

# Assessment Developments

Assessment - 'fit for purpose'  
for today and tomorrow's world.

Graeme Donnan, Head of Examinations Administration  
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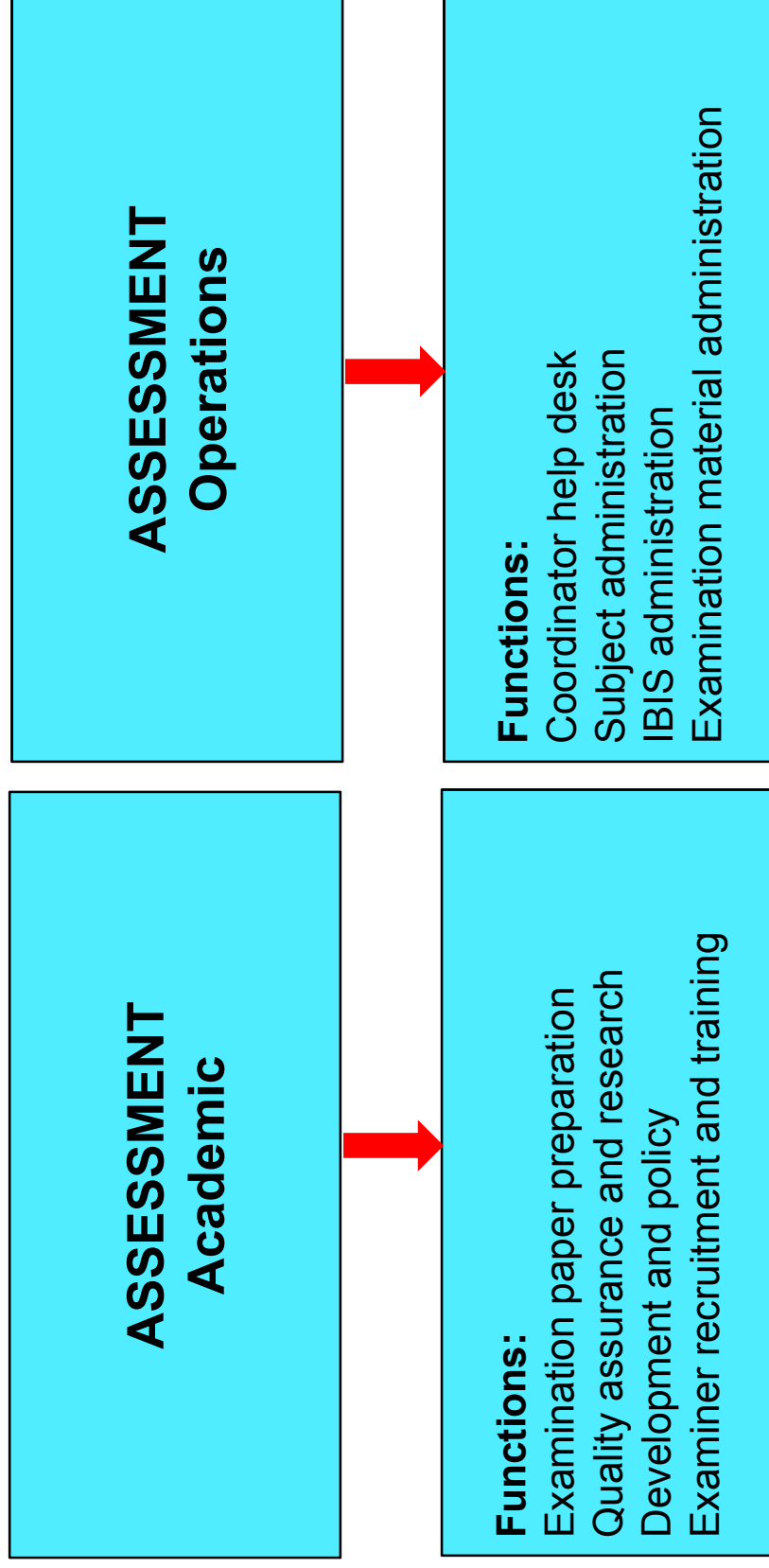


