



# Assessment of TOK and Design Backward

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# What were we finding?

- Previous approach to assessment
  - > Prepare for the essay by doing several essays
  - > Prepare for the presentation by doing several presentations
- Students were not responding to feedback on how to improve essays/presentations

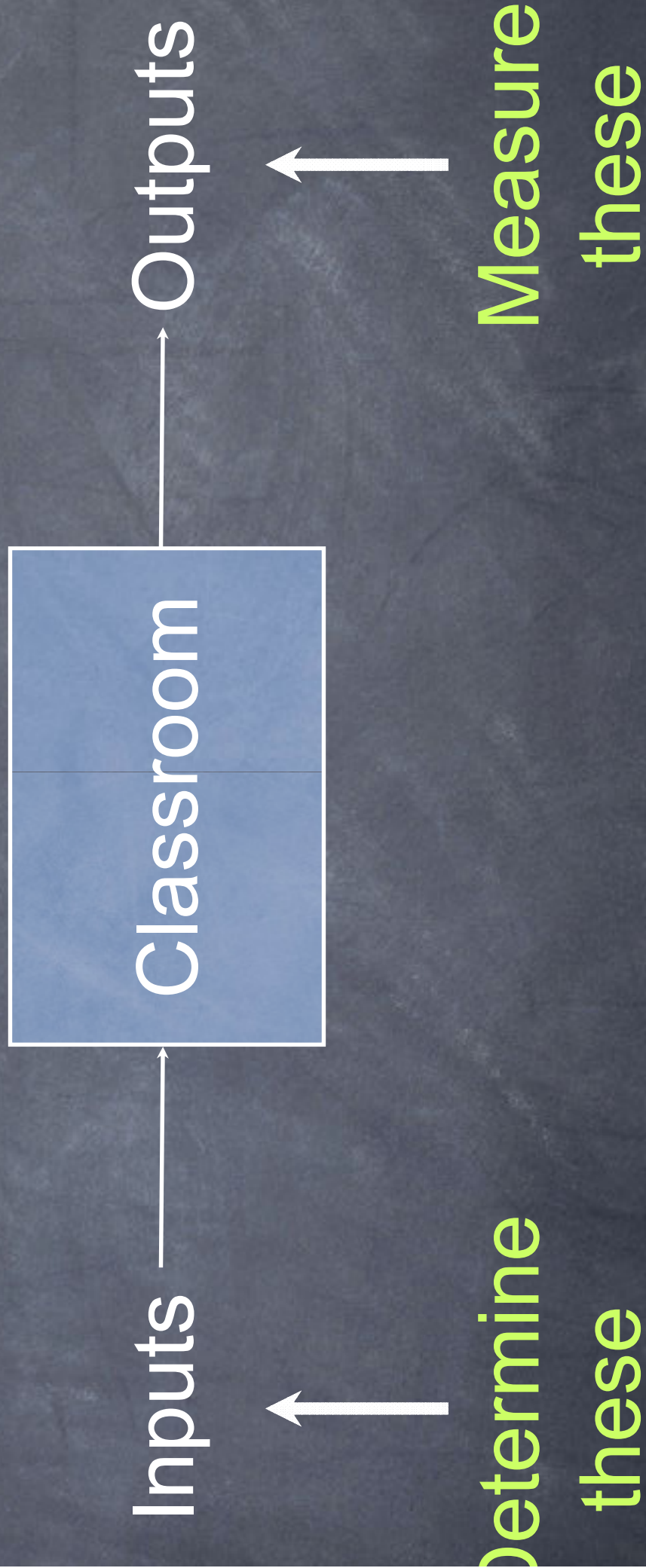
# Find a new approach

- How can we design an assessment program which will enable students to gain a better understanding of what is required of them by the formal assessment program?
- How can we design appropriate and effective formative assessment?

