



School of Education

EDST6747
Aboriginal (Indigenous) Studies Method 2

Term 2 2021

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p>On-line assessment module</p> <p>x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p> <p>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>x Critically describe the role of assessment in ensuring effective learning and teaching.</p> <p>x evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</p> <p>x apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for a year: Preliminary	2000 equivalent words	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 3.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19, F.7, F.9	Friday 30 th July

Assessment 2

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (three terms).

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD 2

Student Name:

Student No:

Assessment Task 1: **Scope and sequence with ONE assessment task for a year (Preliminary)**

SPECIFIC CRITERIA	(-)	—————	h	(+)
Understanding of the question or issue and the key concepts involved x Understands the task and its relationship to relevant areas of theory, research and practice x Uses syllabus documents and terminology clearly and accurately x Sequences tasks and activities to suit logical learning progression x Integrates assessment task logically with learning intentions and learning sequence x Provides effective formative feedback for student sample				
Depth of analysis in response to the task x Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary x 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 x Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students x Understands effective assessment practices				
Structure and organisation of response x Organises and structures scope and sequence according to NESA guidelines and requirements x Follows NESA assessment guidelines				
Presentation of response according to appropriate academic and linguistic conventions x Shows excellent command of English grammar conventions including spelling, syntax, and punctuation.				
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME				

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.

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Detail