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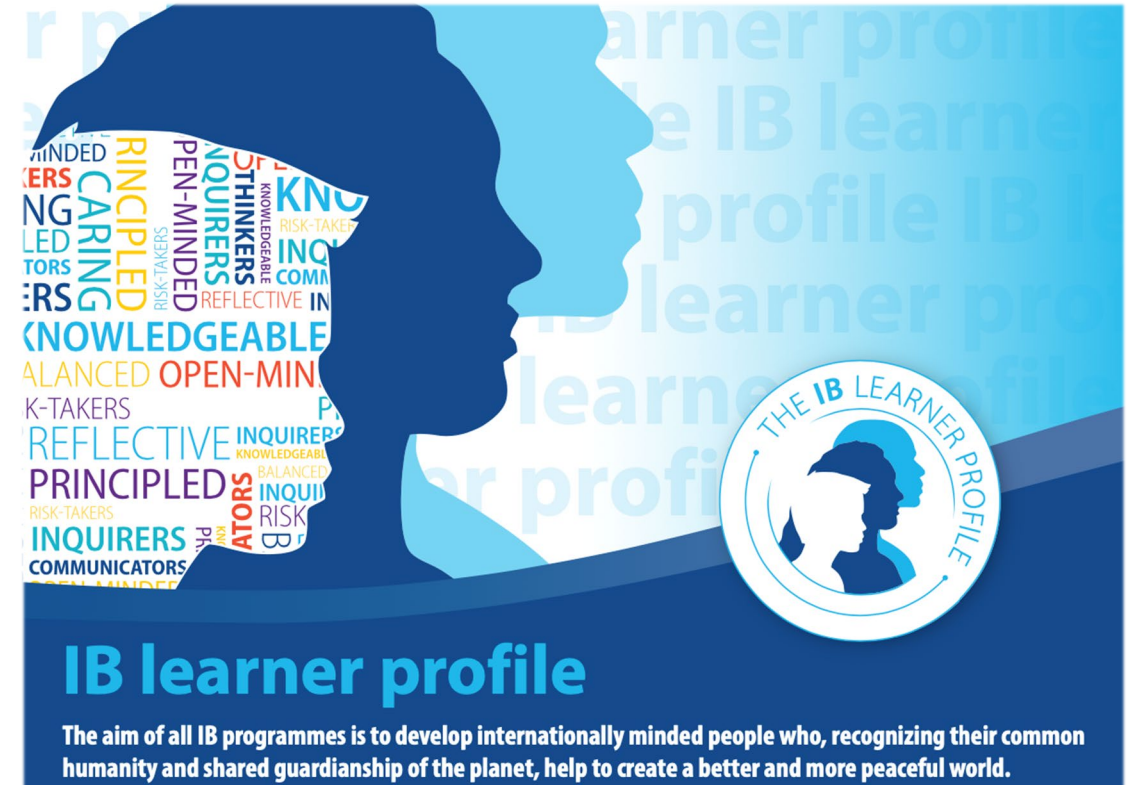
Presentation to NYSED

November 7, 2023

Today's deck at-a-glance
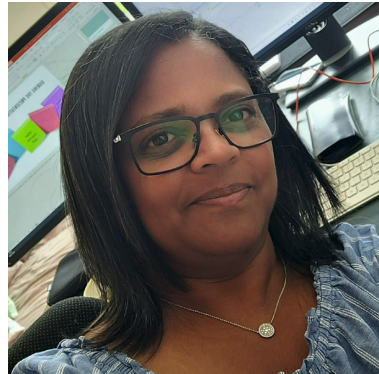
1. **Introduction & IB Programs in New York**

2. **The big picture: what is assessment in the IB**

3. **Design: Principles, tools, and process**

4. **In- depth: performance-based assessment in the IB**

5. **Relationship to New York State**

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Who we are

Eleonore Kromhout
Head of Assessment
Development & Delivery
(MYP/DP/CP)

Angela Rivière
Head of Programme
(DP and CP)

Joel Adams
Senior manager
DP & CP and 16+ Review

**David Weiss**
IBWS Head, U.S.
Public Schools

Melissa Cuculich
IBWS Senior Manager
U.S. Public Schools

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Introduction & IB Programs in New York (David)

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# The IB continuum of international education
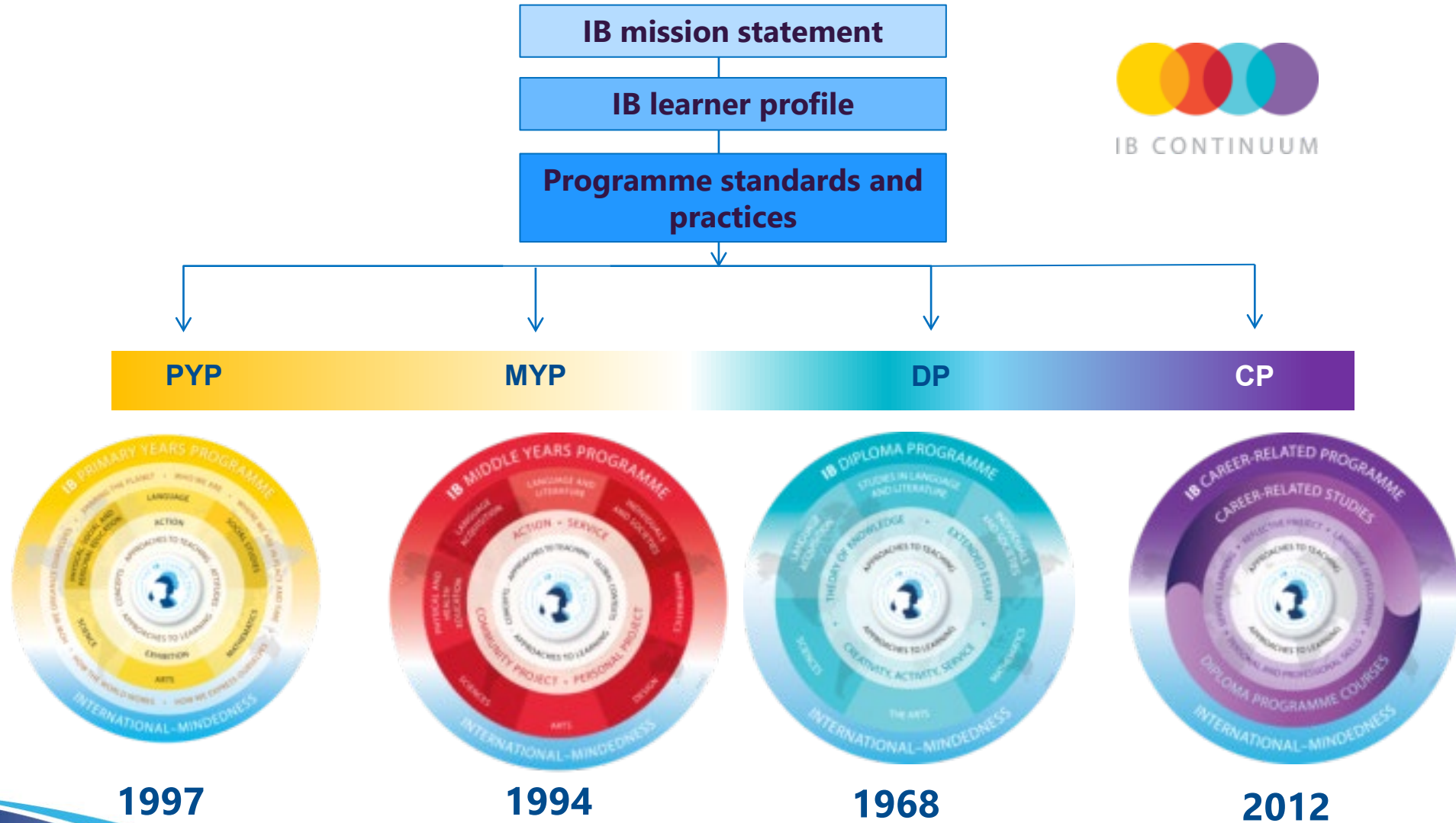
What is an IB Education?

