Webinar Q&A Sheet
MYP eAssessment: Impact and school experiences
(9 April 2019)
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General queries

What is the difference between eAssessment and ePortfolios?
MYP eAssessment is the term that refers to all assessments in the MYP: Personal Project, ePortfolios, and on-screen assessments.
ePortfolios are student work that is created in school, in response to the IB published partially completed unit planners for the assessment session. ePortfolios can be created in Arts, Design, PHE, and Language Acquisition.

While eAssessment is currently optional, will this continue to be the case? I have heard that there is consideration that schools will be required to do eAssessment as part of the authorization processes.
The MYP is a flexible framework, and the eAssessments in year 5 reflect that flexibility. The authorization process does not require schools to engage with MYP eAssessment if it does not suit the school context. The only mandatory component in the MYP is the Personal Project.

Preparing a school for eAssessment queries

What is the best change strategy, for MYP schools who wish to commence implementing the eAssessments?
Each school knows their own context and school community, and there is not one change strategy to recommend.

However, my personal experience with implementing the MYP eAssessments was to involve the parents early on in the process. In various parents' evenings the school explained the pedagogical value of introducing assessment at age 16. The students were quickly convinced, as they enjoyed working in the on-screen environment, and liked the ePortfolio units and personal project. Therefore, demonstrating how the on-screen assessments work, how interactive they are, and how they match concept-based and inquiry-based learning, and having a student – one of their own children, demonstrate the ease in which they can navigate within the digital environment, can be an eye-opener to parents who themselves, likely, have been used to a different style of teaching, learning and assessment.

Also, explaining the merit of the various styles of assessment in year 5 is useful:
-the personal project is the longer-term research project which is self-directed by the student but supervised by the teachers;
-the ePortfolio that is a unit of work, directed by the teacher, but self-managed by the student over a period of weeks;
-interdisciplinary learning is facilitated by the pre-release material, published 6 weeks prior to the on-screen assessment to facilitate the candidate's experience;
-and the two-hour on-screen examinations over the two-week assessment period in May or in November.

Finally, schools that wish to commence implementing the eAssessments may benefit from reading the success stories of other schools (available in the digital toolkit):

- Ready for change: Bonn International School [506kB]
- Diving right in: Pathways School Gurgaon [542kB]

What form of PD would you recommend for teachers to give them an insight into to eAssessment?
Free materials:
- Engage with the materials provided by the IB on the public website: https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/
- Explore all materials in the Implementation, eAssessment processes and procedures section of the MYP resources page on the Programme Resource Centre: https://resources.ibo.org/myp
- Walk through the free PD learning resources (coming soon): https://ibo.org/professional-development/free-learning/myp-pd-learning-resources/

PD workshops:
- Managing Assessment in the MYP (available both for Heads/MYP Coordinators and subject specific workshops)
- Power and Impact of Digital Assessment

Preparing students for eAssessment queries

Please nominate exam preparation tools for eAssessment (other than AssessPrep)
The familiarization tool is the exam preparation tool that the IB recommends. Each session the familiarization tool is updated with the latest technology used in the on-screen examinations. This allows the candidates to become familiar within the digital environment, capturing answers from the calculator, and using the various question types. This gives them the opportunity to become confident before taking the assessment itself, so that they can concentrate on engaging with the assessment tasks.

The commercial eAssessment tools in the market provide a digital environment that is not identical to the actual IB on-screen examinations, which may not lead to an optimal experience for the candidates.

We are currently using AssessPrep to make students become familiar with the digital platform. As you mentioned it is not the same as the eAssessment. Is there any plan to launch a platform which the IB uses?
The IB continually seeks approaches to provide schools with excellent service. It is known that schools have expressed an interest for the IB to provide such a platform, which facilitates schools to create digital assessments suited to their school context. For the moment, the familiarization tool is the only platform available for students to become confident in the digital assessment environment.

