

Additional support for transition to the new MYP assessment model

The curriculum review in the context of MYP: Next chapter resulted in significant changes to the objectives of some subject groups. As a result, the prescribed tasks for moderation in Arts, Design, Language acquisition and Physical and health education represent a new approach to external assessment in the MYP. For these subject groups, the required tasks for 2015 moderation align with anticipated developments in MYP eAssessment for 2016 and beyond.

MYP ePortfolio assessment tasks will be completed in the second half of MYP year 5. Several months before schools enter student achievement levels for ePortfolio subject groups in IBIS, the IB will publish partially-completed MYP unit planners. These planners will help to establish a shared approach to external assessment. They will be specially developed by assessment authoring teams for each examination session.

How to use these unit plans

MYP ePortfolio unit planners represent a flexible approach for the development of a globally-standardized assessment process.

The partially-completed planners can accommodate a range of content, use a variety of available resources, integrate with vertical articulations of each school's curriculum, and meet the needs of specific learning communities. Following good practice, teachers can work collaboratively to complete the planners according to local circumstances and curriculum requirements.

The following components of the 'Inquiry: Establishing the purpose of the unit' section from the unit planner will be included:

- key concept
- related concept(s)
- global context (shared by all MYP eAssessments in the session)
- statement of inquiry
- inquiry questions
- summative assessment task(s)
- relationship between summative assessment task(s) and the statement of inquiry.

The following pages include recommended distributions of page limits for assessment tasks which can aid teachers and students in preparing student work for moderation. This guidance is aligned with requirements published in the *Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment 2015*.

For moderation in 2015, use of these unit planners is entirely optional. Students will not be penalized if their work submitted for moderation is based on other MYP units developed by the school.

Schools not participating in MYP eAssessment can also use published unit planners and ePortfolio moderation tasks to inform and inspire curriculum development.

Arts

A portfolio of student work that presents evidence for the successful completion of a unit of work

Submission limits for evidence of a point of realization	
Visual arts	5 photographic images or 3 minutes of video
Performing arts other than music	5 minutes of video, of which the candidate must be easily identifiable on screen for at least 3 minutes
Performing arts-music	3 minutes of audio in which the student must feature prominently and be easily identifiable

Submission limits for the entire student sample*	
0 minutes	30 A4 pages containing no more than 2,000 words
3 minutes	24 A4 pages containing no more than 1,600 words
6 minutes	18 A4 pages containing no more than 1,200 words
9 minutes	12 A4 pages containing no more than 800 words
12 minutes	6 A4 pages containing no more than 400 words
15 minutes	0 pages

* including evidence of a point of realization and process journal excerpts

For schools following the 2015 sample unit planner:

ePortfolio task	Recommended maximum recording or page limits	
1. Presentation	5 minutes audio-visual recording including 8 visual images	10 pages (no more than 650 words)
2. Proposal	3 minutes audio visual recording	6 pages (no more than 400 words) plus 5 images
3. Process	3 minutes audio visual recording	6 pages (no more than 400 words) plus 5 images
4. Commentary	4 minutes audio/visual recording	8 pages (no more than 550 words) plus 6 images

Design

A portfolio of student work in the form of a design project

Submission limits	
Written work	40 A4 pages

For schools following the 2015 sample unit planner:

Criterion A: Inquiring and analysing

Criterion B: Developing ideas

Strand	A4 pages recommended maximum	Strand	A4 pages recommended maximum
(i) explain and justify the need for a solution to a problem for a specified client/target audience	1	(i) develop a design specification which clearly states the success criteria for the design of a solution	1-2
(ii) identify and prioritize the primary and secondary research needed to develop a solution to the problem	1	(ii) develop a range of feasible design ideas which can be correctly interpreted by others	6-7
(iii) analyse a range of existing products that inspire a solution to the problem	2-4	(iii) present the final chosen design and justify its selection	1-2
(iv) develop a detailed design brief which summarizes the analysis of relevant research	1-2	(iv) develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.	3-4

Criterion C: Creating the solution

Criterion D: Evaluating

Strand	A4 pages recommended maximum	Strand	A4 pages recommended maximum
(i) construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution	1-3	(i) design detailed and relevant testing methods, which generate data, to measure the success of the solution	2
(ii) demonstrate technical skills when making the solution	6 pages total for these three strands	(ii) critically evaluate the success of the solution against the design specification	2
(iii) follow the plan to create the solution, which functions as intended		(iii) explain how the solution could be improved	1
(iv) fully justify changes made to the chosen design and plan when making the solution	2 pages or 4 minutes video	(iv) explain the impact of the solution on the client/target audience	1

All schools submitting work for moderation can use these design project guidelines.

Physical and health education

A portfolio of student work that presents evidence for the successful completion of a performance improvement task that includes aspects of health or physical education

Submission limits	
Video	3 minutes
Written work	15 A4 pages

For schools following the 2015 sample unit planner:

ePortfolio task	Recommended maximum recording or page limits
1. Description of activity/ performance Client interview and video analysis Benchmark testing	5 pages
2. Establish goals and designing action plan Training plan Interim analysis of results	5 pages
3. Final performance / playing situation	3 minutes audio visual recording
4. Pre- and post-performance analysis Evaluation of coaching plan Evaluation of client performance Evaluation of interpersonal skills	5 pages

For schools creating their own performance improvement task:

Part One: Coaching	A4 pages recommended maximum
Research that identifies an opportunity to develop and enhance the client's knowledge and understanding of performance within either sport or health-related fitness	2
Analysis of client's strengths and weaknesses based on video evidence and a personal interview	2
Identification of a manageable, accurate and meaningful performance that can be benchmarked and repeated to evaluate the client's progress	1
Detailed plan that shows how the coach will develop the chosen area of improvement	3
Feedback to client that demonstrates an effective coach-client relationship (interpersonal skills)	(training log) 3

(The client will also play the role of the coach for another student/ client.)

Part Two: Improving performance	A4 pages recommended maximum
Final performance that demonstrates improved understanding	Video of performance not to exceed 3 minutes
Detailed self-evaluation of pre- and post-training performance as client, including quantitative and qualitative analysis of how effectively the plan improved physical and psychological performance	4

For moderation in 2015, schools may also submit multiple tasks of their own design which allow students to demonstrate achievement against all Physical and health education criteria.