School of Education

Contents

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW *Chemistry Stage 6* Syllabus and NSW *Biology Stage 6* Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Chemistry or Biology
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Chemistry and Biology to all key stakeholders
6	Identify the characteristics of an effective Chemistry and Biology teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials and assignments will cover a variety of approaches to teaching, learning and assessing in the Chemistry/Biology classroom. Emphasis will be placed on the relationship

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
	On-line assessment module	x
1 (24 hours eq. lecture/ tutorial time)	x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching x 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.	

7. RESOURCES

Required Readings

Each student is required to obtain from the NESA

Assessment Details

Assessment 1 (20 00 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 12 HSC class covering a year.

PART 2: Prepare an assessment task (not just an essay) that directly links to the teaching and learning intentions within one term. Your scope and sequence must indicate when the task will occur. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide and exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating one aspect which could bntd2w 1.15 q3 (ec)-8 (t)-1.1 (.dTdia6s)-8 (.)-1.1

- x 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.)
- x 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 BOSTES 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 education students' abilien

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6957 CHEMISTRY/BIOLOGY METHOD 2

Student Name: Student No.:
Assessment Task 1: Scope and s equence for one year with assessment task (HSC)

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 HSC x Demonstrates					

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6957 CHEMISTRY/BIOLOGY METHOD 2

Assessment, Feedback and Reporting

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) x Has the purpose of the assessment task been described appropriately? x Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? x 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) x Does the feedback allow the assessment to be used for formative purposes? x Is feedback expressed in appropriate language for the age/stage of the students? x 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. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)

x Is the difference between ranking and moderation understood?
x Does the student recognise the importance of following marking guides/rubrics?
x Can the student listen professionally to the opinions of others?
x Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?