Is it advisable to enroll students who are new to MYP curriculum directly to MYP 5 eAssessment?
The Subject Guides contain topic lists that contain a wealth of information to be explored in the classroom, and the IB recommends that these are covered in lessons throughout MYP year 4 and 5. This allows for academic rigour, approaches to learning (ATL) skill mastery, and opportunities for interdisciplinary learning, which are all required for candidates who register for the full MYP certificate. Therefore, it is not advisable to register a student who is new to the MYP in Year 5 for ePortfolio subjects or on-screen assessments. The personal project is a mandatory component which they will need to complete. This is considered manageable to complete within year 5 only, and therefore, a student new to MYP in year 5 will only need to be registered for the personal project, and will receive course results for the personal project only.

Is it viable, and fair to the students, to offer eAssessment in a school that only offer 4 years of MYP? From MYP 2 to MYP 5?
Yes, it is, as along as the school finishes their MYP in Year 5. The transient nature of international students is a reality for the IB. Therefore, the topic lists need teaching and learning in MYP years 4 and 5 to ensure the academic content is covered. Students who have a longer experience within the middle years programme may have a longer exposure to the concept-based and inquiry-based ways of working, and thinking, and the use of global context within which to build perspectives. However, students who join the MYP curriculum at the start of year 4 should not be disadvantaged in the eAssessments.

As it is not mandatory to register for a full MYP certificate, the school might choose, in this case, to register their candidates only in the subjects where the school feels the student has the best development and progress. This is a decision to be made by the student, their parents, and the school.

Can you please provide the May Assessments before the following December so we can use them for mock exams (which are done in December - early January)?
The IB currently releases the past assessments in January to facilitate candidates with building familiarity with the type of concept based and inquiry based questions and assessment tasks within the assessment. Schools are recommended to align their processes to the demands of MYP eAssessments, but not to teach to the test, so that all MYP lessons prepare the students for the eAssessment. It is dependent on the school's context to decide if mock exams are a required feature of that preparation, or whether this is done within the lessons, or both.

On-screen examination queries

Now that you have more schools doing eAssessments, can you please review the assessment of Portuguese for Language & literature and Language Acquisition as this is a big disadvantageous for many of our students whose mother tongue is Portuguese.
The language provision and review of subjects on offer in the MYP eAssessment is part of the IB's strategic delivery of providing excellent service to schools. A process is under development for schools to make such requests for additional subjects and is expected in the second half of 2019. It is important that these requests can be granted by ensuring the IB has the internal capacity to develop and deliver such future subject options

Are there plans for IB to include subjects in foreign languages like Chinese?
There are currently no plans to provide MYP eAssessments in any other languages than the three IB working languages of English, French and Spanish. We need to ensure that we provide a full suite of assessments against all these three languages, which is not the case in sciences at the moment.

Teaching and learning queries

Are you in a position to comment on the process of updating the subject guides (i.e. language acquisition and mathematics for 2020) and the correlation of that with eAssessment?
The curriculum review process is underway for several MYP subjects:

Subject	First teaching	First assessment
Language acquisition Mathematics	2020	2022

Personal project		2022
Arts Interdisciplinary learning Language and literature*(minor updates only)	2021	2023
Physical and health education Sciences	2022	2024
Design Individuals and societies	2023	2025

Schools can find the curriculum review reports, and the development reports on the programme resource centre, by going to MYP resources, and clicking on the subject tab. The reports are within the "curriculum review" section.

To ensure the validity of the assessment in Language Acquisition, the subject will switch from an ePortfolio subject to an on-screen subject in 2022. Schools will remain responsible for the speaking component of the exam.

What is the scope and sequence for the MYP?
The IB Middle Years Programme provides schools with a framework, not a curriculum. The IB Document "MYP: From principles into Practice" provides guidance on the vertical and horizontal planning of a curriculum for the MYP.

The Subject guides provide guidance on the eAssessment requirements in year 5. The eAssessment authors use the session's global context, key- and related concepts, and subject topic lists to develop the partially completed unit planners and on-screen assessments. Schools are also advised to ensure that year 5 students have had the opportunity to develop their approaches to learning (ATL) skills.

Other than that, each school has its own context. Some schools are required to teach beyond the MYP. Therefore, unit planning is the school's responsibility, and gives the opportunity to tailor it to the school's needs.

