George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 624 6F1 (201810.21593) – Assessment and Learning in IB Schools
3 Credits, Spring 2018

Faculty

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Prerequisites/Corequisites

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

University Catalog 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.

Course Overview

This course is an online seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and the International Baccalaureate. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 10 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1st January 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Wednesday and end on Tuesday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

Professional Standards (NBPTS / ASTL / IB / ISTE**)**

Upon completion of this course, students will have met the following 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, CP)
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 Program Resource 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

Learning Objectives and Outcomes Table

Outcomes	NBPTS/ASTL	IB	Technology
A	3,4	3, i	

B	3,4	3, i	
C	3,6	3, j, k	IV
D	2,3,6	3, k	IV
E	1,4	6 3, k, l	
F	5,7	3, m	
G	5,7	4, n, o, p	
H	5,7	4, n, o, p	

Required Texts

Earl, L.M. (2013). *Assessment as learning: Using classroom assessment to maximize student learning*. (2nd Ed.). 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 Program Resource Center (PRC) at www.ibo.org.

1. *Diploma programme: Assessment principles and practices* (2010 update)
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 Program Resource Center (PRC) 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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (Work Sampling)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (Work Sampling)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

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

More detailed descriptions of assignments and rubrics are shown at the end of the syllabus.

- **Grading**

  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:

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	

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

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

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

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course.**

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th 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. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

GMU E-MAIL AND 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). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

Class Schedule

Our week runs from Wednesday morning to Tuesday evening (Eastern Standard Time, USA).
You should post your initial responses on the Discussion Board early in the week (Wednesday or
Thursday) 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 3-9	**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 10-16	**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 **January 16th (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 17-23	**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 the 3 main IB programmes, including: PYP Exhibition Guidelines, MYP Personal Project Guidelines and Diploma Programme Extended Essay Guidelines (All available through the Program Resource Center (PRC) at www.ibo.org) 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.*** Respond to other's diagrams.
Week 4 January 24-30	**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. Many countries are currently focusing on international standardized assessments such as TIMSS, PISA, PIRLS, ISA. Investigate ONE of these, as assigned, and write a brief description, together with your thoughts on the advantages and disadvantages of such assessments. Read and respond to classmates' postings.
Week 5 January 31- February 6	**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 school wide 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 **February 6th (Midnight EST)**.
Week 6 February 7-13	**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).
Week 7 February 14-20	**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 **February 20th (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 21-27	**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. Post your review on the *Discussion Board*. Read and respond to other's postings. Submit your Assessment Re-design assignment on Bb by **February 27th (Midnight EST).**
Week 9 February 28-March 6	**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 7-13	**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) by **March 13th (Midnight EST)**.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

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 shows 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:	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Does not meet Standards 1
Description of Learning Context *Area of Inquiry 2; Domain H*	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 *Area of Inquiry 2; Domain F*	Exceptionally clear and well-structured plan including central idea or lines of inquiry.	Clear and well-structured plan including central idea or lines of inquiry.	Instructional plan may have issues concerning central idea or lines of inquiry.	There are serious problems with the instructional plan.
Instructional Activities *Area of Inquiry 2; Domain G*	Activities show awareness of differentiation for diverse learning needs and outcomes.	Activities show attention to differentiation for diverse learning needs.	Activities show knowledge of differentiation.	Activities concerning differentiation are missing or inappropriate.

Assessment Plan Alignment *Area of Inquiry 3; Domain J*	Assessment plan is clearly aligned with the instructional plan.	Assessment plan is mostly in alignment with the instructional plan.	Assessment plan is somewhat in alignment with the instructional plan.	Assessment plan is not in alignment with the instructional plan.
Assessment Plan Portfolio *Area of Inquiry 3: Domain K*	Assessment plan includes a full portfolio of well thought out formative tasks, summative tasks, and pre- and post- assessments.	Assessment plan includes a full portfolio of mostly well thought out formative tasks, summative tasks, and pre- and post- assessments.	Assessment plan includes a limited portfolio of well thought formative tasks, summative tasks, and pre- and post- assessments.	Assessment plan omits or has serious deficiencies with pre- and post- assessments or formative and summative tasks.
Analysis of Student Learning Results *Area of Inquiry 3; Domain N*	Results are clearly depicted and described in terms of whole class and selected students.	Results are clearly depicted and described in terms of whole class and selected students.	Results are accessible but lack clarity with limited detail provided regarding whole class and selected students.	Results are missing. Analysis provides little connection to IB Learner Profile or outcomes specific to program. No discussion of influencing factors.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .