

MYP eAssessment Q&A Sheet – The How

General queries

Can a DP examiner become an MYP examiner as well? Can one be both at the same time?

No. A person can be an examiner for the MYP or the DP but not both. With the changes in the MYP there are now defined marking windows for the different subjects. These marking windows conflict with the DP marking windows. This means that an examiner doing both programmes would need to mark both programmes at the same time. This goes against initiatives the IB has introduced to improve the quality of marking. In the vast majority of cases, we only offer examiners two non-concurrent components/subjects. This means that examiners only need to remember one mark scheme at any given time. If they complete their initial target in that component they can usually mark further materials in the same component. Furthermore, we have introduced question item grouping to the assessment of some examinations. In these cases, the full examination is split into smaller parts which are marked individually. This means that an examiner only needs to remember part of a mark scheme when assessing candidates or has similar responses grouped together. These approaches to marking have been introduced to make the marking task easier, increasing consistency and the quality of marking. Ultimately, the marking process is about ensuring that the candidate gets the mark they deserve. Our systems are developed with the candidates' best interest at the heart.

When examiners apply to the IB, if they are able to mark both programmes, the examiner recruitment and training team look at current requirements and make a decision on whether to appoint a person for the DP or MYP. It is not in the interest of the IB to have examiners who are not offered examining work. If an examiner, who is known to be able to examine both programmes, doesn't get any marking it can therefore be assumed that they would not get marking in either programme. If you are currently a DP examiner and wish to examine the MYP please contact examiners@ibo.org and we can move you to the MYP examiner role.

Where do I find the requirements to be an examiner?

All requirements to become an examiner are stated in the examiner recruitment policy on the IB website.

Technical queries

What technology will schools require in order to participate in eAssessments?

The document "IT requirements for conducting MYP on-screen examinations in 2016" specifies the information regarding IT requirements. The purpose of this document is to provide MYP coordinators and school IT administrators with guidance on the IT infrastructure required – including laptop/desktop computer specifications – in order to conduct onscreen examinations. This guidance is based on information currently available (as of October 2015) and will be updated as developments are made. It is advised that schools plan ahead and consider the potential necessity to update or extend their IT capability, which would in turn impact upon future school budgets.

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/ajax/getContainer.2.cfm&filename=myp%2Fm_0_mypxx_mypnc_1404_2b_e%2Epdf

What are the eAssessment options for schools that are technologically limited?

The idea is that schools may transition to this model, which is optional, when this is suitable for their school and context.

The decision to use on-screen instead of online examinations allows schools to participate even where internet provision is limited.

Will there be a checklist given to the schools in order to check their readiness for conducting an in-school eAssessment? Will the IB check schools for ICT compliance for eAssessment?

The IT requirement is published on the OCC. Schools will be able to make use of sample materials and a compatibility checker to check their IT is compliant.

What support will be available for IT departments?

IB Answers, supporting documentation and tech support will also be available.

Which is preferred: BYOD [bring your own device] or school computers?

If the appropriate resources are available, the IB would recommend that school devices are used. The specifications and user settings (for example) can then be determined and monitored by the school. Also, logistically speaking, the process for distributing the examination packages to devices can be more restrictive with BYO (if the candidate is taking their device away with them at the end of each day, it is not permissible to load the examination packages onto the device in advance of the scheduled examination day, as you could with devices that will be locked away securely on the school premises). Regardless of whether BYO or school devices are used, it is vital that the Compatibility Check is completed on each device, to ensure they meet the minimum specifications for running the examination.

Will it be possible to use other devices such as Chromebooks or iPads?

We have tried to build the software and the assessments so that they are not limited by platform but there are hardware limitations and the expectation that computers can handle video and audio. We support candidates bringing their own devices to school if there are limited resources in the school. The assessments are designed to run “standalone” so local networks are not essential and we are working on a tablet based version of the onscreen examinations.

Can we upload the exam on our server?

