



IB CONFERENCE
OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY

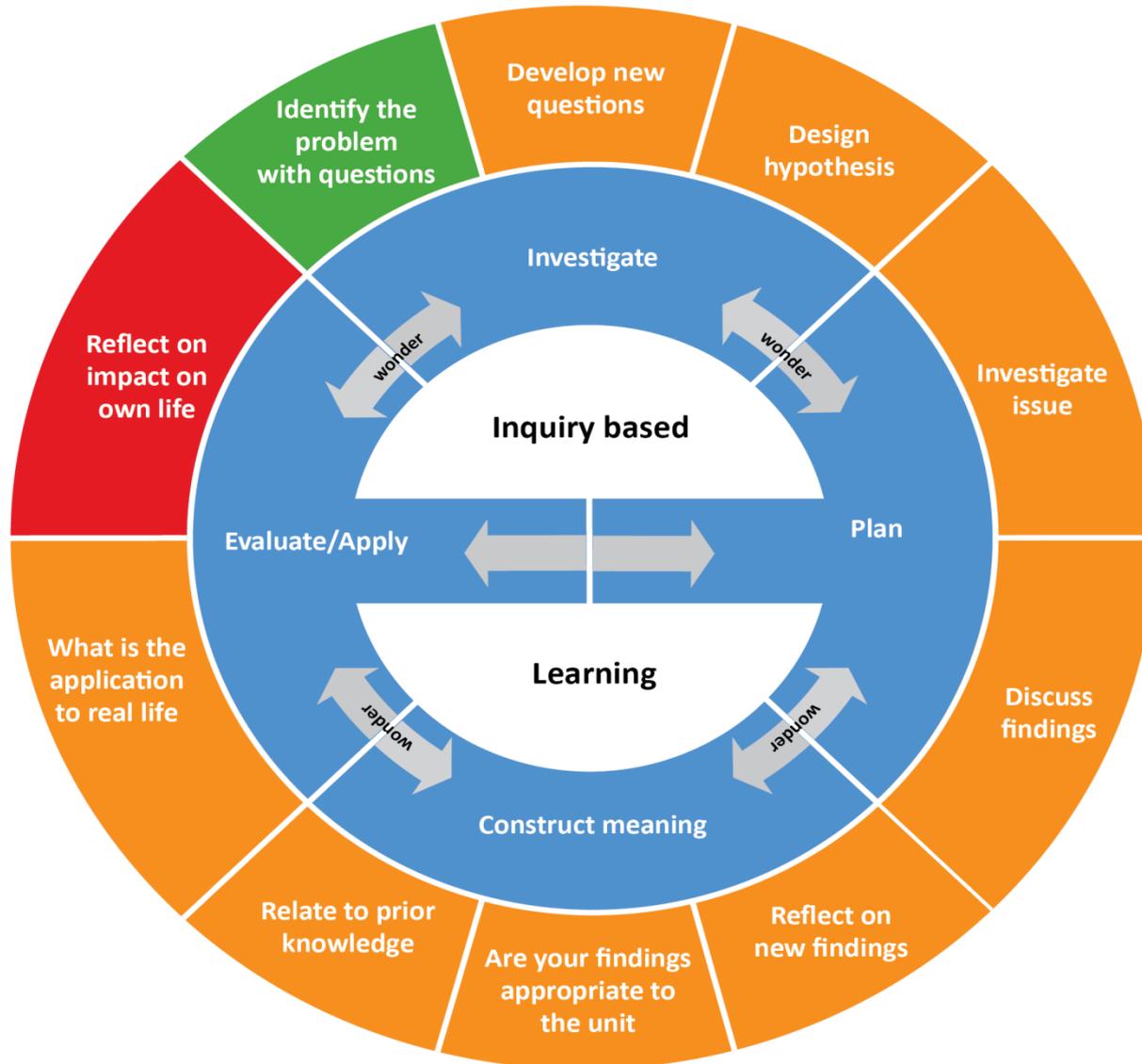


International Baccalaureate®
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ASSESSMENT ACROSS THE CONTINUUM



Inquiry Cycle



Inquiry Cycle by Yukesha Makhan

1. SWVR ANALYSIS

On entering the room complete the
Assessment analysis

2. TEAMS OF TEACHERS

Sit in mixed groups preferably with teachers from other programmes.

