



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Frequently Asked Questions: The plan forward for 2023 Learning, teaching and Assessment

Frequently Asked Questions: The plan forward for 2023 Learning, teaching and Assessment

Background

In August 2021, the IB announced the resumption of a full assessment model for the DP, CP and MYP beginning with the May 2023 assessment session. These FAQs address common questions and concerns on the part of our diverse school communities.

General questions about the decision.

Why return to the assessment model as outlined in the subject guides for students sitting assessments in 2023 and beyond? Why not keep the adapted assessment model?

The adapted assessment model announced in August 2020 responded to an unprecedented global crisis. While this crisis is ongoing, its impact on schools, teachers and students is different today than it was in 2020. Over the past several months, school communities have responded with great flexibility and resilience. The IB recognizes these accomplishments.

We believe that a renewed focus on supporting student readiness and engagement with our full programmes and subjects as originally designed is the best next step. Our programmes and subjects were designed according to the highest international standards of quality by experts and IB educators. By returning to our programmes and subjects as designed, the IB ensures an equitable student experience with the broadest range of knowledge, skills and competencies.

Why is this announcement happening now? Why not wait until we are closer to May 2023?

Subjects in the Diploma Programme are taught over a two-year period. To ensure equitable student engagement, it is important for schools to plan the required teaching and learning time prior to candidates engaging with their various assessment activities.

Does a return to the published assessment models (outlined in subject guides) account for "learning loss" and knowledge and skills gaps associated with COVID?

The IB understands the challenges associated with teaching, learning and assessment during COVID-19. Sometimes these challenges are expressed as a "learning loss" as well as a gap in knowledge and skills. These concerns are valid. However, it is equally important to acknowledge and value the many types and forms of learning that have happened over the past several months, and even how innovative practice have replaced more traditional ones. Rather than using emergency assessment mitigations as we have done for 2021 and 2022, which in the long term will not address many of these gaps, we will focus our attention on supporting schools to address the learning needs of students through teaching and learning.

Where can I find subject-specific details about the full assessment model?

The full assessment model for a subject/component is the same as published in the individual subject guides. All IB guides and supporting material can be found on the Programme resource centre (PRC) and accessed via MyIB.

Will this decision be reviewed in light of new developments prior to May 2023, for example further extensive school closures?

As we have done since the start of the pandemic, the IB will continually monitor the situation and engage with our community to understand their local context. Decisions will be informed by the knowledge gathered during this time.

Will the IB continue to support students with guidance and policies related to remote and blended learning?

The IB is currently in consultation with a diverse range of school communities to develop resources for online, blended, and emergency remote delivery of our programmes. When these resources are available, they will be published on the Programme resource centre.

About learning and teaching

How will teachers and students be supported in the completion of their programmes?

The IB is committed to continuing to offer clear, effective and quality support to schools. Currently, we are conducting a high-level survey with coordinators to identify potential learning needs associated with individual subjects. We will work in collaboration with educators to identify, plan and develop strategies to support these learning needs, encouraging educators to share across the community.

The majority of our subject guides state that prior knowledge of the subject is not a prerequisite for taking the course. The focus on approaches to teaching and learning and the skills associated with engaging in IB programmes will be an ongoing focus of support.

It is good that the IB is thinking ahead to 2023, but how will you continue to support students sitting assessments in 2022?

The adapted assessment model implemented during sessions in 2021 is extended into 2022. We continue to update and develop new resources to support schools in relation to these adaptations. For the most up-to-date list of resources please refer to the following:

[2021 and 2022: teaching, learning and assessment DP and CP](#)

[2021 and 2022: comprehensive list of resources DP and CP](#)

[2021 and 2022 adaptations and guidance - CP resources](#)

[MYP: meeting requirements in challenging circumstances - June 2020](#)

[MYP alternative assessment task](#)

Any new resources developed will be accompanied by a news item on the Programme resource centre, so please check regularly for updates. Additional support for students related to learning needs and the approaches to teaching and learning will come primarily from community sharing and online forums, such as the IB's Programme Communities. Teachers may find these useful resources to consult ahead of assessment in 2022.

Will there be additional guidance or additional support for practical coursework tasks (e.g., in the Arts)?

The IB acknowledges that some subjects pose unique challenges associated with practical elements of teaching and learning. Coursework in the Arts and Sciences, for instance, is often dependent on access to specialised materials, equipment and space.

As we prepare for the resumption of the full assessment model in 2023, the IB is committed to helping teachers and students address the expectations and demands of all subjects prior to assessment. If appropriate, additional guidance for the completion of practical coursework will be provided via the Programme resource centre. Teachers are advised to regularly check for news items announcing the publication of such resources.

Assessment related questions

With no adaptations to assessments for 2023, how will you ensure fair outcomes for students who have had and may continue to have their learning disrupted?

Mitigation for disruption to teaching and learning arising from the COVID-19 pandemic will continue to be applied during the grade awarding process and specifically during the setting of grade boundaries.

Will DP/CP internal assessment components revert to being marked by teachers and moderated by the IB for 2023?

Yes, however if the pandemic continues to impact the ability for schools to open to hold examinations an alternative route may need to be considered.

Will in-session mitigations continue in May 2023 and beyond?

At the moment it is difficult to predict when students' learning will no longer be impacted by the COVID-19 pandemic. Even those who have yet to begin IB programmes are likely to be less prepared for them as a result of COVID-19-related disruption to their teaching and learning. Therefore, it is likely to be necessary to return to established standards incrementally.

What are the in-session mitigations which have been applied to assessment in M21 and will these be extended to other examination sessions in the same way?

Assessment models for some subjects were modified to reduce the demands on students preparing for assessments in M21. In addition, grade boundaries were adjusted to mitigate the disruption to teaching and learning experienced by students during the COVID-19 pandemic. The IB will carefully account for the ongoing impact of the pandemic on exam performance when setting grade boundaries. The IB will ensure that the results are fair despite the disruption that students have faced.

How will the IB determine the grade awarding standards for M23 and beyond?

Grade awarding standards are informed by published grade descriptors and cohort performance data. It is likely to be necessary to return to established standards incrementally, because those beginning IB programmes are likely to be less prepared for them as a result of COVID-19-related disruption to their teaching and learning.

When will the May 2023 examination schedule be available?

Early February 2022.

Will students resitting examinations in May 2023 be expected to have covered the full programme expectations when this wasn't the requirement in May 2022 or November 2022?

If the resit candidates are taking examinations in 2023, they will be permitted to carry forward their marks for previously completed coursework, but they will be expected to resit the examinations for the full programme.

Recognition related

(How) has the IB communicated about the assessment model to colleges and universities?

The IB is in regular dialogue with universities and governmental bodies across the world. We will update them on our plans for 2023 as these develop and will inform our schools of any trends that appear from the university responses.