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Chicago, IL • 23–26 July

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Personal projects 2016

An introduction to the requirements of the first mandatory session

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Introduction to session

For the first time, in May 2016 all MYP Year 5 students around the world will be registered for personal project moderation.

In this session administrators, coordinators, personal project leaders and supervisors will learn about the mysteries of IBIS, uploads, submission deadlines, IB moderation, and IB MYP certificate and course results.

Participants will review important things to know and do for the first required moderation of the personal project, and share best planning practices and create a personalized school action plan to ensure success in the new MYP.

Presenters

- Gill Chudley

Based at the IB Assessment Centre in Cardiff, Wales, Gill Chudley joined the MYP assessment team as the subject manager with responsibility for ePortfolio coursework subjects in January 2014, after eight years working with Diploma Programme arts subjects. Working closely with the subject manager for language acquisition the two colleagues have used their assessment experience to plan, and are currently undertaking, ePortfolio trials as well as developing school-friendly supporting documentation for live assessment sessions.

- Danielle Veilleux

Based at the IB Global Centre in The Hague, Netherlands, Danielle has worked as the curriculum manager for the Middle Years Programme for four years. Her work includes responsibility for the Arts, Individuals and societies and both of the MYP Projects during the whole programme review of MYP: the next chapter. Danielle has managed MYP Projects through a curriculum review, the piloting phase and finally the implementation in schools, publishing teacher support and workshop materials globally. Danielle has recently moved to the curriculum innovation and alignment department in the academic division.

Overview of MYP eAssessment

On-screen examinations

- Mathematics
- Language and literature
- Sciences
- Individuals and societies
- Interdisciplinary

Externally marked by IB appointed examiners

Coursework ePortfolio

- Language acquisition
- Arts / Design / PHE
- Personal Project

Internally marked in schools and externally moderated by IB appointed examiners

Why is the personal project important to schools from 2016?

Beginning in 2016, schools undertaking programme evaluation are required either **to register students for MYP eAssessment**—including at least one student registered as a candidate for the IB MYP certificate' or **participate in the Building Quality Curriculum service**

Mandatory moderation of Personal projects (included in the annual school fee).

Moderation outcomes will support the development of school assessment practices.

Students receive an IB validated award for their work that will be a recognized international credential.

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Things to know and to do – a walk through the timeline

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Personal project timeline

	May session	November session
School submits special request for language provision via IBIS	20 October (20 months before session)	20 April (20 months before session)
IB notifies school of approval of special request language	28 February (15 months before)	28 August (15 months before)
Register all year 5 students	20 October (8 months before session)	20 April (8 months before session)
Submission deadline for predicted grades and criterion level totals via IBIS	10 April	10 October
Submission deadline for sample projects via eCoursework upload	20 April	20 October
Issue of results from 12 noon GMT	1 August	1 February
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IBIS – Things to do

Special request languages – 20 months prior to session

Special request made 20 months in advance of session by coordinator via IBIS:
20 October for May session / 20 April for November session

Core languages

Arabic	Chinese Mandarin (traditional and simplified)		English	French
Japanese	Russian	Spanish	Swedish	Turkish

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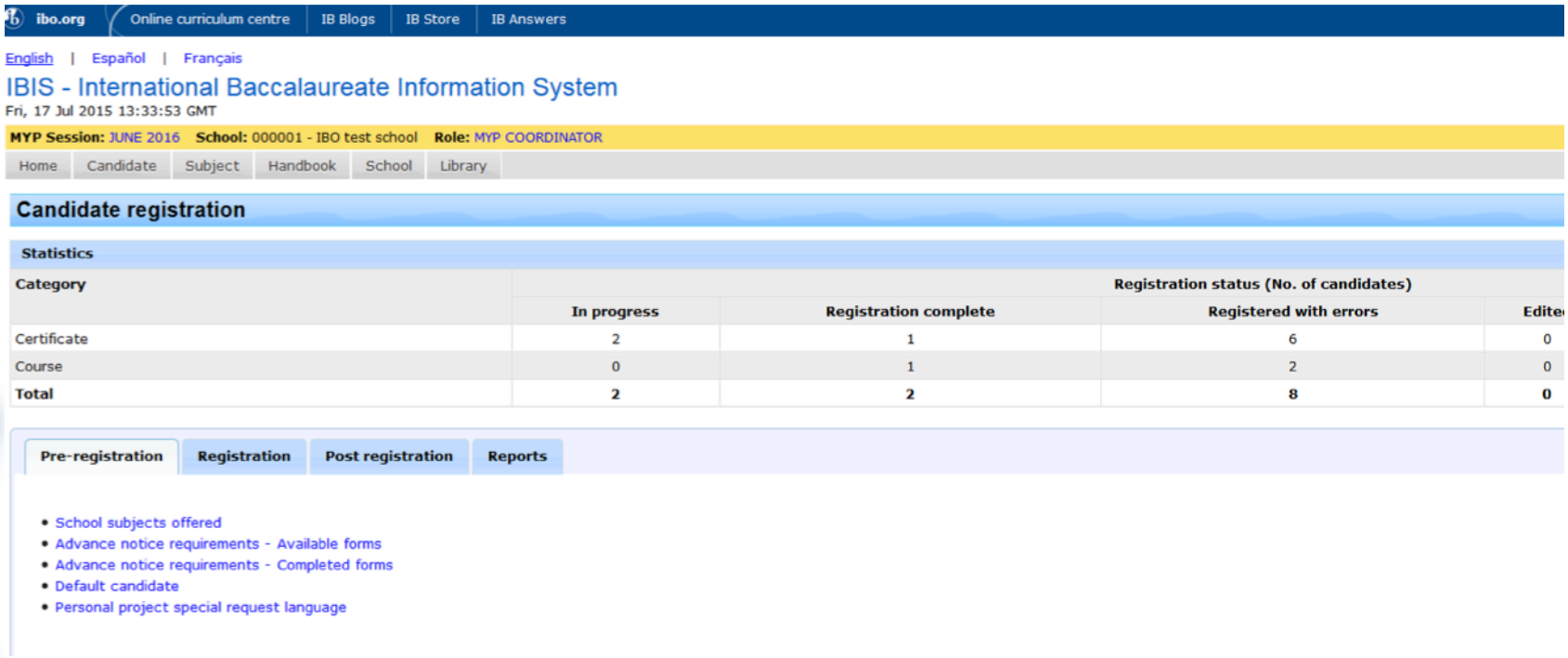
Candidate registration screen



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Pre-registration tab

Special request language - form

« Back to registration home page

Information

General information text request form

- Icon descriptions

Copy to a future session :

Select session | Copy SRL

Core language for moderation

Core language	No. of candidates *
ARABIC	12
CHINESE (MANDARIN) SIMPLIFIED	0
CHINESE (MANDARIN) TRADITIONAL	0
ENGLISH	0
FRENCH	0
JAPANESE	0
RUSSIAN	0
SPANISH	0
SWEDISH	0
TURKISH	0

Special request language for moderation

Special request language *	Core language *	No. of candidates *	Status
ALBANIAN	ARABIC	1	In Progress
ARAUCANIAN	ARABIC	3	Approved ERT

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Scenario: two clearly defined standards

Teacher	Teacher total	Examiner total	Difference
A	39	25	-14
B	31	40	+9
A	27	15	-12
B	15	26	+11
A	7	1	-6

‘A’ has been extremely generous, ‘B’ has been extremely harsh.

What could they have done to ensure one standard from the school?

Standardization from an IB Assessment Centre perspective

Aims of standardization:

- All examiners understand key elements being looked for when awarding levels (for example criterion A strand iii to differentiate between limited, adequate, substantial and excellent).
- All examiners interpret and apply the assessment criteria in the same way.

How do we meet the aims?

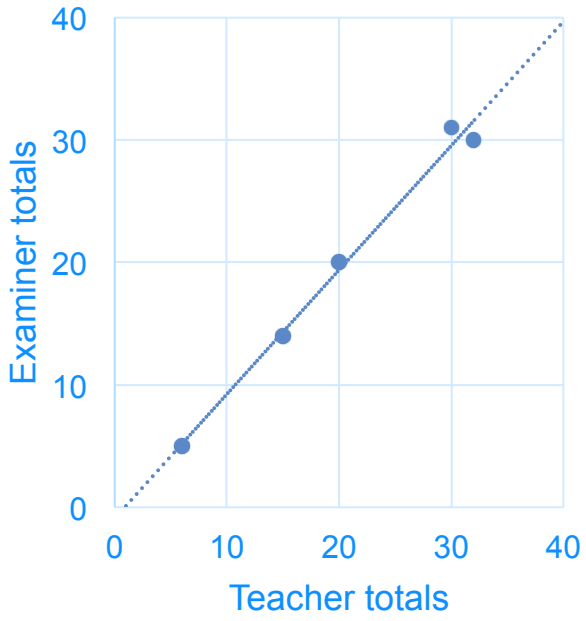
- Experienced examiners produce example work with annotations that provide:
  - examples of how criteria should be interpreted for all examiners to study
  - clear, accurate notes that explain the rationale for levels awarded, interpretations of the criteria, provide characteristics for a level and support decision making of examiners
- All examiners assess further examples to test whether they have a common understanding of the standard

Why is one school standard important?

