



FAST TRAIN Programs

George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program

EDUC 624: Assessment and Learning in IB Schools

**Summer 2013 Online
13 May- 9 August**

Syllabus

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Office Hours: Please arrange ahead of time for Skype or conference call being mindful of the time zone difference. All other correspondence should be sent via e-mail.

Course Description

This course explores the essential role of assessment in teaching IB learners. It 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.

Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.

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 through a range of group and individual activities including investigations, readings, discussions and reflections. Students are required to have the necessary technical skills, hardware/software and reliable internet access. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

Attendance policy

FAST TRAIN students must attend **all** class periods of courses for which they register – no absences are accepted. Online class sessions are Monday morning through Saturday morning Central European Time (summer0 [= GMT + 2 hours]. New discussions and ‘class work’ are posted each Sunday. Formal assignments (assessment tasks) are due at midnight CET (summer) on the dates indicated below.

In the online Blackboard (Bb) learning environment, attendance is assessed by active weekly participation on the Discussion Board. Our class discussions are held online and the more relevant discussion we have, the more you will benefit from the course. Failure to post relevant and thoughtful comments in a timely manner each week is considered **an absence**. *Class discussion is a factor in grading; instructors may use absence, tardiness, or lack of relevant posting as de facto evidence of non-participation and, as a result, lower the grade as stated in the course syllabus (Mason Catalog, 2011).*

If online learning is new to you, think about it the same as if you were physically attending classes – 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.

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 certificate in teaching and learning strands:

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

What are formative and summative assessments suitable for each program?

What are alternative systems of assessing students?

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?

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

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

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

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

How are authentic program assessment tasks and rubrics designed and applied?

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

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

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?

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

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

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

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	

*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 are expected to exhibit professional behavior and dispositions at all times. See <http://www.gse.gmu.edu> for listing of these dispositions.

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 late or poor work

At the graduate level all work is expected to be of high quality and submitted by the dates due.

There is an excellent online Writing Lab available at GMU and several resources for writing support provided on the Bb site. If written work is not considered graduate level but is submitted on time, the professor may ask the student to take their paper to the Writing Lab for extra help. Take advantage of this opportunity and learn from it.

Course withdrawal with Dean's 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 non-academic reasons that prevent course completion (Mason Catalog, 2011). Students requesting withdrawal from a course must first contact their instructor for approval and then, if approved, contact the FAST TRAIN office.

EDUC 624 Course detail

Required Text:

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

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

Recommended Text(s):

As part of your individual inquiry and personal responsibility for learning, you will choose one online assessment resource and one full length professional book to share with your colleagues. Please see the suggested bibliography on the Bb course. Classic and contemporary texts are acceptable alternatives, and most titles from key publishers like Corwin Press and ASCD.

Textbooks and Readings: In addition to the required texts, the class will read and respond to articles in current education journals. To locate appropriate articles for the Assessment Journal assignment, students may wish to consult the following journals, available through the Mason online library:

Assessment in Education: Principles, Policy & Practice (all issues)

Education Inquiry Vol3 No2 June 2012 themed issue - Assessment

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 access to the requirements for the IB certificate in teaching and learning.

Assignments and evaluation

Assignments and Evaluation overview			
Assignment	% of final grade	Outcomes addressed	Due date
Assessment journal	15%	a,b,e	#1 Monday 27 May article from refereed journal #2 Monday 3 June website, organizational resources, issues of a popular journal, video, TED Talk, etc/ #3 Monday 17 June approved book
Assessment analysis	15%	c,d,g,h	Monday, 1 July
Work sampling (PBA*)	30%	c,h	Monday, 15 July
Assessment design	25%	c,d,e	Monday 29 July
Attendance, preparation and participation	15%	f,g,h	Cumulative grade over 12 weeks + 3 for completing final course reflection
Total	100%		

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

Assessment Journal (15 points)

Review and reflect on 3 works of professional literature related to assessment to be submitted as 3 separate papers in weeks 3, 4 and 6.

For each work, write a short review (approx. 500-1000 words each) that:

- gives a **CONCISE** overview of the content
- identifies key contributions
- connects to other readings and classroom experiences
- applies the research to teaching/learning in IB programmes
- reflects on the author’s influence on the reader’s personal teaching philosophy

Each review will be graded according to the following rubric:

