EDST5443

Assessment for Learning: From Theory to Practice

Semester Two // 2018

Course Overview

Staff Contact Details

Lecturers

Name	Email	Availability	Location	Phone
Dennis Alonzo	d.alonzo@unsw.edu.au	Tuesday and Thursday 9:00-1:00pm	Rm 138 John Goodsell Building	9385 9506

School Contact Information

School of Education
Arts and Social Sciences
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will explore the underlying philosophy and rationale for assessment for learning, and the key approaches and problems in the implementation of such classroom-based assessment, including the implications for the role of the teacher-as-assessor, the nature of effective feedback, how to involve students in self and peer assessment, and the conflicts between such assessment systems and those emphasizing large scale testing for student selection and/or school accountability. This course focuses on developing your confidence and expertise in using assessment to effectively support student learning.

At the conclusion of this course the student will be able to

1. Identify, describe and critically evaluate the key assumptions underlying assessment for learning in locally and internationally
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
3. Apply their knowledge and understanding of assessment for learning processes to the evaluation and improvement of assessment situations in their own context

Teaching Strategies

Teaching strategies and rationale:

We learn best when we are engaged and given an appropriate level of challenge; when our prior experience and knowledge is valued and built upon; when we are expected to take responsibility for our own learning; and when we work collaboratively with our peers.

Thus, teaching strategies used during the course will include:

o   Small online group cooperative learning to demonstrate the use of group structures to address learning and teaching goals;

o   Structured occasions for reflection on learning to allow you to reflect critically on and improve teaching practice;

o   Demonstrate your knowledge and understanding of method content.

o   Other online learning tasks through short test, self-assessment, video, forums, readings and web links on the Moodle.

All these activities will occur in an online environment that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.
5.2.3	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Critical reflection	40%	1,2	n/a	27/08/2018 11:00 PM
AfL infused curriculum unit	60%	2,3	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	29/10/2018 11:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Critical reflection

Start date:

Details: Critically reflect on your own assessment practices with reference to course readings.1500 wordsStudents will receive written feedback within 10 business days of submission

Assessment 2: AfL infused curriculum unit

Start date:

Details: Infuse an existing curriculum unit from your context with the principles and practices of assessment for learning as discussed throughout the course and related readings.3500 wordsStudents will receive written feedback within three weeks of submission

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5443

Assessment Task: Critical reflection

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

 Lecturer

 Recommended: /20 (FL PS CR DN HD)   weighting : 20%

 NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5443

Assessment Task: AfL infused curriculum unit

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)   **weighting : 20%**

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Resources

Prescribed Resources

Assessment Reform Group. 2002. Assessment for learning: 10 principles

Black, P. & Wiliam, D. (2001) Inside the black box: Raising standards through classroom assessment.

Boekaerts, M. (2005). Self-regulation in the classroom: A perspective on assessment and intervention.*Applied Psychology: An International Review*.*54*(2), 199-231. http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjeras/self%20regulation.pdf

Brookhart, S. M. (2003). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement: Issues and Practice*, *22*(4), 5-12. Retrived from http://datause.cse.ucla.edu/docs/smb_dev_2003.pdf

Clark, I. 2011. Formative assessment and motivation: Theories and themes. *Prime Research on Education, 1*(2),27-36. http://www.usca.edu/essays/vol142005/woytek.pdf

Curtin Teaching and Learning. 2010. *Developing appropriate assessment tasks. In Curtin Teaching and Learning 2010*. Curtin University. Perth. Retrieved from http://otl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap5_2012.pdf

Davison, C & Leung, C. (2009) Current issues in english language teacher-based. *Assessment TESOL Quarterly, 43* (3), 393-415. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/j.1545-7249.2009.tb00242.x/pdf

Differentiated assessment. Education Alberta. Retrieved from http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf

Hall, T., Strangman, N., & Meyer, A. (2003). *Differentiated instruction and implications for UDL implementation.*Wakefield, MA: National Centre on Accessing the General Curriculum. http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112.

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

Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice, 22*(4), 13-25. Retrieved
from
http://deepblue.lib.umich.edu/bitstream/handle/2027.42/72390/j.1745-3992.2003.tb00140.x.pdf?sequence=1

Popham, J. (1997). What's wrong - and what's right - with rubrics. School as safe
heavens. http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/What%27s-Wrong%E2%80%94and-What%27s-Right%E2%80%94with-Rubrics.aspx

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

Sebba, J., Crick, R.D., Yu, G., Lawson, H., Harlen, W. Durant, K. (2008). *Systematic review of research evidence of the impact on students in secondary schools of self and peer assessment.*EPPI-Centre, Social Science Research Unit, Institute of London, University of
London. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222257/DCSF-EPPI-05-08FR.pdf

Shepard, L. & Bliem. C. (1995). Parents' thinking about standardised tests and performance assessments. *Educational Researcher. 24*(8)
25-32. http://www.jstor.org/stable/pdfplus/1176891.pdf?&acceptTC=true&jpdConfirm=true

Smith, J. K. (2003). Reconsidering reliability in classroom assessment and grading. *Educational Measurement: Issues and Practice, 22*(4), 26-33. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf

Spiller, D. (2009). *Assessment: Feedback to promote student learning.*Teaching Development Office | Wāhanga Whakapakari Ako. The University of Waikato. http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf

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. http://www.oecd.org/edu/school/48727127.pdf

Popham. W. J. (2009) Assessment literacy for teachers: Faddish or fundamental?, *Theory Into Practice, 48*(1), 4-11. http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536

William, J. G. (2003). Providing feedback on ESL students' written assignments.*The Internet TESL Journal, 9*(10).

Willis, J. (2009). Assessment for learning: A sociocultural approach. In: Proceedings of : Changing climates : Education for sustainable futures, 30 November - 4 December 2008 , Australia, Queensland, Kelvin Gro. http://eprints.qut.edu.au/29323/1/29323.pdf

Recommended Resources

Glasson, T. (2008) *Improving student achievement: A practical guide to Assessment for Learning*. Melbourne: Curriculum Corporation

Readman, K. & Allen, B. (2013). Practical planning and assessment. Oxford University Press

General background reading

Gardiner, J. (Ed.) (2012) *Assessment and learning*. London: Sage.

Wilaim, D. ((2011) Embedded formative assessment. Bloomington, USA: Solution Tree.

Course Evaluation and Development

Image Credit

Synergies in Sound 2016

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