



# **ASSESSMENT IN THE IB**

# Coursework and deadlines

- **IB Deadlines v Internal Deadlines**
- **Academic honesty**
- **Extended essay**
- **Groups 3, 4, 5**
- **Theory of Knowledge**
- **Group 6**
- **Groups 1 & 2**
- **CAS**
- **Library**

# TOK / EE Bonus points

	Theory of knowledge (TOK)					
	Grade awarded	A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

# Trial Examinations

- **Schedule**
- **Exam room**
- **Exam staff**
- **Answer sheets**
- **Accommodations**
- **Calculators**
- **Rules**

# Exam Scheduling

- **The purpose of examinations is to allow candidates to show their full capabilities in a controlled environment that offers a consistent experience for all candidates and minimizes the opportunities for academic misconduct.**
- **In setting the examination session the IB need to balance the needs of all candidates with manageability for the schools and completing the marking as quickly as possible to meet candidate expectations.**
- **The IB publishes clear rules for examination room behaviour to minimize the opportunity for academic misconduct. These are updated in response to new technology and changing environments.**
- **The examination timetable is a compromise between many conflicting priorities and globally represents the least worst option.**

# Grading

- **Expectations in December, in July – evidence based**
- **Grading – marks v grades - reporting**
- **Predicted grades for IB**

# IB Predicted Grades – why?

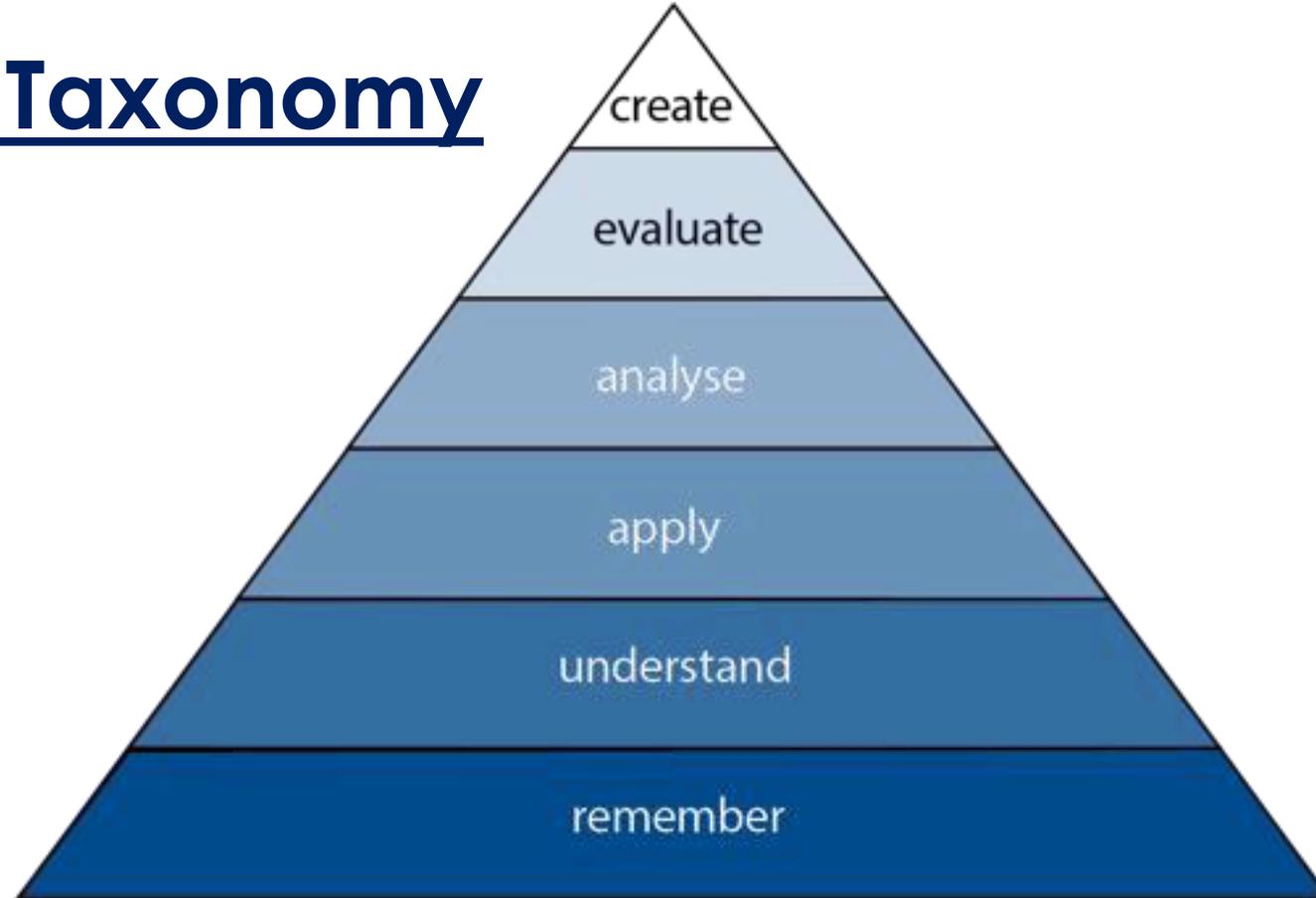
- We currently use two criteria to identify unusual results:
  - Where an individual candidate has achieved a grade much lower than that predicted by the teacher.
  - Where the overall results for a school are very different to last year. We particularly focus on cases where it is one component that looks very different to previous years.
- In neither case does this mean that the marks awarded are incorrect, but it does indicate areas where we may want to do an additional quality check. In general, we prioritize those cases where there is evidence that candidates have done worse than expected rather than better.

