EDUC90331 Assessment & Reporting in the IB Diploma

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: October, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 125 additional study hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	**Subject** / **Study Period Commencement:** / **Credit Points:** EDUC90333 Introduction to the IB Diploma Programme / March / 12.50
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject investigates the integral role of assessment and reporting for learning and teaching. Participants will develop theoretical and practical understanding of the principles of assessment, focussing on assessment as a tool to promote student achievement and experiential learning, and methods of evaluation that contribute to the ongoing effectiveness of the curriculum and support different learning needs. Topics include norm and criterion-based assessment and referencing, internal and external components of the IB Diploma Programme, the use of formative and summative assessment and reporting strategies, and the use of guiding and essential questions. The role of teacher self-evaluation and the school self-study in relation to the Learner Profile and the Diploma Programme will be addressed.
Objectives:	On completion of this subject students should be able to: # Demonstrate knowledge and understanding of assessment of student learning and its contribution to the evaluation of the effectiveness of an educational programme; # Recognise the difference between knowledge, attitudes, skills and understanding and how these constitute challenges and/or opportunities for assessment as a means of supporting teaching and learning; # Evaluate a range of assessment tools and styles and reporting strategies including rubrics, teacher and school self-evaluation, and the rationale for them in the area of teaching and learning; # Demonstrate an understanding of formative and summative assessment and the relationship between reporting and feedback and improved student learning; # Explore different tools and strategies for assessing student learning and supporting the diverse learning needs of students; # Explore challenges for administering assessment especially within an international context.

Assessment:	Two essays of 2, 000 words each on the following topics: a critique and justification of school and personal assessment processes and practices (Due Week 7); the application of principles of assessment and reporting in relation to particular academic disciplines (Due Week 12). There is one hurdle requirement: Students are required to maintain a personal reflective journal that records their responses to the readings in EDUC90263 IB Primary Years Programme Introduced to demonstrate understanding of the theoretical perspectives of the IB PYP and the realities and constraints of implementing these aspects of the PYP in schools. A summative reflection should be provided as a conclusion. The Journal should demonstrate student's ability to identify key theoretical understandings expressed in the literature and critically reflect on and analyse these in relation to the implementation of the IB PYP. To enable students to meet the requirements for a pass in this subject, the Reflective Journal must be brought to classes and handed in for non-graded assessment.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject students should have: # Demonstrate essential knowledge and skills of teachers in relation to effective assessment and reporting; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Understand the key assessment and reporting requirements of the IB Diploma Programme; # Evaluate and use constructive criticism of their own work and of the institutions/ communities in which they teach.
Links to further information:	www.education.unimelb.edu.au
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)