



UNSW
SYDNEY

School of Education

EDST5443

Assessment for Learning: From Theory to
Practice

Term 2 2021

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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

Faculty of Arts, Design & Architecture
 School of Education
 EDST5443 Assessment for Learning (6 units of credit)
 Term 2 2021

2. STAFF CONTACT DETAILS

Course Convenor: Dr Dennis Alonzo
 Office Location: G41, Morven Brown Building
 Email: d.alonzo@unsw.edu.au
 Availability: By email

3. COURSE DETAILS

Course Name	Assessment for Learning
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, online class participation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5443T2

SUMMARY OF 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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Resources are updated with current research/understanding of assessment *for* learning. Also, there are resources added for higher education context to address the needs of academics who are enrolled in this course.
- Group work to increase engagement has been added.
- Inclusion of supplementary lecture every fortnight.

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	Apply their knowledge and understanding of assessment for learning processes to the evaluation and improvement of assessment situations in their own context.	1,2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
2	Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills	1,2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6	Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1,2
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
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	2
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	2
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	2
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.	1,2
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.	2
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	1,2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	2
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	2
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Assessment *for* learning (AfL) occurs when assessment is conceptualized and implemented as an integral component of learning and teaching. It involves teachers designing and implementing their own classroom-based assessment tasks, actively engaging learners in self and peer assessment and incorporating critical but constructive feedback into the assessment cycle. Black & William (1998) and Hattie (2008) have convincingly demonstrated the learning gains that can be achieved through well-focused teacher-based formative assessment, demonstrating no other strategy has such potential for enhancing student learning across age levels and in different contexts. However, there are a number of issues and complexities within the classroom practice of AfL which challenge teachers and students, hence the importance of this course.

5. TEACHING STRATEGIES

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:

- Small online group cooperative learning to demonstrate the use of group structures to address learning and teaching goals
- Structured occasions for reflection on learning to allow you to reflect critically on and improve teaching practice
- Demonstrate your knowledge and understanding of method content.
- 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.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
<p>Week 1 (May 31 - 6 June)</p>	<p>Understanding assessment for learning: Its underlying philosophy and key principles</p> <p>This session introduces you to the underlying rationale and key assumptions of assessment for learning, the differences between assessment for learning and assessment of learning, the core concepts of norm-referenced, criterion-referenced and standards-referenced assessment and formative/summative assessment, current approaches to AfL locally and internationally and the key conditions for implementing AfL, at the same time creating positive washback for teaching and learning. You will be shown a series of excerpts and/or case studies of AfL practices and interviews with teachers, parents, students and administrators in schools to exemplify the key points and to provide a stimulus for discussion and more systematic input.</p> <p>Key readings:</p> <p>School Setting Assessment Reform Group. 2002. Assessment for learning: 10 principles Retrieved from http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf</p> <p>Black, P. & Wiliam, D. (2001) Inside the black box: Raising standards through classroom assessment. Retrieved Nov 4, 2009, from the World Wide Web, http://www.spd.dcu.ie/site/teaching_today/documents/Raisingstandardsthroughclassroomassessment.pdf</p> <p>Higher Education Context Assessment Reform Group. 2002. Assessment for learning: 10 principles Retrieved from http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf</p> <p>Boud, D. & Associates (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Sydney: Australian Learning and Teaching Council. https://www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf</p> <p>Supplementary online lecture (31 May, 6:00-7:30pm) – Link will be emailed.</p>
<p>Week 2 (7-13 June)</p>	<p>Teacher as a student partner: Developing and sharing learning outcomes, success criteria and performance standards (rubrics)</p> <p>This session focuses on developing learning outcomes, success criteria and performance standards. You will develop your skills on how to develop clear and explicit learning outcomes, identify success criteria and write performance descriptions that are aligned to the learning outcomes. You will critic various strategies used for ensuring that students understand what evidence is required for each performance described and how students can effectively use rubrics to improve their learning and enhance achievement. The session will conclude by identifying various ways on how to effectively communicate to students the learning outcomes and rubrics.</p> <p>Key readings:</p> <p>School Setting 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</p>

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%20earning.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-referenced, criterion-referenced and standards-referenced assessment will also be clarified, and various forms of verification explored, including social moderation and benchmarking.

