

EDUC90262 Assessment and Reporting (IB)

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught online/distance.						
Time Commitment:	Contact Hours: 18 hours and 125 additional study hours Total Time Commitment: 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:	There is one prerequisite: <table border="1" data-bbox="389 577 1485 725"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90263 IB Primary Years Programme Introduced</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90263 IB Primary Years Programme Introduced	February	12.50
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EDUC90263 IB Primary Years Programme Introduced	February	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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Assoc Prof Kay Margetts						
Contact:	Education Student Centre						
Subject Overview:	This subject investigates the integral role of assessment and reporting for learning and teaching. Participants will develop a theoretical and practical understanding of the principles of assessment, focussing on assessment as a tool to promote student learning and methods of evaluation that contribute to the ongoing effectiveness of the teaching program. Topics covered include formative and summative assessment strategies and different tools and strategies for reporting student learning and their role in monitoring the IB learner profile. The use of portfolios, practical work, projects, and oral work will be addressed, including student-led conferences, reports, the student exhibition and parent/teacher/student conferencing as strategies to assess and report on student learning.						
Objectives:	This subject will enable students to: <ul style="list-style-type: none"> # Demonstrate knowledge and understanding of assessment of student learning and its contribution to assessing the effectiveness of the learner profile; # Recognise the difference between knowledge, attitudes and skills, meaning and understanding, and how these can be assessed in inclusive settings; # Explore the different tools and strategies for assessing student learning and the extent to which these encourage critical thinking and meet the diverse needs of students; # Evaluate a range of assessment tools and styles and reporting strategies and the rationale for using them in the area of teaching and learning. # Demonstrate an understanding of formative and summative assessment approaches and how they are used to improve learning. # Demonstrate the relationship between feedback to students and improved student learning. 						
Assessment:	Written assignment equivalent to 4,000 words (100 per cent).						

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:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Demonstrate an understanding of essential knowledge and skills to perform competently as a specialist teacher; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Understand key concepts of assessment and reporting and their role in curriculum development and monitoring learning; # Evaluate and use constructive criticism of their own work and of the institutions 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):	<p>Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)</p>