



School of Education

EDST6952
Science Method 2

Term 2 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6952 Science Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Rana Kaddour
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STUDENT LEARNING OUTCOMES

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard

1.1.1

6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

7.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed
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Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Stage 5 class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning

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 (eg 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 interac

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher

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 FEEDBACK SHEET
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Student Name: _____ Student No.: _____
 Assessment Task 1: Scope and Sequence with Assessment Task for one term (Stage 5)

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Understands the task and its relationship to relevant areas of theory, research and practice Uses syllabus documents and terminology clearly and accurately Sequences tasks and activities to suit logical learning progression Integrates assessment task logically with learning intentions and learning sequence Provides effective formative feedback for student sample					
Depth of analysis in response to the task Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students Understands effective assessment practices					
Structure and organisation or response Organises and structures scope and sequence according to NESA guidelines and requirements Follows NESA ()TJETQ EMC /P A MCID 37-BDC q44.82 367.46 382.06 54.26					

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 FEEDBACK SHEET
 EDST6952 SCIENCE METHOD 2

Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies (Stage 4)

SPECIFIC CRITERIA	(-) (+)					
<p>Understanding of the question or issue and the key concepts involved</p> <p>Demonstrates knowledge of selected Stage 6 course and syllabus outcomes Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Stage 4 Integrates formative assessment strategies throughout the unit of work</p>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> </tr> </table>					

Depth of evidence in response to the task

Demonstrates understanding of academic and cultural diversity
 Includes a variety of pedagogical strategies to suit content of the Stage 4