# IB Cardiff

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# IB assessment structure



# Locations for Diploma Programme assessment

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## Wales

Main assessment centre



## USA

Unit opening in 2010

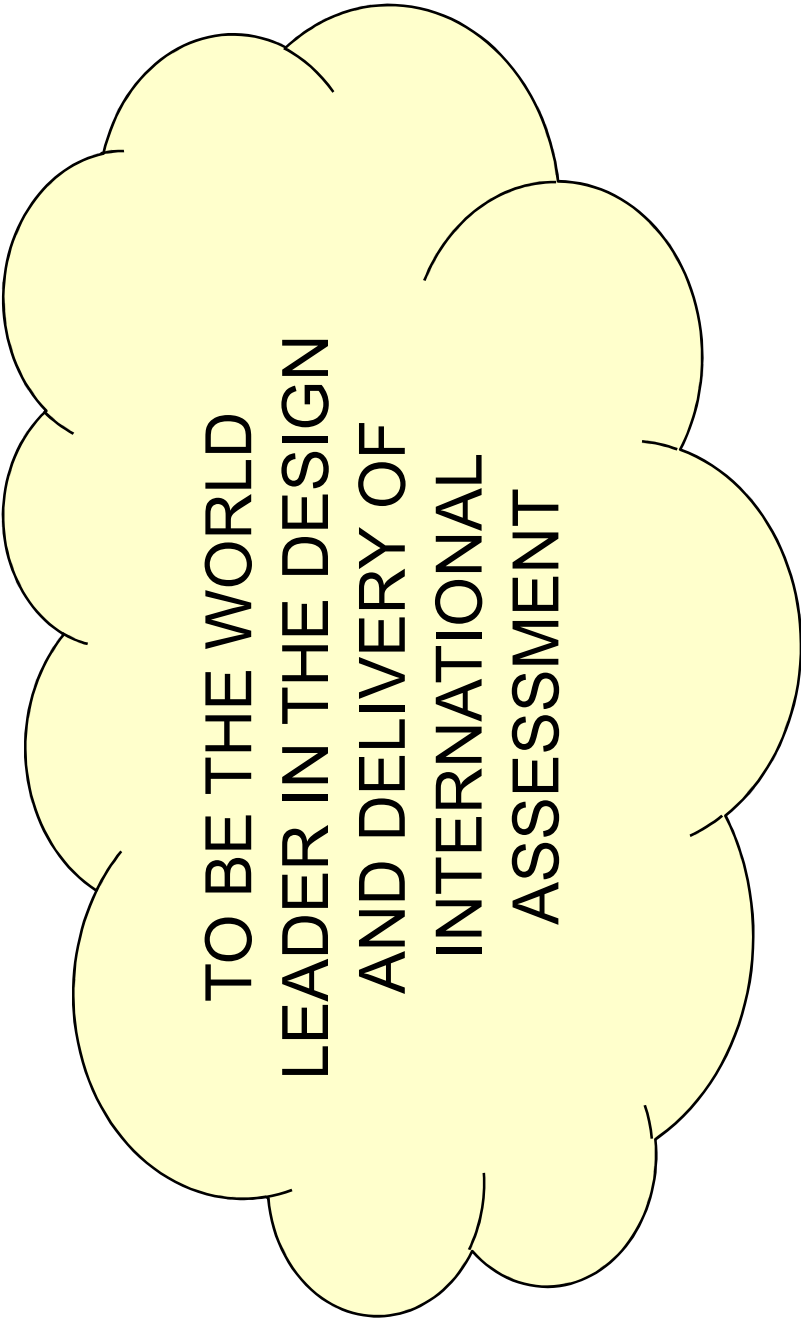
## Singapore

To be established  
after the unit in the

USA  
2015/2016

## Assessment: our vision

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TO BE THE WORLD  
LEADER IN THE DESIGN  
AND DELIVERY OF  
INTERNATIONAL  
ASSESSMENT

# Douglas Adams

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“The best way  
to predict the  
future is to  
build it.”

