REQUEST FOR PROPOSALS:
Portfolios for Learning, Teaching and Assessment in IB Programmes

PROJECT OVERVIEW

About the International Baccalaureate Organization

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The organization has built a hard-earned reputation for quality, high standards and pedagogical leadership in the field of international education, encouraging students across the world to become engaged world citizens who are active, compassionate and lifelong learners.

Founded in 1968, the IB currently works with more than 5,000 schools in 151 countries to develop and offer four programmes to over one million students aged 3 to 19 years. The organization also provides professional development workshops for more than 75,000 teachers and administrators annually.

About the Current Study

Over the past decade IB programmes across the world have grown substantially. To support the growth and development of the organization’s programmes, the IB Research Department commissions studies to continually improve and innovate the curriculum, assessments and programmes which comprise an IB education. As part of this agenda, the current project will examine the extent to which IB curricula reflect current research and policy considerations on the incorporation of the use of Portfolios in our curricula. Towards this end this research seeks to;

i. Conduct a synthesis of internationally focused literature into the definitions and use of portfolios for ages 6-19 in learning, teaching and assessment.
ii. Create an inventory of international models and promising practices for portfolio (including e-portfolio) use for ages 6-19 in teaching, learning and assessment.
iii. Review IB approaches to portfolio (including e-portfolio) use against the inventory to identify strengths and areas for development.
iv. Provide recommendations for the future use of portfolios (including e-portfolio) within IB programmes.

Interested vendors are invited to submit proposals to undertake the project. This document provides further details about the IB Diploma and Career programmes, the study’s aims, budget, timelines and submission details.
The Primary Years Programme

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on developing the whole child as an inquirer, both in the classroom and in the world outside. A distinctive PYP feature is its six transdisciplinary themes, which provide a framework for teachers to generate challenging and engaging ‘inquiries’. Those inquiries involve in-depth investigations into important ideas and provide a vehicle for students to learn through subject areas transcend the confines of subject areas. The Exhibition serves as the capstone of the PYP. Currently, the PYP is implemented by over 1,700 IB World Schools globally.

- Further PYP information can be found at http://www.ibo.org/programmes/primary-years-programme/

The Middle Years Programme

The Middle Years Programme (MYP), for students aged 11 to 16, provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their eight subject groups and the real world through five interactive areas. MYP fosters development of essential 21st-century skills such as communication, intercultural understanding and global engagement. The Personal Project serves as the capstone of the MYP. The MYP is currently implemented in over 1,300 IB World Schools globally.

- Further MYP information can be found at: http://www.ibo.org/programmes/middle-years-programme/

The IB Diploma Programme

The International Baccalaureate Diploma Programme (DP) is an academically challenging and balanced programme for students aged 16-19. It aims to develop students who: 1) have excellent breadth and depth of knowledge; 2) flourish physically, intellectually, emotionally and ethically; 3) study at least two languages; 4) excel in traditional academic subjects; and 5) explore the nature of knowledge through the programme’s unique theory of knowledge course. The DP curriculum is made up of six subject groups — Studies in language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics, and the arts; and the DP core — Theory of knowledge (TOK), Extended Essay (EE), and Creativity, Action, Service (CAS). The DP is offered in more than 3,000 schools globally.

- Further information about the IB DP can be found at: http://www.ibo.org/programmes/diploma-programme/

The IB Career-related Programme

The IB Career-related Programme is designed for students aged 16-19. The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study. For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme’s academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills
and competencies required for lifelong learning. The programme is currently offered in 141 schools in 23 countries.

- **Further information about the IB CP can be found at:**

**Portfolios in the International Baccalaureate**

Elements of portfolios and their use in teaching, learning and assessment exist in the International Baccalaureate’s programme documentation and curricular frameworks. Interested vendors will see however that there are differences across the programmes with regards to their purpose and use. The following list is not meant to be exhaustive. It is to give vendors specific examples and insights into how portfolios are referenced in our documentation;

1) **School based implementation purposes**
   a) a mode of formative assessment for student-teacher reflection, self-reflection and peer assessment activities
   b) a culminating learning artefact for a subject, unit or capstone project (i.e. PYP exhibition, MYP projects, DP CAS, or Service Learning in CP.)
   c) mapping students’ learning progressions across a subject or programme (i.e. across transdisciplinary units, years in the PYP).
   d) communication between parents and/or legal guardians, the school and the student (i.e. in the PYP’s learning community).