Exemplary 5 points	Nearing exemplary 4 points	Proficient 3 point	Partially proficient 2 point	Not proficient 1 points
Concise yet comprehensive overview of content that clearly identifies key understandings. Extensive connections to other readings and classroom experiences, including relevance to teaching and learning in IB settings. Insightful reflection on the author’s influence on the reader’s personal teaching philosophy. The paper is exceptionally well-written.	Comprehensive overview of content that clearly identifies key understandings. Makes good connections to other readings and classroom experiences, including relevance to teaching and learning in IB settings. Thoughtful reflection on the author’s influence on the reader’s personal teaching philosophy. The paper is very well-written.	Overview of content identifies some key understandings. Makes some connections to other readings and classroom experiences, including relevance to teaching and learning in IB settings. Includes some reflection on the author’s influence on the reader’s personal teaching philosophy. The paper is reasonably well-written with few errors.	Includes basic overview of content. Makes few connections to other readings and classroom experiences. Includes limited reflection on the author’s influence on the reader’s personal teaching philosophy. The paper is unclear, poorly structured or contains significant errors.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

Assessment Analysis (15 points)

Conduct a critical analysis of assessment in your subject/grade/program area and make recommendations for improvement. Select a series of assessments (3-5) currently in use and present them as examples, together with reference to Wiggins Chapter 13, IB assessment materials and other scholarly literature, to illustrate your analysis.
(NOTE: possible group assignment)

Exemplary 15 points	Nearing exemplary 14 points	Proficient 13 points	Partially proficient 12 points	Not proficient <10 points
<p>Selected assessments and assessment context are extremely clearly described.</p> <p>Critical analysis is thorough and insightful with extensive reference to Wiggins Chapter 13, IB assessment materials and other scholarly literature.</p> <p>Recommendations for improvements are thoughtful and reflective.</p> <p>The paper is exceptionally well-written.</p>	<p>Selected assessments and assessment context are very clearly described.</p> <p>Critical analysis is thorough with extensive reference to Wiggins Chapter 13, IB assessment materials and other scholarly literature.</p> <p>Recommendations for improvements are thoughtful and reflective.</p> <p>The paper is very well-written.</p>	<p>Selected assessments and assessment context are clearly described.</p> <p>Critical analysis includes reference to Wiggins Chapter 13, IB assessment materials and other scholarly literature.</p> <p>Includes recommendations for improvements.</p> <p>The paper is reasonably well-written with few errors.</p>	<p>Selected assessments and assessment context are unclear.</p> <p>Critical analysis is limited with few references to Wiggins Chapter 13, IB assessment materials and other scholarly literature.</p> <p>Includes some recommendations for improvements.</p> <p>The paper is unclear, poorly structured or contains significant errors.</p>	<p>The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.</p>

Work sampling *PBA (30 points)

Select a small group of students (minimum 2) as subjects for your work sampling project. Work sampling should show the integration of the written, taught and assessed curriculum. The project will focus on assessment of student work, including pre/post assessments, over a period of 2-3 weeks. Your final paper should be 8-10 pages with an appendix that includes

- formal planning document(s)
- teacher-developed materials distributed to students (tasks and rubrics)
- student work samples with teacher feedback.

The following six elements will be evaluated, each worth 5 points:

Context: an overview of the learners and the learning context, including class demographics; instructional levels of students; physical environment; aspects of the learning community; communications with learners and parents.

Instructional Plan: a detailed teaching plan, including evidence of conceptual disciplinary and inter/transdisciplinary understanding; main resources to be used; key teacher questions/ lines of inquiry; differentiated learning experiences and teaching strategies

Assessment Plan: a detailed assessment plan aligned with teaching and learning objectives, including pre/post assessments; formative and summative tasks; student self-assessment and reflection.

Analysis of Student Learning Results: described and depicted in chart/table format; discussed in terms of whole class and selected 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 (with respect to the goals of EDUC 624) and for your students are included.

Overall paper quality: the paper should be clearly structured, well-written and error free.

Exemplary 5 points	Nearing exemplary 4 points	Proficient 3 points	Partially proficient 2 points	Not proficient 1 point
Exceptionally clear and well-structured so that information is very easily accessible	Very clear and well-structured so that information is easily accessible	Clear and well-structured so that information is accessible	Information is accessible but lacks clarity and structure	Information is missing or not accessible

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

Assessment design (25 points)

Using information from previous assignments, as well as course readings and other scholarly literature, select and redesign one assessment task/tool for your class/program. Describe the original assessment and its limitations, and present the redesigned assessment. Include reference to scholarly literature to support your analysis of the limitations of the original and the redesign features. Include a final summary, reflecting on the process and the effectiveness of your redesigned end product.

