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

EDUC 624: Assessment and Learning in IB Schools

Spring 2015 Online
6 January – 8 March, 2015

<u>Syllabus</u>

Professor: **Dr. Lesley Fern Snowball, CertEd., DipEd., MPhil., PhD**
Email: <u>lsnowbal@gmu.edu</u>

Office Hours: By Appointment. Available for pre-arranged Skype discussions. All other correspondence should be sent via e-mail address above.

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 <u>whole</u> 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.

Delivery Method
This course will be taught online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before '@masonlive.gmu.edu) and email password. The course will comprise a range of group, partner and individual activities including investigations, readings, discussions and reflections.

Technical Requirements
To participate in this course, students will need the following resources:
- High-speed internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;

- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course;
- Students will need to access materials on the IBO Online Curriculum Centre and must have their School Code, User Name and Password available.

Student Expectations

Course Week: Because asynchronous courses do not have a 'fixed' meeting day or time, our week will start on Tuesday morning and end on Monday evening; new assignments will begin each Tuesday (Eastern Standard Time, USA) and the Discussion Board (DB) will close on Monday evening at midnight.

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communication from the instructor – ideally this should be daily; an absolute minimum should be 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Attendance is assessed by active weekly participation on the Discussion Board. Each student is expected to make initial posts promptly and post substantive comments in response to peers throughout the week. Failure to do so is considered **an absence**.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should therefore budget their time accordingly. Technical issues will not be accepted as an excuse for late work. If you already predict that that you are likely to experience periodic technical difficulties then make the instructor aware of this at the start of the course.

Workload: Expect to log-in to this course **at least** 3 times per week including Tuesdays for the start of each new week. Remember, this course is **NOT** self-paced. There are **specific deadlines** and **due dates** listed in the class schedule section of this syllabus. It is **YOUR** responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due, to coordinate this with your other responsibilities, and to plan your time accordingly.

Advising: If you would like to schedule a one-on-one discussion we can arrange a time for a Skype call. Please send an email in the first instance to arrange an appropriate date and time.

Netiquette: Our goal is to be collaborative and mutually supportive. Even an innocent remark in the online environment can be misconstrued so always re-read your responses carefully before you post them, especially when critiquing an idea or piece of work. Be positive and diplomatic in your approach to others. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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.

Professional 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	

GMU policies and resources for students

a. Students must follow the university policy for Responsible Use of Computing. FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (http://oai.gmu.edu/honor-code/).

b. Students must follow the university policy for Responsible Use of Computing. [See http://www.gmu.edu/academics/catalog/0203/policies/computing.html]

c. 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.

d. 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/].

e. 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/].

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

g. 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/].

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, research-based practice, and social justice. Strengths to adhere to these principles: http://cehd.gmu.edu/values

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

Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education.

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Grading

Graduate Grades: http://jiju.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

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 beyond the submission deadline. 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 and unavoidable circumstances, for example, an earthquake, late submission or resubmission may be authorized, completely at the discretion of the instructor.)

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (http:// oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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.

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.

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).

EDUC 624 Course detail

Required Texts
Earl, L.M. (2013). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning.* Second Edition. Thousand Oaks, CA: Corwin. (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 (for detailed assignment descriptions and grading rubrics please see end of syllabus)		
Assignment	**% of final grade**	**Outcomes addressed**
Assessment journal	**10%**	**a,b,e**
Assessment analysis	**20%**	**c,d,g,h**
Assessment re-design	**20%**	**c,d,e**
Work sampling (PBA*)	**30%**	**c,h**
Attendance, preparation and participation	**20%**	**f,g,h**
Total	**100%**	

* **Performance Based Assessment-** Must be submitted on TaskStream where it will be marked and stored as part of your IB Archive. Every student registered for any Fast Train course with a required performance-based assessment is required to submit this assessment 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.

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 initial responses 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
Week 1 January 6 – 12	**Welcome to EDUC 624** **In Week 1 we focus on familiarization with the course syllabus, schedule and core texts and introduce the overall context of assessment and learning in IB schools.** Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies. Ask for clarification if anything is unclear. Skim required course text (Earl) to familiarize yourself with the overall structure and content. Read Earl Chapters 1 and 11. In Chapter 1, she talks about 'possible, probable and preferred futures' - on the *Discussion Board* briefly describe your experience with assessment in IB schools and respond to the question: What is your preferred future for education and for assessment? What is the probable future, given how things are now?
Week 2 January 13-19	**In Week 2 we focus on how assessment is changing, your beliefs about assessment and your experience of assessment in schools: as a teacher, a student and/or a parent.** Read Earl Chapters 2 and 3 and Wiggins Chapter 1 (available in the course content section of Bb). Considering this week's readings, conduct an 'audit' of assessment in your school section, grade level or department: list the key assessment tasks being used and identify whether they are designed to be assessment **of**, **for** or **as** learning. (This task is a preliminary step towards completing your Assessment Analysis assignment in Week 5.) Post your audit on the *Discussion Board* together with a brief summary / reflection about the audit. (Ideally this should refer to current or recent teaching experience, but if this is not possible please refer to either your own experience as a student or as a parent.) Read classmates' audits and comment on points of similarity and difference. **Assessment Journal assignment #1** For #1 of your Assessment Journal assignment, select and review any article that supports your own beliefs about assessment. Submit #1 of your Assessment Journal assignment for grading on Bb by **19th January (Midnight EST)**. Post the actual article or a link to the article on the Discussion Board for classmates to access if they wish.
Week 3 January 20-26	**In Week 3 we focus specifically on IB schools and the assessment requirements of the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP).**