- International mindedness (& multilingualism)
- The Learner Profile
- Broad, balanced, conceptual and connected
- Approaches to Teaching and Learning
  - based on inquiry
  - focused on conceptual understanding
  - developed in local and global contexts
  - focused on effective teamwork and collaboration
  - designed to remove barriers to learning
  - informed by assessment

IB World Schools are authorized and engage in moderated continuous development utilizing the *IB Programme Standards and Practices (PSP)*
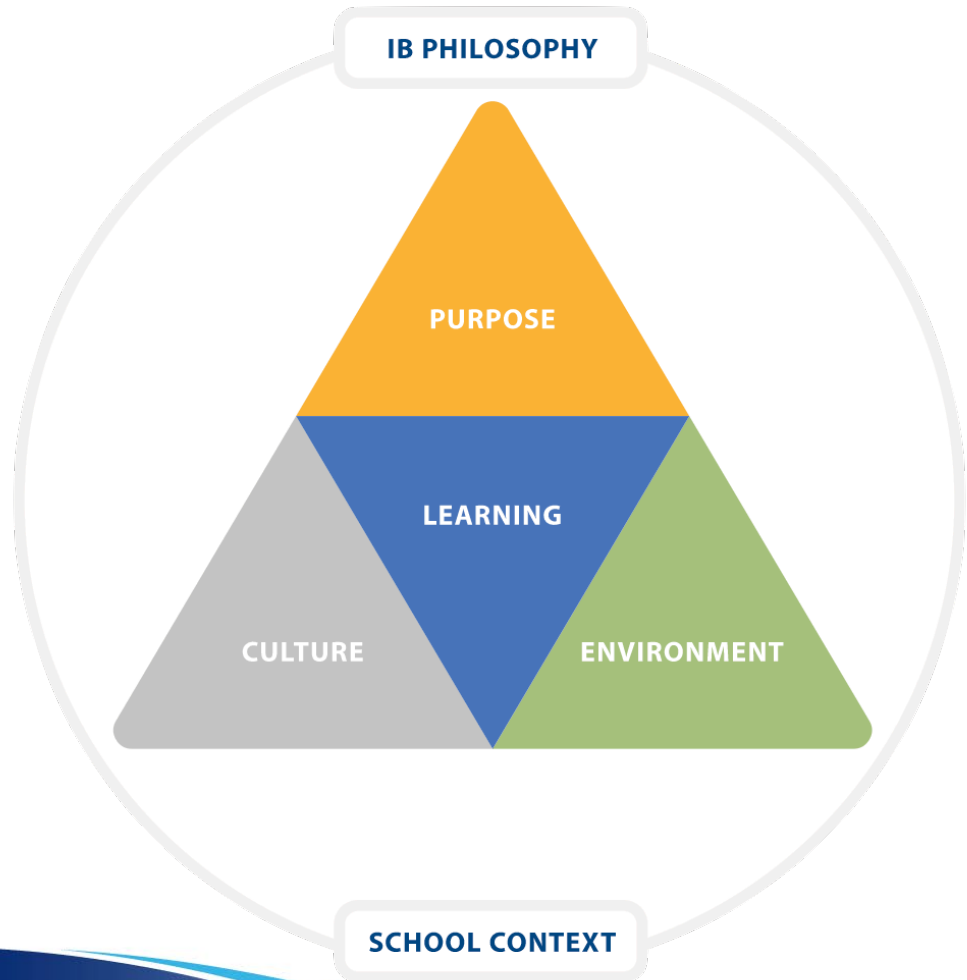
Examples of the PSP from the *Learning* domain

Standard: Approaches to assessment

Learning, teaching, and assessment effectively inform and influence one another.

Practices:

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment.

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment.

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation.

New York State Public Schools with PYP

Cultural Arts Academy Charter School*

P.S. 316 Elijah G. Stroud Elementary School (NYC)

Bloomfield Elementary School

Joseph C. Wilson Foundation Academy (Rochester)

QUEST Elementary School (Hilton)

Palmyra-Macedon Primary School

Young Diplomats Magnet Academy (NYC)

Horizons-on-the-Hudson Magnet School (Newburg)

Stanley Makowski Early Childhood Center (Buffalo)

Global Community Charter School*

Highview School (Greenburgh)

Richard J. Bailey Elementary School (Greenburg)

Lee F. Jackson Elementary School (Hempstead)

David Paterson School (Hempstead)

Joseph A. McNeil School (Hempstead)

Walton Avenue School - PS 294 (NYC)

Dina Link Elementary School (Clarkstown)

Our World Neighborhood Charter School*

Barack Obama Elementary School (Hempstead)

Clayton Huey Elementary School (Centre Moriches)

Prospect School (Hempstead)

Jackson Main School(Hempstead)

Rhodes Academy for the Humanities and the Arts (Hempstead)

New York State Public Schools with MYP

JT Roberts (Syracuse)

Somers Middle School

Clary Middle School (Syracuse)

South Side Middle School (Rockville Centre)

Pelham Middle School

Boerum Hill School for International Studies (NYC)

Long Beach Middle School

Chestnut Ridge Middle School (East Ramapo)

Joseph C. Wilson Foundation Academy (Rochester)

Thomas J Corcoran High School (Syracuse)

Corning-Painted Post High School

Palmyra-Macedon High School

Hilton High School

City Honors School (Buffalo)

Jordan-Elbridge Middle School

Dobbs Ferry High School

Commack Middle School

Harrison High School

Woodlands Middle School (Greenburgh)

School for Global Leaders (NYC)

Our World Neighborhood Charter School*

Mott Hall Science and Technology Academy (NYC)

Center Moriches Middle School

Alverta B. Gray Schultz Middle School (Hempstead)

Partner schools:

Louis M. Klein Middle School (Harrison)

Merton Williams Middle School (Hilton)

Dobbs Ferry Middle School

Palmyra-Macedon Middle School

Corning-Painted Post Middle School

Village Elementary School (Hilton grade 6)

Northwood Elementary School (Hilton grade 6)

New York State Public Schools with DP

Albany High School
Baccalaureate School for Global Education (NYC)
Ballston Spa High School
Bay Shore High School
BELA Charter School*
Binghamton High School, IB World School
Bloomfield High School
Boerum Hill School for International Studies (NYC)
Bronx Early College Academy (NYC)
Brooklyn Prospect Charter School*
Canandaigua Academy
Center Moriches High School
Churchville-Chili Senior High School
City Honors School (Buffalo)
Clarkstown High School North
Clarkstown Senior High School South
Commack High School
Corning-Painted Post High School
Curtis High School (NYC)
Cypress Hills Collegiate Preparatory High School (NYC)
Dobbs Ferry High School
Eastridge High School
Greenville Central School
Harlem Village Academies High
Harrison High School
Hauppauge High School
Hilton High School
James A. Beneway High School (Wayne)
John Adams High School (NYC)
Kenmore West High School
Khalil Gibran International Academy ((NYC)

Knowledge and Power Preparatory Academy (KAPPA) Internationa
Locust Valley High School
Long Beach High School
Massena Central High School
Mott Hall Bronx High School (NYC)
Mount Vernon High School
North Shore High School
Northport High School
Palmyra-Macedon High School
Pierson High School (Sag Harbor)
Port Chester High School
Putnam Valley High School
Queensbury High School
Red Hook Central High School
Schenectady High School
Somers High School
South Side High School
The Brooklyn Latin School (NYC)
The Clinton School (NYC)
The High School for Enterprise, Business, and Technology (NYC)
Thomas J Corcoran High School (Syracuse)
Vestal High School
West Islip High School
Wilson Magnet High School (Rochester)
Woodlands High School (Greenburgh)
Yonkers Middle/High School

New York State Public Schools with CP

Binghamton High School, IB World School

Thomas J Corcoran High School (Syracuse)

Curtis High School (NYC)

Commack High School

Bronx Early College Academy (NYC)

Eastridge High School

New York State Private Schools with IB

British International School of New York	New York City	PYP
Brooklyn Friends School	New York City	DP
Buffalo Academy of the Sacred Heart	Buffalo	DP
Dwight Global	On-line	DP
Dwight School	New York City	DP, MYP, PYP
EF Academy	Thornwood	DP
French-American School of New York	Mamaroneck	DP
International School of Brooklyn	New York City	PYP, MYP
La Scuola d'Italia Guglielmo Marconi	New York City	DP
Léman Manhattan Preparatory School	New York City	DP
Lyceum Kennedy - French American School	New York City	DP
Pine Street School	New York City	PYP
Portledge School	Locust Valley	DP
Saint Edmund Preparatory High School	New York City	DP
United Nations International School	New York City	DP

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The big picture:
Understanding assessment in the IB

Assessment has many meanings

What is "assessment"?

"Assessment" refers to the different ways in which student achievement can be gathered and evaluated.