Examination packages can be distributed to candidate devices via the following methods:

- Copy from a USB flash drive;
- Copy from a shared network folder (by an administrator in advance of the examination or, alternatively, by candidates once they arrive for the examination)

How flexible is the 10 day upload time for the samples?

Schools can begin to enter Teacher assessed totals at any time from early February (August for a November session) until the 10th April. Once submitted the upload process can begin. For eportfolio subjects the deadline of the 20th April to upload candidate samples is a hard deadline.

Preparing schools queries

When should schools form an eAssessment committee - MYP year 4 or earlier?

There is no formal requirement for schools to form an eAssessment committee, nor is there a specific timetable for beginning preparations. However, schools must plan carefully, collaboratively and well in advance to ensure successful implementation of on-screen examinations and ePortfolios. Especially for technology infrastructure and equipment arrangement, schools often need to make arrangements for budgeting, purchasing, developing procedures, creating support structures and training years in advance of the session. A comprehensive communication plan is also important so that students, parents, staff, administration, I(C)T personnel and school governors are informed.

Similarly to the DP, should the coordinator also engage in backward planning by following the timeframe given by MYP?

Yes.

If a parent is an educator in the same school as students participating in eAssessments, can they still be on the eAssessment committee? Yes; including parents in preparation for eAssessments can add valuable perspectives to the planning process.

Will all schools have access to the eAssessment resources or only those that participate?

Resources will be released on the OCC for all schools and previous examinations will be available to purchase from the IB store. Some services such as the return of students' responses service may only be available to participating schools.

How will the eAssessments address students with specific access requirements?

All on-screen examinations have benefitted from a design approach that is conscious of the difficulties and ambiguities of language and so should be widely accessible. The system and the examinations themselves have been developed using universal design principles, the font size, examination duration and background colours of the system can be easily changed to meet most access requirements. For students with greater need we can adapt the examination to their needs but this requires registration well before the examination session. Students can also be allowed support during the exam to help them read and provide responses.

The invigilator can also extend the time and change font size for a candidate who may need more time for specific reasons on the day of the assessment.

Please refer to the inclusive assessment arrangements section of the document: "Handbook of procedures for the Middle Years Programme: Assessment 2016 First edition—issued September 2015". (Pp34-41)

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=myp%2Fm_g_mypxx_coh_1509_2_e%2Epdf

Does the eAssessment consider the English language learners? Are the questions ELL friendly?

We have limited the reading age of the examinations in order to make them as accessible as possible but the requirement to include conceptual questions set in familiar and unfamiliar contexts leads to the use of some text which learners of English could find challenging. Please refer to the specimen examinations for reference.

When should predicted scores be submitted?

Predicted grades for on-screen examination subjects are entered into IBIS before April 10th for a May session and October 10th for a November session.

What is the purpose of predicted grades for the subjects available for on-screen exam?

Predicted grades are one of the sources of information that informs the grade awarding team as they decide on grade boundaries for each subject. After grade award they are also used to check individual candidate results as differences between teacher predictions and examination outcome can identify marking errors. This is most useful when overall the teachers' predictions are made carefully and so show a strong correlation with examination results.

Will there be any support for schools with cost-prohibitive situations (cost of laptops, intermittent internet connectivity, electricity power fluctuations)?

The examination software has been developed to have very basic IT and internet connectivity requirements. The exams do not run online, allowing schools without reliable internet connections to take part.

Preparing teachers queries

As a teacher how do I prepare my students for eAssessment?

Familiarization with the software and practice examination questions is important but the best preparation is good MYP teaching practice.

What resources from the May 2015 pilot session will be available? When will they be available and where can they be accessed?

The following resources are available on the OCC: specimen on-screen examinations along with their associated mark schemes, specimen marked candidate responses and a subject report for subjects that were piloted in May 2015. http://occ.ibo.org/ibis/occ/home/subjectHomeMYP.cfm?subject=coord_myp

Does the eAssessment guide also have details of the required Summative assessment?