## Digital technology – 2020?

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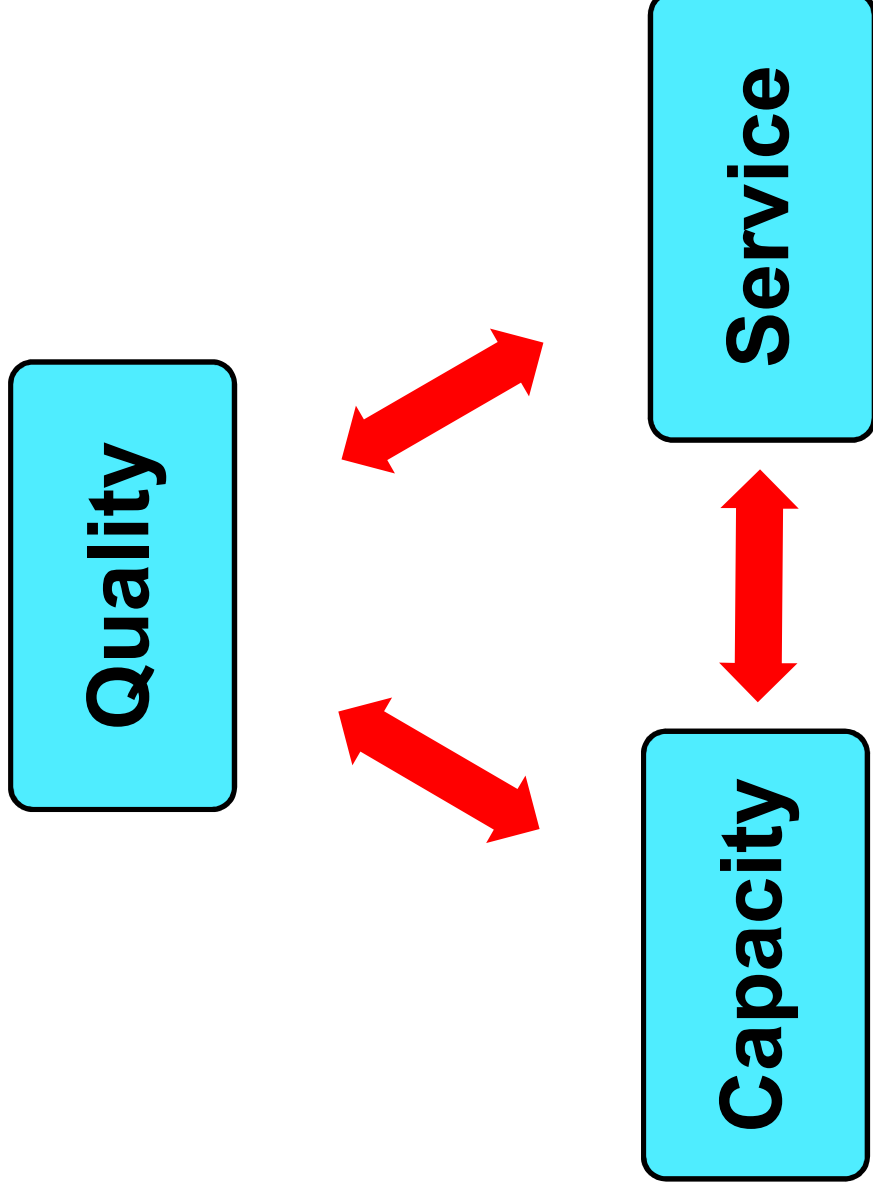
- Digital technology is embedded in most objects
- Objects are integrated, super interconnectivity
- Influences the way we communicate information and knowledge - hypercommunicators
- Changing world demands different skills, different learning outcomes
- Dynamic environments required for students to demonstrate skills and knowledge

### **The challenge for educational assessment**

- Develop ways of measuring different skills in different ways
- Maintain standards and confidence in results
- Ensure tests are valid, reliable, ‘fit for purpose’ and fair
- Promote innovation and flexibility
- Ensure assessment of deep learning and coherence of knowledge

## Drivers of assessment

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## Diploma Programme: Quality : Capacity : Service

