School of Education

EDST6732
English Method 2

Term 2 2021

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

STUDENT LEARNING OUTCOMES

Outcome
1   Identify

x Specific literacy strategies, such as floor storming, dictogloss, cloze and three level comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6.   COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 plus eq. lecture/ tutorial time)	On-line assessment module 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,	

Teaching Extension English

Marcia Almelor

On-line course evaluation

Anstey, M. & Bull, G. (2006) Teaching and learning multiliteracies: Changing times, changing literacies. Curriculum Press, Melbourne

Join as a student and receive three issues of The Australian Journal of Language and
Literacy (AJLL) and Literacy Learning: the Middle Years (LL) each year.
Tel   1800248 379
Email office@alea.edu.au

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for Prelim year: Year 11	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1		

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 respowsment20.002 Tc askof.1 (pr)-6.4 (oc)-8 (ees)-8 (s)-81 Tw 4.50o asesa8.1 (p)-12.2 -1.1 (hent)-(of.

- x 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
- 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 form w aus orosig.d
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Student Name: Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes					
x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12					
x Integrates formative assessment strategies throughout the unit of work					

Depth of evidence in response to the task

x   Demonstrates understanding of academic and cultural diversity

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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

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