All academic requirements are in the Guide to MYP eAssessment, procedural information can be found in the MYP Handbook of Procedures.

Do educators need to design all of our formative and summative assessments to model the eAssessments?

The best preparation for MYP on-screen examinations is engagement in classroom learning, not repetitive revision that steals lessons/ class time. Even familiarization with the MYP eAssessment interface provides important opportunities for increasing students' digital literacy.

Teachers struggle with creating exam style summative assessments and developing rubrics and determine achievement levels. Is training available to develop high quality questions?

We have several PD products that assist teachers in creating exam-style summative assessments and developing rubrics (<http://www.cenveomobile.com/i/601854-2016-catalogue>). Category 2 subject group workshops: "Delivering the MYP;" Category 3 workshops including "Managing assessment" and

"Creating authentic units."

Where can examples of eAssessments for all subjects offered be found?

You can find all of the 2015 specimen examinations on the OCC under eAssessment for each subject.

What software will be available for teachers and students to practice creating and answering questions, and become familiar with the process of the on-screen assessment?

The IB does plan to develop and release a Schools version of the IB eAssessment development System soon. This plan will go in effect after the IB develops the system functionality and is subject to the project budget being available. When schools have the system they can develop their own Tool and Object familiarisation exercises as well as formative tests with the system.

What areas for improvement for teachers did eAssessment bring about?

Please read the subject reports for feedback and advice made to subject teachers in light of the pilot examinations.

Can we use text books, workbooks etc. to prepare students for eAssessments?

Good MYP teaching practice is the best preparation for eAssessment.

How does IB plan to prepare teachers for eAssessment preparation during subject - specific workshops?

Since eAssessments and ePortfolios are optional, workshop leaders for category 1 and 2 will need to differentiate so that all participants are engaged. Those who want a deeper dive should attend the category 3 workshop: "The Power and impact of digital assessment."

When will eAssessments be incorporated in IB workshops for teachers to learn to administer them in their own schools before the final assessment?

MYP Category 3 workshops (Managing assessment in the MYP) for subject groups, and for coordinators and heads of school, already generally incorporate important ideas from eAssessment. They are being revised now to include new materials, and will be available in 2016 with guidelines that are fully aligned with MYP eAssessment. Also in 2016 there will be a new workshop focusing on 'Power and Impact of digital assessment'.

Why don't parents have access to the eAssessment related material on the OCC?

The IB works directly with schools in order to provide services for students and parents. Parents therefore do not have access to the OCC and it is the role of schools to communicate with their communities.

Preparing students queries

Has any induction been planned for students participating in eAssessment?

We have released specimen examinations and unit planners for all subjects in order to help students prepare for eAssessment. The familiarization package will be released each January for students to use

for exams taking place in that calendar year.

Can students access samples by subjects or the entire package?

The specimens are available as separate examinations on the OCC, in future on-screen examinations from past sessions will be available through IB Store.

What can schools do to make students practice for the eAssessments? How can we discourage students from reading past examinations and practicing their answers the way they believe the mark schemes want them to?

Extensive test-focused preparation, and revision that takes away from good teaching and learning practice, is not necessary. MYP eAssessment tasks will be set in challenging and unfamiliar contexts. The best preparation for MYP eAssessment is high quality implementation of the programme—especially the development and implementation of effective MYP unit planning.

How will the individual digital literacy of the student affect their outcome on the eAssessment?

With the assessments being optional a school can time its adoption of them to a point when they feel technologically ready. As for the “digitally equipped” student, I take this to mean they are/are not used to using computers. We think this is increasingly rare and that digital devices from phones to tablets to laptops etc. are very much the domain of the MYP student population. The questions however are not designed to test digital literacy; they are as much about thinking as about using the technology.

Aside from laptop or computer, what other materials can a student bring along during exam? Are calculator, dictionary, extra papers, etc. allowed?

The IB will provide schools with an electronic template of rough/scratch paper for use during each examination and candidates will also be permitted to take to their workstation:

- a pen or pencil for making rough/scratch notes
- a translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted).

