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

EDUC 624 DL1 (202170.78006)
Assessment and Learning in IB Schools
Online
October 6 - December 14, 2021

Faculty

Name:	Dr. Lesley Fern Snowball
Office Hours:	By arrangement
Office Location:	Online
Office Phone:	Via Skype, Zoom or Teams by arrangement
Email:	lsnowbal@gmu.edu

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.

Course Overview

This course addresses the detail of assessment in schools using one or more of the International Baccalaureate programs. It includes a review of research and effective teaching practices. Through discussion and interaction, self-study, and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in relation to assessment, with emphasis on specific issues affecting IB schools. Course content and experiences are designed to improve your pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

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 5th October 2021.

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 standard up-to-date browsers. To obtain a list of Blackboard's supported browsers and operating systems, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 Tuesday and finish the following Monday.
- 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. In addition, students must log-in for all scheduled online synchronous meetings that may be scheduled.
- 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 ensure 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 relate 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 Edition). Thousand Oaks, CA: Corwin. (There is an e-version of this text available)

Other documents and relevant extracts will be posted on Bb as needed.

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).

Course Performance Evaluation

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

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 **15 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 15 hours per course (e.g., two courses require 30 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 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 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 15 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

EDUC 624 Assignments and Evaluation overview	
Assignment	**% final grade**
Weekly attendance, preparation, and participation	**20%**
Critical Analysis and Comparison (to be submitted to Bb)	**20%**
Assessment re-design (to be submitted to Bb)	**20%**
Work sampling (PBA) (to be submitted to VIA)	**40%**
Total	**100%**

Other Requirements
Attendance Policy: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as

whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 10-point deduction from your participation grade.

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 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 and weekly assigned tasks. Not participating in an online discussion module will be reflected with a zero for the week and recorded as an absence. **Students with two or more 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.

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp

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

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

Our week runs from Wednesday to the following Tuesday. All times and deadlines are set according to Eastern Standard Time, USA.

You should post your initial responses on the Discussion Board no later than Saturday and respond to others by Tuesday evening. Your weekly grade for attendance, preparation and participation is based on your own initial posts and your responses to others (see rubric for details).

Date	Assignments
Week 1 October 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 the required course text (Earl), to familiarize yourself with the overall structure and content. Skim the key IB assessment documents, to familiarize yourself with the IB approach to assessment, in general, and within each of the 4 programs. **Then complete the Introductory Quiz.** On the *Discussion Board* post a short video (2-3 minutes) to introduce yourself to your instructor and your classmates and briefly describe your experience in IB schools. Read Earl Chapters 1 and 11. In Chapter 1, she talks about 'possible, probable and preferred futures' - on the *Discussion Board* write 2 paragraphs: What is your *preferred* future for assessment in education? What is the *probable* future, given how things are now? View the Introductory video in the Welcome section of Bb. View the video about the Work Sampling PBA in the course resources section.
Week 2 October 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.
Week 3 October 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), the Diploma Programme (DP) and the Career-related Programme (CP).** Read the IBO Assessment materials detailed earlier in the syllabus. (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 four programmes. Post your diagram on the ***Discussion Board.*** Then create a short quiz (4-6 items) to test your classmates' understanding of ONE programme's key assessment features (programme will be assigned). Try the quizzes your classmates create.
Week 4 Oct 27- November 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, and the extent to which these nine qualities are reflected in, or measured by, your 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 education systems and schools focus on international standardized assessments such as TIMSS, PISA, PIRLS, CAT4, MAP, ISA, IELTS, TOEFEL. Using the sources provided, investigate ONE international assessment, as assigned, and write a brief description (Please do not rely on school websites or Wikipedia as sources of information as they may be inaccurate or outdated). In addition, list any standardized assessments that