	Read the IBO Assessment materials for all 3 IB programmes, including: PYP Exhibition Guidelines, MYP Personal Project Guidelines and Diploma Programme Extended Essay Guidelines (all available through the Online Curriculum Centre (OCC) at www.ibo.org) Work with your assigned partner/s to create a simple diagram showing the common and unique assessment features of the 3 programmes. *Note that this should include **but not be limited** to the programme-end assessments listed above.* Post your diagram on the ***Discussion Board.*** Partners: Sofia and Grace Jelena, Hala and Ashish Respond to the other group's diagram.
Week 4 January 27- February 2	**In Week 4 we focus on the relationship between assessment and learning** Read Earl Chapters 4 and 5. Use Figure 4.1 as a base to give practical examples of how you nurture each of Costa's nine human learning qualities in your students. Comment on the extent to which these nine qualities are reflected in or measured by assessments. (Again, ideally this should refer to current or recent teaching experience, but if this is not possible please refer to either your own experience as a student or as a parent.) Post your examples and comments on the ***Discussion Board.*** Read and respond to classmates' postings.
Week 5 February 3-9	**In Week 5 we focus on using assessment to identify instructional goals, plan our teaching and motivate students.** Read Earl Chapters 6, 7 and 8. View 'Developing a schoolwide system of assessment' (available in the course content section of Bb). On the ***Discussion Board*** discuss which pieces are fully in place in your school, which pieces are in progress but need further development, and which pieces are not in place or are in need of total re-development. Read and respond to classmates' postings. **Assessment Analysis assignment** Use the assessment audit you completed in Week 2 to help you complete this assignment. Submit your Assessment Analysis assignment on Bb by **9th February (Midnight EST)**.
Week 6 February 10-16	**In Week 6 we focus on giving effective feedback to students.** Read Earl Chapter 9. Read Wiggins' list of 'effective feedback' and 'ineffective feedback' (Figure 3.1 available in the course content section of Bb). Watch two video clips (links available in the course content section of Bb): 1. 'Feedback to students'

	2. 'Austin's Butterfly' On the *Discussion Board* post a response to the two video clips. Post your Assessment Journal assignment #1 (completed in Week 2) on the *Discussion Board.* Read your designated partner's assignment and post feedback that will help them do better with their Assessment Journal assignment #2 (due next week). Partners: Sofia give feedback to Grace Grace give feedback to Jelena Jelena give feedback to Hala Hala give feedback to Ashish Ashish give feedback to Sofia
Week 7 February 17-23	**In Week 7 we focus on student self-assessment.** Read Earl Chapter 10. Review the set of sample self-assessments provided (available in the course content section of Bb). Try them yourself or use them with your students, then on the *Discussion Board* say which format you prefer and why. Post an example of student self-assessment from your own classroom practice, together with a comment on its strengths and limitations. Read and respond to classmates' postings. **Assessment Journal assignment #2** For #2 of your Assessment Journal assignment, select and review any article about student self-assessment. Submit #2 of your Assessment Journal assignment for grading on Bb by **23rd February (Midnight EST)**. Post the actual article or a link to the article on the Discussion Board for classmates to access if they wish.
Week 8 February 24-March 2	**In Week 8 we focus on Assessment Tasks and Tools.** Review the 'Overview of assessment tasks and tools' (available in the course content section of Bb), considering which you use (i) frequently, (ii) periodically, and (iii) rarely. Then work with your partner/s to create simple 'guidelines for effective rubrics'. Post your guidelines on the *Discussion Board*. Partners: Sofia, Hala and Ashish Jelena and Grace Read and respond to the other group's postings. Submit your Assessment Re-design assignment on Bb by **2nd March (Midnight EST).**
Week 9 March 3-9	**In Week 9 we focus on Portfolios** Read the article on digital portfolios and review the 'Portfolio Guidelines Template' (available in the course content section of Bb). Then on the *Discussion Board* describe either: how you already use portfolios in your classroom / school

	or how you MIGHT use portfolios in your classroom / school. Read and respond to classmates' postings.
Week 10 March 10-16	**In Week 10 we focus on changing assessment practices** Read Earl Chapter 11. Read Wiggins Chapter 12 (available in the course content section of Bb). Watch the video clip (link available in the course content section of Bb): 'The Classroom Experiment' On the *Discussion Board* reflect on this course and how your thinking about assessment has changed and identify ONE goal for assessment in your classroom, grade level, department or school. Submit your final Work Sampling Project (PBA) in Taskstream 16th **March Midnight EST**.

