



FAST TRAIN Programs

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

EDUC 624: Assessment and Learning in IB Schools

**Spring 2014 Online
7 January – 17 March, 2014**

Syllabus

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Office Hours: Please arrange ahead of time for Skype or conference call being mindful of time zone differences. 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 Tuesday to Monday evening; new moderation assignments will begin each Tuesday (Eastern Standard Time, USA) and the Discussion Board (DB) will close on Monday evening at midnight.

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.

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

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:

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

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://oai.gmu.edu/the-mason-honor-code/>]
- 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://www.gmu.edu/academics/catalog/0203/policies/computing.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 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. Work submitted late may be reduced one letter grade for every day of delay. Once work is submitted and graded, the grade is final. You may not resubmit work to make up low grades. (If you experience truly exceptional circumstances, for example, an earthquake, the professor may, at his or her discretion, authorize late submission or resubmission.)

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 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 Texts

Wiggins, G. (1998). *Educative Assessment: Designing Assessment to Inform and Improve Student Performance*. San Francisco, CA: Jossey-Bass. (There is an e-version of this text available).

Each student must also have each of the following (regardless of the age / level of students being taught). These documents are required by program affiliation and are all available for download from the IBO Online Curriculum Centre at www.ibo.org.

1. *Diploma programme: Assessment principles and practices* (2001)
2. *Diploma programme: From principles into practice* (2009)
3. *Extended Essay Guide* (2013)
4. *MYP: From principles into practice* (2008)
5. *MYP: Personal project guide* (2011)
6. *Making the PYP happen* (2007)
7. *PYP Exhibition Guidelines* (2008)

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 Vol 3 No2 June 2012 themed issue - Assessment
Educational Leadership Vol 69 Issue 3 November 2011 themed issue - Grading

Relevant Websites:

All students will be enrolled in the Online Curriculum Center (OCC) through the International Baccalaureate Organization; the IBO public website is also a useful resource (www.ibo.org).

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

Assignments and evaluation

Assignments and Evaluation overview			
Assignment	% of final grade	Outcomes addressed	Due date
Assessment journal	10%	a,b,e	#1 Monday January 20th #2 Monday February 17th
Assessment analysis	20%	c,d,g,h	Monday February 3rd
Assessment re-design	20%	c,d,e	Monday February 24th
Work sampling (PBA*)	30%	c,h	Monday March 17th
Attendance, preparation and participation	20%	f,g,h	Cumulative grade
Total	100%		

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

Attendance, preparation and participation (20%)

Students are required to attend, be prepared for, and participate actively in all classes.

Exemplary 20 points	Nearing exemplary 19-18 points	Proficient 17-16 points	Partially Proficient 15-14 points	Not proficient < 14 points
<p>Outstanding participation; participates regularly and actively in all discussions and activities. Initial postings are posted promptly. At least 5 substantial responses are posted, well-distributed throughout the week. Promotes conversation focused on the topic. Comments show an exceptional level of understanding. Responds actively to peers and encourages further peer feedback and input. 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.</p>	<p>Very good participation; participates regularly and actively in all discussions and activities. Initial postings are posted promptly. At least 3 substantial responses are posted, well-distributed throughout the week. Comments show a high level of understanding. Responds actively to peers and encourages further peer feedback and input. 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.</p>	<p>Proficient participation; participates regularly and actively in most discussions and activities. Most initial postings are posted promptly and responses are distributed throughout the week. Comments show a sound level of understanding. Responds actively to peers. Completes most readings and reports. Shows sound understanding and makes connections to classroom practice.</p>	<p>Partially proficient participation; participates in most discussions and activities. Comments demonstrate a limited level of understanding. Completes most readings and reports. Shows basic understanding but makes few connections to classroom practice.</p>	<p>Misses sessions. Is late with or misses own postings and responses to others. Little or no evidence of preparation. Few meaningful contributions to class discussions. Shows little understanding of readings and makes no connections to classroom practice.</p>

Assessment Journal (10%)

Choose, review and reflect on 2 readings related to assessment to be submitted as 2 separate papers in weeks 2 and 6. These should be articles or chapters from reputable professional journals or books (NOT the assigned course texts).