	your school uses. Then briefly describe what you consider to be the benefits and limitations of such assessments. Read and respond to classmates' postings.
Week 5 November 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 school wide system of assessment' (available in the course content section of Bb). Complete the traffic light grid to show 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 need total re-development. Post your grid on the *Discussion Board*. Read and respond to classmates' postings. **Critical Analysis and Comparison assignment** Use the assessment audit you completed in Week 2 to help you complete this assignment. Submit your **Critical Analysis and Comparison** assignment on Bb by **November 9th (Midnight EST)**.
Week 6 November 10-16	**In Week 6 we focus on giving effective feedback to students.** Before completing this week's readings and viewings, on the **Discussion Board**, rate the feedback you give to your students, on a scale of 1-10, with 10 being 'highly effective' and 1 being 'highly ineffective'. Then complete the readings and viewings below: 1. Read Earl Chapter 9. 2. Read Wiggins' list of 'effective feedback' and 'ineffective feedback' (Figure 3.1 available in the course content section of Bb). 3. Watch the video clip 'Feedback to students' 4. Watch the video clip 'Austin's Butterfly' (links available in the course content section of Bb): On the *Discussion Board* post your responses to the following questions: After completing this week's readings and viewings, what do you see as the key features of effective feedback to students? Did the readings and viewings change the rating you originally gave yourself? How? Why?
Week 7	**In Week 7 we focus on student self-assessment.**

November 17-23	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. In the course syllabus, read the rubric for Attendance, Preparation and Participation. Use it to self-assess your own performance so far in this course. Send your self-assessment to me by email.

Week 8
November 24-30
	In Week 8 we focus on Assessment Tasks and Tools.
	
	Review the diagram on page 74 of the IB document The PYP: From principles into practice. (The diagram is also available in the course content section of Bb)
	In the grid provided 'Monitoring and Measuring Learning', list some examples of types of assessment you use to 'monitor' learning and to 'measure' learning. For each example, state whether you use it (i) frequently, (ii) periodically, and (iii) rarely.
	Create a simple pie chart showing the proportion of assessments you use 'of', 'for' and 'as' learning.
	 On the *Discussion Board*, post:
	  1. Your completed 'Monitoring and Measuring Learning' grid
	  2. Your pie chart showing the proportions of assessments you use 'of', 'for' and 'as' learning
	  3. Your response to the question: How do the terms 'monitor' learning and 'measure' learning relate to Earl's categories: assessment 'of', 'for' and 'as' learning?
	
	Read and respond to other's postings.
	
	Submit your Assessment Re-design assignment on Bb by **November 30th (Midnight EST).**

Week 9
December 1-7
	In Week 9 we focus on Portfolios
	
	  1. Read the article on digital portfolios, view the Putting it into Practice Portfolios presentation, and review the 'Portfolio Guidelines Template' (all available in the course content section of Bb).
	  2. Complete the Google docs sort of statements relating to the portfolio process (Collect, Select, Reflect, Connect)

	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. In either case, you should include the following sections: Collect: Portfolio format / platform, including ongoing management Select: Selection and annotation of work samples Reflect: Use of the portfolio for reflection and feedback Connect: Use of the portfolios for reporting to parents and connecting with other teachers and schools Read and respond to classmates' postings.
Week 10 December 8-14	**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: describe 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) to VIA by **December 14th** (**Midnight EST**).

DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

Weekly attendance, preparation, and participation (20%)				
Students are required to attend, be prepared for, and participate actively in all online discussions and assigned weekly tasks.				
Exemplary **20 points**	**Nearing exemplary** **19-18 points**	**Proficient** **17-16 points**	**Partially Proficient** **15-14 points**	**Not proficient** **< 14 points**
Completes all weekly work promptly and thoroughly. Participates actively in all discussions. Initial postings are prompt and responses are well-distributed throughout the week. Responses are substantive, showing an exceptional level of understanding, and extensive reading/research that goes well beyond the assigned course readings.	Completes all weekly work promptly and thoroughly. Participates actively in all discussions. Initial postings are prompt and responses are well-distributed throughout the week. Responses are substantive, showing a high level of understanding, and reading/research that goes beyond the assigned course readings.	Completes all weekly work. Participates in all discussions. Most initial postings are prompt. Responses are substantive and show a sound level of understanding. Makes relevant connections to classroom practice and to IB contexts and materials.	Completes most weekly work. Participates in most discussions. Most initial postings are prompt. Responses demonstrate a limited level of engagement. Shows basic understanding but makes few connections to classroom practice or to IB contexts and materials.	Misses weekly work tasks or whole sessions. Participation in discussions is limited with few meaningful contributions. Is late with or misses initial postings Little or no evidence of preparation. Shows limited understanding but makes no connections to classroom practice or to IB contexts or materials.
Makes extensive and purposeful connections to own classroom practice and to IB contexts and materials.	makes purposeful connections to classroom practice and to IB contexts and materials.			