- Where the school standard is consistent with the examining team standard the school's assessed totals remain unchanged.
- Where the school standard is consistent but either generous or harsh in comparison to the examining team standard, the school's assessed totals are adjusted and feedback given by the examiner to explain.
- Where the school standard is not consistent further work may be requested in order that a fair outcome is achieved for the cohort.

Scenario: consistent application of standard

Teacher	Teacher total	Examiner total	Final total (from a dynamic sample perspective)
A	32	30	32
A	30	31	30
A	20	20	20
B	15	14	15
B	6	5	6



The teacher's top total of 40 (which wasn't sampled) is maintained at 40

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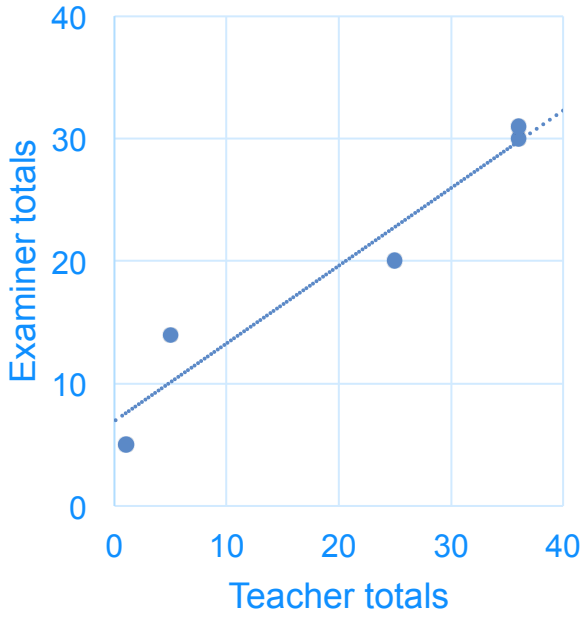
Scenario: inconsistent application of standard

Teacher	Teacher total	Examiner total	Final moderated total
A	36	30	30
A	36	31	30
A	25	20	23
B	5	14	10
B	1	5	8



The teacher's top total of 40 (which wasn't sampled) is moderated to a total of 30

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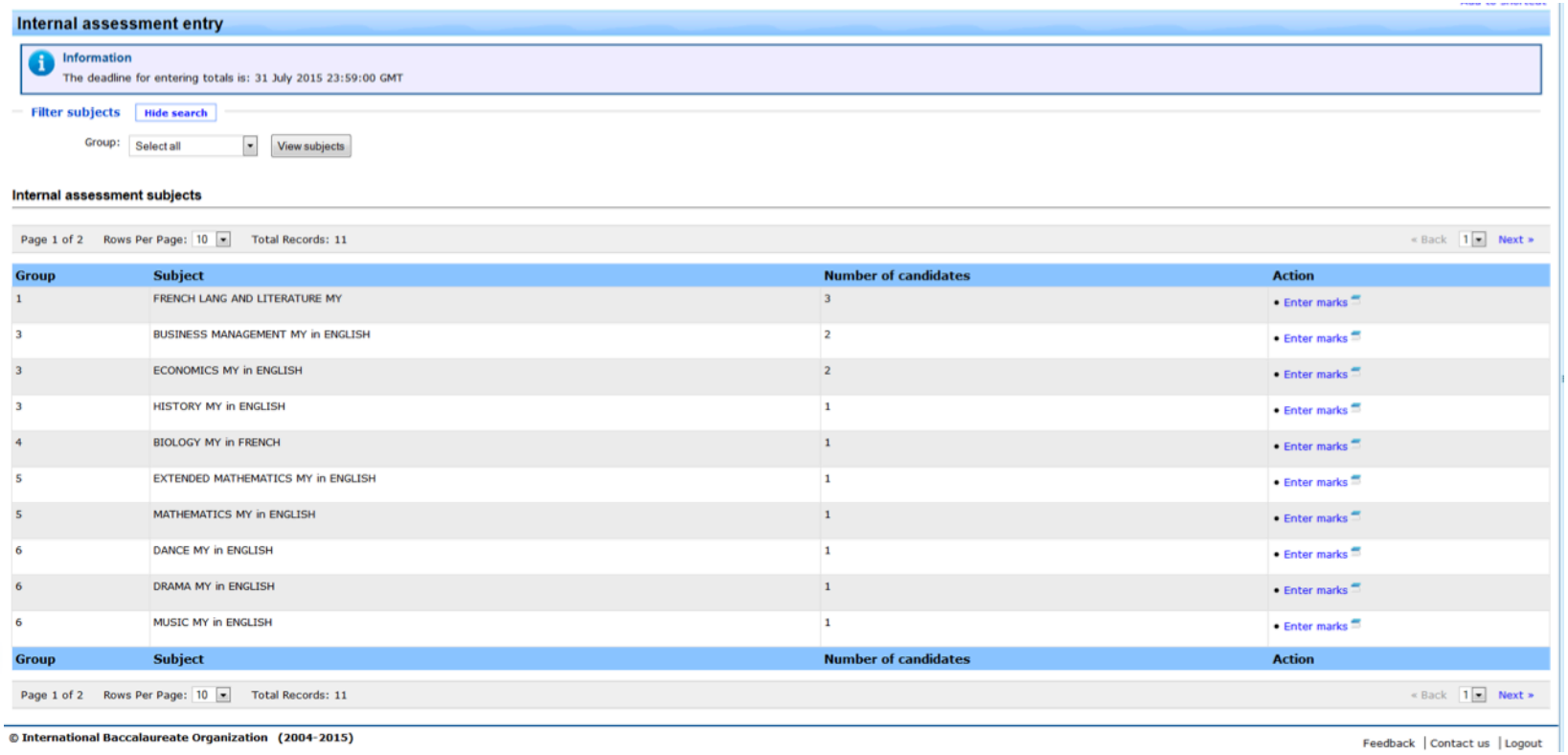
IBIS – teacher assessed totals