For each reading write a short review (approx. 1000 -1,500 words each) that:

- gives an overview of the content
- identifies key understandings
- connects to the core course texts and other readings
- applies the research to teaching/learning in IB settings
- reflects on how the reading relates to / has influenced your own personal teaching philosophy and classroom practice

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 core course texts and other readings, including relevance to teaching and learning in IB settings. Insightful reflection on how the reading relates to / has influenced own personal teaching philosophy and classroom practice. The paper is exceptionally well-written.	Comprehensive overview of content that clearly identifies key understandings. Makes good connections to core course texts and other readings, including relevance to teaching and learning in IB settings. Thoughtful reflection on how the reading relates to / has influenced own personal teaching philosophy and classroom practice. The paper is very well-written.	Overview of content identifies some key understandings. Makes some connections to core course texts and other readings, including relevance to teaching and learning in IB settings. Includes some reflection on how the reading relates to / has influenced own personal teaching philosophy and classroom practice. The paper is reasonably well-written with few errors.	Includes basic overview of content. Makes few connections to core course texts and other readings. Includes limited reflection on how the reading relates to / has influenced own personal teaching philosophy and classroom practice. 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 (20%)

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.

Exemplary 20 points	Nearing exemplary 19-18 points	Proficient 17-16 points	Partially proficient 15-14 points	Not proficient <14 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>

Assessment re-design (20%)

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 20 points	Nearing exemplary 19-18 points	Proficient 17-16 points	Partially proficient 15-14 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>

Work Sampling (PBA*) (30%)

Select a small group of students (minimum 2) as subjects for your work sampling project. Work sampling should show the integration of planning, teaching and assessment. 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 10-15 pages including formal planning document(s), teacher-developed materials distributed to students, and appropriate student work samples.

<i>Criteria:</i>	Exemplary 4	Proficient 3	Partially proficient 2	Not proficient 1
Context	Clear and comprehensive description of the learners and the learning contexts including class demographics, levels of students, physical environment, and communication with learners and parents.	Student describes most of the following elements about the learners and the learning contexts: class demographics, levels of students, physical environment, and communication with learners and parents.	Student describes some of the following elements about the learners and the learning contexts: class demographics, levels of students, physical environment, and communication with learners and parents. It is possible that more information is necessary.	Little to no description of the learners and learning contexts including class demographics, levels of students, physical environment, and communication with learners and parents.
Instruction Plan	Exceptionally clear and well-structured plan including central idea or lines of inquiry and main resources to be used. Activities show awareness of differentiation for diverse learning needs and outcomes.	Clear and well-structured plan including central idea or lines of inquiry and main resources to be used. Activities show attention to differentiation for diverse learning needs.	Instructional plan may have issues concerning central idea or lines of inquiry. Resources may be missing or less appropriate for activities. Activities show knowledge of differentiation.	There are serious problems with the instructional plan. Resources are missing or inappropriate. Activities concerning differentiation are missing or inappropriate.
Assessment Plan	Assessment plan is clearly aligned with the instructional plan and includes pre- and post- assessments as well as formative and summative tasks.	Assessment plan is in alignment with the instructional plan and includes pre- and post- assessments as well as formative and summative tasks.	Assessment plan is somewhat in alignment with the instructional plan. May omit some (or have issues with) pre- and post- assessments as well as formative and summative tasks.	Assessment plan is not in alignment with the instructional plan. Omits or has serious deficiencies with pre- and post- assessments or formative and summative tasks.
Analysis of Student Learning Results	Results are clearly depicted and described in terms of whole class and selected students. Analysis is fully discussed in terms of the IB Learner Profile as well as outcomes specific to program. Influencing factors analyzed.	Results are clearly depicted and described in terms of whole class and selected students. Analysis is satisfactorily discussed in terms of the IB Learner Profile as well as outcomes specific to program.	Results are accessible but lack clarity. Some detail provided regarding whole class and selected students. IB Learner Profile or outcomes specific to program may be unclear in analysis. Influencing factors may need more	Results are missing. Little or no detail regarding whole class and selected students. Analysis provides little connection to IB Learner Profile or outcomes specific to program. No discussion of influencing factors.