Exemplary 25 points	Nearing exemplary 22 points	Proficient 20 points	Partially proficient 16 points	Not proficient 14 points
<p>Original assessment is extremely clearly described.</p> <p>Its limitations are perceptively analyzed with extensive reference to scholarly literature.</p> <p>The redesigned assessment is significantly improved.</p> <p>Redesign features are supported by extensive reference to scholarly literature.</p> <p>The final summary is reflective and insightful.</p> <p>The paper is exceptionally well-written.</p>	<p>Original assessment is clearly described.</p> <p>Its limitations are thoroughly analyzed with extensive reference to scholarly literature.</p> <p>The redesigned assessment is significantly improved.</p> <p>Redesign features are supported by extensive reference to scholarly literature.</p> <p>The final summary is reflective and thoughtful.</p> <p>The paper is very well-written.</p>	<p>Original assessment is clearly described.</p> <p>Its limitations are thoroughly analyzed with reference to scholarly literature.</p> <p>The redesigned assessment is improved.</p> <p>Redesign features are supported by reference to scholarly literature.</p> <p>The final summary is reflective and thoughtful.</p> <p>The paper is reasonably well-written with few errors.</p>	<p>Description of original assessment and its limitations are unclear with few references to scholarly literature.</p> <p>The redesigned assessment show little improvement over the original and redesign features are unsupported by reference to scholarly literature.</p> <p>The final summary is limited.</p> <p>The paper is unclear, poorly structured or contains significant errors.</p>	<p>The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.</p>

Attendance, preparation and participation (15 points)		
Students are required to attend, be prepared for, and participate actively in all classes. There are 15 weeks for this online course and 1 point available for each week, awarded as follows:		
Proficient 1 point	Partially Proficient 0.5 points	Not proficient 0 points
Attends session. At least 5 postings well-distributed throughout the week. Fully completes all readings and reports. Very well prepared with thoughtful synopsis, questions, and comments to share with class. Demonstrates an excellent understanding of readings and makes purposeful connections to classroom practice. Outstanding participation; participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding. Responds actively to peers and encourages further peer feedback and input.	Attends session. At least 3 postings distributed throughout the week. Completes most of the readings and reports. Shares relevant questions and comments. Demonstrates a reasonable understanding of readings and makes some connection to classroom practice. Participates in most discussions and activities with relevant comments and responses to others.	Misses sessions. Is late with or misses own postings and responses to others. Little or no evidence of preparation. Does not share relevant questions and comments. Demonstrates poor understanding of readings and makes no connections to classroom practice. Little evidence of participation. Few meaningful contributions to class discussions.

Graduate Grades: <http://jjju.gmu.edu/catalog/apolicies/gradstandards.html>

GRADE	SCORE
A+	100 points
A	94.0-99.9 points
A-	90.0-93.9 points
B+	85.0-89.9 points
B	80.0-84.9 points

C=70.0-79.9 – does not meet licensure requirement or level 1 award recommendation

F=below 70 - does not meet requirements of the Graduate School of Education; student is out of program

Incomplete (IN)

This grade may be given to students who are passing a course 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. (Mason catalog); 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. A copy of the contract should be provided to the FAST TRAIN office.

Fieldwork

Students must complete and document a minimum of 20 hours fieldwork for each course. The fieldwork forms are available on the Fast Train website. Failure to turn in fieldwork logs will result in an F for the course. Fieldwork is associated with the PBA, so students should document hours spent interviewing students, interviewing families, observing lessons, teaching lessons, or administering assessments, as appropriate to the PBA for each course. Fieldwork logs and evaluation forms should be posted to Taskstream.

PBAs

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.

Class Schedule

Online class sessions are Monday morning through Saturday morning Central European Time (summer= GMT + 2 hours). New discussions and ‘class work’ are posted each Sunday. Formal assignments (assessment tasks) are due at midnight CET (summer) on their due dates. You should post your answers on the Discussion Board early in the week so that classmates have time to respond. You must respond to classmates’ postings each week.

Date	Assignments	Readings
Week 1 13 May	<p>Welcome to EDUC 624</p> <p>Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Read front matter of the required texts to familiarize yourself with the overall structure and content; find a review of Wiggins’ work</p> <p>Introduction to assessment and learning in IB schools</p> <p>Write a short report introducing yourself and your school context, including your experience with assessment and learning in IB schools.</p> <p>Submit your report (250-500 words) on the Discussion Board.</p>	<p><i>Read the syllabus fully.</i></p> <p><i>Review required text</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
Week 2 20 May	<p>Essential Elements of Assessment</p> <p>Read Wiggins Chapter 1 and the appropriate IB assessment materials for the program/s you teach in. On the Discussion Board comment on where / how / the extent to which the ideas Wiggins ‘five key ideas about assessment and assessment reform’ (pp. 17- 18) are reflected in IB programmes.</p> <p>For #1 of your Assessment Journal assignment select and review an article from a refereed journal that supports or</p>	<p><i>Read Wiggins Ch1 + ‘What is an IB education?’ + DP assessment principles into practice</i></p> <p><i>Read the IB assessment materials for the program/s you teach in.</i></p>