# Theoretical Underpinnings

- Paul Black & Dylan Wiliam - Kings College London - “Inside the Black Box” (1998)
- Grant Wiggins & Jay McTighe - Educational consultants, USA - “Understanding by Design” ASCD (2005)
- John Hattie - University of Auckland

# The Black Box



# Understanding by Design

- Grant Wiggins & Jay McTighe
- <http://ubdexchange.org>
- Backward Design

# Stages of UbD

1. Identify Desired Results
2. Determine Acceptable Evidence
3. Plan Learning Experiences and Instruction

# Stage 1 - Desired Results

Desired results should be based on a “big idea”

Big ideas are revealed through

- Core concepts
- Focusing themes
- On-going debates/issues
- Insightful perspectives
- Illuminating paradox/problem
- Organizing theory
- Overarching principle

Used in...

## Understandings

- What will count as evidence of understanding?
- What specific insights will students take away about the meaning of 'content' via big ideas?
- Understandings summarize the desired insights we want students to realize

# Understanding

- Explain
- Interpret
- Apply
- Perspective
- Empathy
- Self-knowledge

# enarios for Authentic Tas

Build assessments anchored in authentic tasks  
using **GRASPS**:

- > What is the **Goal** in the scenario?
- > What is the **Role**?
- > Who is the **Audience**?
- > What is your **Situation** (context)?
- > What is the **P**erformance challenge?
- > By what **S**tandards will work be judged in the

# Checking for Validity

- Could the task be performed well without understanding?
- Could the task be performed poorly in spite of understanding?

## Instruction

- A focus on engaging and effective learning, “designed in”
  - > What learning experiences and instruction will promote the desired understanding, knowledge and skill of Stage 1?
  - > How will the design ensure that all students are maximally engaged and effective at meeting the goals?