Common types of assessments include tests, examinations, practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours.

Assessments can be judged by a student's teacher, while other times they may evaluated by someone external to a school or classroom.

How the IB understands assessment

In the IB, assessment is crucial in promoting and evidencing learning for all students.

We believe that students benefit from a holistic assessment experience throughout their education. Assessment should enhance student self-efficacy and agency.
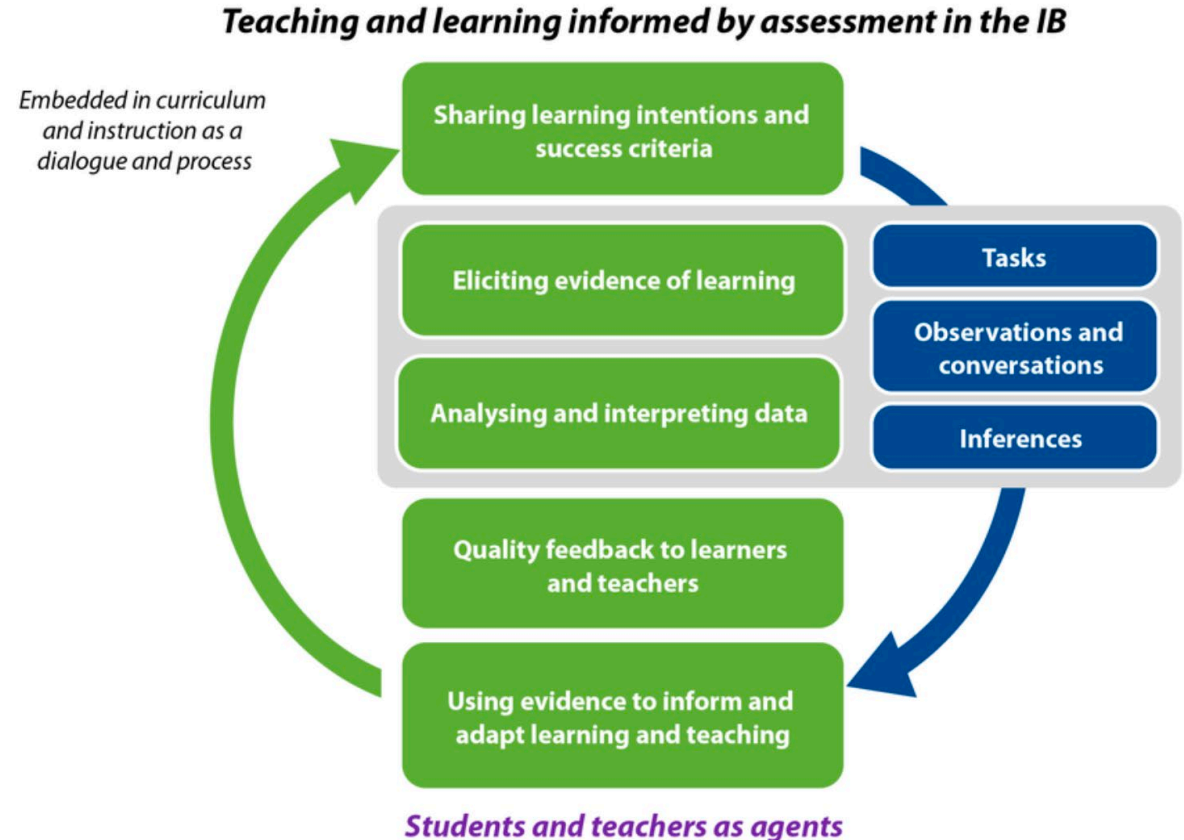
Here are some essential ways we understand assessment in the IB:

Connected to learning
- Our approach emphasises assessment *for, of,* and *as* learning
- "Learning, teaching and assessment should effectively inform and support one another."

Formative and summative
- For all programmes, the IB provides guidance, resources, and training for formative assessment
- For three programmes (MYP, DP, and CP), we also design for summative assessment
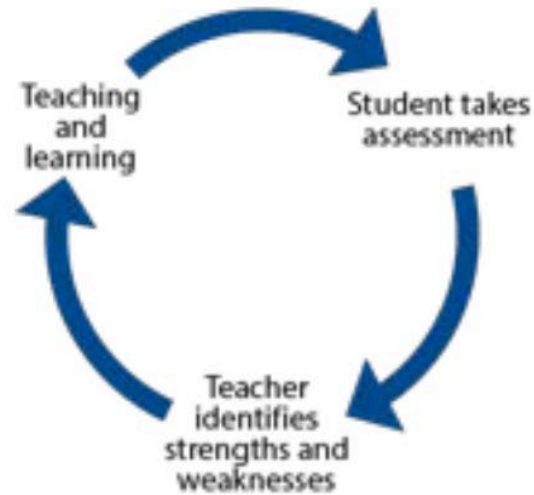
Rooted in IB values and approaches
- Embodies IB values captured by our mission and learner profile
- Assessment is rooted in essential skills and knowledge as defined by our *Approaches to Teaching and Learning*

Criterion-related and standards-based
- Assessment is criterion-related, not norm-referenced.
- Assessment uses established standards co-developed with educators.

Using internal and external assessment
- External and internal assessments are used in the IB. IB-trained examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

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Connected to learning

- Our approach emphasises assessment for, of, and as learning.
- "Learning, teaching and assessment should effectively inform and support one another."

Assessment as part of learning, not separate from it.

We design assessment to be integrated and embedded throughout curriculum and instruction.

We believe that assessment is an especially powerful way to develop agency and assessment-capable IB learners and teachers.

Teaching and learning informed by assessment in the IB

Embedded in curriculum and instruction as a dialogue and process

Sharing learning intentions and success criteria

Eliciting evidence of learning

Tasks

Observations and conversations

Analysing and interpreting data

Inferences

Quality feedback to learners and teachers

Using evidence to inform and adapt learning and teaching

Students and teachers as agents

Formative and summative

- For all programmes, the IB provides guidance, resources, and training for formative assessment
- For three programmes (MYP, DP, and CP), we also design for summative assessment

There are two types of assessment identified and used by the IB.

Formative assessment
To inform teaching and learning and centered on providing effective feedback in order to help develop students' understanding and capabilities.

Summative assessment
Provides an overview of previous learning and is concerned with measuring student achievement.
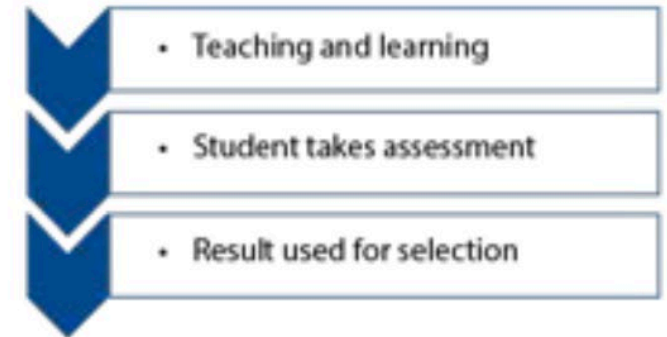
Teaching and learning → Student takes assessment → Teacher identifies strengths and weaknesses

Formative assessment

- Teaching and learning
- Student takes assessment
- Result used for selection

Summative assessment

Rooted in IB values and approaches

- Embodies IB values captured by our mission and learner profile
- Assessment addresses essential skills and knowledge as defined by our Approaches to Teaching and Learning

A shared set of values and approaches help ensure that assessment in the IB is:

Values-rich
Assessment supports the overall IB mission to make the world a better, more just and peaceful place

Holistic
Assessment addresses the whole student including the broad and balanced skills and attributes outlined in our learner profile.

