

School of Education

EDST5443

Contents

1. LOCATION.....2

2. STAFF CONTACT DETAILS.....

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		

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard

Assessment/s

6.

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>

Higher Education Context

Hendry, G., Armstrong, S., & Bromberger, N. (2011). Implementing standards-based assessment effectively: Incorporating discussion of exemplars into classroom teaching. *Assessment & Evaluation in Higher Education*, 1-13, iFirst Article.

<http://www.tandfonline.com/doi/pdf/10.1080/02602938.2010.515014>

Malini Reddy, Y. & Andrade, H (2010) A review of rubric use in higher education, *Assessment & Evaluation in Higher Education*, 35(4), 435-448,

<http://www.tandfonline.com/doi/pdf/10.1080/02602930902862859>

Teacher as an assessor: Designing and implementing appropriate and trustworthy assessment strategies and tasks

This session focuses on planning for the integration of assessment for learning into learning and teaching at every stage of the teaching cycle (lesson, unit, course), developing and adapting sample assessment tasks for their own classes, and developing and /or using standards-based criteria to assess students' development. You will first analyse the characteristics of an effective assessment task by looking several video excerpts of real tasks, then after discussion and further input, complete two activities in which they have to first critique and adapt an existing task, then develop an assessment task and appropriate criteria for their own context.

In addition, this session focuses on the key principles of effective assessment - validity, reliability, practicality, authenticity, as well as concrete concerns such as the issue of juggling sometimes conflicting roles (teacher vs assessor) and how to ensure students do their best whilst at the same time being enabled to make trustworthy assessment judgments. The difference between norm-

Week 3

(14-20
June)

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 adapt, then develop an assessment task and appropriate student-oriented criteria for their own context.

Week 7

(12-18 July)

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- Timperley, H. (2011). Using student assessment for professional learning: Focusing on students' outcomes to identify teachers' needs (pp. 1-23). DEECD, Victoria.
<http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf>
- Timperley, H., Wilson, A., Barrar, H. & Fung, I. 2008, Teacher professional learning and development: Best evidence synthesis on professional learning and development, Report to the Ministry of Education, Wellington.

- x Davison, C & Leung, C. (2009) Current issues in english language teacher-based. Assessment TESOL Quarterly, 43

Useful Websites

- x [Assessment and Classroom Learning](http://english.unitecology.ac.nz/resources/resources/classroom_learning.html)
http://english.unitecology.ac.nz/resources/resources/classroom_learning.html
- x [Assessment as Feedback](http://www.newhorizons.org/strategies/assess/wiggins.htm), <http://www.newhorizons.org/strategies/assess/wiggins.htm>
- x [Feedback and Assessment: Educative Assessment](http://www.ou.edu/pii/tips/ideas/feedback2.html)
http://www.ou.edu/pii/tips/ideas/feedback2.html
- x [Dynamic Assessment](http://dynamicassessment.com/_wsn/page2.html) http://dynamicassessment.com/_wsn/page2.html
- x [Scaffolding Website](http://condor.admin.ccnycunycuny.edu/~group4/) <http://condor.admin.ccnycunycuny.edu/~group4/>
- x [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
- x [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
- x [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
- x [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 Assessed	Due Date
Self-assessment	1500 words	40%	1-3	1-6	1.2.3, 5.1.3, 5.3.2, 6.1.2.	25 Jun 2021 by 5pm
AfL- infused unit of work	4500 words	60%	1-3	1-6	1.2.3., 1.5.2., 2.3.2., 3.1.3., 3.2.2., 3.7.2., 5.1.3., 5.2.3., 5.3.2., 5.4.2., 5.5.2., 6.1.2	13 Aug 2021 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

- x What factors have caused these changes?
- x What are the implications of these changes for the relationship between assessment, learning and teaching?
- x What are the more urgent challenges and issues for you/your colleagues in relation to assessment?

For school leaders, you can use the assessment culture and practices in your school as the basis of your reflection.

Task 2: Development of an AfL-infused curriculum unit

Weighting: 4500 words (60%)

Purpose: This task requires you to take an existing teaching unit from your context and to infuse it with the principles and practices of assessment for learning as discussed throughout the course and related readings. The unit should include:

- x A statement of rationale, purpose, and focus
- x Details of student learning activities
- x Details of assessment activities

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Structure and organization of response

- x appropriateness of overall structure of response
- x clarity and coherence of organisation

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

Assessment Task 2: **AfL – infused unit of work** i

SPECIFIC CRITERIA	(-) ————— h (+)
Understanding of the question or issue and the key concepts involved	