It is not permitted for candidates to bring any other stationery items into the examination room; this includes all calculators, as the relevant on-screen examinations offer a calculator application.

Though they will be taking the examinations on computers, can students access specimen packages on iPads in order to facilitate guidance and instruction from subject teachers?

iPads are not currently compatible with the examination software (this includes specimen package). We do hope to make such devices compatible in the future but, due to the considerable development this will require, it is not yet in our immediate plans.

The electronic nature of the assessment does mean that students benefit from an MYP programme that raises students’ digital literacy.

How will our students get use to the emulator of the GDC? Will you provide us with the software?

This can be achieved through the mathematics specimen examination and the familiarisation environment.

Will there be any more sample questions for Science released for students for practice?

Specimens examinations for all the subject offered for on-screen examination are available on the OCC.

When will the subject reports for the 2015 exams be released to understand the content/ skill areas that need better training for students?

These are now available on the OCC.

Logistics queries

What is the distance requirement? (Between desks)

Candidates must be seated in such a way that they cannot overlook the screen/monitor of another candidate. How this is achieved is left to the discretion of the coordinator; however, the edge of one screen/laptop must be at least 1.25 metres from the edge of the nearest adjacent screen/laptop.

Can schools install folding screens if the distance between computers is less than requested?

The minimum distance of 1.25 metres between each screen/laptop must always be maintained. This policy is designed to ensure that a candidate cannot overlook another candidate's screen and also to reduce the possibility/opportunity for candidates to converse/collude during an examination.

Will students need to be connected to the internet during the on-screen examinations? What are the risks of technology failure during the eAssessment session?

The assessments are downloaded by the school ahead of the assessment session and are then distributed and installed on the school and candidate machines. This is why it's called an on-screen assessment and not an online assessment. All the assessment materials are installed on the local machine. If this machine is connected to the internet then the software will upload the candidate responses automatically. If it is not, then there are other methods for collecting the candidate responses. As the materials are not online, then bandwidth and internet glitches do not interrupt the examination.

However, technology problems can arise, from laptops batteries running down, a local power outage or the machine being used for the assessment having some level of incompatibility.

Schools also need to be aware about their own local network rules and particularly making sure candidate files are not automatically deleted at the end of the session as part of a generic set of network rules.

Will there be extension in time if there's technology glitch?

It is possible to add time to a candidate's examination and this option should be used if a candidate loses time due to a technical issue.

Can students sit the exams in sessions in case there are not enough computers?

Examinations must be taken simultaneously to ensure academic integrity.

Where a school has a large cohort of candidates, it is permissible to conduct an examination across two sittings, provided that the second sitting immediately follows the first. However, coordinators must ensure

there is no opportunity for communication between the candidates who have already sat the examination and candidates yet to sit the examination.

Will there be someone from IB to keep track of the exam which will be happening in the school, as happens in DP?

There is a subject operations team in the IB assessment centre that monitor and support examinations in progress.

Marking and moderation queries

Is there an option of re-assessment if a student does not fare well?

From Year 5 onwards a maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB MYP Certificate. The examination sessions need not be consecutive. A candidate cannot be registered for one or more assessment in an examination session prior to the "Certificate" session.

Will the process include predicated grades submission? What happens when the unforeseeable happens? Can candidates re-sit the exam?

Re-sit is possible in the following or any future session. Predicted grades should be submitted before April/October 10th for each session for on-screen examinations subjects only. There are procedures in place for schools to declare any adverse circumstances that may occur for a student during the session.

What is the rationale behind using marks for the eAssessments? How will the grading be different for paper exams and eAssessments?

Questions are allocated marks with reference to MYP assessment criteria. Marks are used to score partial achievement of each level in order to give more reproducible marking. The final grade award is criterion-related (using subject expert judgment) which reflects MYP assessment practice of using achievement level descriptors.

