IB THE CULTURE of LEARNING

4-7 OCT 2012 MADRID

IB Africa, Europe & Middle East
Regional Conference

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Assessment: pumpkin or glass slipper?

Richard Penrose, head of marking

Pumpkin?

Clumsy
Opaque
Tough exterior
Mushy inside

Glass slipper?

Transparent
Well crafted
Perfect fit

IB mission statement

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

10 features of good assessment

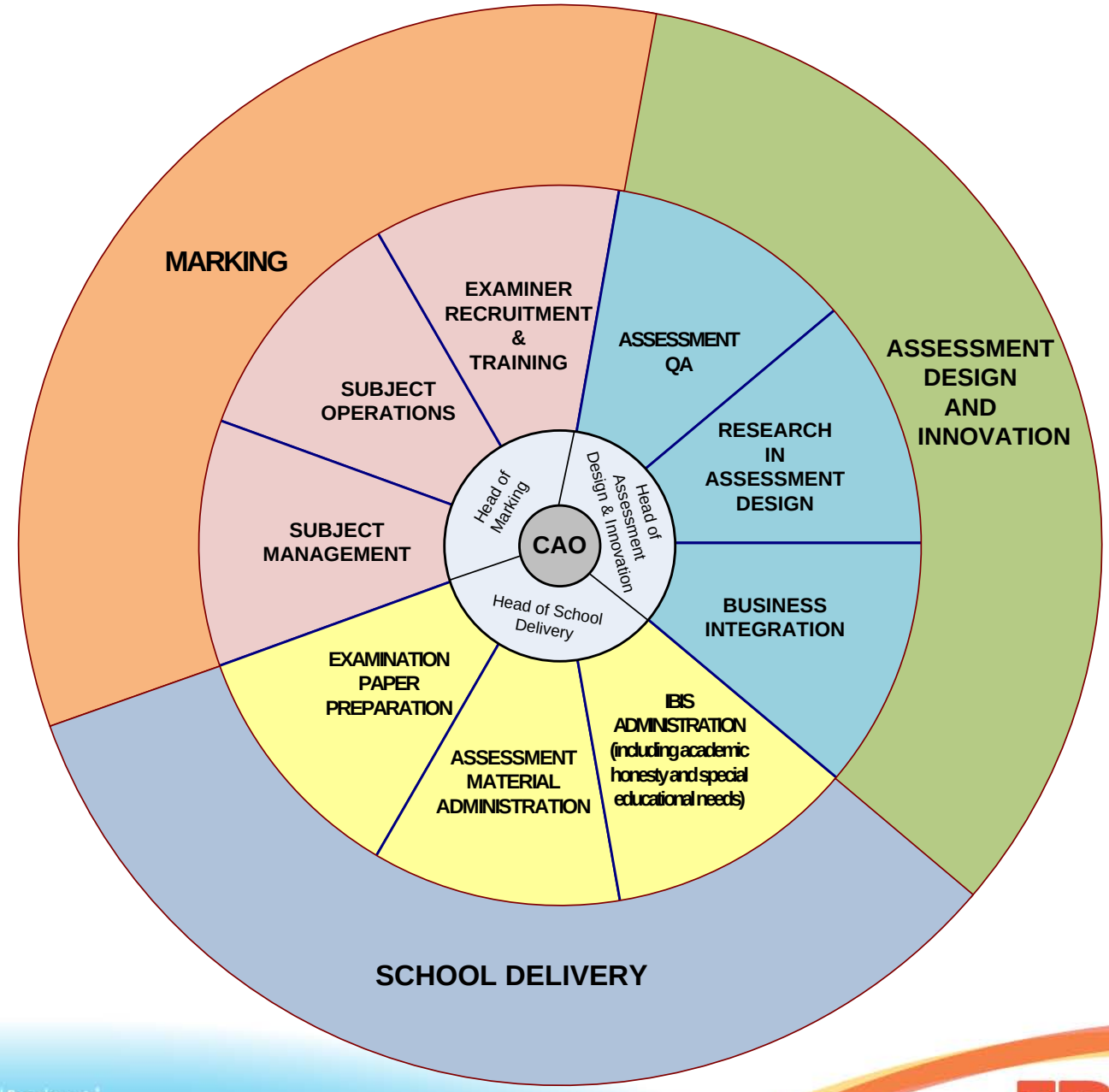
- Validity
- Reliability
- Comparability
- Manageability
- Minimising bias
- Backwash effect
- Fairness
- Public confidence
- Security
- Transparency

Isabel Nisbet (Cambridge Assessment; former Ofqual chief executive)

Validity

Authentic tasks that assess what they are designed to assess.