	<p>contradicts the ideas Wiggins presents in Chapter 1. Submit #1 of your Assessment Journal on Bb by 27 May</p>	<p><i>Read and respond to classmates' postings.</i></p>
<p>Week 3 27 May</p>	<p>Ensuring Authentic Performance Read Wiggins Chapter 2. On the <i>Discussion Board</i> describe an assessment you or a colleague have used that meets some or all of the 6 'standards for authentic assessment' Wiggins proposes on pp 22-23.</p> <p>Submit #2 of your Assessment Journal on Bb by 3 June.</p>	<p><i>Read Wiggins Ch2</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 4 3 June</p>	<p>Providing Ongoing Feedback Read Wiggins Chapter 3. On the <i>Discussion Board</i> give examples from your own practice of 'effective feedback' and 'ineffective feedback' as described by Wiggins in Figure 3.1 (p49).</p>	<p><i>Read Wiggins Ch3</i></p> <p><i>Watch video clip 'Feedback to students'</i> http://www.journeytoexcellence.org.uk/videos/expertspeakers/feedbackonlearningdylanwiliam.asp</p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 5 10 June</p>	<p>Promoting Student Understanding Read Wiggins Chapter 4. On the <i>Discussion Board</i> respond to the question 'How well do schools assess understanding?'</p> <p>Read Wiggins Chapter 13. Refer to this chapter when you complete your Assessment Analysis assignment.</p> <p>Submit # 3 of your Assessment journal by 17 June.</p>	<p><i>Read Wiggins Ch4</i></p> <p><i>Read Wiggins Ch13</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 6 17 June</p>	<p>Standards and Criteria Read Wiggins Chapter 5. On the <i>Discussion Board</i> describe how standards are determined in your school and the extent to which they influence planning and assessment.</p> <p>Submit a brief outline plan for your Work sampling project on Bb by 24 June (final project due 15 July).</p>	<p><i>Read Wiggins Ch5</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 7 24 June</p>	<p>Individual Performance Tasks Read Wiggins Chapter 6. Critique one of your assessments using the 'Rating Checklist for Peer Review' in Figure 6.4 (p151). If possible, also ask a colleague to critique the same assessment. On the <i>Discussion Board</i> briefly describe the assessment you critiqued and summarize your ratings.</p> <p>Submit your Assessment analysis on Bb by 1 July.</p>	<p><i>Read Wiggins Ch6</i></p> <p><i>Read and respond to classmates' postings.</i></p>

Week 8 1 July	<p>Scoring Rubrics Read Wiggins Chapter 7. On the <i>Discussion Board</i> post one rubric you have used, together with a brief description of its type / features, and a brief comment on its strengths and limitations.</p>	<p><i>Read Wiggins Ch7</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 9 8 July	<p>Portfolio as Evidence Read Wiggins Chapter 8. Use the Portfolio Guidelines Template (in the <i>Documents Folder</i>) to describe how portfolios are or could be organized in your classroom / department / school. Post your completed template on the <i>Discussion Board</i> together with a brief description of how your school reports to parents.</p> <p>Submit your Work sampling (PBA) by 15 July.</p>	<p><i>Read Wiggins Ch8</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 10 15 July	<p>Curriculum and Instruction Read Wiggins Chapter 9. Consider the curriculum template/s used in your school / department in relation to the five categories of information Wiggins describes as essential: standards, assessment, knowledge, work and sequence, teaching chronology (pp231-232). Post your conclusions on the <i>Discussion Board</i> and compare with one other classmate.</p>	<p><i>Read Wiggins Ch9</i></p> <p><i>Compare your posting with that of one other classmate.</i></p>
Week 11 22 July	<p>Grading and Reporting Read Wiggins Chapter 10. On the <i>Discussion Board</i> explain why the practice of 'averaging' is considered inappropriate and suggest some alternate and authentic ways of synthesizing a series of grades.</p> <p>Submit your Assessment design by 29 July</p>	<p><i>Read Wiggins Ch10</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 12 29 July	<p>Teaching and Accountability Read Wiggins Chapter 11. On the <i>Discussion Board</i> describe how your school holds you accountable for student learning.</p>	<p><i>Read Wiggins Ch11</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 13 5 August	<p>Changing the System Read Wiggins Chapter 12. On the <i>Discussion Board</i> comment on some of the systemic assessment challenges within your school or department.</p> <p>Submit your Course reflection by 9 August. It should focus on what you have learned with respect to EDUC 624 course objectives AND what your next step will be.</p>	<p><i>Read Wiggins Ch12</i></p> <p><i>Read and respond to classmates' postings.</i></p> <p><i>Complete your course reflection.</i></p>