3. INTRODUCTION

- Purpose
- ‘Why’ and ‘how’ do we assess students?
- Types of assessments
- Interdisciplinary teaching and learning
- Action plan
- Final thoughts
- Questions

4. What is the purpose/aim of Assessment?

- In groups teachers document 'What are the purpose/aim of Assessment' on sticky notes and place them on the white board (RHS). The groups then reflect on the two most important aspects from the list and write this on the LHS of the board.
- Discussion in groups.

What is the purpose/aim of Assessment?

- Support learning by providing feedback
- Inform, enhance and improve teaching process
- Promote deep understanding of content
- Engage students in their own learning
- Support holistic nature of programme in the development of the whole student

5. How do we assess student progress?

- In groups discuss the fundamentals of why and how you assess student progress:
- Document this on chart paper provided.

6. Types of Assessment

FORMATIVE

- During the teaching and learning process
- Involvement of students in their learning
- Feedback and guidance for improvement
- Identification of learning objectives to students
- Sharing of assessment criteria with students
- Reflection and self-assessment
- Promotion of peer-assessment

SUMMATIVE

- Occurs at the end of a unit, term, year, etc.
- Measures what students know and/or can do
- Involves making a referenced based judgement about student performance
- Provides generally a grade or numeric value.

Summative Approach



Recording

Making a judgement

Teaching

**Child Centered
Formative
Approach**

Feedback to students

Adjustment of teaching

Analysis of evident

Reporting

Why should we align the curriculum for assessment purposes?

- Read page 6-9 on Curriculum alignment, articulation and formative development of the learner (Dr R Watermeyer).

8. Discussion

- Are assessments value added?
- How valid and reliable are assessments in your school?
- Is the design of assessments important?

'To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so you better understand where you are now so that the steps you take are always in the right direction.' S R Covey

9. Video

<http://youtu.be/sysCrsdVkgM>

Consider the following questions:

- ‘What do we assess in our schools?’
- ‘Is understanding by design (Wiggins and McTighe) essential in the planning process?’
- ‘Do we gear assessments to the ability ranges of students in our classes?’

10. Final and Interim Objectives

C. Communication in mathematics

Mathematics provides a powerful and universal language. Students are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.

Year 1	Year 3	Year 5
At the end of the first year, students should be able to communicate mathematical ideas, reasoning and findings by being able to:	At the end of the third year, students should be able to communicate mathematical ideas, reasoning and findings by being able to:	At the end of the course, students should be able to communicate mathematical ideas, reasoning and findings by being able to:

11. Assessment tasks

- Examples of assessment tasks

What is the purpose of Interdisciplinary learning for students?

Three key qualities of interdisciplinary learning:

- ✓ Purposeful
- ✓ Grounded in the disciplines and AOI
- ✓ Integrative

Types of interdisciplinary teaching

- Parallel/concurrent teaching
- Integrated subjects/fusion of curriculum
- Special events/activities

- Based on themes/concepts
- Using skills from different subjects



Connections between subjects

Connections to real-life issues

12. Action plan/next steps

- What do we need to do as a school to improve/strengthen assessment across the continuum?

Your final thoughts on assessment across the continuum:

1. One comment which changed your thinking of assessments
2. One question you have on assessments
3. One aspect which surprised you or something which you enjoyed.

Reflection

- Reflect on how your thoughts may have changed from when you entered the room and completed the SWVR analysis to now.



13. Questions & Summary

- Verbal feedback to the floor and final thoughts.





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