



School of Education

EDST6737
German Method 2

Term 2, 2019

Contents

1.

NATIONAL PRIORITY AREA ELABORATIONS

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section 6. *Course content and structure*. Details of the assessment on National Priority Areas can be found in section 7. *Assessment*.

Priority area

A. Aboriginal and Torres Strait

6. COURSE CONTENT AND STRUCTURE - NEED TO CONFIRM

Module	Lecture Topic	Tutorial Topic
<p>1 (24 hours eq. lecture/ tutorial time)</p>	<p><i>On-line assessment module</i> Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	<p>Critically describe the role of assessment in ensuring effective learning and teaching; evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p> <p>Content of this module will be assessed during the Hurdle Requirement in Module 7</p>

7. RESOURCES

Suggested Readings

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2014) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinkel, E. (2008). *Handbook of research in second language teaching and learning*. Routledge, London - Available at Level 6, Main Library (418/133 / (2))
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Macalister, J. & Nation, S.P (2011). *Case studies in language curriculum design*

Assessment Details

Assessment 1 (2 000 wd eq, 40%)

PART 1: Create a **scope and sequence** with assessment schedule built in for a Year 11 Continuers/Beginners preliminary course.

Refer to advice on scope and sequence

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences>

Sample assessment schedules can be found in each language syllabus page

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

PART 2: Design an assessment task kit

- a) Assessment notification
- b) Assessment task
- c) Marking rubric + holistic comment section
- d) TWO student answers (B and C grade) with teacher feedback comment outlining its strengths and indicating at least one aspect which could be further improved.

Your assessment kit must directly link to the syllabus outcomes for your nominated assessment term. Your scope and sequence must indicate when the task will occur and how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

Assessment 2 (3 000 wd eq, 60%)

Prepare a unit of work for Year 12 Continuers/Beginners HSC course which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning.

There must be at least one literacy activity/resource and one numeracy/ICT resource.

HURDLE REQUIREMENT FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given -assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at NESA or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and NESA

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	

AITSL Standard 5
Assess, provide feedback and report on student learning

Comments

- A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)