



Assessment and Learning

PK12-IB3

Related Program(s):

OISE Certificate in International Education, International Baccalaureate (IB)
(Diploma Programme)

Course Details

Format:	100% Online, Facilitator-led
Hours:	30 hours (including inquiry, action and reflection through online discussion)
Duration:	6 weeks
Who should attend?	Qualified high-school teachers or students in university teacher education degree programmes who will graduate with high school qualifications, who are interested in teaching in IB high schools.
Prerequisites:	Completion of PK12-IB1 Curriculum Processes

Course Outline

Description:

Explore the purposes and principles of assessment in International Baccalaureate (IB) programming, and practice designing equitable assessment opportunities that align with the IB's mission, vision and philosophy. You'll follow the IB inquiry cycle (*Inquire-Act-Reflect*) as you explore and design assessment tasks and evaluation tools, create differentiated assessments and develop strategies for providing effective feedback to students and parents about progress and achievement in the IB Diploma Programme.

Throughout the course, you will have the opportunity to collaborate with peers, participate in inquiry-based tasks and reflect on current practice as you:

- Examine the purposes and principles of assessment the role of internal and external assessment in the IB Diploma Programme and develop skills in designing equitable assessment opportunities that align with the IB's mission, vision and philosophy.
- Explore the design and implementation of assessment strategies that support relevant learning goals and the IB Diploma Programme practice
- Design assessment tasks and evaluation tools that support the achievement of the IB Diploma Programme's aims and objectives
- Create differentiated assessment tasks and evaluation tools that support the needs of all IB Diploma Programme students
- Develop strategies for providing effective feedback to students and parents about progress and achievement in the IB Diploma Programme

Course Objectives:

By the end of this course you will have demonstrated the ability to... design effective, research-informed assessment strategies and tools that integrate with IB programme objectives.

Course Requirements:

The course requires a computer and online access to the OISE course environment, as well as the ability to connect online to other websites and resources as required.

Learning Outcomes:

Learners who successfully complete the course will have demonstrated the ability to:

1. Plan effectively for school and external examinations
2. Assess learner profile objectives
3. Construct rubrics and other assessment tools
4. Involve students in their assessment
5. Support students with language and learning needs
6. Provide rich, descriptive feedback to enhance learning

Learning Evaluation Plan:

Method of evaluation in this course is as follows with 100% of grade as assessed by an OISE Continuing and Professional Learning (CPL) rubric:

1. Submission of task-based assignments* – 70%
2. Active online reflection and participation – 30%

**The course includes short and frequent tasks that require you to follow the Inquire-Reflect-Act cycle. This includes reviewing IB resources and responding to instructor prompts and questions. Outputs include short assignments, discussion board posts, journal reflections, etc.*

Attendance Requirements:

Learners must complete online posts and assignments as per the schedule set out by the Facilitator over the 6-week period, approximately 6 hours of work in total each week.

Topical Overview:

1. Module 1 The Principles of Assessment
 - The Role of Assessment in Learning
 - Procedures for Setting, and Marking External Examinations
 - Processes for Internal School-Based Assessment
2. Module 2 Developing Assessment Strategies
 - Relationship between DP Programme Aims and Objectives and Assessment Criteria
 - Alternative Strategies for Assessing in an IB Programme
 - Strategies for Promoting Academic Honesty
 - Strategies for Assessing Learner Profile Objectives
3. Module 3 Developing Assessment Tasks and Rubrics
 - Construction of Task-Specific Assessment Rubrics
 - Student Involvement on Assessment of their Work
 - Assessing Students' Understanding of Ideas and Questions that Underpin Theory of Knowledge Course
 - Assessing Student Achievement and Experiential Learning When Undertaking Creativity Activity and Service Programmes
 - Processes Involved in Assessing Extended Essay and its Role in Developing Student Research and Analytic Writing Skills

4. Module 4 Differentiation of Assessment
 - Development of Assessment Tasks and Criteria that Acknowledge Learners who Require Language and Learning Support
 - Modifications for Students Requiring Special Assessment on External Examination
5. Effective Feedback
 - Alternative Methods of Providing Feedback to Students and Parents

Materials / Recommended Readings:

All articles and reading material and IB resources will be provided by your facilitator and will be made available online through the course learning environment.

Polices, Procedures, Disclaimers:

The principle of academic integrity requires that all work submitted for evaluation and course credit be the original, unassisted work of the student. Cheating or plagiarism including borrowing, copying, purchasing or collaborating on work, except for group projects arranged and approved by the facilitator, or otherwise submitting work that is not the student's own violates this principle and will not be tolerated. Students who have any questions regarding whether or not specific circumstances involve a breach of academic integrity are advised to review the Academic Integrity Policy and procedure and/or discuss them with the facilitator.

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