

IB results day 2020 – response

On 15 July 2020 the International Baccalaureate (IB) communicated [an update to its review process](#) for the May 2020 Diploma Programme (DP) and Career-related Programme (CP) results. The IB always reviews the feedback from students and schools with respect, care, and consideration.

We understand the complex emotions that teachers, parents and students are experiencing this year. The new review process is in addition to our Enquiry Upon Results service, and has been customised to address feedback on results during this extraordinary year. We are working closely with our schools in Norway to ensure the best outcomes for our students.

Our assessment model

We wish to assure all students and parents that the outcome of the May 2020 results relied on student coursework that was reviewed and marked by our examiners, predicted grades that were provided by teachers, and the context of each school. The assessment model was developed to ensure 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.

We shared in [writing here](#) how we developed our assessment model, and also shared the [statistical bulletin](#) that reflects the data from May 2020 session. We continue to work closely with the regulators and experts that helped shape and approve the models that assessed student results.

A number of cases submitted to the review process have highlighted that students have been awarded final grades lower than the predicted grade or coursework grade. For every examination session, school predicted grades are close to, but are often different to, the final grade awarded. In recent years we have noted that 55% of students are awarded a grade at least one point different to what was predicted by their teacher. Our analysis of the situation currently indicates that this year, we believe for compassionate reasons, and similar to what other awarding bodies are reporting that teacher predictions have been much higher.

Our 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.

Our students are the leaders of tomorrow – while scores are one measurement – there are additional factors that set our students apart including critical thinking skills, problem solving, and a comprehensive view/diversity of thought that are more powerful than any number can ever be.

Bias

Fairness is a critical component to the IB assessment process - racial, gender, socioeconomic or any other sort of bias has no place at the IB. We take this very seriously. Our IB World School Managers are engaging directly with any schools who have concerns around bias.

The IB has historically only collected the geographic location and gender of assessment participants. As an international organization, this allows us to apply standards globally.

Looking forward

We all want bright futures for our students. We are committed to working with our schools, regulators and universities to ensure the best outcomes for our students. Our learner profile asks us to be principled, open-minded, risk-takers, balanced and reflective. We appreciate the inquiries, questions, and comments we have received over the last several weeks. Many have been helpful as we navigate the challenges that COVID-19 has presented.