- Assessment research and design team in den Haag global centre


MARKING
ASSESSMENT DESIGN AND INNOVATION
SCHOOL DELIVERY
EXAMINER RECRUITMENT & TRAINING
SUBJECT OPERATIONS
SUBJECT MANAGEMENT
ASSESSMENT QA
RESEARCH IN ASSESSMENT DESIGN
BUSINESS INTEGRATION
EXAMINATION PAPER PREPARATION
ASSESSMENT MATERIAL ADMINISTRATION
IBIS ADMINISTRATION (including academic honesty and special educational needs)
Head of Marking
Head of Assessment Design & Innovation
Head of School Delivery
CAO

Reliability

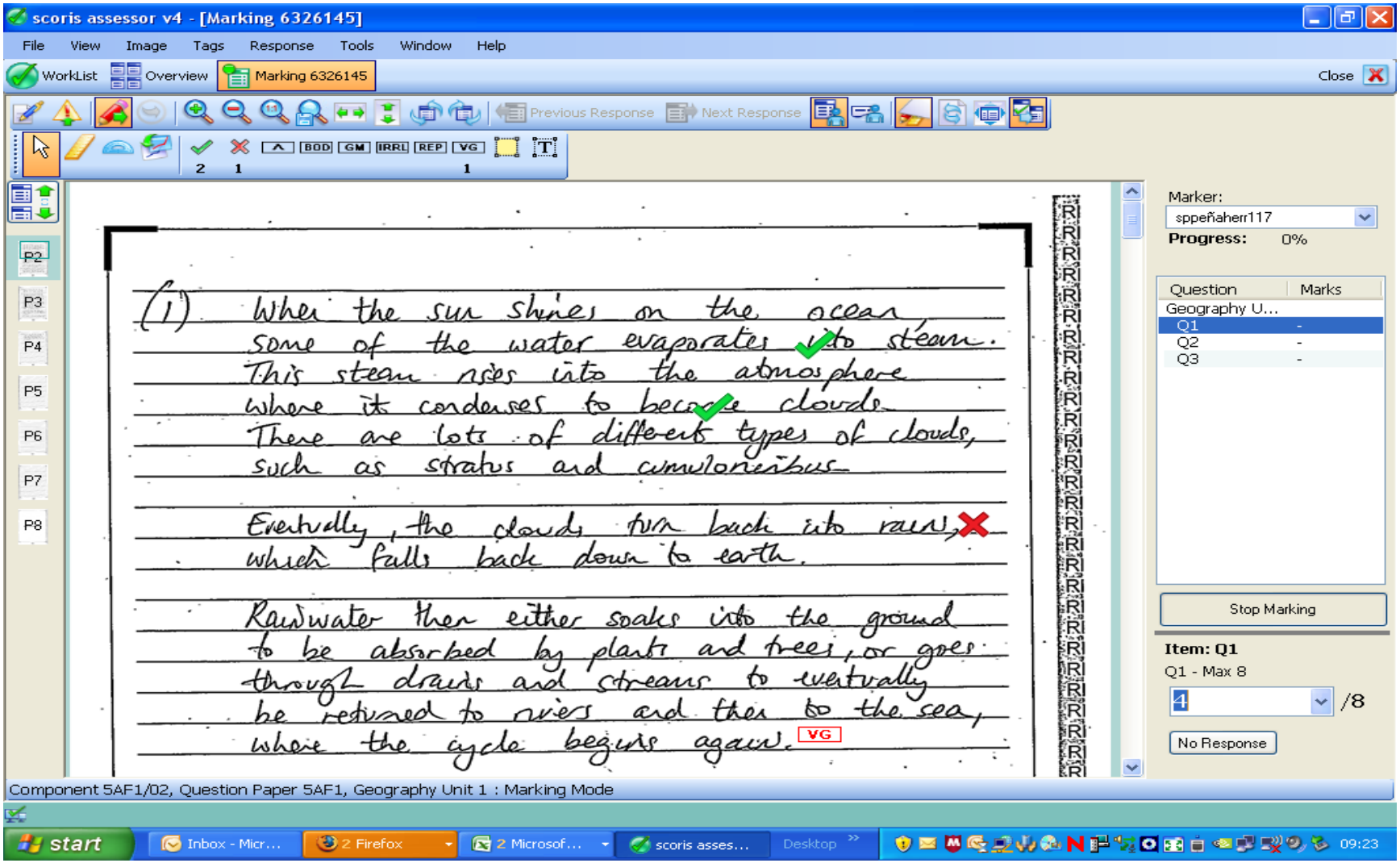
Consistency of assessment outcome regardless of examiner, session, language, etc.