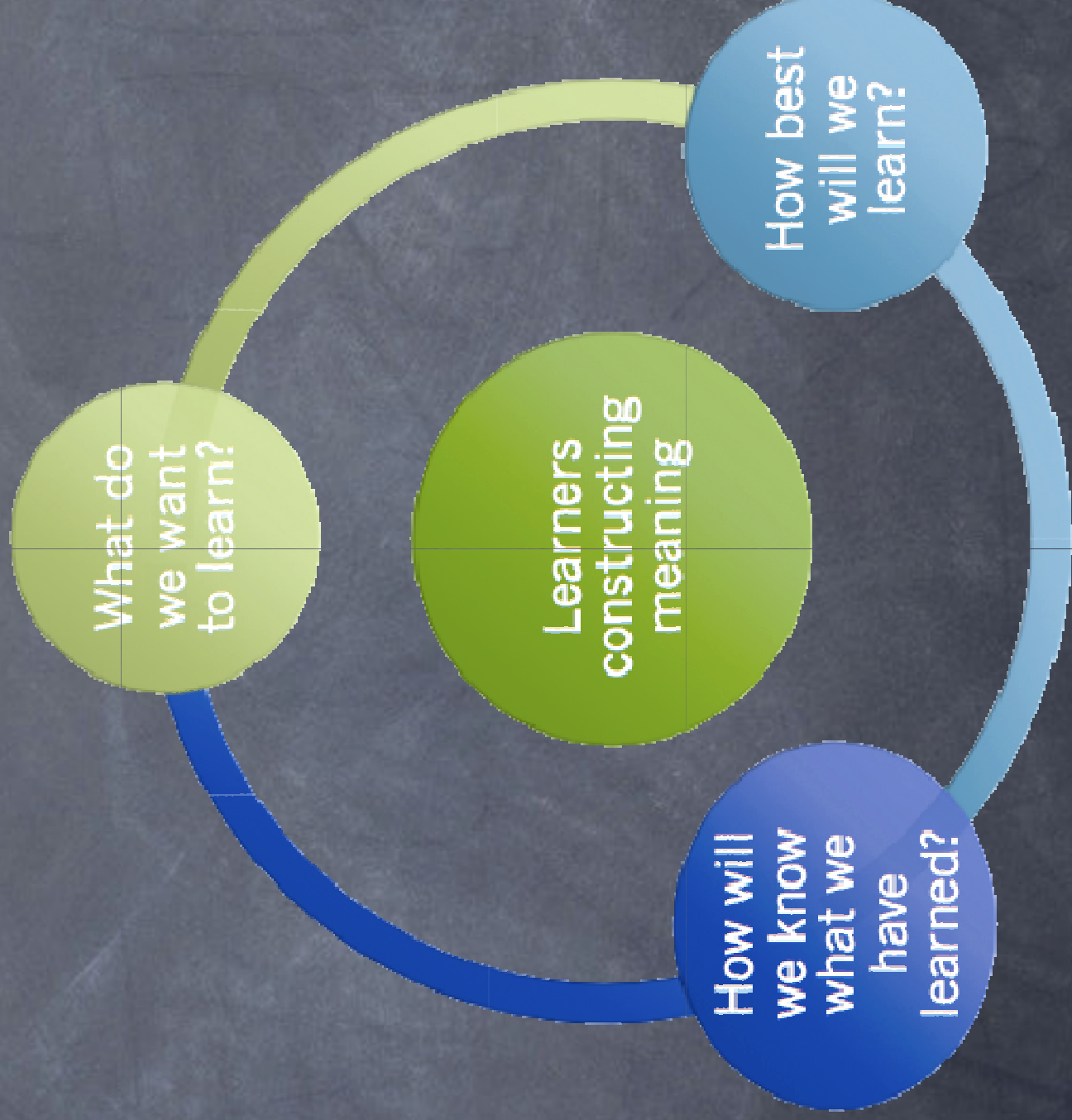
# Uncoverage

- For understanding of concepts to occur we have to 'uncover' their value
- Concept acquisition is the result of inquiry and argument

# W.H.E.R.E.T.O.

- “Where are we headed?”
- How will the student be ‘hooked’?
- What opportunities will there be to be equipped, and to experience and explore key ideas?
- What will provide opportunities to rethink, rehearse, refine and revise?
- How will students evaluate their work?
- How will the work be tailored to individual needs, interests, styles?
- How will the work be organized for maximal