Moves beyond recall (and toward transfer)
Assessment moves beyond knowledge recall, reflecting ways in which students may use knowledge and skills in the real world.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
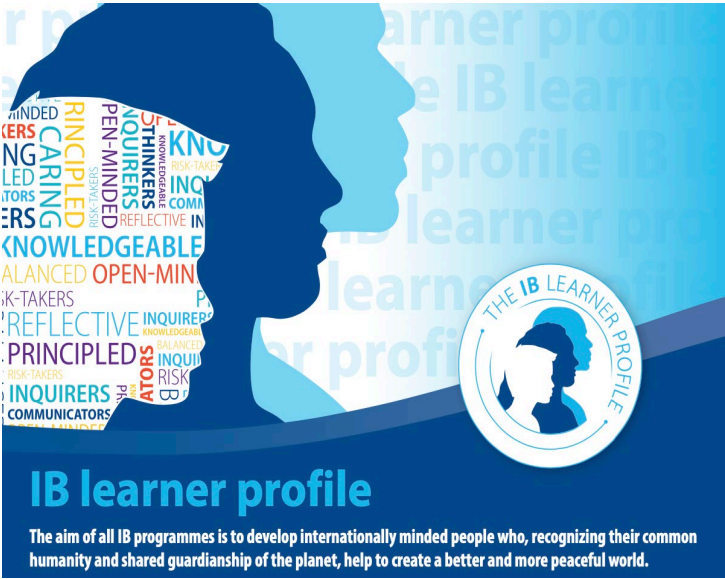
ATL skill categories	MYP ATL skill clusters
Communication	i. Communication
Social	ii. Collaboration
Self-management	iii. Organization
	iv. Affective
	v. Reflection
Research	vi. Information literacy
	vii. Media literacy
Thinking	viii. Critical thinking
	ix. Creative thinking
	x. Transfer

Criterion-related and standards-based

- Assessment is criterion-related, not norm-referenced.
- Assessment uses established standards co-developed with educators

Assessment evaluates what a student knows and can do

We evaluate students' work in relation to identified levels of attainment, or standards, and not in relation to the work of other students.

Standards are co-developed with educators, examiners, and IB staff and are shared with educators and schools.

Standards help us ensure fairness and reliability from year to year.
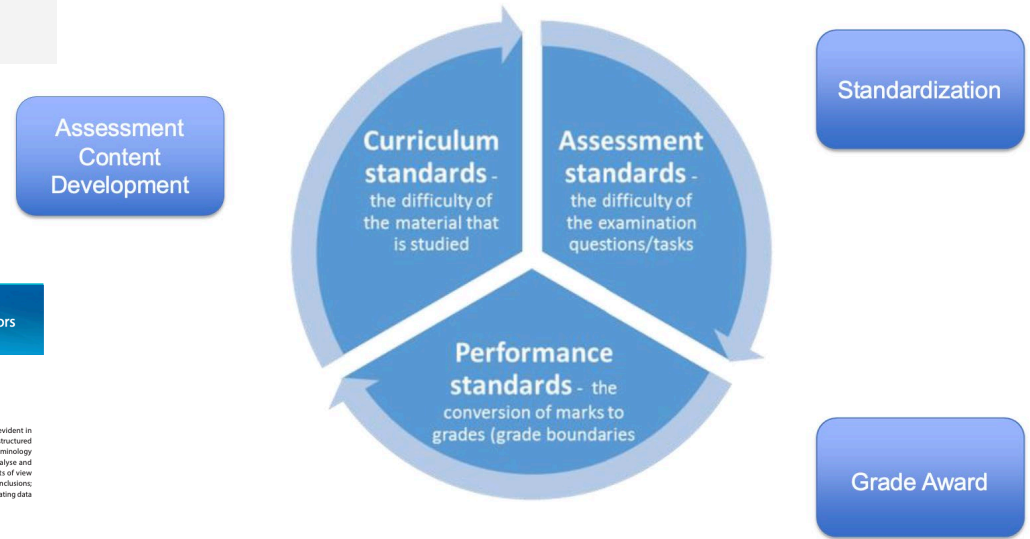
Group 3 (individuals and societies) grade descriptors

Individuals and societies

Grade 7
Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6
Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5
Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4
Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3
Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.
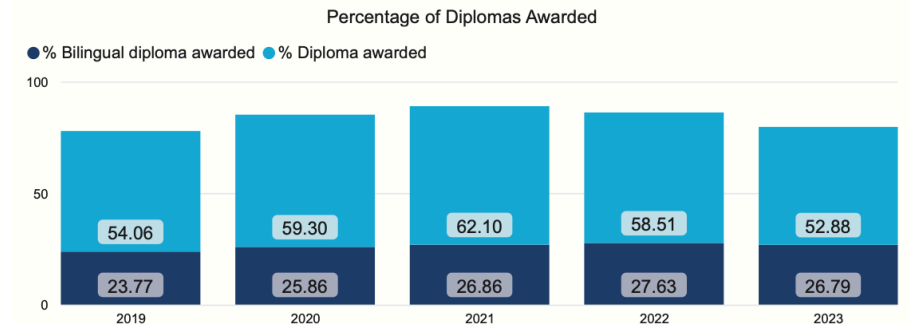
Percentage of Diplomas Awarded

● % Bilingual diploma awarded ● % Diploma awarded

	2019	2020	2021	2022	2023
% Diploma awarded	54.06	59.30	62.10	58.51	52.88
% Bilingual diploma awarded	23.77	25.86	26.86	27.63	26.79

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Using internal and external assessment

- External and internal assessments are used in the IB.
- IB-trained examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

The IB uses a range of types and modalities for both internal and external assessment.

From stimulus-based and conceptually-oriented exams to multimodal presentations and collaborative inquiries, assessment in the IB is highly varied by design.

This range reflects the diversity of the knowledge, skills, and abilities that students develop throughout their learning experience.

The diversity of assessment types and modalities

Assessment types		Modalities	Assessment types		
Results/solutions	Table	**Numerical**	Problem-solving steps/process		
Data analysis	Formula				
Thesis Report	Hypothesis	**Written**	Hypothesis	Blog	Journal
Dissertation	Annotated extracts		Proposal Wiki		
Essay Poem	Proposal		Web portfolio	Note taking	
Graph		**Visual**	Illustration	Highlighting text	
Diagram	Photographs		Concept or mind maps	Sketch	
← Structured end-product				Fluid Processing →	
Presentation	Podcast	**Verbal**	Viva Interview	Conversation	
	Reading scripts		Debate	Group discussion	
Performance Lab experiment		**Performative**	Demonstration	Improvisation	
Play Theatre			Rehearsals	Practical activity	
Product portfolio Song			Process portfolio	Plan Steps	
Video Exhibition		**Hybrid**	Questions Event	Observations	
Building models Representations			Strategies Explanations	Activity	

How we design:
Principles, tools, and process (Eleonore)

How we design: continuous improvement + innovation

Continuous improvement

Continuous collaborative design and improvement of specific subjects and components across each of our programmes:

- Recent and forthcoming updates bring conceptual understanding, inquiry, inter/transdisciplinary perspectives and multimodal approaches to evidencing and assessment closer to center of the student and educator experience

Cross-programme and programme-level innovation

More macro-level innovation of IB's educational offer for young people ages 3-19 with a focus on:

- Inquiry frameworks and skills progression for Primary Years Programme

- Comprehensive enhancements to our Middle Years Programme

- Re-imagining upper secondary pathways to prepare students for university, the future of work and the world in the DP/CP/16+ space

How we design: collaborative and user-centred

IB's curriculum and assessment aims to develop internationally minded people who recognize their common humanity and shared guardianship of the planet.

We do this through a unique process of collaborative design that brings together different stakeholders, including teachers, school leaders, alum, experts, examiners and others.

Each programme-oriented innovation and individual subject review draws on insights and expertise across the IB ecosystem to ensure that our curriculum and assessment are informed by research and practice anchored in the practical realities of the contemporary classroom.