Internal assessment entry

Information
The deadline for entering totals is: 31 July 2015 23:59:00 GMT

Filter subjects | Hide search

Group: Select all | View subjects

Internal assessment subjects

Page 1 of 2 Rows Per Page: 10 Total Records: 11 « Back 1 Next »

Group	Subject	Number of candidates	Action
1	FRENCH LANG AND LITERATURE MY	3	• Enter marks
3	BUSINESS MANAGEMENT MY in ENGLISH	2	• Enter marks
3	ECONOMICS MY in ENGLISH	2	• Enter marks
3	HISTORY MY in ENGLISH	1	• Enter marks
4	BIOLOGY MY in FRENCH	1	• Enter marks
5	EXTENDED MATHEMATICS MY in ENGLISH	1	• Enter marks
5	MATHEMATICS MY in ENGLISH	1	• Enter marks
6	DANCE MY in ENGLISH	1	• Enter marks
6	DRAMA MY in ENGLISH	1	• Enter marks
6	MUSIC MY in ENGLISH	1	• Enter marks
Group	Subject	Number of candidates	Action

Page 1 of 2 Rows Per Page: 10 Total Records: 11 « Back 1 Next »

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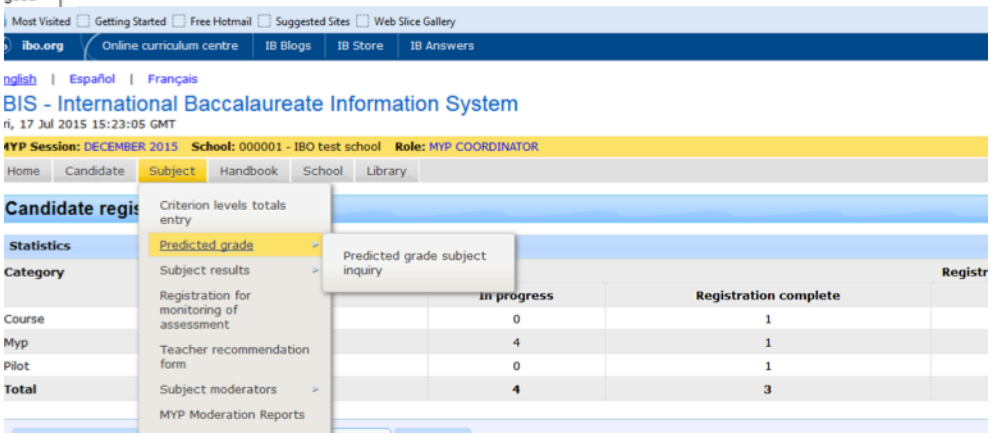
IBIS - predicted grades

