School of Education

EDST6954
Earth and Environmental Science Method 2

Term 2 2021

Contents

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education

5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English-Speaking Backgrounds	2, 6, 9

6.

7. RESOURCES

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and						

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 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 by the teacher, by the student's peers or take the form of self-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 in their children's learning.

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. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.
https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

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 providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
   ensure anonymity by removing student names and destroying the samples at the end of the course.
   include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative <u>and</u> formative purposes
   annotate the task to indicate what worked well and what needs changing if it were to be used again
   include the assessment criteria and/or marking scheme/rubric for each task
   provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
   include a key for marking symbols
   find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

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

Student Name: Student No.:
Assessment Task 1: **Scope and sequence for a year with an assessment task (HSC)**

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 HSC					
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 assessment guidelines

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6954 EARTH AND ENVIRONMENTAL SCIENCE METHOD 2

Student Name:

STUDENT TEACHER		
Name:	zID:	Date:

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) Has the purpose of the assessment task been described appropriately? Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? Does the marking rubric/style provide diagnostic information for the student?	

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)
 	
Does the feedback allow the assessment to be used for formative purposes?
Is feedback expressed in appropriate language for the age/stage of the students?
Does the feedback
    -acknowledge the student's areas of strength?
    -identify areas where the student needs to do more work?
    -indicate strategies to help the student improve?	

C.