2) **IB External Assessment purposes:**
   a) The MYP has an optional eAssessment and ePortfolio certification exam programme for students who complete years 4 and 5 of the MYP. Subjects which are externally assessed through ePortfolio include: the arts, physical and health education (PHE), design and language acquisition.
   b) Some DP subjects have portfolio elements as part of their external assessment models for example DP group 6: the Arts, and Group 1: Studies in Language and Literature and Group 3 Economics Internal Assessment portfolios.
   c) Specific capstone projects for MYP and DP that are externally assessed (i.e. TOK exhibition, MYP projects)

3) **IB Programme Evaluation purposes:**
   a) DP students in the Language A are required to keep a learner portfolio and CP students are required to maintain and complete a language portfolio, however these are not externally assessed by the IB. The IB may request a sample of these portfolios during DP and CP school evaluations where schools must provide evidence to school evaluators of fidelity of programme implementation.

**PROJECT GOALS**

**Research Objectives**

This project aims to investigate how portfolios (including e-portfolios) can be addressed and supported within the IB programmes against the extant research and best practices at the global level. It is expected that the project will inform and improve how portfolios can be ‘programmed’ within the IB and will aid in developing a more integrative approach across the disciplines with regards to teaching strategies in teacher support materials, assessment for learning preparations, and professional development (PD).
Research Questions

Research questions for this study may include but are not limited to the following:

**Question 1: What does the international literature suggest about effective portfolio use for learning, teaching and assessment for ages 6-19?**

*Question 1.1:* What are the main educational purposes, drivers and rationales for portfolio (including digital or ePortfolios) use in education? How does portfolio use link to the pedagogical principles such as personalization, learning progressions, formative assessment and constructivist orientations?

*Question 1.2:* What does the research literature recommend as effective design principles and promising practices for portfolio use (including e-portfolios)? How are these design principles reflective of the different educational purposes in which they are deployed?

*Question 1.3:* What does the research literature recommend as effective design principles and promising practices for specifically digital platforms for portfolio (i.e. ePortfolio)?

*Question 1.4:* What does the research literature suggest about the effectiveness of portfolios (ePortfolios) as a summative and qualifying exam tool? In what circumstances and for what purposes?

*Question 1.5:* What does research literature suggest about pre-conditions and contextual factors that both inhibit or promote effective implementation of portfolios in integrative curricula and programs for 6-19 year olds?

**Question 2: What is an inventory of promising practices for effective portfolio use for learning, teaching, and assessment for ages 6-19?**

*Question 2.1:* What international organizations and or national curricula address portfolio (and ePortfolio) promising practices for learning, teaching and assessment?

*Question 2.2:* What are the identified high-quality policies, models and practices that can collectively be used to construct an inventory tool/reference framework for effective portfolio (and ePortfolio) integration in IB Programmes?

**Question 3: How does IB curricula and assessment design compare to the inventory of promising practices for effective portfolio use for learning, teaching, and assessment for ages 6-19?**

*Question 3.1:* How are good practices for portfolio (ePortfolio) use reflected across IB programme documentation?

*Question 3.2:* How does IB curricula compare to identified policies, models and promising practices inventory tool/reference framework for effective portfolio (and ePortfolio) integration in IB Programmes?

*Question 3.3:* What are recommendations for IB Programme development to assist schools and internal staff with integrating effective portfolio (and ePortfolio) integration in IB Programmes?
PROJECT DESIGN

We recommend that the researchers bring their own knowledge of appropriate research strategies and data analysis procedures to the research design. The following phases are recommended for consideration of this research.

This section offers vendors an overview of the anticipated design and outputs for this project, however, vendors are strongly encouraged to submit proposals that provide their own suggestions and ideas.

It is envisioned that this project will develop/produce:

1. **A Literature review on portfolio education that will provide relevant evidence on:**
   - Pedagogical rationales for portfolio approaches in education.
   - Major models of portfolio use in educational programmes with integrative curricula.
   - Important contextual implementation factors related to effective portfolio (and ePortfolio) use in curriculum and assessment design.
   - Promising practices and challenges and in implementing, supporting, capturing and assessing learning through the use of portfolios (and ePortfolios).

2. **Inventory of promising practices for effective portfolio use (including e-portfolios) in teaching, learning and assessment**

The vendor is expected to conduct a review of the relevant international organizations and or national curricula that effectively use portfolio (and ePortfolio) for learning, teaching and assessment. Based on the review, an inventory of identified high-quality policies, models and practices will be constructed. The inventory will synthetically capture the main effective design principles, practices and tools in using portfolio for teaching, learning and assessment.