	development as an IB learner through the project, although these may be overly broad and general. The report is adequately developed and organized.
5	The personal project report defines a clear and challenging personal goal for the project, within a relevant global context. Relevant subject-specific knowledge is identified to support and inform the project. The report demonstrates specific research, thinking, communication, social and self-management skills. Student-created criteria are clearly defined and have been applied to the development of a product/outcome. The product/outcome is of good quality. The report presents specific reflections on the student's knowledge and understanding, and development as an IB learner through the project, demonstrating the student's self-awareness of strengths and limitations. The report is organized and coherent.
6	The personal project report defines a clear and challenging personal goal for the project, within a relevant global context. Relevant prior learning and subject-specific knowledge support and inform the project. The report details systematic research, thinking, communication and social skills as well as self-management skills. The criteria created by the student are detailed and exact, and have been applied to the development of a product/outcome. The product/outcome is of very good



Sample size (for each language)

Cohort size (by language)	Sample size
Fewer than 5 students	Work of all students
6 – 20 students	The work of 5 students
21 – 40 students	The work of 8 students
41 students and above	The work of 10 students

Example 1	100 students registered for English language	10 students work will be uploaded
Example 2	35 students registered for French 18 students registered for English	8 students work uploaded for French 5 students work uploaded for English

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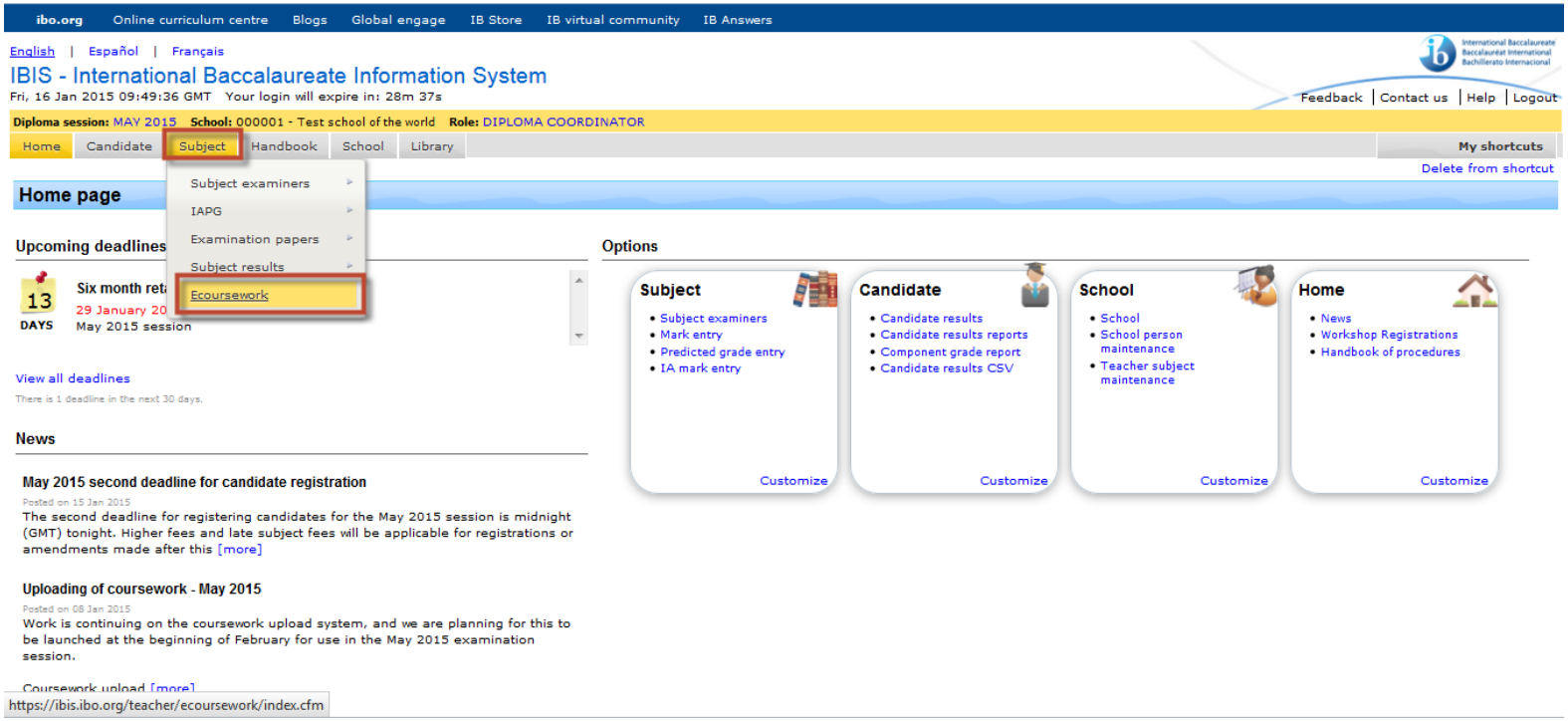
eCoursework upload overview - 1