Participants in curriculum development

Teachers

Consultants

IB staff

Examiners/Moderators
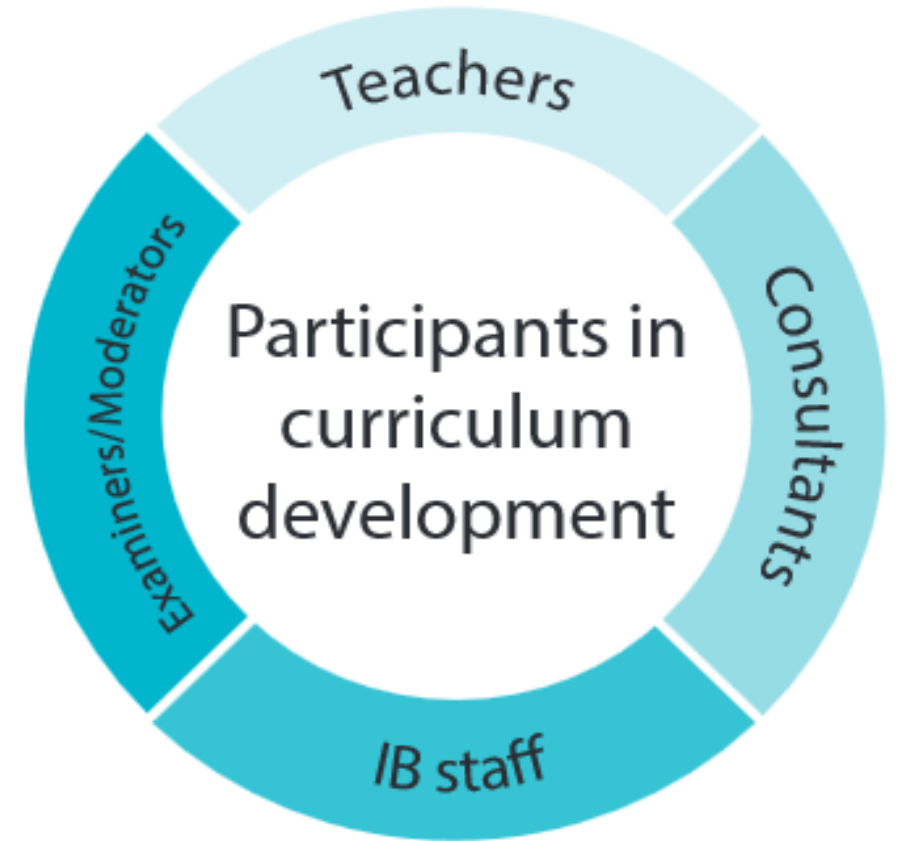
How we design: research-rich and evidenced-based

The IB is committed to a research-rich and evidenced-based approach to improvement and innovation.

Research is central in the development, quality assurance and assessment of IB programmes. We conduct our own research as well as liaise with leading global research institutions.

Outcomes research

- Insights into the efficacy of IB programmes and exploring the implementation of programmes within specific country contexts.

Curriculum research

- Supporting the design of curriculum and pedagogy.

Assessment research

- Investigating trends and supporting the design of innovative, valid and fair assessment.

Policy research

- Focused on evidence-based education policy and innovative practices from around the world.

In practice: well-being and education

Working alongside the Jacobs Foundation, the IB is currently involved in a multi-phase research project to explore, study and measure student wellbeing in primary through secondary schools internationally.

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How we design: universal design + the validity chain

A powerful tool that helps us work toward universal design: the validity chain

Designing a valid assessment involves considering several interconnected aspects.

Assessment focuses on five elements: *reliability*, *construct relevance*, *manageability*, *fairness* and *comparability*.

We place the highest emphasis on creating programmes, courses and assessments that are construct relevant.

For assessments, this means a focus on providing meaningful tasks that test the higher-order thinking skills rather than tasks that are easy to mark reliably.

Construct relevance and authenticity
Fairness and inclusivity
Manageability
Comparability
Reliability
Fit for purpose assessment/validity

How we design: universal design + the validity chain

Construct relevance and authenticity

Fairness and inclusivity

Manageability

Comparability

Reliability

Fit for purpose assessment/validity
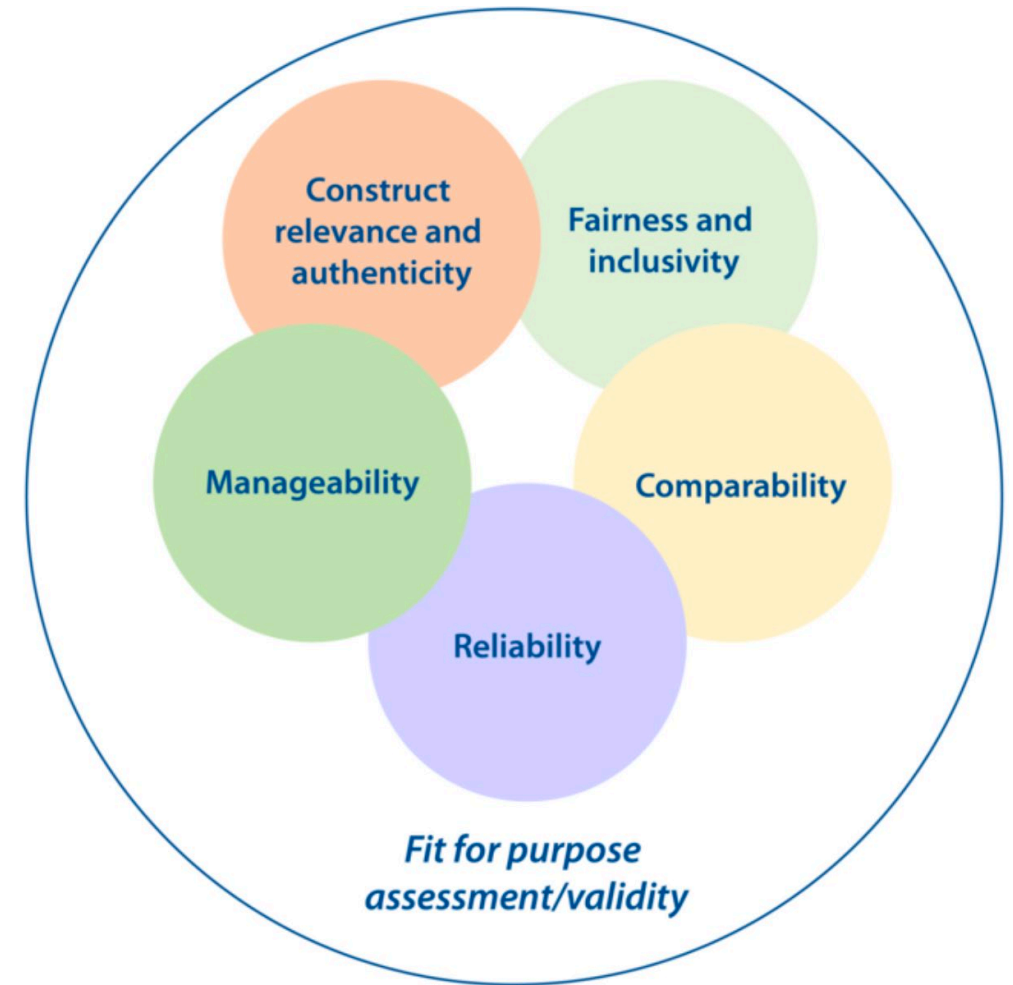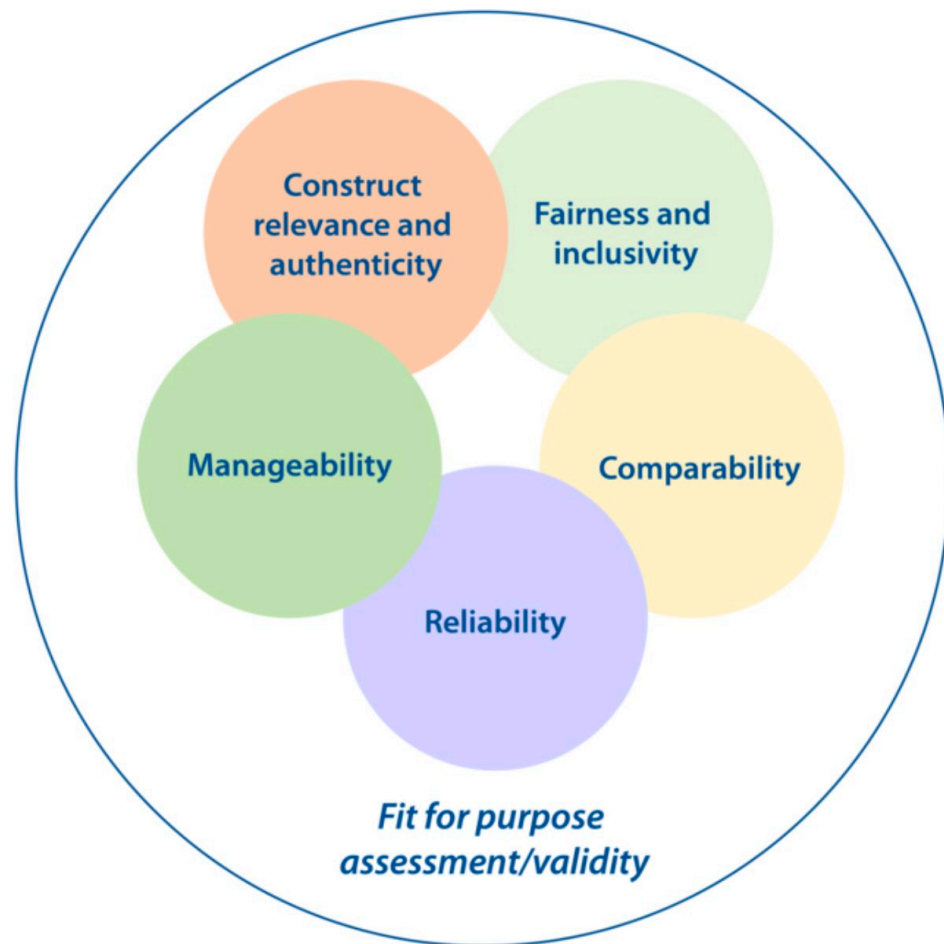
Authenticity and construct relevance

- **How well does the assessment reflect real-life situations?**
- **How do we design an assessment that accurately reflects the expected learning outcomes?**
- For example, if my intention is to assess "students' ability to formulate a scientific hypothesis":
  - what is the best assessment activity to provide feedback on this key construct?
  - how do I make sure that the activity is designed to assess only the primary skills (eg students' ability to formulate a scientific hypothesis) and not other secondary skills (eg language abilities)?

