, Australia
Oil on canvas
IB Virtual Gallery, November 2009 session



Current position



- Student works in any media they are interested in.
- Student prepares Candidate Record Book (CRB).
- Students gather their work into some form of exhibition.
- External examiner visits the schools to talk to the student and view and assess the work.
- CRBs sent to the senior examiner for moderation.
- Senior examiners' marks for CRB determine moderation factor for examiners.
- Examiners' marks adjusted or all CRBs re-marked if adjustment not possible.

Problems we want to fix



- Shortage of good examiners, especially in some countries.
- Senior examiners see CRBs, examiners see actual work.
Evaluatively unsound!
- Moderation/at risk marking based on photographs of work in CRB.
- Students limited in the work they can do.
- High carbon footprint for the IB.
- Schools incur heavy costs in meeting examiners' expenses.
- Examiners who are teachers have to take time away from their own students.
- Examiners see very narrow geographical range of work.

Proposal – how do we fix these problems?



- Students still work in any media they are interested in.
- Students still gather their work together in some form of exhibition.
- Then students capture their work electronically.
- Teacher interviews the students – they should be the people able to draw the best from their students. The interview is recorded either by audio or video. The IB will provide a guide for teacher interviews.



- Schools electronically upload the work and interviews to the IB.
- IB Visual Arts examiners mark the work online.
- Examiners ‘seeded’ as they mark, so no moderation is required.

**“Paint shoes”. Madison Dunford-Woolley, Tintern Schools,
Australia**

**Design: packing tape, cling wrap and acrylic
IB Virtual Gallery, November 2008 session**



Pictures at an exhibition



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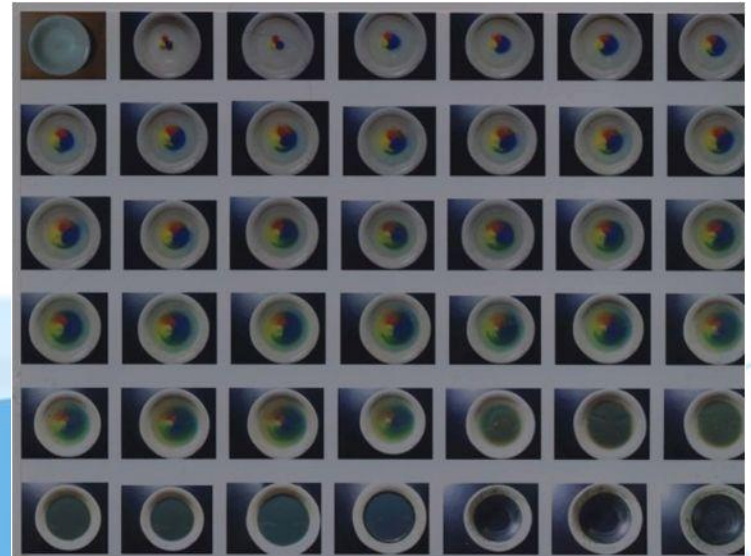


**Exhibition
overview,
Hayley Joy,
Bermuda High
School
May 2009 session**

Benefits 1: to students

- All candidates will have an e-portfolio of their artwork which will help to support applications for art courses.
- Traditional, electronic and emergent media all facilitated.
- CRB is no longer necessary as a separate examination document for moderation purposes.

**“The Blend”, Kim Ye Eun, Prem Tinsulanoda High
School, Thailand
Photography
IB Virtual Gallery, May 2009 session**



Benefits 2: to schools

- Schools will not incur the heavy costs of visiting examiners or the bureaucracy of finding someone suitable.
- Exhibitions can be held at any time in any place convenient to the school. They are not dependent on the availability of the visiting examiner.
- Enriched feedback is possible.

Benefits 3: assessment and reliability



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- More worldwide consistency, setting a truly global standard.
- No need for ‘clumsy’ moderation (get it right first time).
- No confusion of presentation between actual seen work and the CRB.
- Better quality sound and images. Video possible.
- IB will be able to allocate work to examiners randomly and all work will be anonymous, as with every other Diploma Programme component.

Benefits 4: to examiners



- Less disruption to personal life.
- No need for wearisome travel.
- No need to take leave from work.
- More flexible working environment and conditions.
- More transparent recruitment.
- Ability to see global standard.

“My family”, Faith Watling, International School Suva, Fiji
Watercolour
November 2007 session

Challenges



- Loss of personal touch.
- Some work harder to capture electronically (e.g. textured oil paintings).
- Loss of ‘celebration’ of exhibition.

**“Chastity”, Methinee Pongpatcharakorn, Utahloy International School, China
Photography
IB Virtual Gallery, May 2009 session**

Answers

- Schools can still invite guests to view their students' art work and talk to the students.
- Teachers will interview students and give them the opportunity to talk about their work; the teacher is probably the best person to do this.
- Teachers and students can comment for the examiners' benefit in the interview and in writing on aspects such as brush strokes and texture.

Timeline



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- 2011 – wide and full consultation.
- 2012 – new assessment system for students assessed under alternative arrangements assessment and pilot for other students.
- 2013 – all students will be assessed by the new system.



“Seated Knight” Kristiane Louise Plehwe
Methodist Ladies' College, Australia
Ceramics
November 2008 session

Consultation



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- All 2011 regional conferences.
- Chief Examiners conference in October 2011.
- Heads Council meeting in March 2011.
- Heads' conference in October 2011.
- Full, detailed explanatory letter to all IB schools.
- Full, detailed explanatory letter to all examiners.
- Information in usual places (e.g. Handbook).
- Dedicated email address for technical consultation.
- Dedicated forum on the OCC for teachers to share thoughts.



- Special forum on the OCC

http://occ.ibo.org/ibis/occ/fusetak2/forum/index.cfm?FTVAR_SUBCAT=13528nocookies=y&subcatname=Group 6%3A arts | Grc ☆ - Google

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Categories		Music	310	08/03/2011 03:34:11 by Jacek Dubiel
Search the Forums		<u>Music special event</u> Special event focusing on the new music guide	3	22/09/2009 02:08:49 by ed zunic
Other Blogs/Forums		Theatre	605	08/03/2011 09:15:32 by Danielle Hall
> Workshop leaders forum		Visual arts	323	08/03/2011 02:43:15 by Ketut Endrawan
		<u>Visual arts special event</u> Ask the expert	14	07/10/2010 03:03:26 by Rhys Gravell
		<u>Visual arts consultation forum: electronic submission of coursework</u>	0	Forum is empty

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