- Trialling of assessments during curriculum review
- E-marking with seeding
- Seeding to quality assure internal assessment moderation

E-marking with seeding

- IB provide data about components and candidates to RM Education for upload into scoris™
- Scripts sent from schools to scanning centre (UK or US)
- Scripts scanned and made available to examiners in scoris™
- Component senior team set-up practice, qualification and seed scripts
- Examiners ‘qualify’ to mark and are quality assured during marking
- Raw marks are final (unmoderated) marks in IBIS

E-Marking: Examiners' Script View



Benefits to IB of e-marking

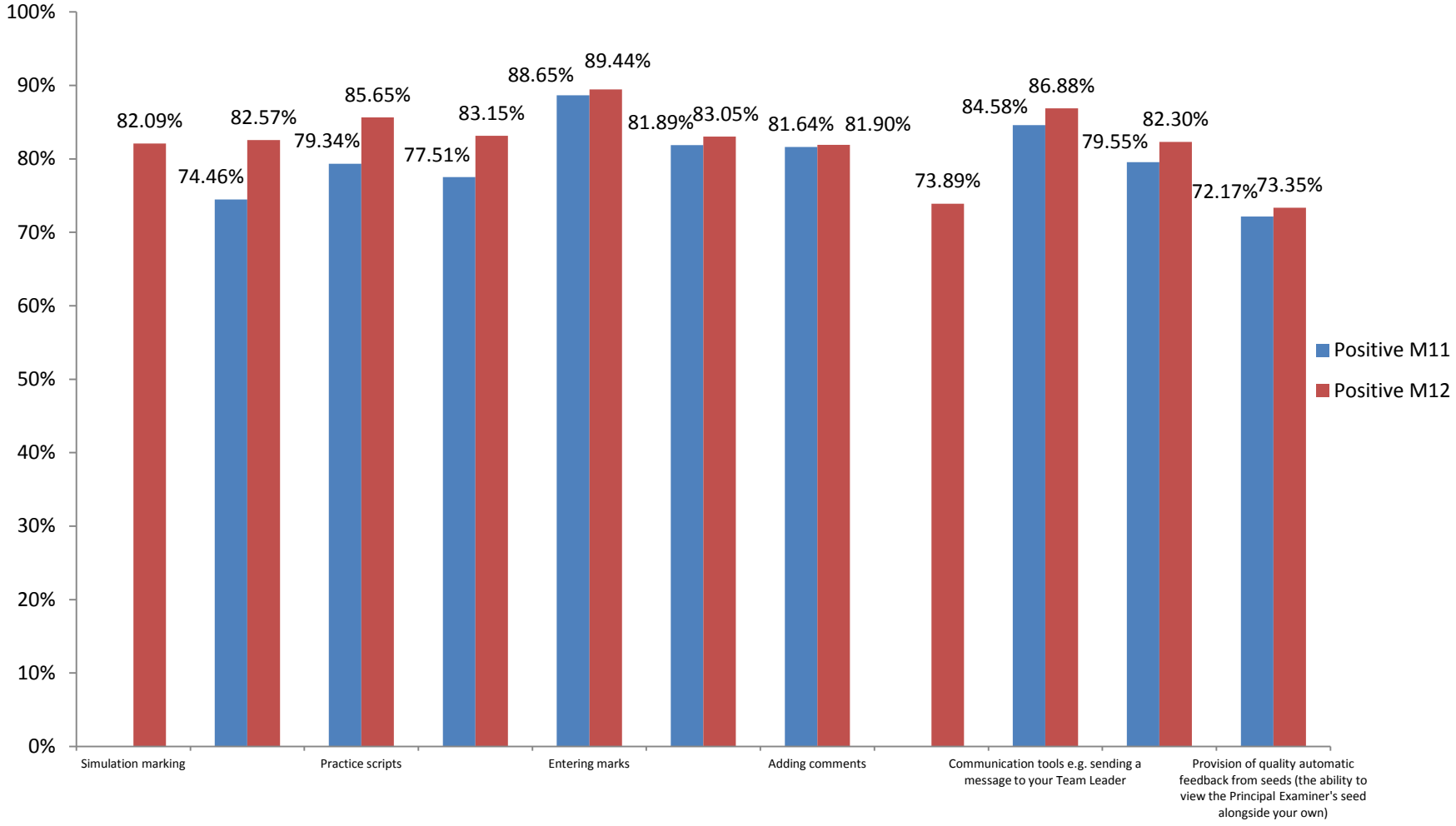
- Examiner marking is visible
- Underperforming examiners are coached or removed from the session
- Re-allocation is rapid – no script movements
- Less clerical checking – Scoris does the sums
- Examiners mark to the PE standard
- No frenzy of re-marking inconsistent examiners
- Standardisation and Grade Award meetings can be remote