		Influencing factors analyzed.	detail.	
Revision/Reflection	Implications for revising the learning experience are clearly articulated and identified. Strong and detailed reflection on the learning that occurred for the teacher and student are provided.	Implications for revising the learning experience are satisfactorily articulated and identified. Good reflection on the learning that occurred for the teacher and student are provided.	Implications for revising the learning experience are somewhat articulated and identified. Minor reflection on the learning that occurred for the teacher and student are provided.	Implications for revising the learning experience are not articulated and identified. Little to no reflection on the learning that occurred for the teacher and student are provided.
Overall Paper Quality	Very clearly organized and very well-written with no significant errors.	Clearly organized and well-written with few errors.	Organization and errors detract from overall quality of writing.	Disorganized and poorly written.

TaskStream requirements

*This is the PBA for this course and must be posted to TaskStream for grading. Every student registered for any Fast Train course with a required performance-based assessment is required to submit this assessment (Work Sampling) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F in nine weeks into the following semester.

Graduate Grades: <http://jju.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.

Class schedule

Our week runs from Tuesday morning to Monday evening (Eastern Standard Time, USA).

You must post your answers on the Discussion Board early in the week (Tuesday or Wednesday) so that classmates have time to respond. You must respond to classmates' postings each week – for details, please read the rubric for grading Attendance, Preparation and Participation.

Date	Assignments	Readings
Week 1 January 7-13	<p>Welcome to EDUC 624 Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Introduction to assessment and learning in IB schools Write a short report introducing yourself and your school context, including your experience with assessment and learning in IB schools. Submit your report (250-500 words) on the <i>Discussion Board</i>.</p> <p>Read Wiggins Chapter 1. On the <i>Discussion Board</i> write a brief personal response to the five key ideas Wiggins makes in his concluding section: to what extent do you agree/disagree with these 5 key ideas?</p>	<p><i>Read the syllabus fully.</i></p> <p><i>Skim required texts.</i></p> <p><i>Read Wiggins Ch 1</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 2 January 14-20	<p>Essential Elements of Assessment (1) Read Wiggins Chapters 2-4 to gain an overview of his 'Essential Elements of Assessment'</p> <p>Assessment in the IB programs Read the IBO Assessment materials for all 3 IB programs, including: PYP Exhibition Guidelines MYP Personal Project Guidelines Diploma Programme Extended Essay Guidelines</p> <p>On the <i>Discussion Board</i> comment on where / how / the extent to which the ideas Wiggins presents as 'Essential Elements of Assessment' are reflected in the IBO materials.</p> <p>For #1 of your Assessment Journal assignment select and review an article that supports or contradicts the ideas Wiggins presents in Chapters 2-4. Submit #1 of your Assessment Journal assignment on Bb by 20th January.</p>	<p><i>Read Wiggins Chs 2-4</i></p> <p><i>Read the IBO Assessment materials for all 3 programs.</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 3 January 21-27	<p>Feedback Read Wiggins Chapter 3 and watch video clip 'Feedback to students'. On the <i>Discussion Board</i> give examples from</p>	<p><i>Re-read Wiggins Ch 3</i></p> <p><i>Watch video clip 'Feedback to</i></p>

