



International<sup>®</sup>  
Baccalaureate

**Middle Years Programme**  
Assessment and moderation  
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## What do we know about MYP assessment?

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**TRUE** or **FALSE**?

Schools that do not register students for IB-validated grades do not need to use the published assessment criteria.

**FALSE**

All schools must use the published assessment criteria in year 5.

**TRUE** or **FALSE**?

Some assessment criteria only need to be addressed in the final year of the programme.

**FALSE**

The MYP requires that all strands of each objective are represented in every year of the programme.

## TRUE or FALSE?

Other systems of marking students' work can be transferred into MYP level descriptors after a quick calculation or system equivalency.

## FALSE

There is no simple system of conversion between MYP levels and other grading systems. Teachers must use only the MYP descriptors when awarding levels to student work.

## TRUE or FALSE?

Schools can use their own assessment criteria as well as the MYP criteria in their internal assessment in years 1–5.

## TRUE

The MYP recognizes that extra objectives/criteria may be required by national systems, and can be used in determining final grades. In these cases, the MYP grade boundaries will not apply.

## TRUE or FALSE?

All strands of the descriptors must be used in every summative task.

### FALSE

Students must be given opportunities to demonstrate that they have achieved the objectives, but *not necessarily* in every task. E.g. criterion C in PE, criterion D in humanities.

## TRUE or FALSE?

The wording of the descriptors can be changed when assessing student work in year 5.

**TRUE**

Task-specific clarifications to the published criteria can be used where appropriate.

**Caution!**

The standard must not be altered, nor new strands introduced.

## Can we “clarify” the published criteria in all subjects?

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- “One moderator claims it is not good to have task-specific rubrics, the other says it may help, the next puts it down as a suggestion or even a matter to be addressed.”



## Task-specific clarifications

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Language A  
Criterion B

5-6	The student's work is <b>basically organized, clear and coherent</b> , and arguments are presented in a logical manner. Paragraph structure and transitions are <b>apparent</b> . <b>When such devices are required, some attention is paid to critical apparatus.</b>
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## Task-specific clarifications

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Language B

Criterion C: writing – message and organization

5-6	<p><b>The student communicates information</b> clearly, <b>though there is some difficulty with more-complex ideas.</b> The student's ideas are <b>relevant but not always supported</b>; opinions are <b>sometimes justified.</b></p> <p>The student structures the <b>work appropriately</b>, which adds to the <b>clarity</b> of the message; there is an <b>appropriate use of cohesive devices.</b></p>
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## Task-specific clarifications

Humanities

Criterion D: organization and presentation

5-6	The student communicates information that is <b>relevant</b> . The student uses a structure <b>appropriate to the task</b> and sequences the content <b>logically</b> . Presentation and expression are <b>clear; attention is paid</b> to the audience and purpose in terms of appropriate language, style and visual representation. <b>Sources of information are documented, with occasional errors in adhering to conventions.</b>
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# Task-specific clarifications

Humanities

Criterion B: concepts (5-6)

Application of **concepts** is **appropriate but superficial**. The student demonstrates conceptual awareness and understanding by **describing** connections to the **subject matter**. The student **attempts** to apply **concepts** to **other situations** but is not always successful

- Your application of the **concept of 'Change'** was **appropriate but superficial**.
- You demonstrated conceptual awareness and understanding by **describing** connections to **the issue of slavery in the American Civil War**.
- You also **attempted** to apply the **concept of 'Change'** to **social, economic and political factors contributing to the War** but were not always successful.

# Task-specific clarifications

## Sciences

### Criterion A: one world (5-6)

The student **explains** how **science** is applied to addressing a **specific local or global issue**. The student **explains some** of the benefits and limitations of science in solving the issue. The student **discusses** how **science** and its applications interact with **some** of the following factors: social, economic, political, environmental, cultural and ethical.