### Capacity

- 5,000 schools
- 500,000 candidates
- 30,000 examiners

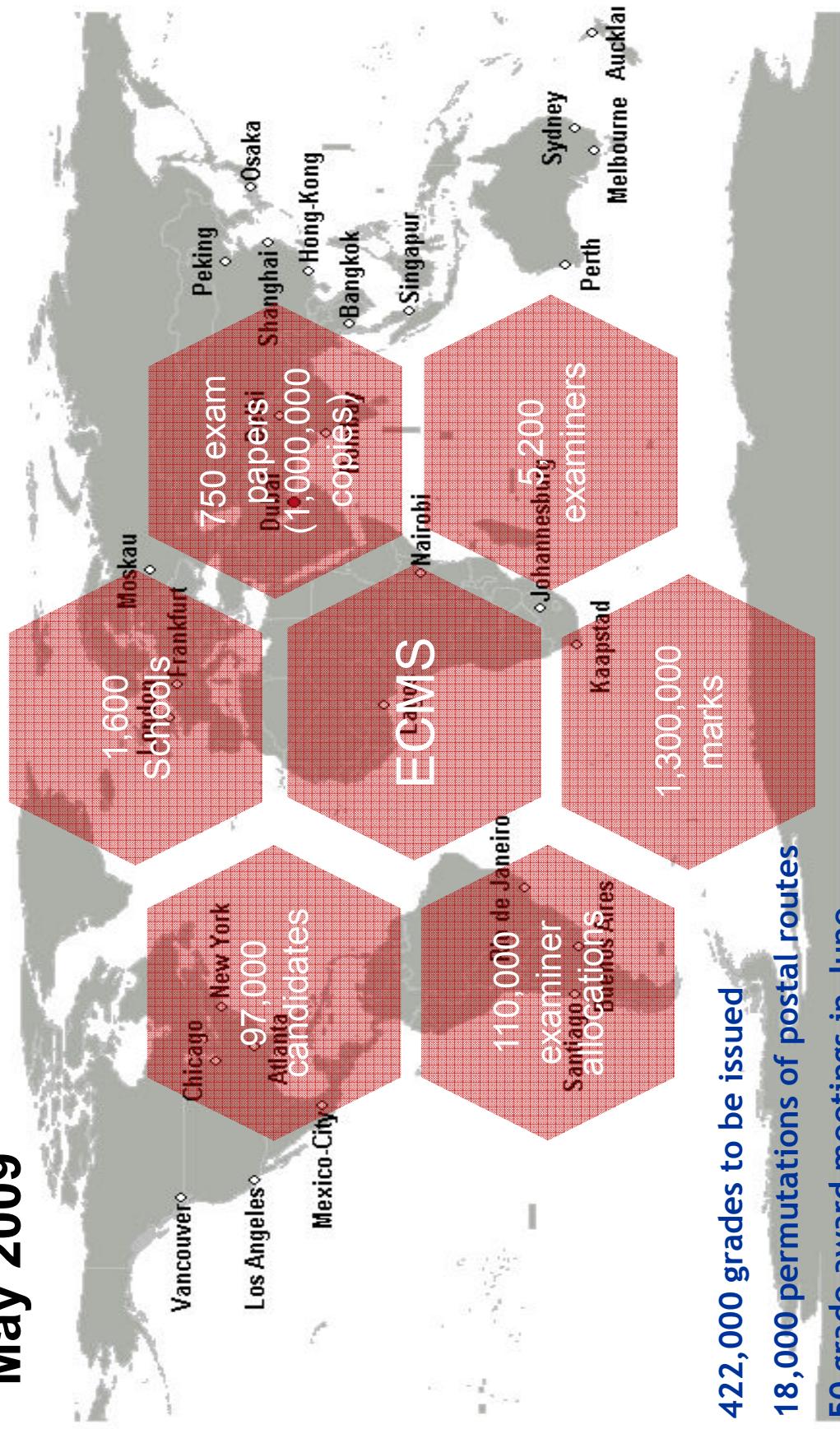
### Quality

- Infrastructure and systems
- ‘Fit for purpose’ assessment
- Security and integrity of assessment

### Service

- Maintain confidence and standards
- Promote innovation
- Provide strong support mechanisms

## May 2009



- 422,000 grades to be issued
- 18,000 permutations of postal routes
- 50 grade award meetings in June
- 23,000 queries to coordinator help desk