How can we know about the updates in learning support for eAssessments on a regular basis?
Whenever IB documents are updated on the Programme Resource Centre a news item is published on the home page of the Programme Resource Centre which links to the document on the MYP resource page. Also, the MYP Coordinator's Notes is published each May and November, which is the document in which such announcements are made.

Do you think we should teach more interdisciplinary learning units, if not all, in lower years in MYP years 1-4?
The current recommendation from the IB's Teaching & Learning department is that all MYP students

engage in at least one interdisciplinary learning unit (IDU) per school year, from MYP year 1 - 5. The IDU in year 5 is facilitated by the publication of the pre-release material (PRM) six weeks prior to the on-screen assessment. The website containing the PRM is http://idprm.ibo.org/#/English, and can also be accessed via the ID documentation on the programme resource centre.

Another problem is to be able to connect the very wide topics you give us with the topics from our national curriculum.
The MYP key- and related concepts, and global context can be used as building blocks to bring alignment to the topics stipulated in the national curriculum to assist the two to go hand-in-hand. Vertical and horizontal curriculum planning is explained in the 'MYP: from Principles into Practice' document.

The general feeling is that the topics list is very broad, and it would be very helpful if it could be a bit more specific in physics, chemistry and biology.
The middle years programme framework is tailored to the needs of MYP schools, globally. The broad topics, and inquiry cycles can be made specific to the context of the environment your school is in. This is different across the globe.
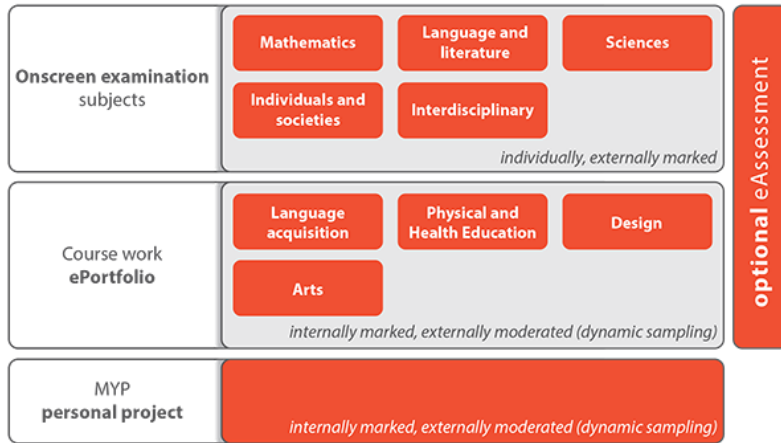
Marking and grading queries

There is this debate on how schools are required to assess using the criteria and level descriptors published in the guides whereas the on-screen examinations are assessed using a markscheme/grade? How do schools standardize to reduce the variance?
Each subject guide contains the exam blue print. This explains clearly how the four assessment criteria are split across the on-screen assessment tasks. By studying this, schools can develop their understanding of how the on-screen exams match the assessment requirements for the classroom. Also, schools are recommended to review the markschemes that are published on the programme resource centre, along with the past on-screen assessments. The markscheme provide further detail on the specific assessment per question item in the on-screen assessment tasks. This will facilitate schools in reducing the perceived variance.

What is the marking and moderation process for on-screen examinations and ePortfolios?
The diagram demonstrates which MYP eAssessment component are marked and which components are moderated by examiners:

For further information on moderation practices, consult the IB document "Assessment Principles and Practices – Quality Assessments in a Digital Age": https://resources.ibo.org/data/edu_AssessPaP-en.pdf

Have you seen this blog on what happens in the months between your candidate taking the MYP eAssessments and the delivery of results? : http://blogs.ibo.org/blog/2018/07/25/behind-the-scenes-of-myp-assessment/

In school, summative is assessed using the criteria and level descriptors published in the guides whereas the on-screen examinations are assessed using a markscheme/grade? Would it be possible to make a summative assessment in school the same as the eAssessment (assessed by marked) to be more prepared in the eAssessment?
The exam blue print in the subject guide shows how the assessment tasks are divided in the on-screen exams, and how many marks are awarded. The school may wish to provide similar task types to their students in preparation for the on-screen exams. It is not advisable to start using markschemes in school. These are an assessment tool, and the in-school assessment of teaching and learning activities should be assessed using the published assessment criteria from the subject guides.