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
Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive 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.	Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive 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.	Participates regularly and actively in most discussions and activities. Most initial postings are prompt. 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.	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.	Misses sessions. Is late with or misses initial 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.

Assessment Journal (10%)				

Choose, review and reflect on 2 readings related to assessment to be submitted as 2 separate papers in separate weeks as assigned. 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. If possible select a series of assessments (3-5) currently or recently used and present them as examples. If you do not have access to actual assessment samples, then your analysis will focus more theoretically on assessment in any one IB program. In either case, your analysis should be supported by reference to course texts, IB materials and other scholarly literature.				
Exemplary **20 points**	**Nearing exemplary** **19-18 points**	**Proficient** **17-16 points**	**Partially proficient** **15-14 points**	**Not proficient** **<14 points**
Selected assessments and assessment context are extremely clearly described. Critical analysis is thorough and insightful with extensive reference to course texts, IB assessment materials and other scholarly literature. Recommendations for improvements are thoughtful and reflective. The paper is exceptionally well-written.	Selected assessments and assessment context are very clearly described. Critical analysis is thorough with extensive reference to course texts, IB assessment materials and other scholarly literature. Recommendations for improvements are thoughtful and reflective. The paper is very well-written.	Selected assessments and assessment context are clearly described. Critical analysis includes reference to course texts, IB assessment materials and other scholarly literature. Includes recommendations for improvements. The paper is reasonably well-written with few errors.	Selected assessments and assessment context are unclear. Critical analysis is limited with few references to course texts, IB assessment materials and other scholarly literature. Includes some recommendations for improvements. The paper is unclear, poorly structured or contains significant errors.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

Assessment re-design (20%)				
Using information from previous assignments, as well as course readings and other academic literature, select and redesign one assessment task/tool for your class/program. Briefly describe the context for which the assessment was intended (school context, students, subject area etc.). Describe the original assessment and its limitations, and present the redesigned assessment with a description of its improved features. Include reference to academic literature to support your analysis of the limitations of the original and the redesign features. Conclude with 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**
Context is described thoroughly and succinctly. Original assessment is extremely clearly described. Its limitations are perceptively analyzed with extensive reference to academic literature. The redesigned assessment is significantly improved. Redesign features are supported by extensive reference to academic literature. The final summary is reflective and insightful. The paper is exceptionally well-written.	Context is described clearly. Original assessment is clearly described. Its limitations are thoroughly analyzed with extensive reference to academic literature. The redesigned assessment is significantly improved. Redesign features are supported by extensive reference to academic literature. The final summary is reflective and thoughtful. The paper is very well-written.	Context is described adequately. Original assessment is clearly described. Its limitations are thoroughly analyzed with reference to academic literature. The redesigned assessment is improved. Redesign features are supported by reference to academic literature. The final summary is reflective and thoughtful. The paper is reasonably well-written with few errors.	Description of context is sketchy. Description of original assessment and its limitations are unclear with few references to academic literature. The redesigned assessment show little improvement over the original and redesign features are unsupported by reference to academic literature. The final summary is limited. The paper is unclear, poorly structured or contains significant errors.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

	Work Sampling (PBA*) (30%)			

The Work Sampling Project will focus on assessment of student work within a specific unit of teaching, over a period of 2-3 weeks. Select a small group of students (minimum 3) as subjects for your work sampling project. Work sampling should show the integration of planning, teaching and assessment. Your final paper should be about 10-15 pages and should include:
- a brief description of the school / classroom context;
- a clear instructional plan;
- an assessment plan that includes pre/post- assessments, formative and summative tasks, and student self-assessments;
- selected student work samples;
- detailed analysis of student learning results, in terms of the IB Learner Profile and specific program outcomes;
- consideration of factors that influenced those results;
- reflection on how teaching and assessing might be revised to improve student learning.

Associated teaching and assessment materials distributed to students may also be appended to further illustrate the analysis.

Overall, the paper should be written and organized to an appropriately high quality level.

Criteria:	**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.
Instructional 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	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	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	There are serious problems with the instructional plan. Resources are missing or inappropriate. Activities concerning differentiation are missing or inappropriate.

	needs and outcomes.	needs.	differentiation.	
Assessment Plan	Assessment plan is clearly aligned with the instructional plan and includes pre- and post-assessments, formative and summative tasks, and student self-assessments.	Assessment plan is in alignment with the instructional plan and includes pre- and post-assessments, formative and summative tasks, and student self-assessments.	Assessment plan is somewhat in alignment with the instructional plan. May omit some (or have issues with) pre- and post-assessments, formative and summative tasks, and student self-assessments.	Assessment plan is not in alignment with the instructional plan. Omits or has serious deficiencies with pre- and post-assessments, formative and summative tasks, and student self-assessments.
Work Sampling	Includes a range of work samples that very clearly illustrates the learning analysis.	Includes work samples that very clearly illustrate the learning analysis.	Includes work samples that somewhat illustrate the learning analysis.	Work samples are missing or fail to illustrate the learning analysis.
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. Influencing factors analyzed.	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 detail.	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.
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.

TaskStream requirements
*This is the PBA for this course and must be posted to TaskStream for grading.