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## November 2007 vs 2008: candidates

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### November 2007

- Diploma : 3,526
- Retake : 972
- Certificate : 1,306
- Anticipated : 704
- **Total = 6,508**

### November 2008

- Diploma : 4,140 (+17%)
- Retake : 1,345 (+38%)
- Certificate : 1,132 (-13%)
- Anticipated : 795 (13%)
- **Total = 7,412 (14%)**

## May 2008 vs 2009: candidates

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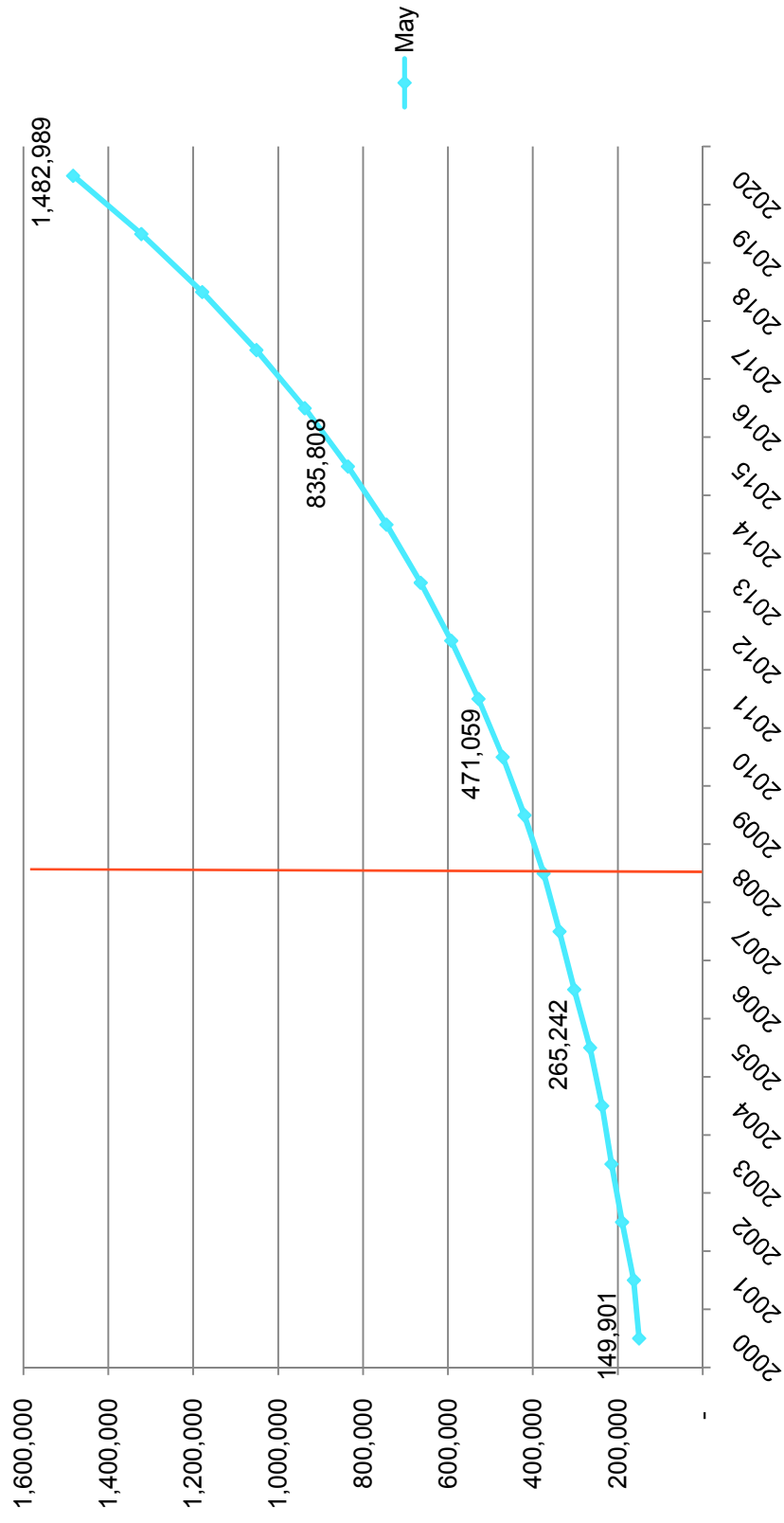
### May 2008