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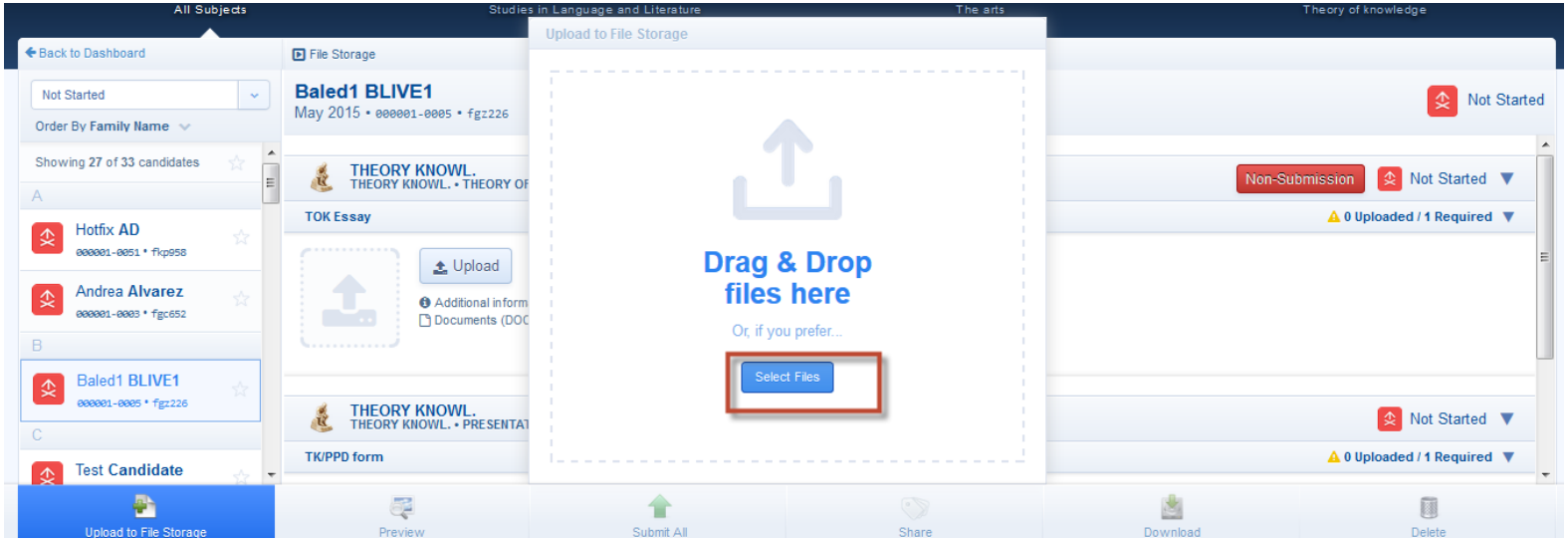
eCoursework upload overview - 2