- You **explained** how **genetically modified organisms** are applied to addressing the **problem of global food shortages**.
- You **explained some** of the benefits and limitations of **GM organisms** in solving **food shortages**.
- You **discussed** how **GM organisms** and their applications interact with **some** of the following factors: social, economic, political, environmental, cultural and ethical.

## Arriving at a final judgment (1)

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*It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded.*



## Arriving at a final judgment (2)

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Music

Vladimir Ashkenazy

A: 6, 6, 8, 8

8?

B: 8, 8, 8, 10

9?

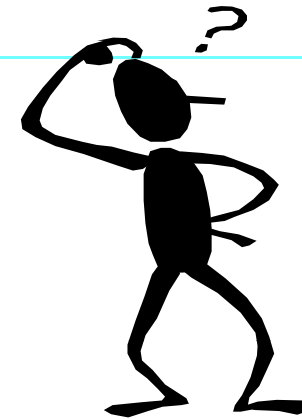
C: 4, 5, 6, 5

5?

D: 7, 7, 7, 8

8?

30



## Arriving at a final judgment (3)

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*It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded.*

The moderation process checks the **standards** that have been applied in arriving at that final level.

## Students' final totals

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[View moderated totals](#)

### Music

001999 021 (cjp023) Ashkenazy, Vladimir	30	28	6
001999 017 (cjns035) Diamond, Neil	26	24	5
001999 018 (cjs019) Bocelli, Andrea	27	25	5
001999 013 (cjq608) Copeland, Aaron	20	18	4
001999 029 (cjm001) Michael, George	21	19	4

## F3.1 form

Type and title of assessment task		Criteria					
		A	B	C	D	E	F
1. <i>A Piece of Extended Writing</i> <i>Imperial China: Source Review</i>	Teacher	10	10	9	6		
	Moderator	10	10	9	7		
2. <i>A Piece of Class Work</i> <i>Communist China Under Mao: In Class Essay</i>	Teacher	9	9		6		
	Moderator	8	8		6		
3. <i>An End of Unit Test</i> <i>Korea: Test</i>	Teacher			8			
	Moderator			9			
4.	Teacher						
	Moderator						
5.	Teacher						
	Moderator						
6.	Teacher						
	Moderator						

35

36

32

31

# How do we determine adjustments to students' results?

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- Add the levels awarded by the teacher.
- Add the moderated levels.
- Compare the differences between them:
  - Is there complete/almost complete agreement between teacher and moderator? = no adjustment.
  - Is there a consistent difference throughout, eg. -2?

- Are there “bands” of differences?

0-18      x1-2

9-27      x1-3

28-34      x1-4

# Language A (1)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>2</sup>	9	9	9						27	
Moderator	9	9	9						27	0
Teacher <sup>1</sup>	10	8	9						27	
Moderator	10	7	7						24	-3
Teacher <sup>3</sup>	8	8	7						23	
Moderator	7	8	7						22	-1
Teacher <sup>4</sup>	7	8	7						22	
Moderator	7	8	7						22	0
Teacher <sup>6</sup>	7	7	7						21	
Moderator	6	7	7						20	-1
Teacher <sup>5</sup>	7	6	7						20	
Moderator	7	7	7						21	1
Teacher <sup>8</sup>	6	7	6						19	
Moderator	6	7	6						19	0
Teacher <sup>7</sup>	6	6	6						18	
Moderator	6	6	6						18	0

### Banded Moderation Factors

- |                               |                     |                        |              |
|-------------------------------|---------------------|------------------------|--------------|
| 1. From <u>0</u> To <u>30</u> | Factor <u>X1 +0</u> | 5. From _____ To _____ | Factor _____ |
| 2. From _____ To _____        | Factor _____        | 6. From _____ To _____ | Factor _____ |
| 3. From _____ To _____        | Factor _____        | 7. From _____ To _____ | Factor _____ |
| 4. From _____ To _____        | Factor _____        | 8. From _____ To _____ | Factor _____ |