# Grading

- **Grades versus descriptors**
  - " Clearly, if the other criteria are less reliable than the examinations, greater reliance on them will lead to less reliable selection decisions " — *(Cresswell 1986: 37–54)*
- **Grade descriptors, Grade boundaries, norm referencing**
- **IB Publications – website**
- **Validity/manageability/comparability/standards**
- **Assessment design**

- **An IB education seeks to achieve more than getting students to learn “facts”. This long-standing goal of the IB is reflected by current thinking among governments for the need to provide students with 21st century skills, workplace competencies or similar initiatives.**
- **IB assessments seek to test the higher-order thinking skills of evaluation and analysis, not simply knowledge recall.**
- **“what matters is not the absorption and regurgitation either of facts or of pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise”. Peterson 2003**
- **The immediate and comprehensive availability of knowledge through the internet means that knowledge itself has little value—it is the ability to analyse, interpret and select knowledge that is required by 21st century citizens (Mitra 2011).**

# Blooms Taxonomy



# Grading

**“The IB uses an approach known as weak criterion referencing, which is based upon criterion but recognizes the evidence of the Good and Cresswell effect (where expert judgment does not accurately take into account the demand of the questions.). In this approach, expert examiners are asked to establish a narrow range over which the grade boundaries could lie based on the criterion (grade descriptors) and this is then compared with boundaries calculated to match performance from previous years. Where these two boundaries align the grades are set, but if they disagree there is further discussion to establish how this contradictory evidence can be aligned.”**

# Grades

## Cohort

- How does the cohort taking the exam compare to previous years?

## Exam

- How did the examination perform compared the the author's expectations?
- What were teachers' views of the difficulty of the examination?

## Scripts

- Look at candidates' work and compare with previous years and the grade descriptors.

## Outcomes

- How do candidates results compare with those of previous years?

## Balance

- Does all of the available evidence point to one conclusion or does it contradict itself?

## Special cases

- Review any candidates who have provided unusual answers or have special circumstances.

# Marking of IB Papers

- **Online marking**
  - **Seeded scripts**
  - **Live monitoring of marking**
  - **Papers marked by a variety of examiners**
  - **Not the same examiner for class set**
  - **Ability to easily alter a mark for whole cohort**

-2-

M08/2/AB/ENG/HP1/ENG/TZ/XXUQ+

## SECTION A

## TEXT A — WHY NOT BE A WRITER?

1. From statements A to L, select the five that are true according to Text A. Write the appropriate letter (in any order) in the answer box provided. The first one has been done as an example. NOTE: there are more options than you need. [3 marks]

Example:

 J

- A. Admission to the course requires previous writing experience.
- B. The writing course curriculum was developed by skilled professionals.
- C. Former students have achieved success by publishing their work.
- D. To complete the course successfully, students must meet deadlines imposed by course tutors.
- E. The Writer's Bureau guarantees that participants will earn money from their writing.
- F. The focus of the course is on publishing magazine articles.
- G. The freelance writer course is offered free of charge to talented individuals.
- H. People can participate in the course free for two weeks before registering.
- I. Students must attend a limited number of modules on site to earn their certificate.
- J. Interested individuals can get more information by telephone or through the company website.
- K. The Writer's Bureau course features more than one mode of instruction.
- L. The course has had limited impact on the lives of students who have taken it.








