George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program
EDUC 624: Assessment and Learning in IB Schools
Spring 2011
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Course Description:

This course explores the essential role of assessment in teaching IB learners, addressing 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:
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 classes, our interactions will be directed toward building an effective learning community of learners. Students are required to have necessary technical skills and ICT equipment/software/and reliable internet access.

Standards:
National Board Professional Teaching Standards are derived on the following Five Core Propositions, which will serve as overarching professional goals for the course.

> 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

Advanced Studies in Teaching and Learning

> 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:

a. examine the critical elements of sound assessment practice.

b. identify the role and purpose of assessment in the IB program continuum.

c. identify and utilize both formative and summative forms of assessment in planning, implementation and evaluation of learner outcomes.

d. examine and create appropriate tasks and rubrics for specific program elements.

e. create differentiated assessments based on the learner profile as well as the learning needs of students.

f. create a model for systematic communication of student-learning for students and parents.

g. engage in professional collaboration.

h. 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 on 6-8 articles related to assessment. Each short (1-2 page) review of each article will be assessed addressed the following expectations: students will give a brief overview of the content, reflect on the content that identifies key understandings, connect to other readings (such as the course text) and personal experiences, make obvious connections to IB philosophies and practices, and describe the author's 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.

Your final paper will be 10-15 pages, to include formal planning document(s), teacher-developed materials distributed to students, and appropriate student work samples attached.

Five elements will be evaluated, using rubrics designed by students as a formative assessment for the

course: Task Setting, Instructional Plan, (with specific differentiation strategies), Assessment Plan, Analysis of Student Learning Results, and Revision/Reflection. The rubrics will include value statements on the following strands:

Task Setting: provides 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, demonstrates support of 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 which are discussed in terms of whole class and select students, and discussed in terms of learner profile and outcomes appropriate to program, and include reference to/discussion of 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 Re-Design (25%) – using information derived from class work and discussions, as well as from research, each participant will select and redesign an assessment tool for their class/program. A short paper (3-5 pages) will include 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%)- These include classroom activities that are part of our syllabus and agenda for specific classes, posting commentary to Blackboard, and active participation in class discussion.

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.

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).

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

Tentative Schedule of Classes, Assignments and Topics
Spring 2011

Class	Topics/Questions	Readings/Assignments *Italicized notations indicate assignments or readings to be completed before the start of the session.*
January 21	Overview of course objectives, texts and Requirements What is the purpose of assessment?	*Educative Assessment, Wiggins Ch. 1* Individual learning plan for this course: what do you intend to improve, learn, develop?
January 22	Essential elements of assessment What role do standards and criteria have in assessment design? What are we currently measuring *vs* what should we be measuring?	*Wiggins, Ch. 2-4* OCC assessments Identify bibliography for Assessment Journal: collaboration and resources.
February 18	What are current assessment trends? Formative, summative and alternative assessment models How has your approach to assessment changed during your career?	*Wiggins Ch 5* *O'Malley & Pierce, Ch. 1* ***Due at beginning of class: Assessment Journal***
February 19	Formative, summative and alternative assessment models How do we design and monitor individual student performances and projects? Methodologies of formative assessment	*Wiggins, Ch. 6* *O'Malley & Pierce, Ch. 8*
March 19	Portfolio Assessment How do we use ongoing assessments to inform practice?	*Wiggins, Ch. 8 & 9* *O'Malley & Pierce, Ch. 3*
March 20	Scoring, grading and reporting Assessment redesign: what worked? what will you fix?	*McAfee & Leong, Ch. 6, 9* *Wiggins, Ch. 10* *McAfee & Leong, Ch. 5, 11* *National Boards PTS* *Bring 3-5 assessments you would like to redesign/fix.*

		Due at end of class: Assessment Analysis Group Project (in class activity)
April 22	Assessment for literacy In what ways to we use assessment to develop student literacies? Writing rubrics	*Wiggins, Ch. 7 &9* *National Boards PTS, "Knowledge of Students" and Wiggins pg. 184* **Due by end of class: Rubrics for PBA**
April 23	Differentiated Assessments Scoring group work in a climate of collaborative projects	*O'Malley & Pierce, Ch. 2* *McAfee & Leong, Ch. 2, 7 standard* *Bring: unit materials, curriculum materials, assessment and instructional plans/materials for one summative assessment.* *Bring printed or downloaded NBPTS standard: "Knowledge of Students" and review Wiggins pg. 184* **Due by end of class: Assessment Re-Design**
May 7	Reliability, validity and academic integrity of assessments Self-Evaluation – In what ways do we assist learners to evaluate their own performance and progress?	*Wiggins, Ch. 12-13* *McAfee & Leong. Ch. 8* **Due: Work Sampling Project**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Grading Scale for FAST TRAIN:
    A+ = 100
    A = 94-99
    A- = 90-93
    B+ = 85-89
    B = 80-84 (no B- grades)
    C = 70-79 – does not meet licensure requirements or Level I award recommendation
    F = Does not meet requirements of the Graduate School of Education

Attendance Policy: FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus.

GMU E-mail: Web Policy: Mason uses electronic mail (**www.gmu.edu/email**) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer

term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

PBA's:
All courses in the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is "Work Sampling." This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the anthology requirement.