- Diploma : 38,866
- Retake : 1,082
- Certificate : 26,080
- Anticipated : 21,823
- **Total = 87,851**

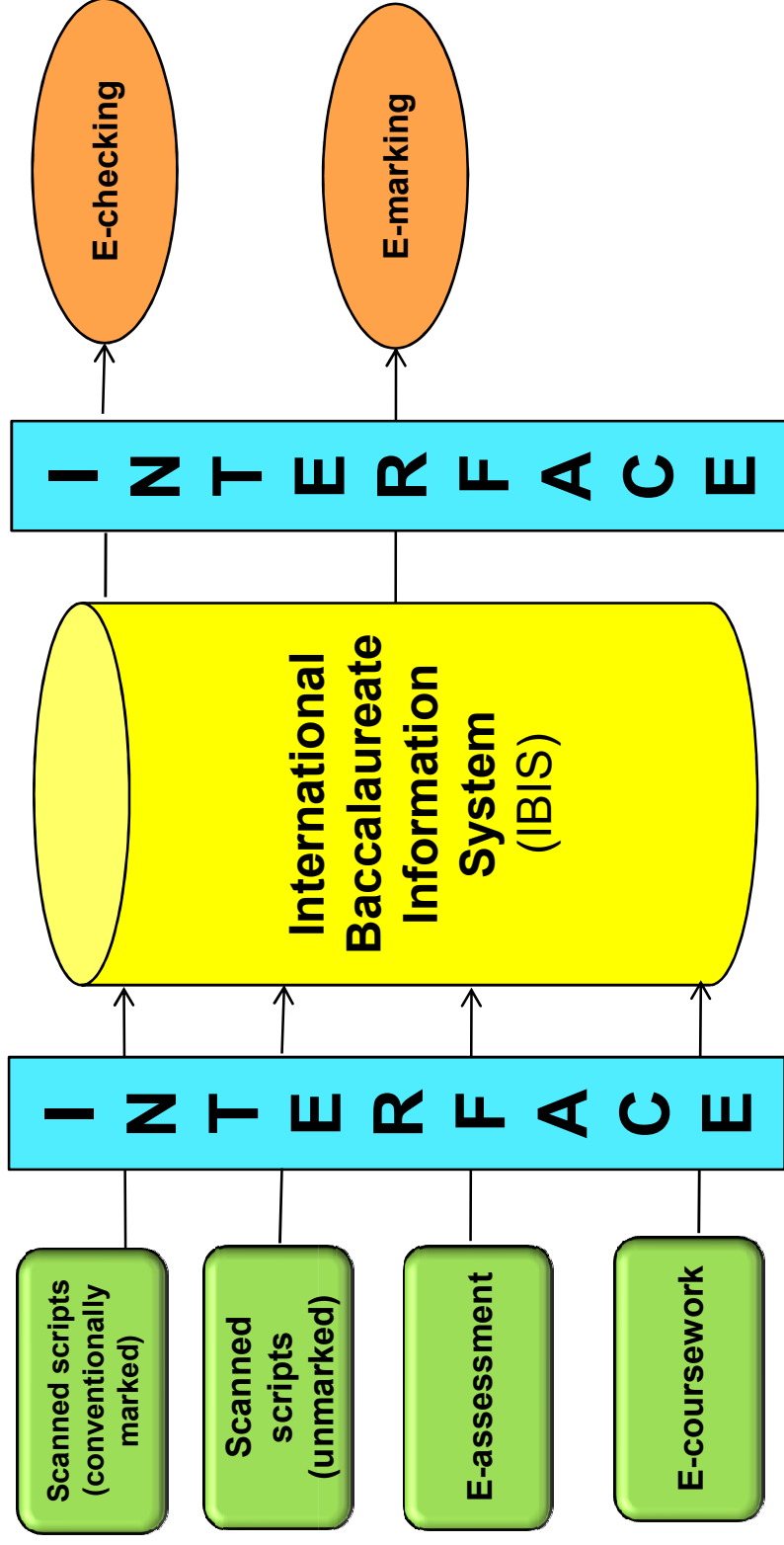
### May 2009

- Diploma : 44,000 (+13%)
- Retake : 1,257 (+16%)
- Certificate : 28,229 (+8%)
- Anticipated : 23,240 (+7%)
- **Total = 96,756 (+10%)**
  
- Subject registrations = 374,699
- Subject registrations = 422,331  
**(13%)**

# Growth in subject registrations: May



## E-initiatives and assessment



## E-initiatives

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- Electronic access to ALL assessed material
- E-coursework for non-examination components
- E-assessment (online examinations)
- E-marking of most assessment material
- Electronic distribution of examination papers

## ECMS: Why?

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### **Some problems with existing conventional system**

- Cost (for schools and the IB) and environmental impact of mailing large quantities of paper around the world
- Time delays and losses incurred by mailing paper put unacceptable pressures on the IB and examiners
- Reliance on posting assessment material leads to lack of flexibility in quality assurance processes
- The current system does not lend itself to increased capacity in the years ahead

## Stakeholders: teachers and coordinators

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- **E-coursework**
  - a system to monitor candidates' progress and provide support
  - students upload work by an appointed deadline
  - teachers mark students' work
  - work sent electronically with IA marks entered automatically onto IBIS, so no postal costs
  - reduced workload for the coordinator and/or teachers
- **E-marking of scripts**
  - examination scripts sent to a conveniently located scanning centre
  - simpler (e.g. no post office box numbers) and less costly

## Outcomes for stakeholders: candidates

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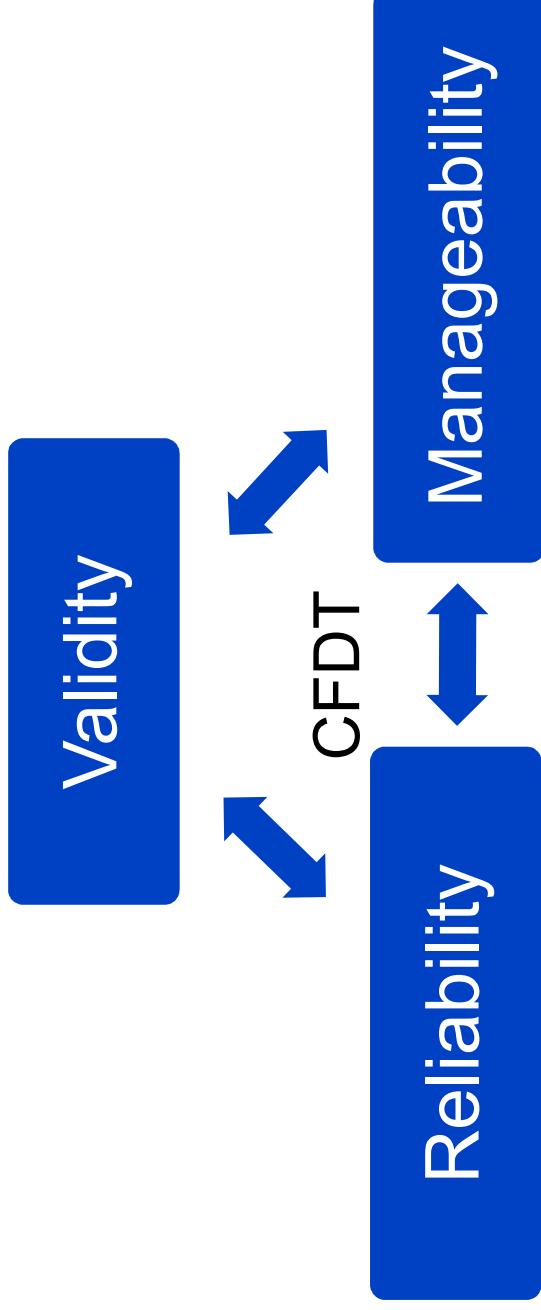
- Harnesses the growing trend among students to use technology
- Provides a more flexible approach to managing resources
- Helps to capture their interest and talents
- Increased support from teachers



# Academic Developments

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## Assessment models in curriculum review



Emphasis on higher order, critical thinking skills and on personal input  
Authentic Performance Assessment: application, analysis, synthesis

## Academic Developments

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- Diploma Programme staff split by focus on curriculum or assessment
  - assessment subject area managers (ASAMs)
  - curriculum subjects area managers (CSAMs)
- Increase in ‘time-zoned’ examination papers
- More optional papers introduced
- Preparation for a new assessment unit in the USA, followed by Singapore