Critical Analysis and Comparison (20%)				
Using the assessment audit you completed in week 2 as a base, conduct an in-depth critical analysis of assessment in your subject/grade/program area, compare it with the assessment requirements for the IB programme that most closely corresponds to your educational context, and, in the light of those requirements, make general recommendations for improvements. If possible, include assessment samples to illustrate your analysis and comparison. Your analysis should be supported by reference to course texts, IB materials and other scholarly literature. Please note that this should be a critique of the assessment context NOT individual assessment tools or tasks (critiquing an individual assessment will be your next assignment later in the course).				
Exemplary **20 points**	**Nearing exemplary** **19-18 points**	**Proficient** **17-16 points**	**Partially proficient** **15-14 points**	**Not proficient** **<14 points**
The paper is exceptionally well structured and includes very clear sections: (i) the analysis of assessment in your chosen subject, grade, or programme area (ii) comparison with the requirements for the corresponding IB programme, (iii) general recommendations for improvements The assessment context is extremely clearly described. Critical analysis is thorough and insightful. Comparison with corresponding IB requirements	The paper is very well structured and includes clear sections: (i) the analysis of assessment in your chosen subject, grade, or programme area (ii) comparison with the requirements for the corresponding IB programme, (iii) general recommendations for improvements The assessment context is very clearly described. Critical analysis is thorough. Comparison with corresponding IB requirements shows thorough understanding.	The paper is well structured and includes: (i) the analysis of assessment in your chosen subject, grade, or programme area (ii) comparison with the requirements for the corresponding IB programme, (iii) general recommendations for improvements The assessment context is clearly described. Critical analysis is sound. Comparison with corresponding IB requirements shows sound understanding.	The paper includes (i) the analysis of assessment in your chosen subject, grade, or programme area (ii) comparison with the requirements for the corresponding IB programme, (iii) general recommendations for improvements The assessment context is unclear. Critical analysis is limited Includes some recommendations for improvements.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

shows extensive knowledge and thorough understanding.

Recommendations for improvements are thoughtful and reflective.

The paper is enhanced by purposeful reference to course texts, IB assessment materials and other scholarly literature.

The paper is exceptionally well-written and error-free. | Recommendations for improvements are highly relevant.

The paper is enhanced by appropriate reference to course texts, IB assessment materials and other scholarly literature.

The paper is very well-written and error-free. | Recommendations for improvements are relevant.

The paper includes reference to course texts, IB assessment materials and other scholarly literature.

The paper is reasonably well-written with few errors | The paper includes few references to course texts, IB assessment materials and other scholarly literature.

The paper is poorly written and contains 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 both the original assessment and its limitations, and 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. You should include the original and the re-designed assessment, within the paper, or as appendices.				
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, including IB materials and assessment requirements. The redesigned assessment is significantly and creatively improved. Redesign features are supported by extensive reference to academic literature	Context is described clearly. Original assessment is very clearly described. Its limitations are thoroughly analyzed with relevant reference to academic literature including IB materials and assessment requirements. The redesigned assessment is significantly improved. Redesign features are supported by relevant reference to academic literature including IB materials and	Context is described adequately. Original assessment is clearly described. Its limitations are analyzed with some reference to academic literature including IB materials and assessment requirements. The redesigned assessment is improved. Redesign features are supported by some reference to academic literature including IB materials and assessment requirements.	Description of context is limited. Description of original assessment and its limitations are unclear with few references to academic literature. The redesigned assessment shows little improvement over the original. Redesign features are unsupported by reference to academic literature. The final summary is limited. The paper is unclear, poorly structured or contains	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

including IB materials and assessment requirements. The final summary is reflective and insightful. The paper is exceptionally well-structured, well-written and error-free.	assessment requirements. The final summary is reflective and thoughtful. The paper is very well-structured, well-written and error-free.	The final summary captures the key points. The paper is reasonably well-written with few errors.	significant errors.	

Work Sampling (PBA) (40%)				

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;
-presentation of the associated assessment results for those work samples
- detailed analysis of the assessment results, for individual students and the whole group in terms of the intended learning outcomes stated in the instructional and assessment plans
- consideration of factors that influenced those results;
- reflection on how teaching and assessing might be revised to improve student learning.

If you are teaching in an IB classroom, then you should explicitly refer to the IB assessment requirements and materials appropriate for your programme.
If you are NOT teaching in an IB classroom, you must still include reference to IB assessment requirements and materials, and consider how teaching, learning and assessment would be different if your classroom WAS an IB classroom.

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.

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

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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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