# Developing a curriculum



Making the  
happen

# Shapers of our program

learner  
profile

UbD

TOK Aims  
Objective

# TOK Thinking skills (TTS) pyramid

**Sophisticated use of TTS**

**Develop cogent & justified analysis  
leading to implications**

**Plan in good quality TTS**

**Differentiate between levels of quality**

**Identify what is wrong**

**Recognition of TTS**

**Little or no recognition of TTS**

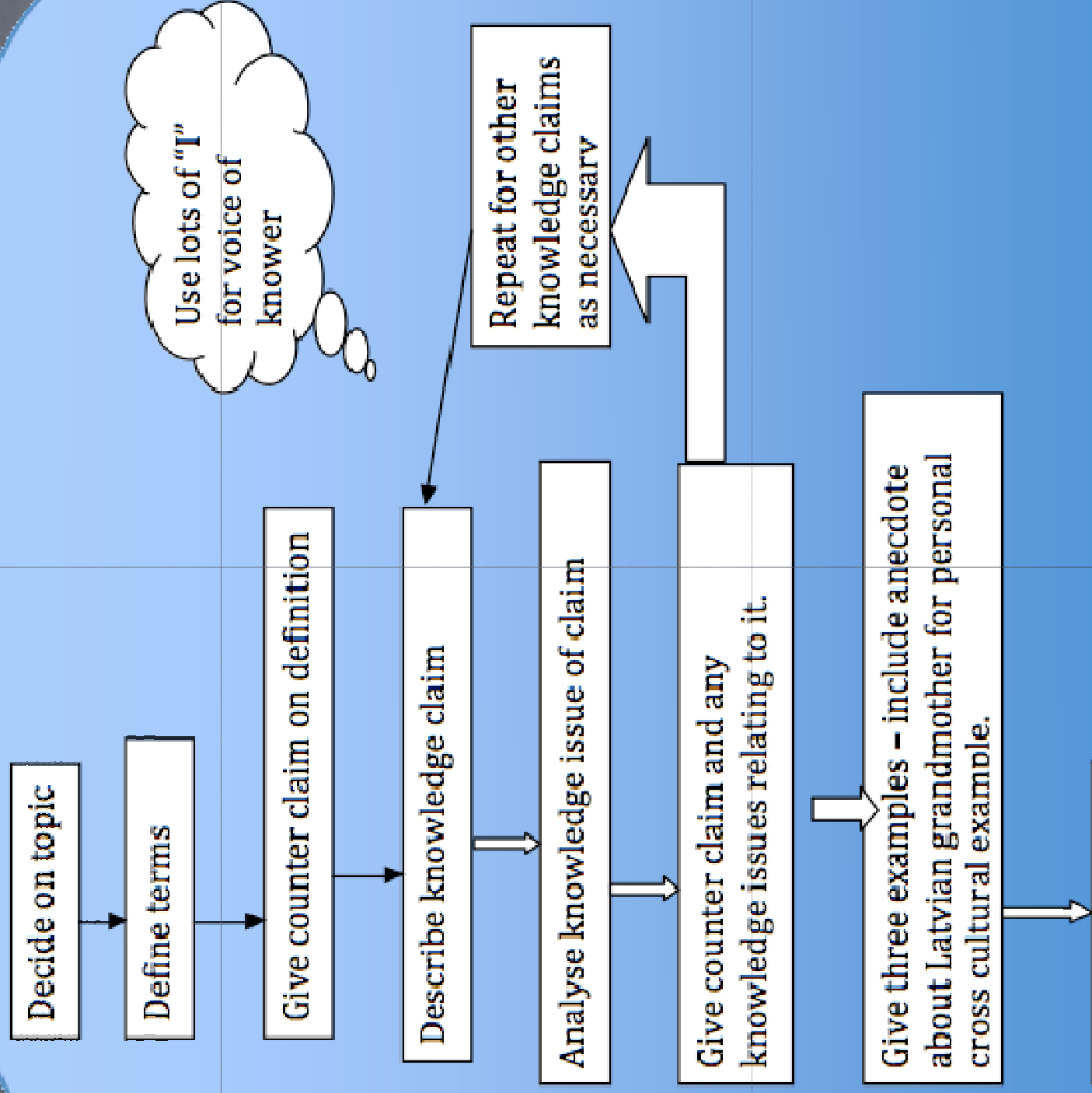
# DP1 formative assessment overview

Component	Role
Learner profile & issues writing tasks	Pretest
Essay plan	Developing structure & process skills
Essay evaluation	Identification of TOK thinking skills & assessing quality
Five best paragraphs	Skills progression