## Research

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- Theory of knowledge prescribed titles (PTs)
  - Which PTs elicited the best performance
  - Choice of PT by more and less able candidates
- Extended Essays
  - Changes in performance in science is this linked to cohort
  - Cohort changes over past 5 years
  - Performance across schools: experienced vs. new schools
- Continuum
  - achievement of MYP candidates in the Diploma

## Research

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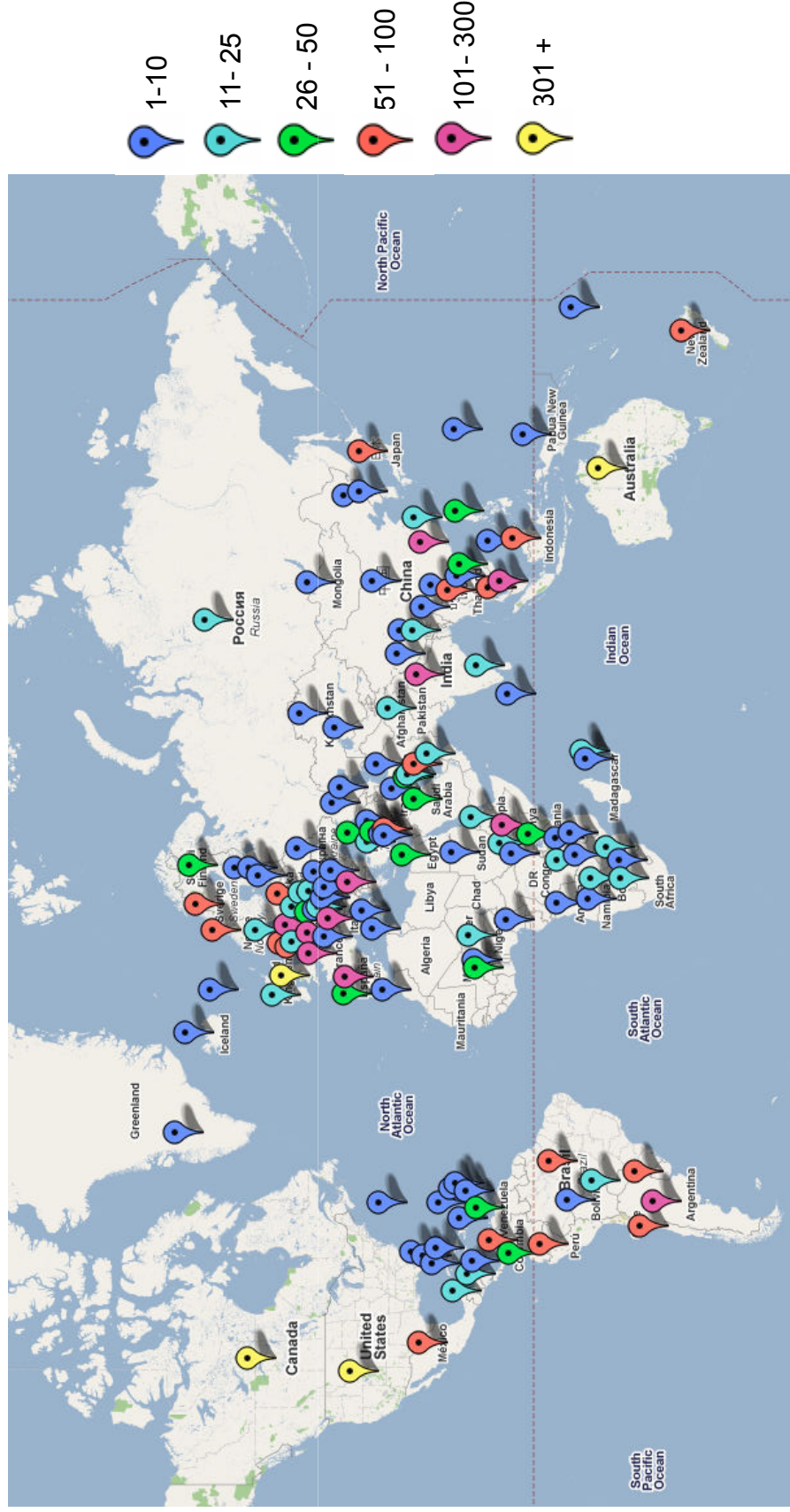
- **Marking standards**
  - paper compared with on screen
  - handwritten v. wordprocessed scripts
  
- **Examiner effects:**
  - time of day/eye focus – do these have an impact on onscreen reading
  - interface design and navigation impact on assessment