	<p>your own practice of ‘effective feedback’ and ‘ineffective feedback’ as described by Wiggins in Figure 3.1 (p49).</p> <p>Self-assessment On the <i>Discussion Board</i> respond to the statement ‘The most effective assessment is self-assessment’. To what extent do you agree / disagree with this? Give some examples from your own classroom practice of effective / ineffective student self-assessments.</p>	<p>students’ http://www.journeytoexcellence.org.uk/videos/expertspeakers/feedbackonlearningdylanwilliam.asp</p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 4 January 28 - February 3</p>	<p>Changing the System Read Wiggins Chs 12 & 13. On the <i>Discussion Board</i> comment on some of the systemic assessment challenges within your school or department and select some of the strategies from Ch13 that might help you move forward.</p> <p>Refer to these chapters when completing your Assessment Analysis assignment.</p> <p>Submit your Assessment Analysis assignment on Bb by February 3rd.</p>	<p><i>Read Wiggins Chs 12 & 13</i></p> <p><i>Watch YouTube video ‘The Classroom Experiment’</i> http://www.youtube.com/watch?v=1iD6Zadhg4M</p> <p><i>Read and respond to classmates’ postings</i></p>
<p>Week 5 February 4-10</p>	<p>Standards and Criteria Read Wiggins Chapter 5.</p> <p>Curriculum and Instruction Read Wiggins Chapter 9.</p> <p>On the <i>Discussion Board</i> describe how standards are determined in your school, how they influence curriculum planning, and the extent to which they promote Wiggins’ Essential Elements of Assessment: Ensuring authentic performance Providing ongoing feedback Promoting student understanding.</p>	<p><i>Read Wiggins Chs 5 & 9</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 6 February 11-17</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). Ask a colleague or classmate to critique the same assessment and compare your critiques. On the <i>Discussion Board</i> briefly describe the assessment you critiqued and summarize your ratings. (You may wish to use this assessment for your Assessment re-design assignment.)</p> <p>Choose a second article to review (an article that has significantly influenced your thinking about assessment) and submit #2 of your Assessment Journal assignment on Bb by 17th February.</p>	<p><i>Read Wiggins Ch 6</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 7 February 18-24</p>	<p>Scoring Rubrics Read Wiggins Chapter 7. On the <i>Discussion Board</i> post two contrasting rubrics you have used, together with a brief description / analysis of each with reference to Wiggins Chapter 7.</p>	<p><i>Read Wiggins Ch 7</i></p> <p><i>Read and respond to classmates’ postings.</i></p>

	Submit your Assessment Re-design assignment on Bb by 24th February.	
Week 8 February 25 – March 3	<p>Portfolios as Evidence Read Wiggins Chapter 8.</p> <p>Working with your ‘jobalike’ partner / group, use the Portfolio Guidelines Template (in the Information Folder) to create a portfolio system suitable for your classroom / department. Post your completed template on the Discussion Board.</p> <p>Grading and Reporting Read Wiggins Chapter 10. On the Discussion Board post a brief description of your school’s grading and reporting practices. Highlight ONE thing you would like to change and explain why.</p>	<p><i>Read Wiggins Ch 8</i></p> <p><i>Compare your Portfolio guidelines template with that of another group.</i></p> <p><i>Read Wiggins Ch 10</i></p>
Week 9 March 4-10	<p>Teaching and Accountability Read Wiggins Chapter 11. On the Discussion Board describe how your school holds you accountable for student learning. What do you consider to be the strengths and weaknesses of your school’s system?</p> <p>Submit a brief outline plan for your Work Sampling Project for peer review on Bb by 10th March (final project due 17th March).</p>	<p><i>Read Wiggins Ch 11</i></p> <p><i>Read and respond to classmates’ postings.</i></p> <p><i>Give constructive feedback on PBA outlines for classmates within your group.</i></p>
Week 10 March 11-17	<p>Rounding off and reflecting on learning On Discussion Board reflect on this course. Post some of your highlights from the course - activities you particularly enjoyed, readings you found particularly interesting, comments or discussions you found particularly useful. Comment on how you monitored / assessed / reflected on your own learning as you progressed through the course - did you use significantly different strategies because it was an online course?</p> <p>Submit your final Work Sampling Project (PBA) in Taskstream by 17th March.</p>	