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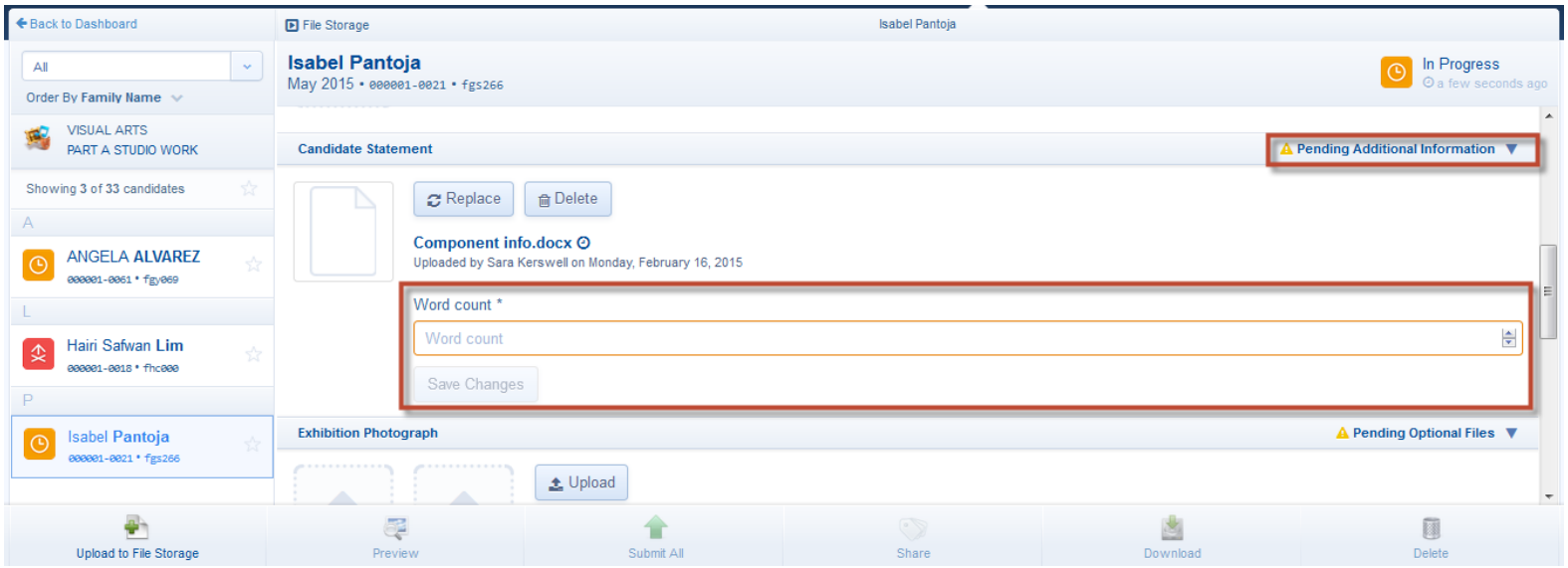
eCoursework upload overview - 3



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What happens next?

Examiners, under guidance of senior examining team:

- Undertake standardization and qualify to take part in the assessment process for this session
- Undertake assessment for their allocation, being monitored throughout to ensure they maintain the standard

IB departments:

- Investigate any reported malpractice issues, including academic honesty
- Compile adverse circumstance cases

- Grade award:
  - Sets boundaries, matching qualities of work to the statements in the grade descriptors
  - Considers individual student cases.

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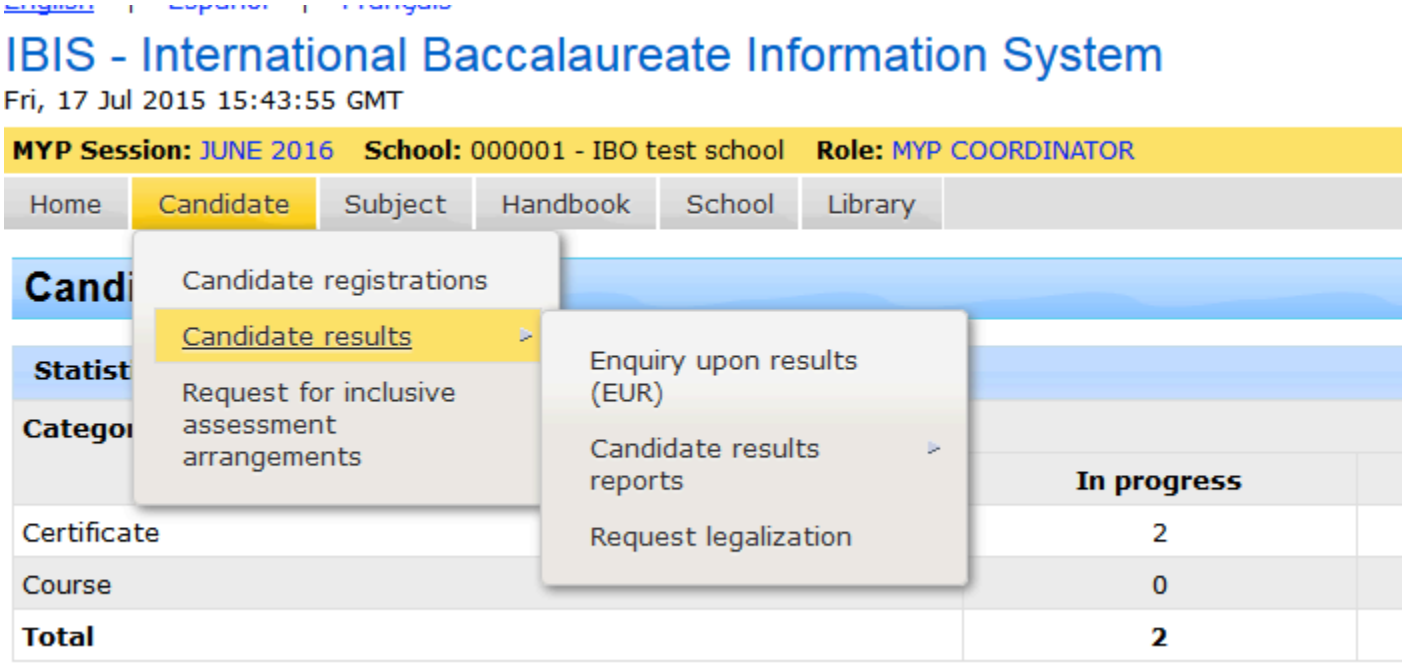
Enquiry upon results - faqs