The nature of large scale assessment limits the extent to which classroom-oriented, teacher-driven, level-based assessment can be reliable- this is an argument from expediency, and from a very strong concern that the examinations be fairly and consistently assessed. Best practice in large-scale assessment (and the IB's nearly-fifty years of experience) indicates that using marks better rewards student achievement and leads to much higher inter-rater reliability.

With that in mind, the question becomes how best to make a marks-based examination into an authentic reflection of the MYP. Individual MYP eAssessment mark schemes are developed in very close alignment with level descriptors for each criterion. (The marks are numbers, just like levels, which will not be normed; i.e. we have no expectation that student achievement will follow a standard distribution). At grade award, final marks-derived achievement aligned with subject-specific grade descriptors which are constructed exclusively from the detailed published criteria.

The task structure of the exams closely mirrors the typical demands of the subject group (often in close

alignment with historical required tasks).

The on-screen examinations are not intended as a replacement for, or as the sole model of MYP internal assessment—merely an efficient way to validate achievement that should also be evident in classroom performance over a much broader range of assessment tools and strategies. The exams sample, simulate or replicate internal assessment do not substitute for them.

In these subjects, unit tests have been an ongoing matter of practice, and teachers have devised a number of strategies for marking examinations. In some cases, they have worked very creatively to design systems of grading and reporting that can meet both MYP standards and local requirements for norm-referenced grading.

In language acquisition, for Criteria B and C in the previous guide, we developed analogous mark schemes for school-based written examinations, a pattern which we are largely following with regard to marking the new on-screen exams.

We have always converted a number (achievement level total) into a 1-7 grade; on-screen exams use marks (equally weighted by criterion) to do the same with a different grade boundary that can be more dynamic in the face of the inexact science of examination equivalency over time and global cohorts.

The marks per criterion are not random. They represent an indicator of cognitive demand and expected time for completion in a 120 minute examination. The number was quite carefully chosen.

What is the pass mark? How are marks converted into achievement levels?

Questions are written to stimulate responses that fulfil the criterion descriptors and allocated marks in proportion to the demand of the question and the opportunity they provide for students to demonstrate the highest level descriptors; so a question which allows students to demonstrate level 8 performance will be worth more marks than those that only allow level 5 to be accessed. For simpler questions, a points based mark scheme may be most appropriate. For longer questions, open questions criteria are prepared, similar to task specific clarifications to most appropriately judge a response. Marks are used because questions are marked in isolation of one another and not holistically. Holistic assessment is not possible for an exam sat around the world and marked by many examiners as it is not possible to achieve acceptable levels of reliability. Holistic application of criteria is still the most appropriate way to assess students work in the classroom.

Should schools also introduce marks in MYP 4 so that the students become used to it?

For MYP on-screen examination subjects, marks provide a reliable and standardized way to measure student achievement. For school-based examinations, teachers can use a variety of formats for determining achievement levels against MYP criteria. In some cases, using criterion-related marks to make judgments about students' answers to examination questions can be a reasonable and appropriate assessment strategy at any MYP year level.

Will eAssessment change the fundamentals of the way schools moderate?

For subjects assessed by on-screen examinations there will be no moderation. Students will sit an examination which will be marked by examiners appointed by the IB and the result of the examination will

determine each candidate's grade. For subjects assessed through ePortfolios, schools will be moderated. The sample required for submission is determined by the IB and schools upload material to IBIS.

Will the results of eAssessment be released early enough each year to be able to use for year-end student results?

Results are released on August/February 1st.

Once students obtain their results, do they also obtain a certificate?

Results are issued on the 1st of August and results related documentation will follow.

If students are taking the eAssessments and they also would to submit their work done at school for IB validation, can they do both?

The only route to validated assessment is through eAssessment, subjects available for on-screen examination are not available for moderation.

Do schools send in all students work like IA in IBDP? Or a selected few for moderation?

The Diploma and the MYP will use the same approach for moderation, only a sample of 5, 8 or 10 samples of student work are uploaded for moderation.