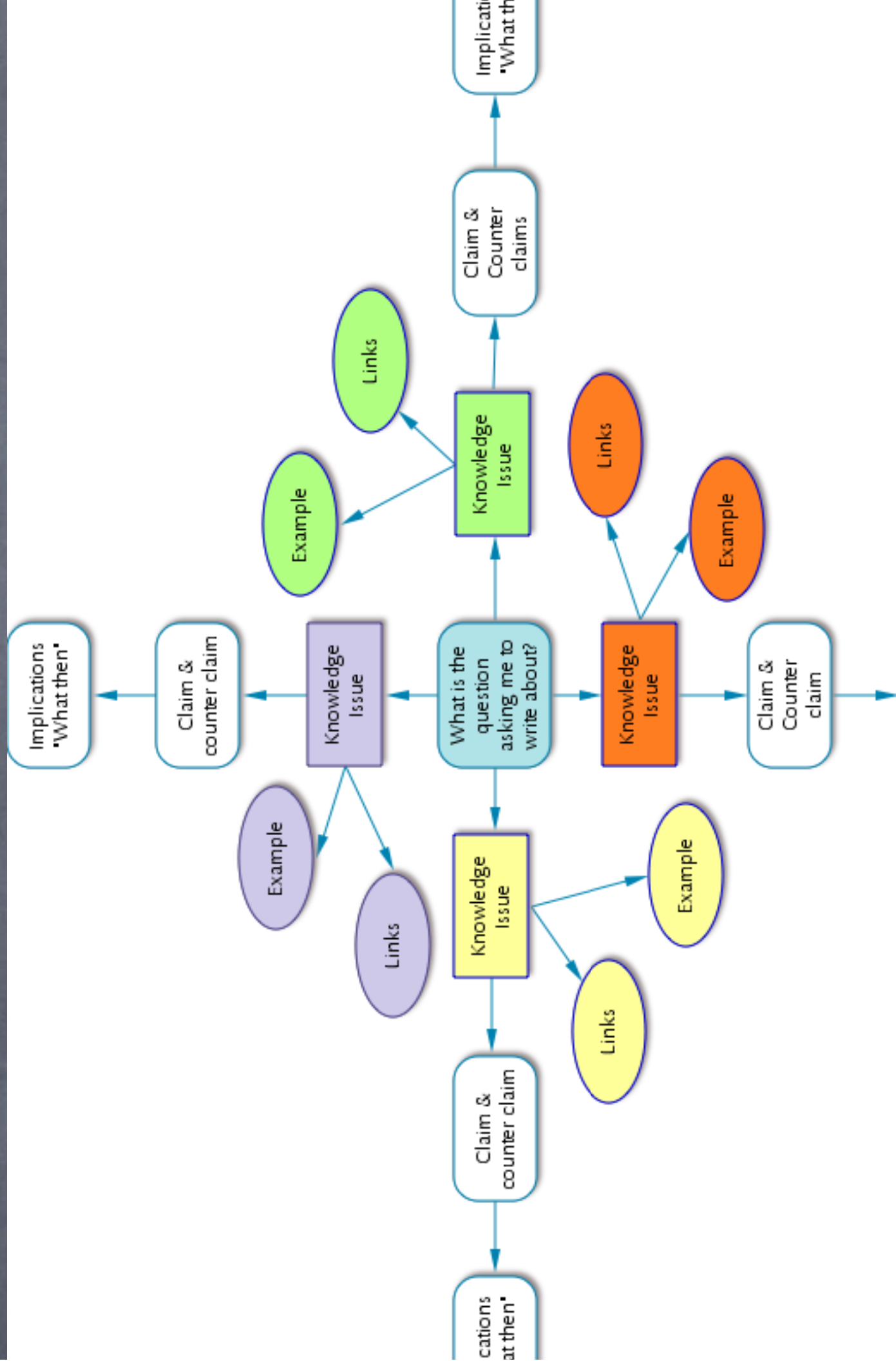
# Example - Task 1

- Has TOK affected your ability to inquire?
- How has TOK impacted on your communication skills?
- What have you discovered about your level of open-mindedness?

# A plan to critique



# An essay plan



# Task 3 - a less than

## model essay

Stage	Assessing
Highlight essay components	Ability to recognise TOK thinking skills
Explain criteria in own words	Understanding of marking criteria
Mark the essay	Application of criteria, levels of quality
Provide suggestions for improvement	Evaluation skills

# Example - Task 4

- Using the skills you have developed in the previous assessments, it is time to write a TOK essay using a past topic. Choose your topic from the sheets attached.
- Pick a topic based on your TOK training
- Produce a planning mind map (similar to the one required in part 1)
- Write the essay and chose your best 5 TOK – style paragraphs. These paragraphs clearly show your TOK thinking skills and reflect the requirements of the marking criteria. You must include your introduction as one of your paragraphs.

# Feedback

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.

Black & William

# Good Feedback Systems

- Quick & ongoing, timely
- Integral part of learning
- Address individual learners
- Manageable amount of information
- Model desired behaviour
- Specific
- Descriptive not evaluative

# Empowering students

Self-assessment, self-monitoring, self-teaching, self-learning, self-responsibility

Student needs dependable evidence on which to base their decision-making

For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.

Black & Wiliam

# Providing feedback

- Use of rubrics that are given to students with task notification
- Explicit reference to marking criteria
- Peer & self evaluation
- Targeted to particular skill being developed