# Language A (2)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>7</sup>	9	10	10						29	
Moderator	9	8	9						26	-3
Teacher <sup>8</sup>	10	9	10						29	
Moderator	8	8	9						25	-4
Teacher <sup>1</sup>	7	9	9						25	
Moderator	7	7	8						22	-3
Teacher <sup>2</sup>	8	8	9						25	
Moderator	6	7	8						21	-4
Teacher <sup>5</sup>	6	7	7						20	
Moderator	6	6	6						18	-2
Teacher <sup>6</sup>	6	7	7						20	
Moderator	6	6	6						18	-2
Teacher <sup>3</sup>	3	7	5						15	
Moderator	3	4	3						10	-5
Teacher <sup>4</sup>	4	4	4						12	
Moderator	3	3	3						9	-3

### Banded Moderation Factors

- |                                    |                     |                                    |                    |
|------------------------------------|---------------------|------------------------------------|--------------------|
| 1. From <u>0</u> To <u>30</u>      | Factor <u>X1 -3</u> | 5. From <u>    </u> To <u>    </u> | Factor <u>    </u> |
| 2. From <u>    </u> To <u>    </u> | Factor <u>    </u>  | 6. From <u>    </u> To <u>    </u> | Factor <u>    </u> |
| 3. From <u>    </u> To <u>    </u> | Factor <u>    </u>  | 7. From <u>    </u> To <u>    </u> | Factor <u>    </u> |
| 4. From <u>    </u> To <u>    </u> | Factor <u>    </u>  | 8. From <u>    </u> To <u>    </u> | Factor <u>    </u> |

# Language B (1)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>1</sup>	4	3	6	5	11				29	
Moderator	5	5	6	5	11				32	3
Teacher <sup>3</sup>	4	5	5	4	9				27	
Moderator	5	5	5	4	9				28	1
Teacher <sup>2</sup>	3	4	5	5	9				26	
Moderator	5	5	5	5	9				29	3
Teacher <sup>4</sup>	3	3	5	4	7				22	
Moderator	5	4	5	4	7				25	3
Teacher										
Moderator										
Teacher										
Moderator										

## Banded Moderation Factors

- |   |                                     |
|---|-------------------------------------|
| 1. From <b>0</b> To <b>48</b> Factor <b>X1 +3</b> | 5. From _____ To _____ Factor _____ |
| 2. From _____ To _____ Factor _____               | 6. From _____ To _____ Factor _____ |
| 3. From _____ To _____ Factor _____               | 7. From _____ To _____ Factor _____ |
| 4. From _____ To _____ Factor _____               | 8. From _____ To _____ Factor _____ |

# Language B (2)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>2</sup>	7	7	7	6	16				43	
Moderator	7	7	7	5	16				42	-1
Teacher <sup>3</sup>	6	6	6	6	13				37	
Moderator	5	5	6	5	13				34	-3
Teacher <sup>8</sup>	5	5	4	4	9				27	
Moderator	4	4	4	3	8				23	-4
Teacher <sup>4</sup>	4	5	5	4	7				25	
Moderator	4	4	5	4	7				24	-1
Teacher <sup>7</sup>	5	5	4	3	8				25	
Moderator	4	4	4	3	8				23	-2
Teacher <sup>1</sup>	4	5	4	3	9				25	
Moderator	4	4	3	3	8				22	-3
Teacher <sup>6</sup>	4	3	3	3	4				17	
Moderator	4	3	3	3	4				17	0
Teacher <sup>5</sup>	2	3	2	3	2				12	
Moderator	2	2	2	3	2				11	-1

