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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.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critically evaluate the key assumptions underlying assessment for learning locally and internationally;	1,2
2	Demonstrate a sound understanding of key theoretical, practical and sociocultural problems and approaches in the assessment for learning, in particular debates around trustworthiness and consistency	1,2
3	Apply their knowledge and understanding of assessment for learning processes to the evaluation and improvement of assessment situations in their own context.	1,2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Assessment *for*

6. COURSE CONTENT AND STRUCTURE

Module

Topic

Understanding assessment for learning: Its underlying philosophy and key principles

This session introduces you to the underlying rationale and key assumptions of assessment for learning, the differences between assessment for learning and assessment of learning, the core concepts of norm-referenced, criterion-referenced and standards-referenced assessment and formative/summative assessment, current approaches to AfL locally and internationally and the key

Week 1

1 June

Week 6
6 July

Teacher as a data literate professional: Interpreting educational data

This session highlights the data literacy needs of teachers. It covers test design, analysis and interpretation using the Item response Theory. The focus of this session is the use of summative assessment for formative purposes. You will analyse assessment data and use the results to inform both learning and teaching.

Key reading:

Pierce, R., Chick, H., Les, M., & Dalton, M. (2014). A statistical literacy hierarchy for interpreting educational system data. Retrieved from <http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf>

Teacher as a student partner: Engaging students in self and peer assessment

This session focuses on the critical importance of helping students learn how to assess their own development, and that of their peers, and practical strategies for involving students in self and peer assessment. You will analyse the features of effective student participation in self and peer assessment by discussing several video excerpts of learners undertaking real assessments, then after discussion and further input, complete two activities in which they have to first critique and

Week 7
13 July

William, J. G. (2003). Providing feedback on ESL students' written assignments.
The Internet TESL Journal, 9(10).

7. RESOURCES

Set text

Glasson, T. (2008) *Improving student achievement: A practical guide to Assessment for Learning*.
Melbourne: Curriculum Corporation

Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice*, 22(4), 13-25. Retrieved from <http://deepblue.lib.umich.edu/bitstream/handle/2027.42/72390/j.1745-3992.2003.tb00140.x.pdf?sequence=1>

Popham, J. (1997). What's wrong - and what's right - with rubrics. School as safe heavens. <http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/What%27s-Wrong%E2%80%94and-What%27s-Right%E2%80%94with-Rubrics.aspx>

Rust, C., Price, M., & O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28(2), 147-164. <http://area.fc.ul.pt/en/artigos%20publicados%20internacionais/Improving%20students%20learning.pdf>

Sebba, J., Crick, R.D., Yu, G., Lawson, H., Harlen, W. Durant, K. (2008). *Systematic review of research evidence of the impact on students in secondary schools of sel.08 Tf1 0 0 f1 0 0 f1 0 0 f2 reW*2707(m*

Useful Websites

[Assessment and Classroom Learning,](http://english.unitecology.ac.nz/resources/resources/classroom_learning.html)

http://english.unitecology.ac.nz/resources/resources/classroom_learning.html

[Assessment as Feedback,](http://www.newhorizons.org/strategies/assess/wiggins.htm) <http://www.newhorizons.org/strategies/assess/wiggins.htm>

[Feedback and Assessment: Educative Assessment,](http://www.ou.edu/pii/tips/ideas/feedback2.html)

<http://www.ou.edu/pii/tips/ideas/feedback2.html>

[Dynamic Assessment](http://dynamicassessment.com/_wsn/page2.html) , http://dynamicassessment.com/_wsn/page2.html

[Scaffolding Website,](http://condor.admin.ccny.cuny.edu/~group4/) <http://condor.admin.ccny.cuny.edu/~group4/>

[Scaffolding as an instruction technique,](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm)

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm>

[Scaffolding,](http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F)

http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F

[Schools, Skills and Scaffolding on the Web,](http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F)

http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F

[Teacher and Peer Feedback,](http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/)

<http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards for Teaching Outcomes Assessed	Due Date
Self-assessment	1500 words	40%	1,2,3	1,2,4,5	1.2.3, 5.1.3, 5.3.2, 6.1.2.	Monday 22 nd June by 5pm

AfL- infused unit of work

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5443 ASSESSMENT FOR LEARNING

Student Name:
 Assessment Task 1: Self-Assessment

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved understanding of the task and its relationship to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts in assessment					
Depth of analysis and/or critique in response to the task depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings. depth of analysis of specific strengths and weakness of assessment processes and systems including theoretical as well as practical and policy-related issues clarity and depth of reflection					
Familiarity with and relevance of professional and/or research literature used to support response range of research and professional literature on assessment theory to support response					
Structure and organization of response appropriateness of overall structure of response clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references clarity and consistency in presenting tables and diagrams clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection					
GENERAL COMMENTS					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. _____

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FEEDBACK SHEET
EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.: