**George Mason University**

**College of Education and Human Development**

**FASTTRAIN IB Certificate Program**

**EDUC 624: Assessment and Learning in IB Schools**

**Fall 2009 (online)**

**Course Description:**

Explores the essential role of assessment in teaching IB learners. Addresses formative and summative assessment practices as an integral part of the IB curriculum as well as the use of assessment for differentiation and planning.

**Prerequisites:** Admission to GSE, enrollment in FASTTRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

**Nature of Course Delivery:**

The course will be taught online. Discussions, instructional strategies, and learning tasks will include large group, small group, pair work and individual expressions. Our primary frames of reference are constructivism, and more specifically, narrative inquiry. During online classes, our interactions will be directed toward building an effective learning community of critical friends. Students are required to have necessary technical skills and ICT equipment/software/and reliable internet access.

To help determine readiness to learn in an online environment, students may assess their own competencies and dispositions in an online survey developed by Penn State:  
[http://ets.tlt.psu.edu/learningdesign/assessment/onlinecontent/online](https://webmail.fcps.edu/owa/redir.aspx?C=1fed061794a44c6d94336c868806d47c&URL=http%3a%2f%2fets.tlt.psu.edu%2flearningdesign%2fassessment%2fonlinecontent%2fonline_readiness)

**Standards:**

**National Board of Professional Teaching Standards**

Proposition 1. Teachers are committed to students and their learning.

Proposition 2. Teachers know the subjects they teach and how to teach those subjects.

Proposition 3. Teachers are responsible for managing and monitoring student learning.

Proposition 4. Teachers think systematically about their practice and learn from experience.

Proposition 5. Teachers are members of learning communities

ASTL 6. Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7. Teachers are change agents, teacher leaders, and partners with colleagues and families.

**IB Teacher Award Inquiry Strands, Level 1:**

i.What is the role of assessment in the program? (PYP, MYP, DP)

i. What are formative and summative assessments suitable for each program?

i. What are alternative systems of assessing students?

i. What are the processes used in school-based internal standardization and IBO external moderation of internal assessment and how does this model related to best practices in assessment?

i. What is nature of the relationship between assessment, selection of instructional practices and learner outcomes?

j. How are assessment strategies designed and implemented to support program practice?

j. What is the range and balance of strategies used to ensure the learner profile and program elements are assessed?

j. How is the integrity of the assessments ensured and how are strategies for promoting academic honesty used?

k. How are authentic program assessment tasks and rubrics designed and applied.

k. How are learners part of the assessment of their own work and development of performance criteria?

l. How does programme assessment practice acknowledge the learning needs of all students?

l. How do teachers utilize assessment to account for diverse learning needs, different levels of competency, types of ability, learning styles, language, communication patterns and learning difficulties?

m. How is student learning progress effectively communicated to students and parents?

**Area of Inquiry 4: Professional learning**

n. What is reflective practice and how does it support program implementation and enhance practice?

o. What is the role of collaborative working practice in supporting the program learning outcomes?

p. How do the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

**Technology (ISTE):**

IV. Teachers use technology to enhance their productivity and professional practice

**Learner Outcomes:**

This course is designed to enable students to:

1. examine the critical elements of sound assessment practice.
2. identify the role and purpose of assessment in the IB program continuum.
3. identify and utilize both formative and summative forms of assessment in planning, implementation and evaluation of learner outcomes.
4. examine and create appropriate tasks and rubrics for specific program elements.
5. create differentiated assessments based on the learner profile as well as the learning needs of students.
6. create a model for systematic communication of student-learning for students and parents.
7. engage in professional collaboration.
8. engage in critical reflection on their practice.

**Standards and Outcomes:**

**Outcomes NBPTS/ASTL IB Technology**

A 3, 4 3, i

B 3, 4 3, i

C 3, 6 3, j, k IV

D 2, 3, 6 3, k IV

E 1, 4, 6 3, k, l

F 5, 7 3, m

G 5, 7 4, n, o, p

H 5, 7 4, n, o, p

**Required Text(s):**

Wiggins, G. (1998). Educative Assessment: Designing Assessment to Inform and Improve Student Performance. San Francisco, CA: Jossey-Bass.

Required by Program Affiliation:

Diploma programme assessment: Principles and practices (2001). Geneva, Switzerland: International Baccalaureate Organization.

Diploma programme: From principles into practice (2009). Geneva, Switzerland: International Baccalaureate Organization.

Making the PYP happen. (2007). Geneva, Switzerland: International Baccalaureate Organization.

MYP: From principles into practice (2008). Geneva, Switzerland: International Baccalaureate Organization.

**Recommended Text(s):**

McAfee, O. and Leong, D. (2002). Assessing and Guiding Young Children’s Development and Learning. Boston, MA: Allyn and Bacon.

O’Malley, J.M. & Valdez Pierce, L (1996) Authentic Assessment for English Language Learners. New York: Addison Wesley.

**Course Requirements:**

A. Assessment Journal (15%) – each participant will review and reflect 6-8 articles related to assessment. The short (1-2 page) reviews will give a brief overview of the content, reflection on the content that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning in IB settings and influence on the reader. All entries will be of the caliber expected at the graduate level.

B. Assessment Analysis Group Project (15%) – each team will select a series of assessments (3-5) currently in use in their subject/grade/program area. Using the appropriate IB material on assessment and the expert knowledge of researchers on the topic, the team will analyze the assessments based on selected criteria (e.g. ensuring authentic performance, providing ongoing feedback and promoting student understanding) and make recommendations for changes/modifications that strengthen the assessments used. Each team will share their results with the class.

C. Work Sampling (35%) (Performance Based Assessment) – each participant will select 2 students or a small group of students to conduct a work sampling project. Work sampling is designed to integrate planning, teaching and assessment in a classroom of diverse learners. The purpose of this project will be to focus on assessments, including pre/post assessments, of student work. Your work sampling project will be 2-3 weeks long, depending on the indicated timeline. Anticipate early November in the selection of your work sampling curricula. Five elements will be evaluated: Task Setting, Instructional Plan, (with specific differentiation strategies), Assessment Plan, Analysis of Student Learning Results, and Revision/Reflection. Your final paper will be 10-15 pages including formal planning document(s), teacher-developed materials distributed to students, and appropriate student work samples attached.

Task Setting: Class demographics, instructional levels of students, physical environment, aspects of the learning community, communications with learners and parents

Instructional Plan: gives evidence of a Central Idea or Inquiry; uses varied resources including technology; identifies critical teacher questions; includes varied activities based on learner needs and outcomes; supports student motivation through action.

Assessment Plan: includes pre/post assessments, aligned with instructional plan, including differentiation; clear directions/procedures are identified, developmentally appropriate.

Analysis of Student Learning Results: described and depicted in chart/table format; discussed in terms of whole class and select students; discussed in terms of learner profile and outcomes appropriate to program; discussing influencing factors.

Revision/Reflection: implications for revising the learning experience/ unit/ planner are clearly articulated; implications for revising the assessments are clearly identified; reflections on the learning that occurred for you and for your students are included.

D. Assessment Design (25%) – using information from Assignment B and C as well as research information, each participant will select and redesign an assessment tool for their class/program. A short paper (3-5 pages) including a description of the assessment, an analysis of the concerns, the resolution and redesigned assessment will be included. Further, connections to the research literature will be used to support the redesign features.

E. In Class Activities and Group Work (10%)- Programme specific assessment overview; assessment policy review/ development

*This assessment overview is subject to class revision; we will be using our own learning experience to consider alternative models of assessment by which to determine student progress and report course grades. Any changes will be discussed extensively, analyzed carefully, and agreed-to democratically, and they will be in accordance with GMU policies, IB standards, and best practices in assessment.*

**Assignment Percent of Final Grade Outcomes Addressed**

Assessment Journal 15% a,b,e

Assessment Analysis 15% c,d,g,h

Work Sampling\* 35% c,h

Assessment Design 25% c,d,e

In Class Activities 10% f, g, h

* **Performance Based Assessment-** Must be submitted on TaskStream where it will be marked and stored as part of your IB Archive.

**Grading Scale:**

A+ = 100 (C = 70-79 = not accepted for Level I award recommendation)

A = 94-99 (F = Does not meet course requirements)

A- = 90-93

B+ = 85-89

B = 80-84

**Relevant Websites:**

All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization; the IBO public website is also a useful resource ([www.ibo.org](http://www.ibo.org)).

All students will have online copy of the complete IB Teacher Award Standards, Level 1.

**CEHD Course Expectations**

The College of Education and Human Development expects that all students abide by the following:

•Students are expected to exhibit professional behavior and dispositions (see

[http://cehd.gmu.edu/teacher/professional-disposition/](https://mail.fcps.edu/exchweb/bin/redir.asp?URL=http://cehd.gmu.edu/teacher/professional-disposition/) for a list of these dispositions).

•Students must follow the guidelines of the University Honor Code (see

<http://academicintegrity.gmu.edu/honorcode/>).

•Students must agree to abide by the university policy for Responsible Use of Computing (<http://catalog.gmu.edu/content.php?catoid=5&navoid=105&bc=1#resp_use_comp_poli>).

•Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703.993.2474 to access the DRC).

**Online Participation/Attendance Policy**

FAST TRAIN students are expected to attend all class periods of courses for which they registered. No absences are accepted.  On-Line class session are Thursday to Wednesday evening; new moderation assignments will begin each Thursday (Eastern Standard Time, USA) and the Discussion Board (DB) will close Wednesday evening at midnight.  
  
In the online Blackboard learning environment, attendance is assessed by active weekly participation on the Discussion Board.  Failure to post relevant and thoughtful comments in a timely manner each week is considered an absence. Our class discussions are held on –line; the more relevant information we discuss – the more you will get out of the class.  
  
Class discussion is a factor in grading; instructors may use absence, tardiness, or lack of relevant posting as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog, 2009)  
  
If online learning is new to you, think about this class the same as if you were physically attending class at MASON.  You would be here a minimum of 3 hours during the week reading and posting on the Discussion Board.  Expect a minimum of an additional 4 - 6 hours of work (readings, writing, reviewing) per week.  Set aside time during your week to focus on EDUC 624, including posting on Blackboard.