Fairness and inclusivity

- **Do all learners have fair opportunities to participate in the assessment activity, to demonstrate their ability and to receive quality feedback?**
- **Does the assessment give an unintended advantage to a group of students without that being the point of the assessment?**
- For example, if my intention is to assess "students' ability to conduct mathematical analysis":
  - it is a fair assessment if it discriminates between student work that demonstrates better or poorer mathematical analyses
  - the assessment has an unintended bias if it discriminates between students with different digital skills or different levels of experience with spreadsheets.

Reliability

- **How confident are we that the student will get consistent feedback if the same type of assessment was repeated?**
- For example, would the student receive the same kind of feedback if the work was assessed by me, by another teacher or by a peer?
- Or, for instance, if two assessment tasks were designed to assess the same skills, would the student receive consistent feedback in both activities?

Manageability

- **How manageable is this assessment for the students and teachers in my school?**
- **When looking at the whole assessment experience across subjects and throughout the Diploma Programme, is the workload manageable and well distributed in time?**
- For example, the length of the assessments, the equipment or material required to complete the assessments, or the total number of assessments required
- **How can we make the assessments in our school more manageable for all learners?**

Comparability

- **How confident are we that the different assessment tasks are of comparable difficulty?**
- For example, if I have decided to give my students different options in an assessment task to make it more inclusive, allowing them to submit their work in the format of an essay, a presentation or a podcast.
  - Will the different options have similar levels of difficulty?
  - Will the different options allow me to provide equal quality feedback to all learners?

How we design: multiple timelines

As a complex ecosystem, we work across multiple timelines.

This helps us ensure we are delivering high-quality assessments and learning experiences each year – even as we are improving and innovating on a longer-term basis. Some example timelines include:

Assessment development and delivery
- Developing, delivering, and marking hundreds of thousands of assessments for thousands of schools in dozens of languages and 160 countries. This happens each year at two defined times (May and November).

Curriculum design and improvements
- Refining and improving subjects and components alongside updated professional development resources and assessment samples. This is ongoing with each subject/component review lasting 4-7 years each.

Programme-level innovation
- Innovating at the programme-level on a longer term / horizon basis. This can typically last 8-10 years.
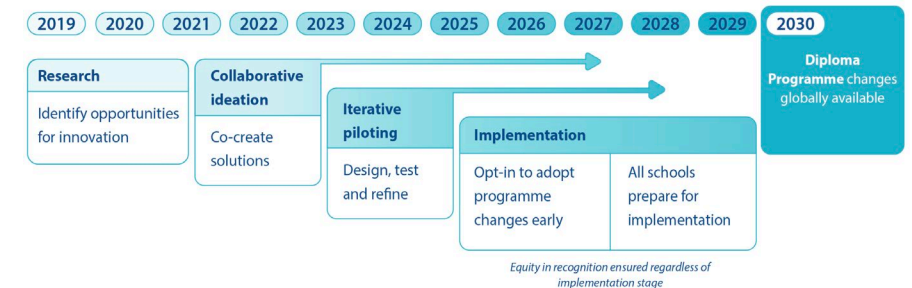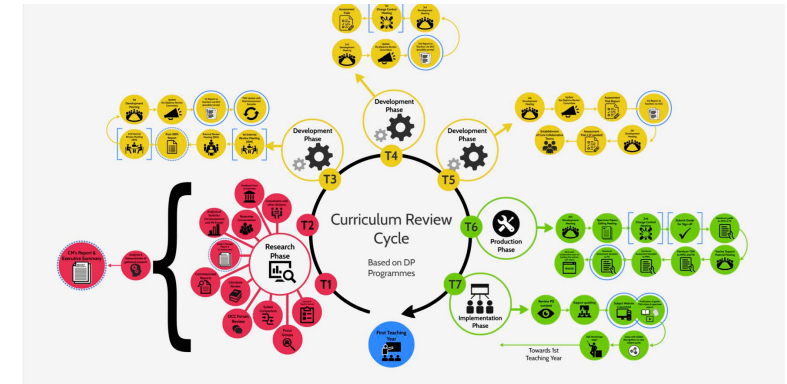
How we design: future-focused

Some horizon questions for the future of curriculum and assessment innovation:

On-screen assessments
- How is on-screen assessment changing the way we approach exam design, delivery, marking etc.?

Designing for digital assessments
- How digital assessment platforms help us to improve curriculum design and how we evaluate the kinds of higher-order knowledge and skills we value most

Role of new technologies
- How do we effectively integrate new/emerging technologies such as AI into our systems and design processes?
- What is the curricular and assessment impact?
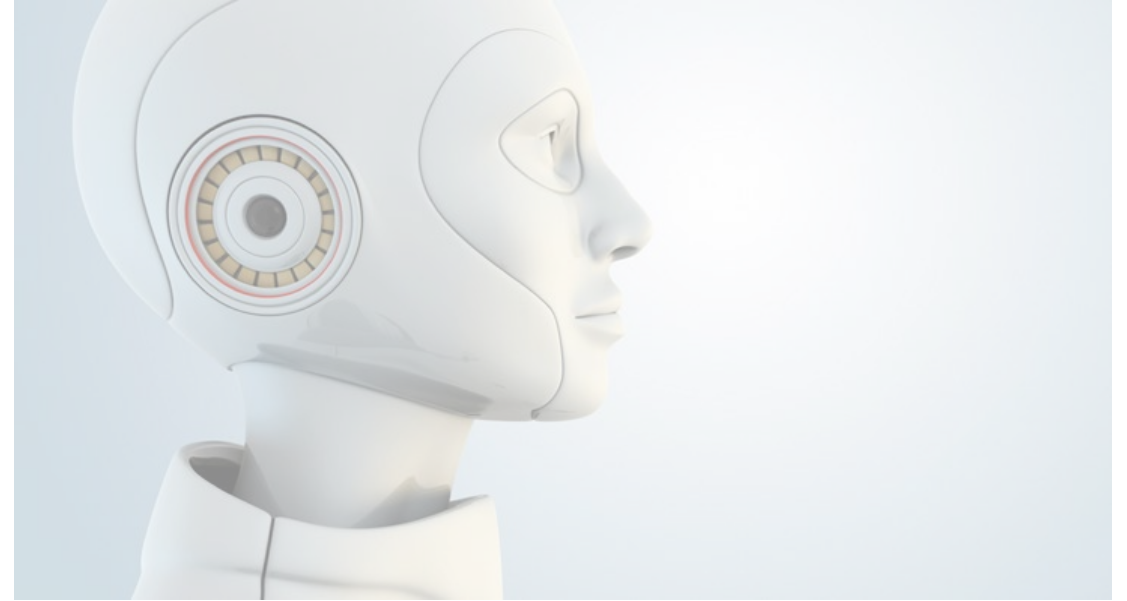
How will AI change assessment practice in the future. Consider this question from the perspective of the International Baccalaureate.

AI is poised to significantly transform assessment practices in the International Baccalaureate (IB) and other educational frameworks in various ways:

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Making connections

Performance-based Learning and Assessment Networks (PLAN) Program in New York

- Re-imagining assessment to promote high-quality instructional opportunities, provide authentic measures of deeper learning, and better prepare students for college and the workplace.

- Exploring alternative ways for students to demonstrate mastery of subjects.

- Supporting schools as networks who resources and promising practice that emphasize project-based learning and assessment tailored to students' individual performances.

- Commitment to modernizing educational assessment system aligning it more closely with the needs and expectations of contemporary learners and the broader society.