3. **A Curriculum Audit**

It is anticipated that the study will articulate how portfolio use is developed within and across IB programmes and will establish how IB’s approach to portfolios compares with extant research and best practice at the global level. More specifically, it is expected that the vendor will:

- Develop a review framework based on the literature review and inventory development exercise addressed by research questions 1 and 2 (i.e. building on the extraction of portfolio use and design principles);
- Map how portfolio and teaching strategies for their use are developed within and across IB programmes on a relevant (selected) sample of IB documents: the final list of selected documents will need to be negotiated with the IB;
- Relevant IB Programme documents for this project include but are not limited to:
  - What is an IB Education
  - Diploma Programme: From principles into practice
  - Diploma programme: Visual Arts & Language A
  - Career-Related Programme: From principles into practice
  - Middle Years Programme: From principles into practice
4. **Policy and practice considerations**

It is anticipated that the study will provide a set of policy and practice recommendations for IB stakeholders on the main implications of the literature review and curriculum audit. The policy and practice considerations will inform how the use of portfolios may best be ‘programmed’ across the continuum of IB programmes. Specific policy and practice considerations are expected to inform and improve the integration of portfolio (and ePortfolio) use in curricular documentation.

This section of the study should be:

- evidence-based drawing on the scientific literature and the main outcomes of the curriculum audit conducted in this study
- relevant for the IB education context and its programmes (PYP, MYP, DP or CP)
- written in plain language and be understood by non-academic audiences
- concise and clear
- practice-oriented towards the main audience: teachers, headteachers, parents and students
- supported by appropriate visuals (concept maps, infographics).

Please note that the vendor is expected to consult with the IB Research department in the development of the final overall project design and structure of the report.

**PROJECT BUDGET**

The project budget for the proposed study is approximately US $45,000

**PROJECT DELIVERABLES AND TIMELINES**

1. A final project milestone plan that reflects project timelines and deliverables.

2. Research methods and instruments employed will be considered deliverables for review and consultation with IB research. These include: (a) Literature review selection criteria, (b) inventory design (c) curriculum audit methods, framework and analysis. (d) Mixed

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1 Vendors are encouraged to reach out to IB global research staff for guide access, but may consider looking at subject briefs available at [http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/](http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/).

2 Requests may be subject to confidentiality and copywrite agreement.
method synthesis across sources and/or triangulation of evidence plans (c.f. Turner, Cardinal & Burton, 2017).

3. An interim report which includes the literature review and inventory aspects of the project and a description of the curriculum audit methods and framework to be employed for subsequent phases.

4. A draft of the curriculum audit section is expected to be submitted upon completion for review by IB research and key IB stakeholders.

5. A penultimate draft of the final report addressing the research questions, methodology, findings, and implications/recommendations will be reviewed by the IB.

6. A final report, with an executive summary and abstract, written in clear, accessible language will be expected at the completion of the project. The report must be copyedited.

7. Up to two webinars or other suitable dissemination presentations of research findings to IB internal stakeholders. Journal articles are welcomed by IB research and can also be included as a dissemination activity.

**SUBMISSION REQUIREMENTS**

All proposals should include the following:

1. Description of the services that the vendor will provide.
2. Research design and methodological approach: descriptions should detail how the research design and methodological approach (including analysis of resulting data) will address the research questions outlined in the RFP.
3. Itemized budget. Vendors should note that IB does not fund indirect costs. Vendors that have mandatory indirect cost requirements are advised to email the contact person listed in this RFP.
4. Key personnel including qualifications, background and expertise the vendor will bring to this project. The proposal must also detail the contribution and time that chief investigators will contribute to the study, and the contributions of supporting staff. It is a mandatory requirement that chief investigators take an active role in the study.
5. Evidence should be given to demonstrate the vendor’s capacity to write high quality research reports, this could include a recently published research report where the principal investigator is the first author.
6. CVs can be included as attachments, but these should only provide information relevant to the proposed study.
7. Contact details for two referees. It is desirable that these include previous organizations the vendor has undertaken commissioned studies for (please note that referees will be contacted).
8. Timeline of research activities and deliverables.
9. Proposals (excluding appendix) should not exceed 4000 words.

**REVIEW PROCESS & CRITERIA**

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4 A core group of IB stakeholders from IB’s Learning and Teaching (curriculum development), assessment and school services (professional development) divisions will be formed at the onset of the project by IB research to give feedback and guidance on instruments and deliverables.
Proposals will be evaluated on their methodological rigor, the feasibility of proposed timelines, and the proposed budget. Members of IB’s research team will review proposals, and will seek input from external research advisors when appropriate. All applicants will be notified of the IB’s decision within a month.

DEADLINES & WHERE TO SUBMIT PROPOSALS

Review of proposals will begin immediately upon receipt. Important deadlines are listed below:

1. October 15, 2020: Expression of interest
2. November 10, 2020: Final Proposals due for review

All proposals received on or before November 10, 2020 will be considered. The project should be completed by March-April, 2021.

Please submit all correspondence by e-mail to: sarah.manlove@ibo.org

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