

EDUC90262 Assessment and Reporting (IB)

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours						
Prerequisites:	<table border="1"> <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 Disability Liaison website: http://www.services.unimelb.edu.au/disability						
Coordinator:	Dr Harry Galatis, Mrs Anne Beruldsen						
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)						
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.						
Learning Outcomes:	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:	2000 word essay/article on balanced approach to reporting strategies-and 500-word developmental assessment tool communicating information on what students understand,						

	<p>know and can do. Due mid way through teaching period, 50% 2500 word essay on formative and summative assessments and assessing the 5 essential elements of the PYP due end of semester, 50% Hurdle requirement: Students are required to maintain a personal reflective journal that records their responses to the readings in this subject 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, students enter regular reflections and responses to provocations using the Discussion Board on the LMS and submit a summative reflection. Due before, during and after each session, summative reflection due at the completion of subject. 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.</p>
Prescribed Texts:	Wiggins, G. & McTighe, J. (2005/2006). Understanding by design. (2nd ed). New Jersey: Pearson Education. (publisher details vary)
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.
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	<p>Graduate Certificate in Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)</p>