Mark by

Candidate =

Assessment

- ▼ K02 4/7

- ▼ K0a 3/3

- 2a 1/1

- 2a 1/1

- 2a 1/1

- 2b 1/4

- ▼ K03 2/6

- 3a 1/2

- 3b 1/4

- ▼ K04 3/8

- 4a  /2

Reset

- 4b 1/3

- 4c 1/3

- ▼ K05 2/3

- 5a 1/2

- 5b 1/1

- ▼ KSection B 8/32

- ▼ K06 4/16

- 6a 1/3

- 6b 1/4

- 6c 1/3

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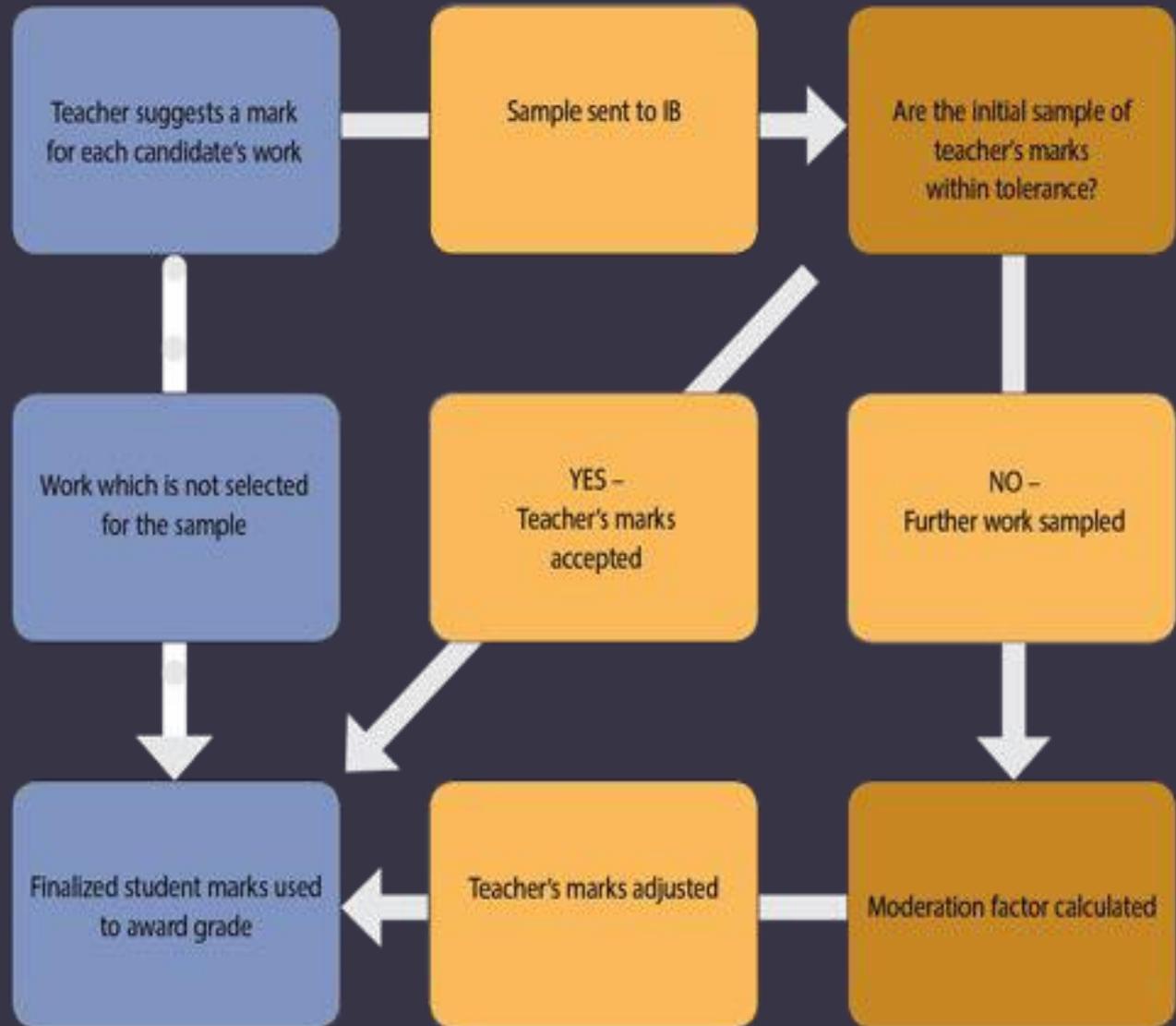
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# Marking of IA Coursework