## **Examination paper production department (EPPD)**

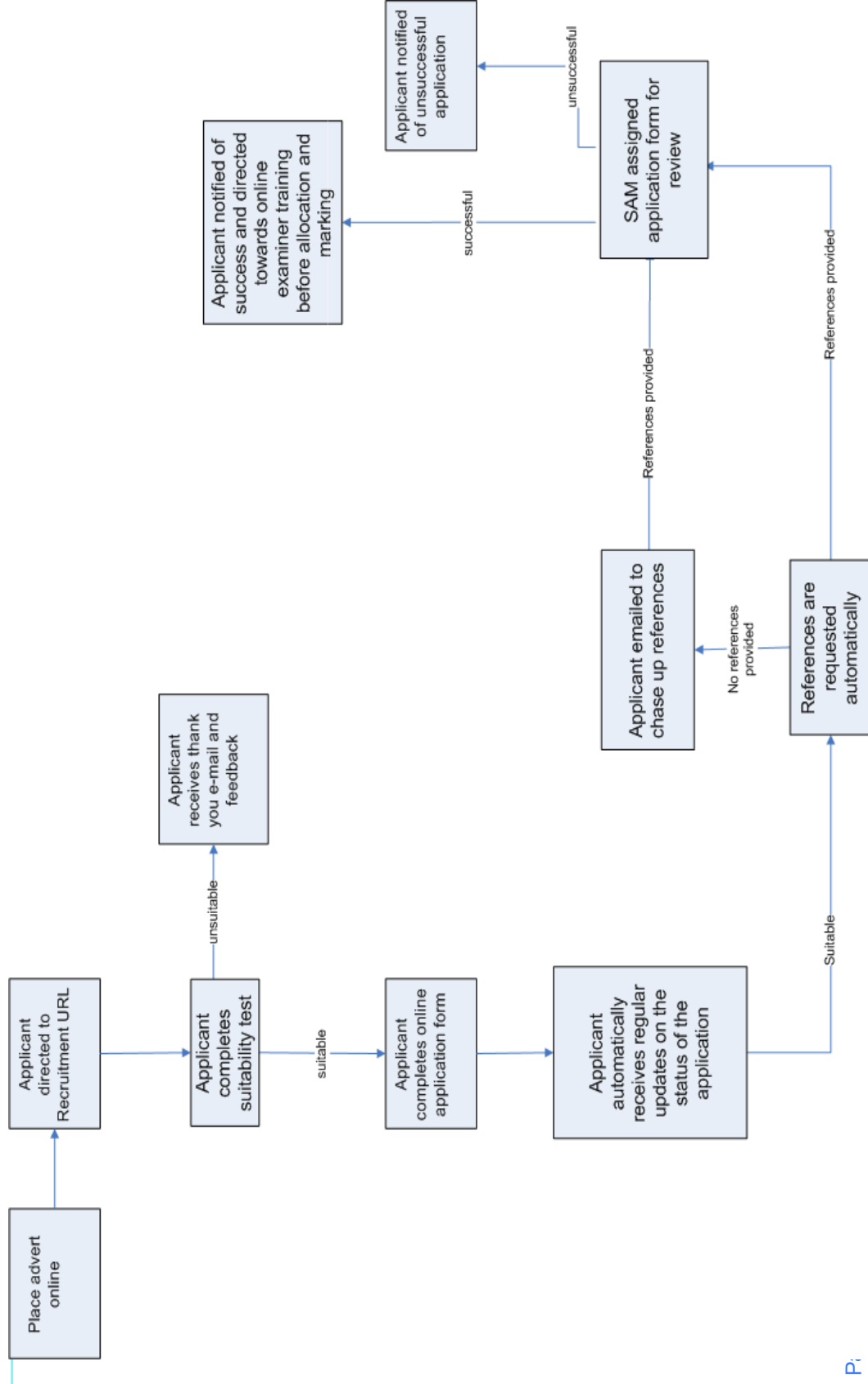
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- **Clarity and consistency for candidates**
  - All subjects review and standardization of rubrics and question numbering
  
- **All EPPD staff**
  - PQB qualified proof readers
  - DTP Adobe certified
  
- **Press deadlines two weeks earlier ensure delivery to schools**

# Global distribution of examiners



# Examiner e-recruitment: streamlined, faster



## Examiner training: Moodle

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Interactive and collaborative toolset features:



» Forums



» Email/messaging



» Video



» Assessment

## Examiner training: 2009

All examiners mentored and all mentors trained  
Mapped against curriculum review cycle

Session Year	Environment	Examiners trained
2005	Examnet/paper-based	???
2006	WebCT	350
2007	Moodle	800
2008	Moodle	1500
2009	Moodle	4000

## Teachers' comments on examination papers

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- This form is available on the online curriculum centre
- Extremely valuable for:
  - grade awarding
  - the writing of future examination papers
- 7,545 received for May 2008, but more required
- Teachers are encouraged to report on:
  - syllabus coverage
  - clarity of wording
  - presentation of paper
  - level of difficulty

# Assessment Developments

The End

Thank You

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# Candidate registrations for the Diploma Programme International Baccalaureate