### Banded Moderation Factors

- |                                |                     |                                |                  |
|--------------------------------|---------------------|--------------------------------|------------------|
| 1. From <u>0</u> To <u>24</u>  | Factor <u>X1 -1</u> | 5. From <u>  </u> To <u>  </u> | Factor <u>  </u> |
| 2. From <u>25</u> To <u>48</u> | Factor <u>X1 -2</u> | 6. From <u>  </u> To <u>  </u> | Factor <u>  </u> |
| 3. From <u>  </u> To <u>  </u> | Factor <u>  </u>    | 7. From <u>  </u> To <u>  </u> | Factor <u>  </u> |
| 4. From <u>  </u> To <u>  </u> | Factor <u>  </u>    | 8. From <u>  </u> To <u>  </u> | Factor <u>  </u> |

# Mathematics (1)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>5</sup>	8	8	6	6					28	
Moderator	9	8	6	6					29	1
Teacher <sup>6</sup>	8	8	6	6					28	
Moderator	8	8	6	6					28	0
Teacher <sup>7</sup>	8	4	5	5					22	
Moderator	9	4	5	5					23	1
Teacher <sup>3</sup>	5	6	5	6					22	
Moderator	5	6	5	6					22	0
Teacher <sup>8</sup>	6	4	5	3					18	
Moderator	6	4	5	3					18	0
Teacher <sup>4</sup>	5	5	3	4					17	
Moderator	5	5	3	4					17	0
Teacher <sup>2</sup>	5	4	5	2					16	
Moderator	5	4	5	2					16	0
Teacher <sup>1</sup>	4	4	4	3					15	
Moderator	4	4	4	3					15	0

## Banded Moderation Factors

- |   |                                     |
|---|-------------------------------------|
| 1. From <u>0</u> To <u>34</u> Factor <u>X1 +0</u> | 5. From _____ To _____ Factor _____ |
| 2. From _____ To _____ Factor _____               | 6. From _____ To _____ Factor _____ |
| 3. From _____ To _____ Factor _____               | 7. From _____ To _____ Factor _____ |
| 4. From _____ To _____ Factor _____               | 8. From _____ To _____ Factor _____ |

# Mathematics (2)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>4</sup>	8	4	4	7					23	
Moderator	8	2	4	3					17	-6
Teacher <sup>5</sup>	9	4	6	4					23	
Moderator	9	0	6	2					17	-6
Teacher <sup>3</sup>	9	4	5	4					22	
Moderator	9	0	5	2					16	-6
Teacher <sup>2</sup>	7	4	4	7					22	
Moderator	7	2	4	2					15	-7
Teacher <sup>6</sup>	5	7	4	6					22	
Moderator	5	3	4	2					14	-8
Teacher <sup>1</sup>	9	4	4	4					21	
Moderator	9	0	4	2					15	-6

## Banded Moderation Factors

- |   |   |
|---|---|
| 1. From <u>0</u> To <u>34</u> Factor <u>X1 -6</u>           | 5. From <u>      </u> To <u>      </u> Factor <u>      </u> |
| 2. From <u>      </u> To <u>      </u> Factor <u>      </u> | 6. From <u>      </u> To <u>      </u> Factor <u>      </u> |
| 3. From <u>      </u> To <u>      </u> Factor <u>      </u> | 7. From <u>      </u> To <u>      </u> Factor <u>      </u> |
| 4. From <u>      </u> To <u>      </u> Factor <u>      </u> | 8. From <u>      </u> To <u>      </u> Factor <u>      </u> |

# Sciences

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>6</sup>	4	2	5	4	4	4			23	
Moderator	4	2	5	2	4	4			21	-2
Teacher <sup>4</sup>	4	2	4	4	4	4			22	
Moderator	4	2	4	2	4	4			20	-2
Teacher <sup>3</sup>	5	2	4	2	4	4			21	
Moderator	4	2	4	2	2	4			18	-3
Teacher <sup>2</sup>	2	2	3	3	4	3			17	
Moderator	2	2	2	2	2	3			13	-4
Teacher <sup>5</sup>	4	2	2	2	2	3			15	
Moderator	4	2	2	2	2	3			15	0
Teacher <sup>1</sup>	3	2	2	2	2	2			13	
Moderator	3	2	2	2	2	2			13	0
Teacher <sup>7</sup>	4	1	2	2	2	2			13	
Moderator	4	1	2	2	2	2			13	0
Teacher <sup>8</sup>	1	2	2	1	1	2			9	
Moderator	1	2	2	1	1	2			9	0