- Moderation is the checking of teachers' marking standard, it is not about re-marking candidate's work.
- Successful moderation means that candidates would receive the same internal assessment mark even if they had gone to another school on the other side of the world. We call this the global standard.
- The evidence used in moderation is the teachers' explanation of why they have awarded marks, not just the quality of the candidate's work.
- Use of dynamic sampling—the new approach to moderation—means that the IB is confident that every moderator is matching the PE's standard, so that only one stage of moderation is required.
- A moderation factor does not mean that the teacher's marking is of poor quality, it only means that it is more or less generous than the global standard.

# Dynamic Sampling



# IB Exam Schedule

- **Timetable (May 2020 IB schedule)**
- **Same exam room – same invigilators**
- **Day to day advice – sleep/eat**
- **Rules of exam – 24 hours, devices etc, academic honesty**
- **Adverse circumstances**
- **Leaving Certificate**

# July 6 – 2.15pm

- **IBIS login**
- **Under/over 18**
- **What will you see**
- **Awarding of an IB diploma**

# Candidate results

Session

Candidate

Name

Category

Component Grades

	Grade
ENGLISH A: Literature SL	5
HISTORY: Extended Essay	C
FRENCH B: HL	4
ECONOMICS HL in ENGLISH	6
GEOGRAPHY HL in ENGLISH	6
MATHEMATICS SL in ENGLISH	5
THEORY KNOWL. TK in ENGLISH	C

Additional/Extra subjects

None

**EE/TOK points: 1**

**Total points: 32**

**Result: Diploma Awarded**

**Personal Details**

Candidate Name

Category

Birth Date

**Subject Details**

	<b>Predicted Grade</b>	<b>Final Grade</b>	<b>Difference</b>	<b>Scaled Total</b>	<b>Lower Boundary</b>	<b>Upper Boundary</b>	<b>Marks Required</b>
ENGLISH A: Literature SL in ENGLISH	5	5	0	62	57	68	7
Extended Essay	A	C		15	14	20	6
FRENCH B HL in FRENCH	6	5	-1	71	63	72	2
ECONOMICS HL in ENGLISH	5	4	-1	52	43	53	2
GEOGRAPHY HL in ENGLISH	6	6	0	65	62	72	8
BIOLOGY SL in ENGLISH	5	6	1	69	63	74	6
MATHEMATICS SL in ENGLISH	5	5	0	62	59	70	5
THEORY KNOWL. TK in ENGLISH	B	C		12	10	15	4

- **A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.**
  - CAS requirements have not been met.
  - Candidate's total points are fewer than 24.
  - An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
  - A grade E has been awarded for one or both of theory of knowledge and the extended essay.
  - There is a grade 1 awarded in a subject/level.
  - Grade 2 has been awarded three or more times (HL or SL).
  - Grade 3 or below has been awarded four or more times (HL or SL).
  - Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