Development and innovation in the International Baccalaureate

- Continuing a commitment to assessment as an integral and embedded aspect of teaching and learning.

- Improving and innovating diverse ways for students to demonstrate learning and performance against transparent, achievable, and meaningful standards.

- Working with educators and schools as co-designers and collaborators to improve overall assessment practice..

- Commitment to modernizing educational assessment system aligning it more closely with the needs and expectations of contemporary learners and the broader society.

In depth:
Performance-based assessment across the IB (Angela)

A closer look at performance-based assessment

Performance-based assessment is central to internal and external summative assessment in the IB.

PBA requires students to perform tasks or activities that more authentically mirror real-world application.

For instance, students might be asked to solve complex problems, conduct investigations, or create projects.

Here are essentials of PBA for the IB:

Demonstration of knowledge and skills
- A task requires the a range of skills and knowledge that could include, critical thinking, creativity, problem-solving, collaboration, planning, inquiry.

Holistic understanding
- A task aims to assess students' holistic understanding of the subject matter, not just rote memorization.

Evaluation criteria
- A task's evaluation is based on pre-defined criteria.

Feedback loops
- A task often incorporates feedback as a crucial element, enabling students to understand their performance and improve.

Multimodality
- A task take various forms including projects, presentations, essays, and portfolios, among others.

Interdisciplinary
- A task can often be interdisciplinary, requiring students to apply skills and knowledge across multiple subject areas.

Student-centred
- A task is often student-centered, allowing for creativity, choice, and a deeper exploration of the content.

Student-centred curriculum design translated into assessment design

Choice   Student

Student   Agency

Context   Student
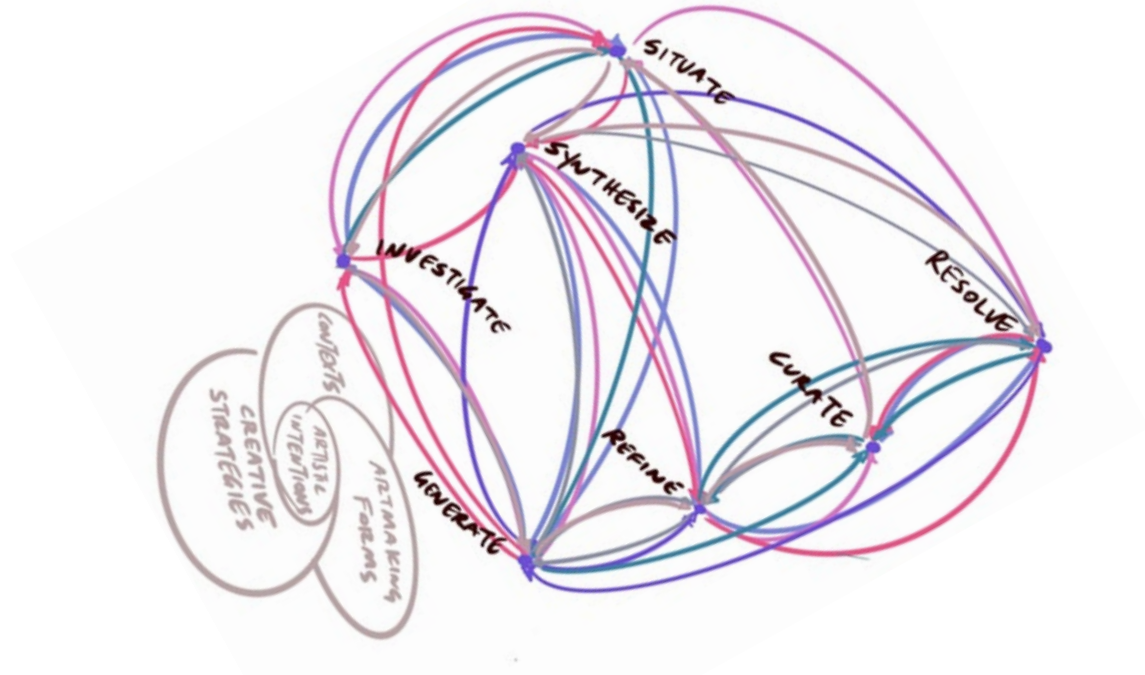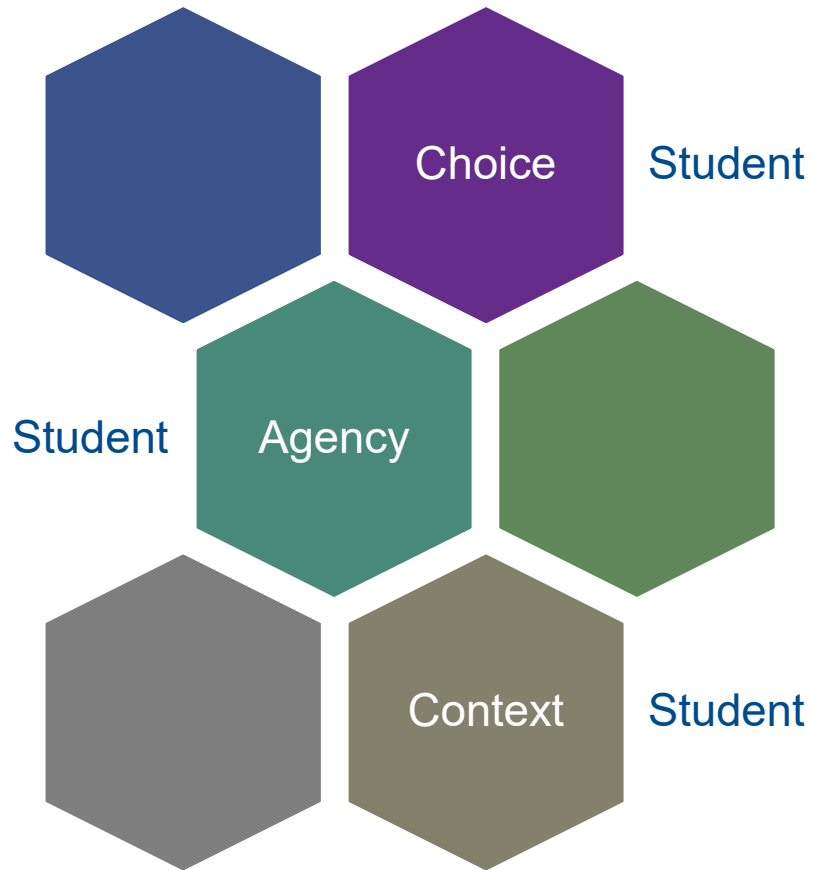
"Education in the final analysis is really about the production of agency. Because all education is an introduction in some way to the future" *H.Giroux**

"The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect."

Philosophy: multimodality + deep knowledge

Core theme: Being human

1. Read the following stimulus and develop your response as indicated below.

Extract from *E Kore Au E Ngaro (I shall never be lost)*, a traditional *Māori* folksong.

> I shall never be lost
> Nor shall I be ashamed
> For I am keen
> to seek and search
> 5   from whence I came.
> Should I roam the expanse of our nation
> Or the expanse of the world
> no matter where I happen to be
> I shall never forget
> 10   Most precious to me is my identity
> Knowing that I am a descendant of *Whakatōhea**.
> I shall not be lost
> I shall not be ashamed
> because I am passionate
> 15   in the search, in the investigation
> of "Who am I?"

*   *Whakatōhea*: the name of a *Māori iwi*, or tribe

With explicit reference to the stimulus and your own knowledge, explore a philosophical issue related to the question of what it is to be human.

Look at the following image and develop your response as indicated below.

With explicit reference to the stimulus and your own knowledge, explore a philosophical issue related to the question of what it is to be human.

Digital society: multimodal + student centred

Learning and teaching:

Students conduct extended inquiries to address **challenge topics** and **interventions** in digital society.

Step one
- Create an extended inquiry focus
- Global well-being; Governance and human rights; Sustainable development

Step two
- Explore and investigate challenges

Step three
- Identify interventions

Step four
- Evaluate interventions and recommend steps for future action

A pre-release statement will be provided five months in advance of Paper 3.

The pre-release statement will consist of a short text of 250–400 words indicating the real-world nature of a selected challenge topic from the HL extension.

The pre-release may also indicate possible resources, terms and approaches to consider for an extended inquiry. The pre-release statement should be used by students in extended inquiries into relevant digital interventions in advance of paper 3.