### Banded Moderation Factors

- |  |                                     |
|--|-------------------------------------|
| 1. From <u>0</u> To <u>36</u> Factor <u>X1-2</u> | 5. From _____ To _____ Factor _____ |
| 2. From _____ To _____ Factor _____              | 6. From _____ To _____ Factor _____ |
| 3. From _____ To _____ Factor _____              | 7. From _____ To _____ Factor _____ |
| 4. From _____ To _____ Factor _____              | 8. From _____ To _____ Factor _____ |

# Arts (1)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>8</sup>	6	8	6	7					27	
Moderator	4	8	4	7					23	-4
Teacher <sup>7</sup>	6	7	5	6					24	
Moderator	4	7	3	6					20	-4
Teacher <sup>6</sup>	3	7	2	6					18	
Moderator	3	4	1	6					14	-4
Teacher <sup>1</sup>	3	6	3	4					16	
Moderator	3	4	2	4					13	-3
Teacher <sup>5</sup>	3	6	2	5					16	
Moderator	3	3	1	5					12	-4
Teacher <sup>2</sup>	3	5	3	4					15	
Moderator	3	5	2	4					14	-1
Teacher <sup>4</sup>	3	7	1	4					15	
Moderator	3	4	1	4					12	-3
Teacher <sup>3</sup>	3	6	1	4					14	
Moderator	3	6	1	4					14	0

### Banded Moderation Factors

1. From <u>0</u> To <u>17</u> Factor <u>X1 -3</u>	5. From _____ To _____ Factor _____
2. From <u>18</u> To <u>34</u> Factor <u>X1 -4</u>	6. From _____ To _____ Factor _____
3. From _____ To _____ Factor _____	7. From _____ To _____ Factor _____
4. From _____ To _____ Factor _____	8. From _____ To _____ Factor _____

## Arts (2)

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>2</sup>	8	10	8	8					34	
Moderator	3	5	4	8					20	-14
Teacher <sup>3</sup>	7	10	8	8					33	
Moderator	4	6	5	8					23	-10
Teacher <sup>5</sup>	7	10	7	8					32	
Moderator	2	8	5	8					23	-9
Teacher <sup>4</sup>	7	10	7	7					31	
Moderator	4	8	4	7					23	-8
Teacher <sup>1</sup>	6	9	7	7					29	
Moderator	6	7	5	7					25	-4
Teacher <sup>6</sup>	6	8	6	8					28	
Moderator	2	6	3	8					19	-9
Teacher <sup>7</sup>	5	9	7	6					27	
Moderator	3	5	5	6					19	-8
Teacher <sup>8</sup>	4	7	3	4					18	
Moderator	2	5	3	4					14	-4

### Banded Moderation Factors

1. From <b>0</b> To <b>31</b> Factor	<b>X1-8</b>	5. From _____ To _____ Factor	_____
2. From <b>32</b> To <b>32</b> Factor	<b>X1-9</b>	6. From _____ To _____ Factor	_____
3. From <b>33</b> To <b>34</b> Factor	<b>X1-10</b>	7. From _____ To _____ Factor	_____
4. From _____ To _____ Factor	_____	8. From _____ To _____ Factor	_____

