



School of Education

EDST5805
Curriculum Differentiation and Assessment in
Gifted Education

Term 2 2021

Contents

1. LOCATION

Faculty of Arts, Design & Architecture

School of Education

EDST5805 Curriculum Differentiation and Assessment in Gifted Education (6 units of credit)

Term 2 2021

2. STAFF CONTACT DETAILS

Course Convenor: Dr Peta Hay

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4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and issues that may be

6. COURSE CONTENT AND STRUCTURE

Part	Topic
1	<p data-bbox="603 349 1209 385">Curriculum Differentiation Principles & Models:</p> <ul data-bbox="743 398 1075 519" style="list-style-type: none"><li data-bbox="743 398 1075 434">Concept-based Curriculum<li data-bbox="743 443 1075 479">Integrated Curriculum Model<li data-bbox="826 488 992 519">Maker Model
2	<p data-bbox="603 654 1209 689">Differentiated Assessment and Learning Tasks:</p> <ul data-bbox="571 703 1241 887" style="list-style-type: none"><li data-bbox="715 703 1098 739">Frameworks for Critical Thinking<li data-bbox="705 752 1107 788">Frameworks for Creative Thinking<li data-bbox="571 801 1241 837">Differentiation for Special Populations of Gifted Students<li data-bbox="833 851 986 887">Assessment
3	<p data-bbox="743 1021 1069 1057">Delivering Differentiation:</p> <ul data-bbox="705 1070 1107 1191" style="list-style-type: none"><li data-bbox="810 1070 1005 1106">Tiered Learning<li data-bbox="743 1115 1075 1151">Grouping and Management<li data-bbox="705 1160 1107 1191">Leading Differentiation in Schools

7. RESOURCES

Readings and Resources

A detailed list of readings, resources, and support materials that match to each of the course topics will be provided in the Moodle course website.

8. ASSESSMENT

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Evaluation of curriculum resource**

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved Responded well to all component parts of the question or issue Identified important issues/concepts/ideas relevant to context Explored how to utilise chosen resource for gifted students Used the models/resources accurately to plan for differentiated teaching and learning			
Depth of analysis and/or critique in response to the task Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) Evaluated chosen resource's strengths and weaknesses for case study context Exhibited deep thinking e.g. identified relationships between key issues/concepts Showed originality/creativity in applying chosen techniques/strategies/theories/models			
Familiarity with and relevance of professional and/or research literature used to support response Used appropriate reading content and sources Referenced course text/readings/wider reading Read widely beyond the course recommendations Showed familiarity with different perspectives, issues, or concepts identified in the literature			
Structure and organisation of response Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the text Used appropriate features and language for chosen type of text			
Presentation of response according to appropriate academic and linguistic conventions Wrote clearly with appropriate sentence structure, paragraphing, proof reading, vocabulary, spelling, punctuation, word length, readability Used appropriate style of writing for chosen text type Used APA conventions in academic writing, such as quoting, paraphrasing, 64 re2 0.			

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Student Name:

Student No.:

Assessment Task 2: **Curriculum differentiation**

SPECIFIC CRITERIA	(-) ←	→	(+)
<p>Understanding of the question or issue and the key concepts involved</p> <p>Responded well to all component parts of the question or issue Identified important issues/concepts/ideas relevant to your case study Provided relevant assessment techniques to identify student strengths, interests & learning needs Planned differentiated teaching strategies & learning activities that matched the case study needs in your educational context Matched gifted student learning needs to relevant grouping techniques Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning Identified support needed for talent development Used the models accurately to plan for differentiated teaching and learning</p>			
<p>Depth of analysis and/or critique in response to the task</p> <p>Analysed/evaluated chosen techniques/strategies/theories/models from this course Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation) Showed deep thinking e.g. identified relationships between key issues/concepts Evidence of originality/creativity in applying chosen techniques/strategies/theories/models was provided</p>			
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Used appropriate reading content and sources Referenced course text/readings/wider reading Read more widely beyond the course recommendations Showed familiarity with different perspectives, issues, or concepts identified in the literature</p>			
<p>Structure and organisation of response</p> <p>Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report</p>			