The pre-release statement will be published on the Programme Resource Centre by the following dates:
- 1 December (of the previous year) for the May session
- 1 June for the November session

Happy Parking

A European telecommunications company recently launched a mobile digital application (app) called *Happy Parking*. The app was piloted in the city of Hamburg and is gradually being rolled out to over 80 cities across Germany.

Happy Parking helps automobile drivers locate, navigate and pay for a parking space close to their location within a city. The app's marketing team promises an easy and seamless user experience. To use the app, each user must first register a credit card for payment purposes, submit images verifying their legal eligibility to drive, and allow the app to access their geographical location in real time.

The *Happy Parking* app combines driver location data with data collected from parking sensors located throughout the city. It then uses this data to provide users with accurate, real-time information on available parking spaces. Once a user selects an available space, optimized routing towards the chosen parking space is displayed by the app. When the user parks, the app processes a small fee, allowing the space to be used for a pre-set time. If a user does not pay for the parking space, their vehicle is flagged for a fine and may even be towed away or have its tyres clamped.

Figure 1: The *Happy Parking* app mobile interface
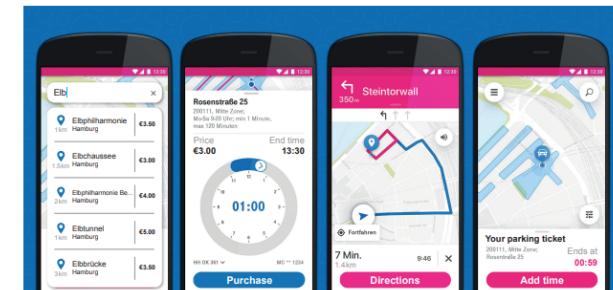
Early results show that *Happy Parking* app users save time finding and securing parking spaces. However, parking sensors are unevenly distributed across areas of the pilot city, and paid parking lots and garages are starting to express concern about the app's impact on their businesses. The app is also not currently available on all mobile devices and operating systems.

It is too early in the pilot to conclusively determine the app's impact on air pollution.

Theatre: holistic approaches

The course comprises 4 syllabus areas

Areas of the DP theatre syllabus

Staging play texts	Exploring world theatre traditions	Collaboratively creating original theatre	Performing theatre theory (HL only)
Exploring how play texts can be transformed into action, using performance and production elements	Exploring how research into world theatre traditions be carried out through the body in order to acquire a deeper understanding	Exploring how original theatre can be created and performed collaboratively in order to fulfil theatre-maker intentions	Exploring how aspects of theatre theory can be researched and developed through live performance work
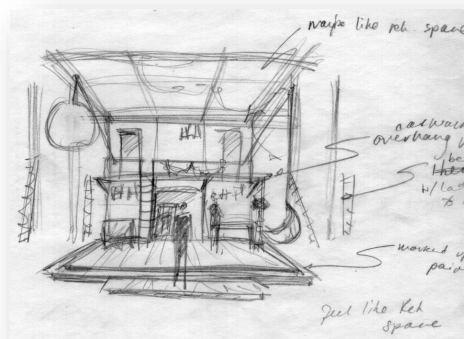
Each syllabus area links directly to one assessment task

Linking the syllabus areas with the assessment tasks

Staging play texts	>	Production proposal (SL and HL)
Exploring world theatre traditions	>	Research presentation (SL and HL)
Collaboratively creating original theatre	>	Collaborative project (SL and HL)
Performing theatre theory (HL only)	>	Solo theatre piece (HL only)

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Theatre: Collaborative project

Article on a child claiming to be a reincarnated Second World War soldier

Students collaboratively create, stage and perform an original piece of theatre (lasting 7–10 minutes) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. The audience is selected by the students.

Sciences: Collaborative project

Credit attributed to: Feature_ResearchIndustryCollaboration.jpg (1200×660) (sciencemeetsbusiness.com.au)

The collaborative sciences project (CSP) gives Diploma Programme (DP) and Career-related Programme (CP) students the opportunity to work together in an interdisciplinary team. They work towards a common goal related to a real-world issue, pursued through the lens of the scientific method.

Throughout the project, the emphasis is on the experience of collaborative problem-solving, the focus being the process rather than the product.

Real-world issues are inherently complex. The CSP explores a specific issue, giving students the opportunity to recognize some of the interrelated systems, mechanisms and processes connected to the issue they are investigating. These interconnected factors may include the environmental, social and ethical implications of science and technology.

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# Theory of Knowledge – real-world relevance + exhibition

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Global impression marking:

This means that the assessment of both tasks is envisaged as a process of holistic or global judgment rather than an analytical process of totalling the assessment of separate criteria.

Broad Street Pump in Soho, London. *Photograph credits: Alicia Canter/Observer*
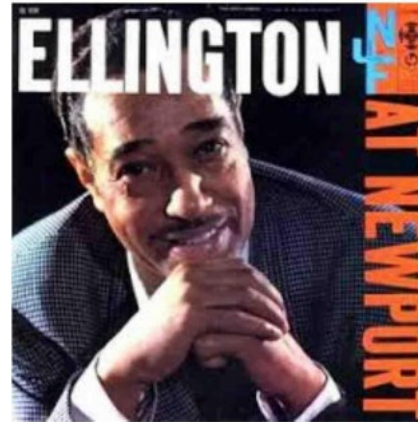
Record cover of Duke Ellington live. *Photograph credits: Duke Ellington and Phil Schaap*
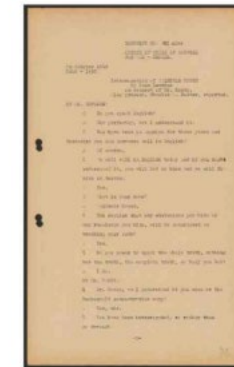
Transcript from the interrogation of Waldemar Hoven. *Photograph credits: Harvard Law School Library*

How is current knowledge shaped by its historical development?

Studies in language and literature

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.

Global Issue: Gender roles deteriorate women's rights (Community Identity and Culture)

Literary Text: The play *A Doll's House* by Henrik Ibsen

Non-literary Text: Advertising campaign called "In a Parallel Universe" by Eli Rezkallah

Literary Text:
The whole play of *A Doll's House*

Non-literary Text:

- Culture, identity and community
- Beliefs, values and education
- Politics, power and justice
- Art, creativity and the imagination
- Science, technology and the environment

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MYP Personal Project

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

MYP eAssessment

- The MYP eAssessment offers practitioners an innovative tool to gain valuable insights into learning and teaching.
- Additionally, it offers students an option to gain a qualification for their middle years' education and an assessment experience that aligns with today's digital learning environment.
- MYP grades provide important, externally-verified results that serve as an alternative to state or national examinations, and support applications for post-16 education.

http://idprm.ibo.org/presentation.html

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Quality assurance of our assessment strategy

Quality assurance

Regulatory bodies

Semi-regulatory bodies

Partnerships

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Relationship to New York State (David, Michael & Melissa)

NYS graduation requirements

- 4 + 1 Department-Approved Pathway Assessments in the Arts, approved in accordance with §100.2(mm): IBDP Dance, IBDP Visual Arts, IBDP Theatre Arts, or IBDP Music
- Approved Alternatives to Regents Exams
  - English Language Arts: IBDP Language and Literature; IBDP Literature; IBDP Literature and Performance
  - Algebra I (graduation requirement): IBDP Mathematics: Analysis and Approaches; IBDP Mathematics: Applications and Interpretations
- NYS provides a fee waiver covering DP & CP assessment for economically disadvantaged students
- NYS approved CTE sequences utilized to Meet Career-related studies (CRS component) of IB Career-related programme

Link to photo from Eastridge HS, Rochester

Link to photo from Long Beach HS

Link to vido from Northport HS

Link to video from Queensbury HS

Link to picture from Baccalaureate School for Global Education, NYC

Link to video from Wilson Magnet HS, Rochester

Hempstead Middle School

Assessments contribute to instructional planning

- IB Exhibitions: PYP 5th grade exhibition, MYP Community Project, MYP Personal Project, ToK Exhibition, CAS exhibition, Arts performances and exhibitions
- Teachers utilize the IB CP/DP Internal Assessments as models to design assignments
- Schools have back-mapped IB CP/DP Internal Assessments to prior grades (and/or to ATL Skills)
- Teachers utilize DP external exam question structure to scaffold critical thinking skills
- Schools utilize IB assessment criteria to provide feedback to students and parents
- Student reflection is frequently incorporated into assessment processes
- Regional association of IB Schools organizes round-tables where teachers share assessment practices.
- Teachers utilize IB Assessment criteria to standardize marking and expectations