# Physical Education

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>6</sup>	6	4	8	5	5				28	
Moderator	2	2	8	5	5				22	-6
Teacher <sup>5</sup>	6	4	8	5	5				28	
Moderator	2	2	4	5	5				18	-10
Teacher <sup>4</sup>	6	4	5	4	6				25	
Moderator	2	2	5	4	6				19	-6
Teacher <sup>1</sup>	6	4	8	5	2				25	
Moderator	2	2	6	5	2				17	-8
Teacher <sup>3</sup>	3	4	6	4	6				23	
Moderator	2	2	3	4	6				17	-6
Teacher <sup>2</sup>	2	4	8	5	2				21	
Moderator	2	2	8	5	2				19	-2
Teacher <sup>7</sup>	4	4	7	5	1				21	
Moderator	2	2	5	5	1				15	-6
Teacher <sup>8</sup>	1	4	7	5	1				18	
Moderator	1	2	7	5	1				16	-2

## Banded Moderation Factors

1. From <u>0</u>	To <u>16</u>	Factor	<u>X1 +0</u>	5. From <u>21</u>	To <u>21</u>	Factor	<u>X1 -4</u>
2. From <u>17</u>	To <u>17</u>	Factor	<u>X1 -1</u>	6. From <u>22</u>	To <u>22</u>	Factor	<u>X1 -5</u>
3. From <u>18</u>	To <u>19</u>	Factor	<u>X1 -2</u>	7. From <u>23</u>	To <u>34</u>	Factor	<u>X1 -6</u>
4. From <u>20</u>	To <u>20</u>	Factor	<u>X1 -3</u>	8. From _____	To _____	Factor	_____

# Technology

Does the teacher show a good understanding of the assessment criteria?

Criterion	A	B	C	D	E	F	G	H	Total	Diff
Teacher <sup>3</sup>	4	4	5	5	5	6			29	
Moderator	0	0	0	0	0	6			6	-23
Teacher <sup>8</sup>	4	4	6	4	4	6			28	
Moderator	3	2	3	0	4	6			18	-10
Teacher <sup>9</sup>	4	3	3	3	4	5			22	
Moderator	2	2	0	1	1	5			11	-11
Teacher <sup>1</sup>	2	2	4	4	3	5			20	
Moderator	0	0	0	0	0	5			5	-15
Teacher <sup>7</sup>	4	3	1	2	4	5			19	
Moderator	4	2	0	0	4	5			15	-4
Teacher <sup>5</sup>	3	3	2	3	3	5			19	
Moderator	1	1	2	0	1	5			10	-9
Teacher <sup>6</sup>	3	4	1	3	3	5			19	
Moderator	2	1	0	0	1	5			9	-10
Teacher <sup>10</sup>	3	3	1	2	3	3			15	
Moderator	2	3	0	0	3	3			11	-4
Teacher <sup>2</sup>	2	2	2	2	1	2			11	
Moderator	1	1	0	0	0	2			4	-7
Teacher <sup>4</sup>	1	1	1	2	2	2			9	
Moderator	1	1	0	0	1	2			5	-4

### Banded Moderation Factors

1. From <u>0</u>	To <u>15</u>	Factor	<u>X1-4</u>	5. From <u>19</u>	To <u>19</u>	Factor	<u>X1-8</u>
2. From <u>16</u>	To <u>16</u>	Factor	<u>X1-5</u>	6. From <u>20</u>	To <u>20</u>	Factor	<u>X1-9</u>
3. From <u>17</u>	To <u>17</u>	Factor	<u>X1-6</u>	7. From <u>21</u>	To <u>21</u>	Factor	<u>X1-10</u>
4. From <u>18</u>	To <u>18</u>	Factor	<u>X1-7</u>	8. From <u>22</u>	To <u>36</u>	Factor	<u>X1-11</u>

# Results

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These adjustments or “factors” are applied to the final totals of all students registered at the school in that subject.

