**IB results day 2020 – Response for NKR**

Students, educators, and administrators all agree, this is an extraordinary year, the likes of which none have experienced in our lifetimes. The historic decision made to cancel May 2020 session examinations prioritised student and teacher health and wellbeing above all else.

Following the decision to cancel the May session, the International Baccalaureate (IB) began working with schools, universities, and regulators to provide a valid and recognised awarding model during this unprecedented time, building on its trusted methodologies and experience in assessment.

The organization has also been in peer-to-peer conversations with other examination bodies and determined a set of high-level principles that have underpinned the assessment methodology, in responding to this unprecedented situation.

The IB hears the voices of those who are elated by their accomplishments, but also those who are disappointed with their results. The emotional wellbeing of its students and community is paramount in its decision making and remains the highest priority. Each session after results are released, the IB reviews the feedback from students and schools with respect, care, and consideration.

Grades were awarded for the May 2020 session through the IB’s awarding model, not a computer-based algorithm, which looks at the relationship between predicted grades, coursework marks and final outcomes at school level. This ensures that there should not be a big difference if an IB World School usually performs below the global average and has a strong candidate, as long as the relationship between the predicted grades, coursework marks and final outcomes is the same.

The awarding model has three components:

1. **Student coursework:** Unlike other assessment bodies, the IB has student coursework as part of the normal awarding system. This is because it advocates that some course learning objectives are best assessed through extended tasks undertaken at the student’s own pace, and ideally marked by the teacher who observes them during this time.

For this session, to assure universities and regulators that our awarding methodology is robust, the IB has carried out examiner marking for all the coursework, which included teacher comments uploaded by IB World Schools. This was instead of taking samples of teacher-marked work and applying moderation factors, as is its usual model. It is important to note that moderation in normal circumstances always involves examiners marking samples of teacher-marked coursework.

Examining all student work, rather than only moderating, aims to maximise the confidence that every student will receive a fair mark overall.

1. **School grades:** The May 2020 session model relied on the teacher-delivered predicted grades for each student in each subject and weighting. All students received the same weighting for the predicted grade.

The IB knows that school predicted grades are close to, but sometimes different from, the final grade. In a normal session, 55% of students achieve at least a grade different to what was predicted by their teacher. The IB’s obligation to students in these exceptional circumstances is that their grades can be fairly considered alongside previous and future grades issued by the organization, so these students have a qualification that is equal to past and future years.

1. **School context:** For each subject in each school, a unique factor was applied based on historical prediction data, and the same school factor was applied to every student in that school for that subject and level. This factor used historical data to model the predicted grade accuracy, as well as the record of the school to do better or worse on examinations compared with coursework. This ensured that the school’s own record was built into the model to ensure fairness across the cohort.

Prior to the attribution of final grades, this process was subjected to rigorous testing by educational statistical specialists, to ensure that the IB’s methods were robust.

For the May 2020 session, the IB continues to develop support options for IB World Schools and students and care deeply about the outcomes of its students. In addition to this, the IB continues to communicate directly with universities, encouraging them to remain compassionate at this unprecedented time.

The IB is listening to those concerned with their results and has introduced a new process to review extraordinary cases; prioritising cases that are linked to progression to support with university admissions and dates of admissions. It is committed to a rigorous review of all these cases but cannot guarantee higher grades as a result of the review; results that are deemed reasonable will not go down as a result of this process.

The IB has identified three priority areas for this review:

1. Candidate level discrepancy
2. Subject level discrepancy
3. Whole cohort discrepancy

The IB cannot communicate directly with students due to data security and asks all students to liaise with their IB World School if they have any concerns or questions.