Does the mathematic on-screen examination have an individually marked grade for every student or it is as Personal Project, with moderation?
Mathematics and Extended Mathematics are on-screen assessments that are individually marked. Only ePortfolio subjects and the personal project are moderated.

Documents and support queries

Where can the pre-release material for past sessions, and questions from past papers be found?
On the Programme Resource Centre / MYP Resources / Curriculum / Core / Interdisciplinary teaching and learning, the Interdisciplinary learning pre-release material is under the heading MYP eAssessment / Current session Material, and the past assessments are under the heading MYP eAssessment / Specimens, past session materials and reports. The PRM website link is: http://idprm.ibo.org/#/English

Can we also please have more English, French and Chinese eAssessments as we only have 1 or 2 in these languages. And the Specimens are not reliable for the Language & Literature exams (French, English, Chinese).
The full suite of past assessments from May 2018 are available on the Programme Resource Centre. Unfortunately for previous sessions, we are unable to provide access for copyright reasons. We continue to strive to provide better service to schools.

Can we get a session on how to upload the Personal Project and ePortfolio on IBIS? Or maybe a video to guide new coordinator to understand on IBIS to download and upload eAssessments?
Two guides have been created for this purpose to support MYP coordinators. Schools can find them on the Programme Resource Centre / MYP resources / Implementation / eAssessment Processes and Procedures / General Material. The documents are called 'Preparing for the Exam Session', and 'Guide to the MYP Exam Session'.
On the Programme Resource Centre / MYP resources / Curriculum / Core Elements / MYP Projects schools can find a document called 'Preparing for the MYP personal project submission'.

Where can I find the topic list for each subject?
They can be in the subject guides. Go to the Programme Resource Centre / MYP resources / Curriculum. Select a subject and find the subject guide in the teaching materials section / general materials.

How can schools get feedback?
The internal assessment (IA) feedback form provides insight into the trends the examiner has observed within the ePortfolio or Personal Project sample. The chief examiner creates a subject report, downloadable from the PRC in the subject section, that feeds back on trends observed in the assessment session. The Enquiry upon Result service can be used to receive your student's materials to gain further insight into the performance of your students and school.

Inclusive Access Arrangement queries

For Access Arrangement during eAssessment, how is a candidate with hearing aid supported by IB? Are there any special arrangement provided in such a case?
This is explained in the Access and Inclusion Policy available in the "examination information" section of eAssessment Processes and Procedures on the MYP resources page on the programme resource centre.

What assistance is provided to SEN and ESL students?
 This is explained in the Access and Inclusion Policy available in the "examination information" section of eAssessment Processes and Procedures on the MYP resources page on the programme resource centre.
Read about the first-hand experience of this visually impaired student:
http://blogs.ibo.org/blog/2017/12/09/making-eassessments-accessible-for-all-students/

Research and impact queries

 What was the average size of the MYP cohort?
The number of candidates registered for MYP eAssessments in May 2018 ranged from a single candidate in a cohort to 250 candidates in a cohort. The average cohort size of all the candidates registered in the May 2018 MYP eAssessments by the survey respondents works out to be 43,5 candidates.
Please note, this is not the average cohort size of the May 2018 exam session, but only the data from the May 2018 survey. For more statistics on the May 2018 assessment session, please consult the MYP Statistical Bulletin: https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/middle-years-programme-statistical-bulletin/

Is data available that shows a correlation between MYP eAssessment results and DP scores? May be a bit early for that?
It is early for that. The May 2018 session was the first session to see candidates in DP 2 who engaged with MYP eAssessments in 2016. The IB Research Department has this topic earmarked as an area of study. Until that information becomes available, you may be interested in these two research reports, instead:

- https://www.ibo.org/news/news-about-ib-schools/new-study-finds-positive-impacts-of-myp-on-dp--ap-performance/

- https://ibo.org/globalassets/publications/ib-research/myp-key-findings-en-updated.pdf