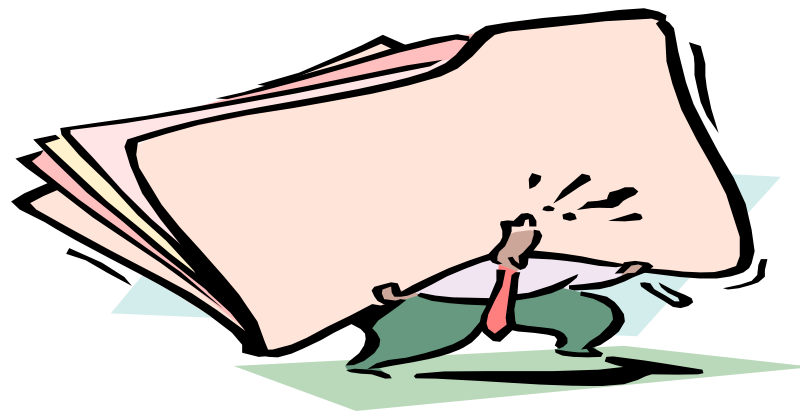
The grade boundaries are used to convert the totals to grades 1-7.



## Eight folders or four?

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- Since 2006, schools that have shown consistency in the application of the assessment criteria over three years have been asked to send only four student folders for moderation in the relevant subjects.



## Four folders: how do we decide?

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1. Add the levels awarded by the teacher.
2. Add the moderated levels.
3. Compare the differences between them.
4. Are they all within +/-3?

For example (humanities):

$$A+B+C+D = 38$$

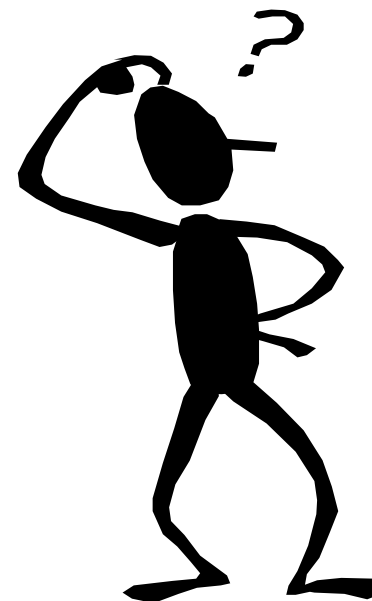
$$T = 32$$

$$M = 30$$

$$T = 34$$

$$M = 31$$

✓



## Four folders: important points

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- Schools must show consistency over three years.
- “Four folders” status is granted for one year at a time.
- The situation is monitored annually.
- There could still be some adjustment of students’ results.
- 96% of schools’ subjects identified as “4 folders” have had their status maintained for 2009.

## Please help the moderators!

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Language B: avoid recording a conversation between two students of the same gender or a group debate.

Ensure quality of recordings.

Avoid group work, but if this is difficult, ensure that individual work is clear.

Ensure that students are clearly identified on video/DVD.

Provide all question papers and task instructions.

## Moderation samples on CD

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Have you considered the possibility of sending your sample(s) on CD?

This would considerably reduce the sample size and therefore postage costs.

If student work is produced electronically, it will also save paper.

The student work and background information folder should be clearly organized, as in a paper sample.

## Developments planned for 2009

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Moderator names and addresses available on IBIS.

Moderation reports available on IBIS.

Early results service: publication of results August 1. Fee payable : \$640 vs. \$620

“Enquiry upon results” service. Fee payable.

## Become a moderator and see the world!



Gain invaluable professional development.

Learn from experienced senior moderators.

See a variety of assessment tasks from schools in different countries.

Engage in lively debate with fellow teachers.

Take your new expertise back to school and share it with colleagues.

## What are you waiting for?

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Standardization meeting in Singapore, possibly 1-3 May 2009.

All expenses paid!



Contact your MYP coordinator, who can send a recommendation via IBNET.

Contact [myp@ibo.org](mailto:myp@ibo.org) for further information.

- “I enjoyed my first crack at moderation and found it to be the best professional development that I have undertaken in a while”.





Any further questions?  
[myp@ibo.org](mailto:myp@ibo.org)