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Enquiry upon results – category 3

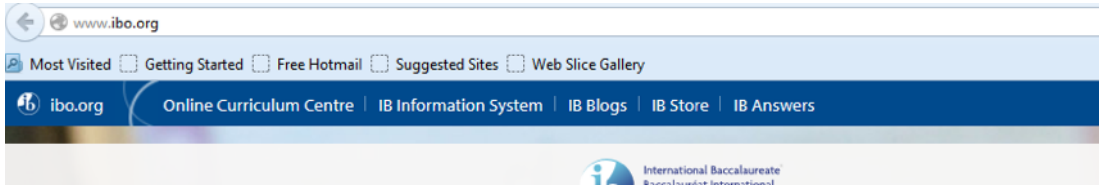
- Handbook of procedures for the Middle Years Programme will contain all enquiry upon results information for externally assessed and internally assessed but externally moderated material

- Category 3 – Re-moderation of sample

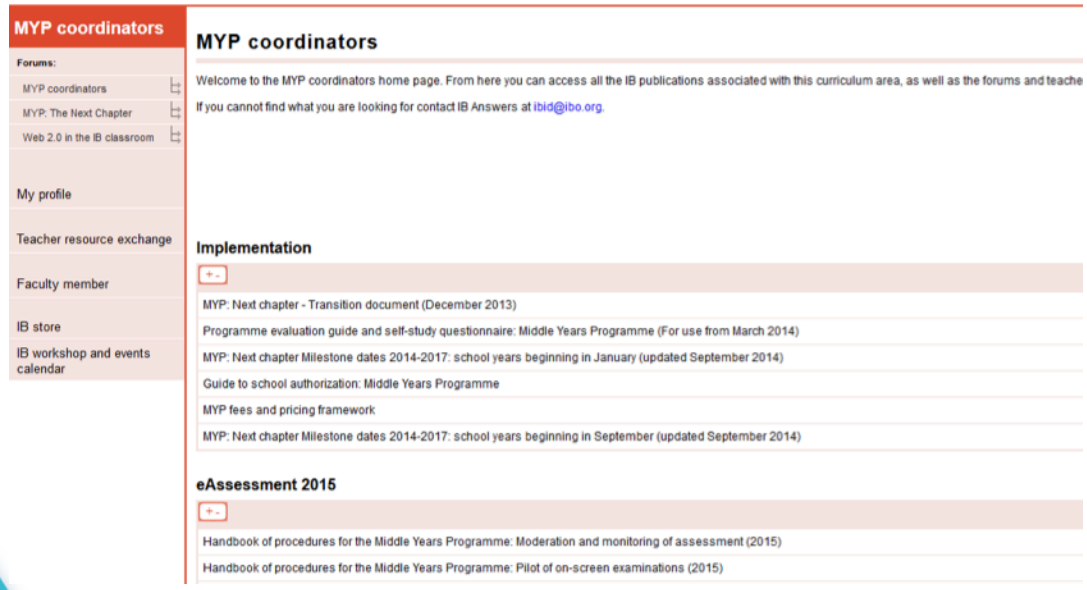
  A re-moderation can be requested in cases where the mean of the candidates' moderated internal assessment totals differs from the mean of the raw totals (the totals awarded by the teacher) by at least 15% of the maximum criterion level total.

People and places to go to for help with IBIS

- IB Answers



- The handbook of procedures for the Middle Years Programme



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Thank you

- Questions for us?
- IB Assessment Centre colleagues available at the MYP or Assessment desk can help with other queries:

Name	Area
Rebecca Blythe	General on-screen examinations queries
Helen Wright	Academic honesty, inclusive access, adverse circumstances and will help with IBIS queries
Rodric Norris	Coursework upload system
Merav Yuravlivker	Examiner recruitment

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