Benefits to candidates and schools of e-marking

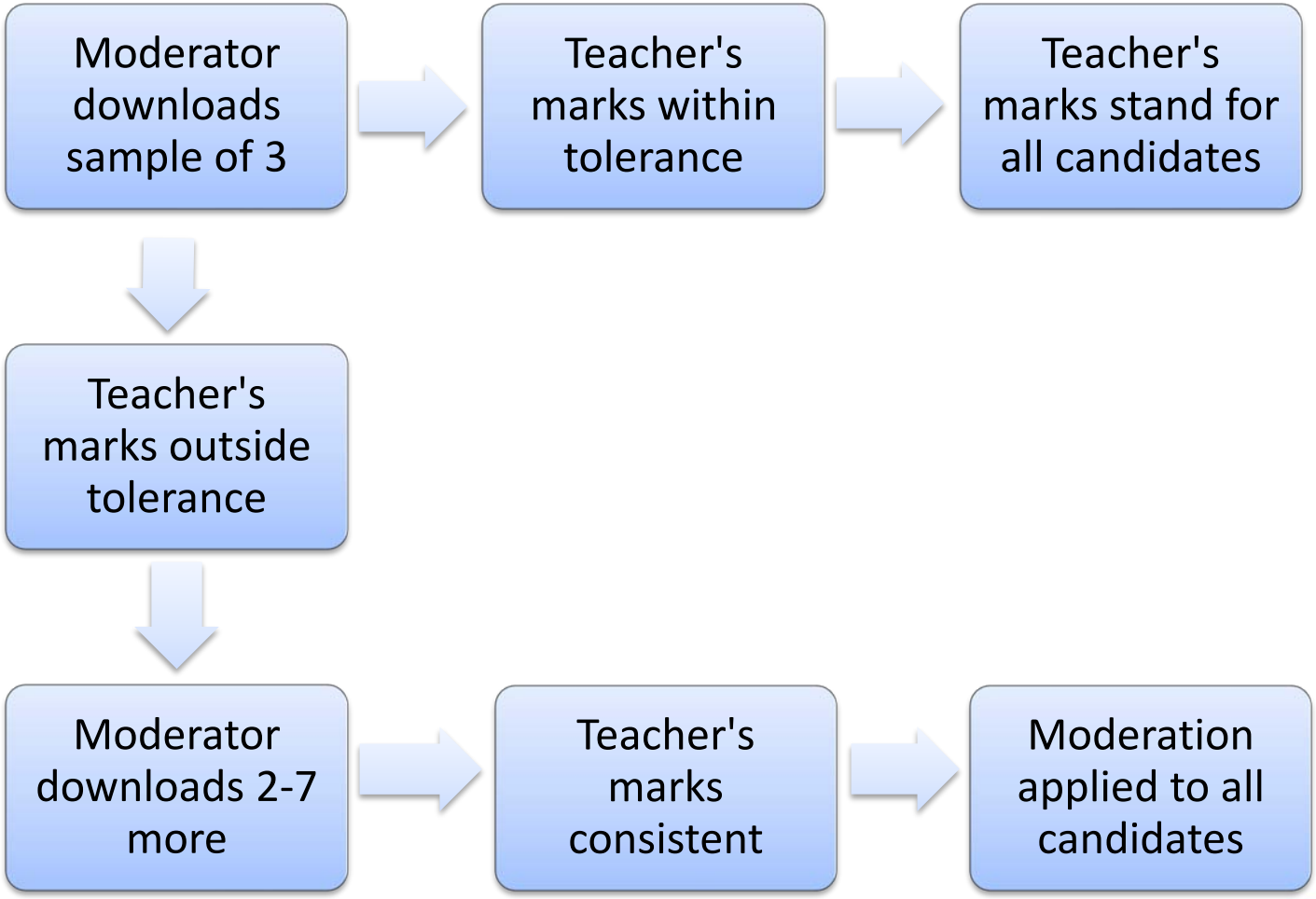
- Wealth of data on candidate performance available (IBResultsExtra)
- Digital return of EURs
- Candidate's work is marked anonymously, removing risk of examiner bias
- Examiner work is constantly compared to the PE standard
- IB exam delivery can scale at the rate of IB growth
- Negligible risk of losing scripts