# Results to Colleges/ Legalisation

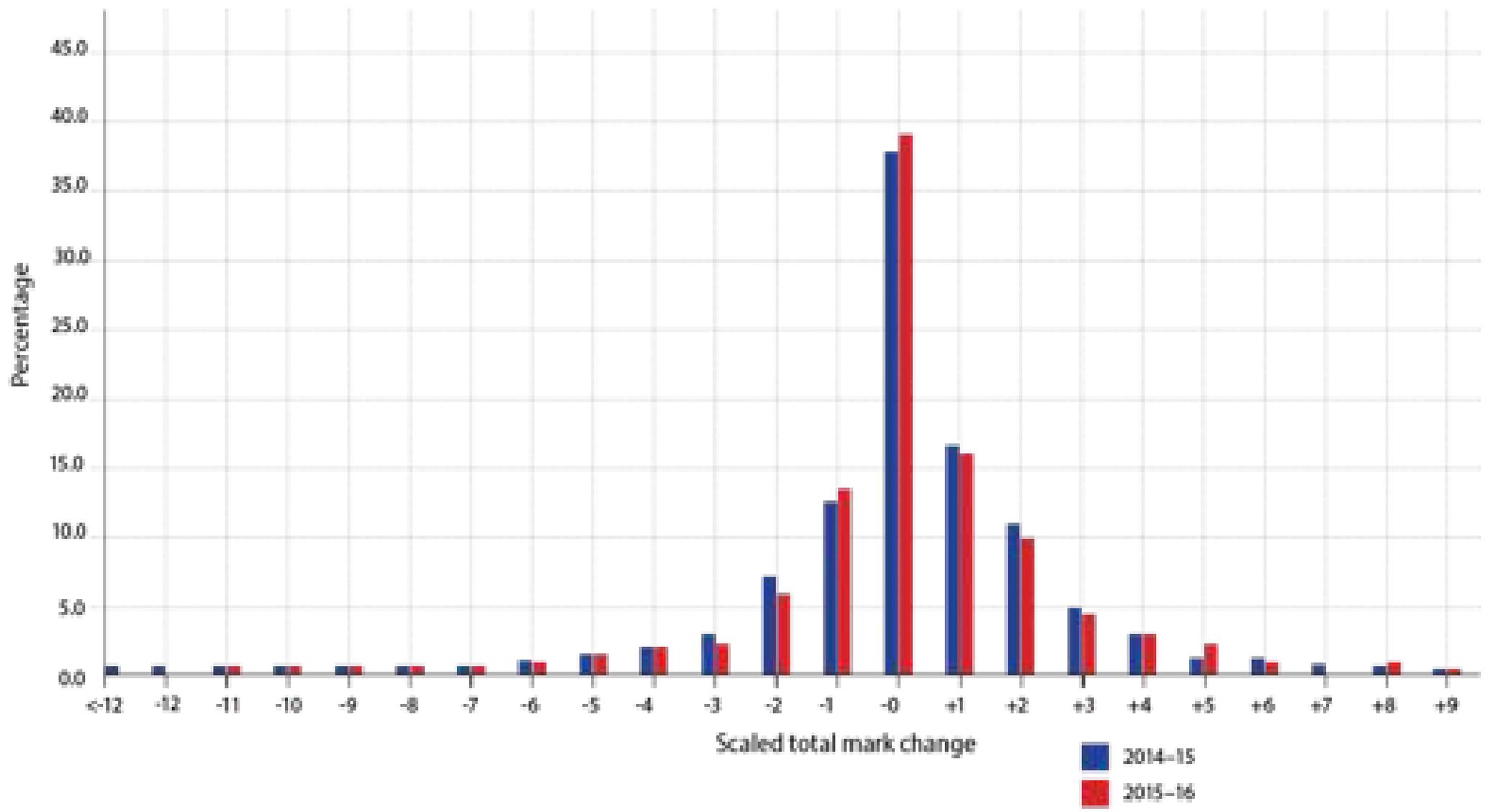
- Register the universities to send results to – Ms McDowell.
- US results?
- Legalisation of diploma
- Issue of diploma
- University offers and near misses – UCAS for UK

# Enquiry Upon Results (EUR)

After the issue of results, the coordinator may request a:

- category 1—re-mark of all a candidate's externally-assessed components for a subject
- (€95 – 18 days – 6/9/20 – email to the school)

Candidates' marks can go down as well as up as a result of a category 1 EUR, therefore the candidate's permission must be sought for submitting work for the EUR.



# Enquiry Upon Results (EUR)

- Category 2—copies of externally-assessed component material

*A returned script may contain useful comments from the allocated examiner: however, this can't be guaranteed because examiners are not required to write comments when marking candidates' work. This is because the purpose of summative assessment is to produce an accurate reflection of a candidate's performance at the end of his or her study and the emphasis for examiners is to make sure the work is marked correctly, rather than to provide notes and recommendations on the work itself.*

# Enquiry Upon Results (EUR)

- **Category 3—re-moderation of an internally-assessed component. (*an average of a 15% disparity between moderated mark and teacher mark*)**

**A fee is payable for each of the above categories (except when a grade is changed as a consequence of category 1 re-mark).**

# Bilingual Diploma

**As an alternative to the standard diploma certificate, a “bilingual diploma certificate” can be awarded to a candidate who:**

- completes two languages selected from group 1 with the award of a grade 3 or higher in both**
- completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.**

# Learner profile



# IB Self-Study

- IB visit Monday – Wednesday
- CIS/NEASC visit Monday – Thursday
- Schedule of meetings with staff, students, parents
- Parent meeting Monday 4pm (venue to be confirmed)
- Action Plan