IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014
ROME • 16–19 OCTOBER
Assessing digital natives: Developments in MYP eAssessment
Overview

• The new MYP assessment model
• Onscreen examination system
• Trial findings
• ePortfolio update
• Timeline
• Next steps
• Activity
New Model

- Continues MYP proud tradition of high validity assessment
- Compliment teacher based assessment
- Enable more students aged 11-16 to benefit from an IB education in countries where a formal assessment at age 16 is required
- Generate high quality material to inspire teaching and communicate common standards
- Attract a wider range of education systems
- Align better with the diploma programme
- Consistent in global quality assurance
- Gain recognition from governments and universities
Authentic assessment for digitally-native 16 year old students
MYP eAssessment model

- **On-screen examination subjects**
  - Mathematics
  - Language and literature
  - Sciences
  - Individuals and societies
  - Interdisciplinary

  *individually, externally marked*

- **Course work ePortfolio**
  - Language acquisition
  - Physical and Health Education
  - Design
  - Arts

  *internally marked, externally moderated (dynamic sampling)*

- **MYP personal project**

  *internally marked, externally moderated (dynamic sampling)*
Timeline

2013

Onscreen examinations

2014

Trials

2015

Live Pilot

2016

Go live

2017

ePortfolio

Arts trial

PHE, Design and Language acquisition trials

Support

• Draft Guides

2016

• Final version of subject Guides
• TSM
• Guide to eAssessment for Pilot
• Handbook of Procedures: Pilot

• Guide to eAssessment 2016
• Handbook of Procedures
MYP eAssessment Model

On-screen examination
subjects

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

individually, externally marked

Course work
ePortfolio

- Language acquisition
- Physical and
  Health Education
- Design
- Arts

internally marked, externally moderated (dynamic sampling)

MYP personal project

internally marked, externally moderated (dynamic sampling)
MYP eAssessment Model

- On-screen examination subjects:
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- MYP personal project

Individually, externally marked
Internally marked, externally moderated (dynamic sampling)
Onscreen examinations
Some of the findings from the 2013 trial
I solved it myself
I got help and solved it
Problem was not solved, I did not complete the task
No technical problems during task
For almost every subject

Occasionally

Never

Regularly / the majority of subjects

Submission of digital work last week
Teachers requiring students to submit digitally

- Language A
- History
- Biology
- Mathematics
- Interdisciplinary

- all/majority of lessons
- an occasional lesson
- not in last topic
Students’ and teachers’ recommendation for on-screen assessment per subject

- Students yes
- Students no
- Teachers yes
- Teachers no

Subjects:
- Language A
- History
- Biology
- Mathematics
- ID

Percentage (%)
• I think E-assessments are good for subjects such as English and Humanities which are writing-based, but for subjects like Math and Science, it will be hard because it takes time in input fractions, subscripts, symbols etc. on computer.

• I really liked the online examination for this particular exam because it involved a lot of writing and editing. This was easier to type because it was neater and faster to complete the test.
• Typing out answers on assessments like this, for some odd reason, does not make me half as anxious as I am when I write them. I feel more confident when I type my answers, because I feel that I can elaborate more. Writing is something I do when I am emotional, and typing is when I am doing something like essays. Typing makes my focus academics and academics only.

• I think that onscreen examinations are much better because there is no chance of cheating someone else's work; it is challenging because we have to do more work in comparatively less time. The examination was a really good experience as it really depended on our own intellectual and analytical skills. The students can also edit their work repeatedly if done something wrong, and there is no chance of incorrect or unfair marking through the on-screen exams.
• I didn't expect so much use of multimedia like videos. Although I did enjoy it, I didn’t expect it.

• Typing is ok but it felt weird because I'm used to writing my answers.

• I felt it was quite good and effective way of testing our critical thinking skills. I also believe that this exam which is on screen is more effective than writing with pen or pencil because it requires long explanations.
• If only final exams could be like this :'

• It is advantageous to type for written answers however with mathematical equations and calculating it was more difficult to have to type my answers.

• I think the onscreen examinations are better suited to humanities and English subjects which require more writing ..., not for maths where it is slightly difficult to input all the operations.
Figure 33: Coordinator agreement with “From the perspective of a coordinator who must organize and conduct examinations, I would recommend on-screen examinations to other coordinators”
Responding to the challenges highlighted by the trial

• Tools and objects

• Universal canvas

• Equation editors

• Calculator simulators
Pilot Onscreen examinations 2015

Language Key

- English
- French
- Spanish
MYP eAssessment Model

- On-screen examination subjects
  - Mathematics
  - Language and literature
  - Sciences
  - Individuals and societies
  - Interdisciplinary
  - Individually, externally marked

- Course work ePortfolio
  - Language acquisition
  - Physical and health education
  - Design
  - Arts
  - Internally marked, externally moderated (dynamic sampling)

- MYP personal project
  - Internally marked, externally moderated (dynamic sampling)
ePortfolios – First assessment 2016

• Unit planners contain the global context, key and related concepts, statement of inquiry and summative assessment tasks

• Partly completed unit planners with marking guidance published 1st December/May

• Completed internally marked work should be uploaded for moderation in April/October

• IBIS will dynamically sample uploaded work that will be moderated by IB appointed examiners

• Schools selected for 2015 trials

• Guidance applicable to M15 to be published in December
## ePortfolio – Language Acquisition

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### Levels
- Emergent
- Capable
- Proficient
Next steps

• Trials for Design, PHE and Language Acquisition are underway
• Register for M15 Pilot – deadline 20 October to be extended, limited spaces left for Interdisciplinary learning
• Register for special request language for PP in 2016 - now
• ePortfolio guidance to be published in December
• Full guide to eAssessment (Subject guide addendum) to be published in September 2015)
Related documents available on the OCC

- Trial Report
- Development Reports
- Onscreen Exam Demo Video
- Guide to eAssessment
- Technical requirements
- Handbook of Procedures - Pilot
Powerful development

Previewing the Guide to MYP eAssessment (live pilot examinations 2015)
Discussion protocol

Components

Objectives/ Criteria
Test Blueprint
Trial Task
Mark Scheme
General grade descriptors

Conversations

What do I have here?
How does it seem to work/ what is it for?
What questions do I have about it?
How might I see it leading to a stronger MYP?
Find out more about MYP assessment

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Making time for creativity: why does it matter?

- Submit a film demonstrating creativity at your school
- Apply to be a speaker at the symposium

Find out more at: [http://blogs.ibo.org](http://blogs.ibo.org)

Twitter: #IBPAS2015