Examiner Feedback

May 2012 e-marking questionnaire



Dynamic Sampling™ for IA e-marking



Comparability

Consistent standards over time and across subjects

- Comparability study of large entry subjects
- Comparability study of low entry language A1s

Manageability

Practicality for students, schools, examiners, IB

- Tightening of assessment policy (4 components at HL and 3 at SL)
- E-coursework upload
- Scanning centres

Benefits of E-coursework upload

- All script / material movements are digital
  - No postage costs
  - Nothing gets lost in the post
  - Nothing gets stuck at customs
- Ease of plagiarism checks, for school and IB
- Errors in submission can be corrected by candidate and school before submission
- Upload process requires authentication of candidate work
- Dovetails with e-marking
- Multi-media upload provides new possibilities for assessment tasks to curriculum review teams

Visual arts e-portfolio

- Pilot in May 2012 and November 2012
- All schools from May 2013
- Communication and support via conferences, OCC, workshops and dedicated email address (VAupload@ibo.org)
- Comparability study
- More support and information coming...

Minimising bias

Ensuring particular groups of candidates are neither advantaged nor disadvantaged in assessment outcomes for reasons other than their learning

- Culture
- Gender
- Language

Backwash

The effect of summative assessments on teaching and learning

- engineering in positive backwash effect on teaching and learning – that intended by the curriculum developers.

Alec Peterson, Schools Across Frontiers

"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."

Richard Penrose

"No other external factor has a greater effect on the quality of a student's learning than the quality of teaching and no other external factor has a greater effect on the quality of teaching than the nature of the final assessment of the student."

Fairness

Accessibility

- engineering out barriers to particular learners such as those with diverse linguistic backgrounds or disabilities

Public confidence

Trust in the meaningfulness of qualifications and the organisations that award them

Leana Lyn Doray, Straits Times

“Our education system must focus less on repeating what is known, and more on learning to identify and resolve the unknown.
Hopefully, this will equip Singapore with the skills to cope with future scenarios that cannot be anticipated now.
I have no doubt that whatever Singapore collectively puts its mind to, it can achieve, and I hope we will move forward with an education system that looks to our future rather than our past.”

Security

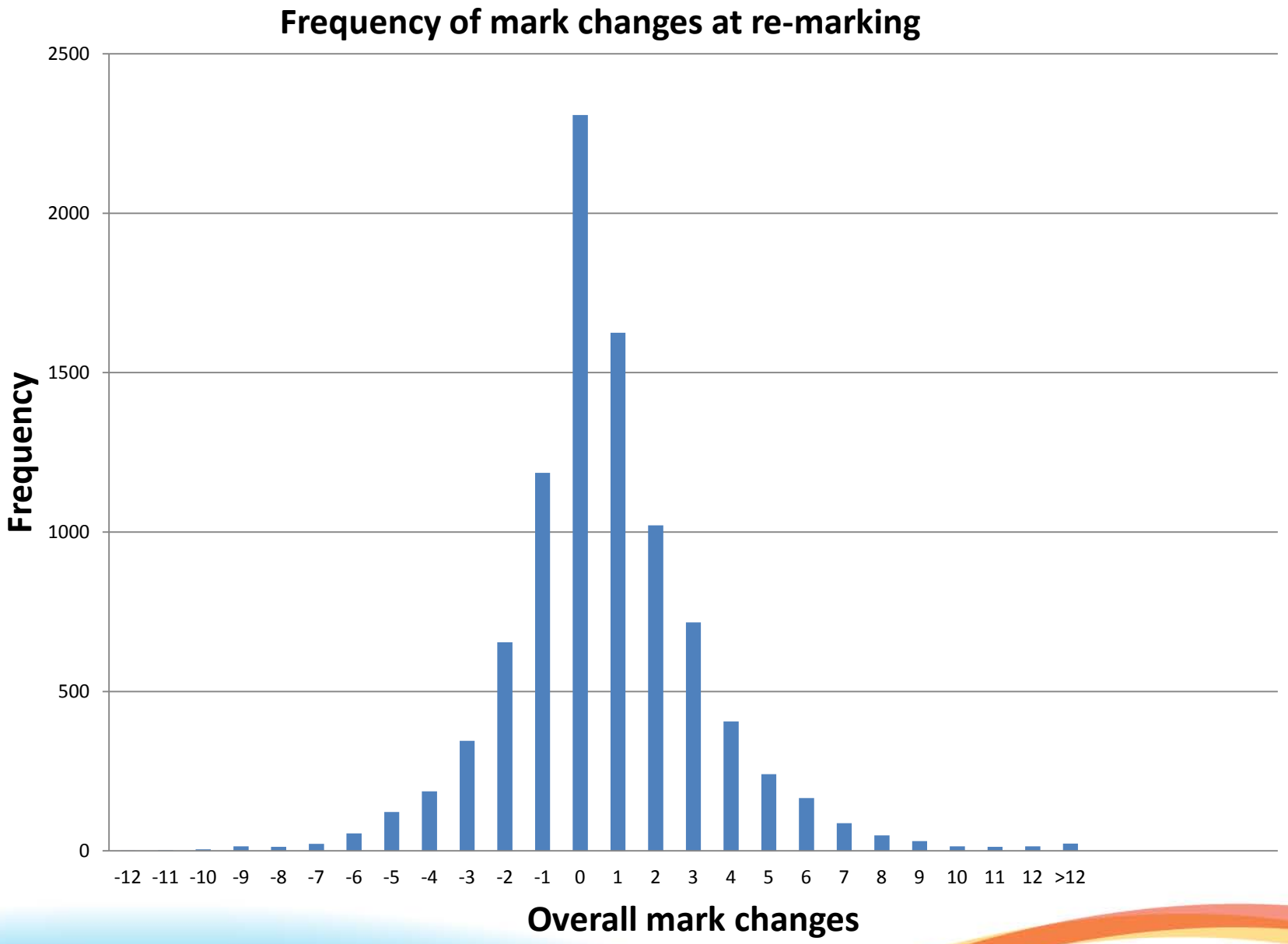
Prevention of cheating, maintenance of confidentiality

- Timezoned examination papers
- School connections
- Anonymity of candidates/schools in e-marking
- Investigation of suspicions raised by examiners and others

Transparency

The openness of the awarding organisation

- Three categories of enquiry upon results
- New re-moderation service
- Teacher observers


Frequency of mark changes at re-marking
Frequency
2500
2000
1500
1000
500
0
-12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 >12
Overall mark changes

Category 2 Enquiry Upon Results

- Return of externally assessed material to schools
- Examiners only required to make comments on scripts that support them in their arrival at an accurate mark
- Markschemes to be sent out with returned material from 2013

Category 3 Enquiry Upon Results

- Re-moderation of internal assessment available for the first time in 2012.
- Replaced internal assessment moderation report (IMR) of which schools were critical
- 20% adjustment threshold for 2012. 15% for 2013.
- Moderation of internal assessment to be overhauled in 2014

Questions?