Key reading:

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

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>

Week 3

(14-20
June)

	<p>Smith, J. K. (2003). Reconsidering reliability in classroom assessment and grading. <i>Educational Measurement: Issues and Practice</i>, 22(4), 26-33. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf</p> <p>Supplementary online lecture (14 June, 6:00-7:30pm)</p>
<p>Week 4</p> <p>(21-28 June)</p>	<p>Teacher as a pedagogy expert: Using assessment and assessment data to plan learning and teaching activities</p> <p>This session focuses on the role of the teacher to use a wide range of assessment information to inform teaching and learning activities. You will identify sources of information which are needed to effectively plan a lesson. The session will conclude by outlining ethical standards in assessment.</p> <p>Key readings:</p> <p>Hall, T., Strangman, N., & Meyer, A. (2003). <i>Differentiated instruction and implications for UDL implementation</i>. Wakefield, MA: National Centre on Accessing the General Curriculum. http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf</p> <p>Differentiated assessment. Education Alberta. Retrieved from http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf</p>
<p>Week 5</p> <p>(28 June – 4 July)</p>	<p>Teacher as a motivator: Using assessment to develop self-regulated and highly motivated learners</p> <p>This session focuses on using assessment strategies to enhance student motivation. You will analyse various ways to develop a classroom environment that values individual students. Also, you will identify ways to use assessment information to adapt teacher teaching to meet individual learning characteristics.</p> <p>Key readings:</p> <p>Clark, I. 2011. Formative assessment and motivation: Theories and themes. <i>Prime Research on Education</i>, 1(2),27-36. http://www.usca.edu/essays/vol142005/woytek.pdf</p> <p>Boekaerts, M. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. <i>Applied Psychology: An International Review</i>. 54(2), 199-231. http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjerias/self%20regulation.pdf</p> <p>Supplementary online lecture (28 June, 6:00-7:30pm)</p>
<p>Week 6</p> <p>(5 -11 July)</p>	<p>Teacher as a data literate professional: Interpreting educational data</p> <p>This session highlights the data literacy needs of teachers. It covers test design, analysis and interpretation using the Item response Theory. The focus of this session is the use of summative assessment for formative purposes. You will analyse assessment data and use the results to inform both learning and teaching.</p> <p>Key reading:</p> <p>Pierce, R., Chick, H., Les, M., & Dalton, M. (2014). A statistical literacy hierarchy for interpreting educational system data. Retrieved from http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf</p>

<p>Week 7</p> <p>(12-18 July)</p>	<p>Teacher as a student partner: Engaging students in self and peer assessment</p> <p>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.</p> <p>Key reading:</p> <p>Sebba, J., Crick, R.D., Yu, G., Lawson, H., Harlen, W. Durant, K. (2008). <i>Systematic review of research evidence of the impact on students in secondary schools of self and peer assessment</i>. EPPI-Centre, Social Science Research Unit, Institute of London, University of London. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222257/DC_SF-EPPI-05-08FR.pdf</p> <p>Supplementary online lecture (12 July, 6:00-7:30pm)</p>
<p>Week 8</p> <p>(19-25 July)</p>	<p>Teacher as a student partner: Providing high quality feedback/feed forward and reporting student learning</p> <p>This session focuses on various strategies and techniques for providing appropriate and timely feedback to learners on their development, communicating to other key stakeholders, evaluating the assessment process and outcomes, building an AfL culture in the school, and maintaining effective records of every students' assessment participation and achievement, including samples of student work. You will analyse the characteristics of effective feedback by looking at several video excerpts of teachers giving whole class and individual feedback.</p> <p>Key readings:</p> <p>Hattie, J. & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112.</p> <p>Spiller, D. (2009). <i>Assessment: Feedback to promote student learning</i>. Teaching Development Office Wāhanga Whakapakari Ako. The University of Waikato. http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf</p> <p>William, J. G. (2003). Providing feedback on ESL students' written assignments. <i>The Internet TESL Journal</i>, 9(10).</p>
<p>Week 9</p> <p>(26 July – 1 Aug)</p>	<p>Teacher as a teacher learner: Building a community of teacher learners</p> <p>This session focuses on how to build a community of teacher learners. You will identify various ways to use assessment information to identify the effectiveness and appropriateness of your classroom practices. Also, you will engage in self-assessment using the teacher AfL competency framework and will identify your professional development needs both in AfL literacy and in curriculum-content knowledge.</p> <p>Key readings:</p>

	<p>Timperley, H. (2011). <i>Using student assessment for professional learning: Focusing on students' outcomes to identify teachers' needs</i> (pp. 1-23). DEECD, Victoria. http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf</p> <p>Timperley, H., Wilson, A., Barrar, H. & Fung, I. 2008, <i>Teacher professional learning and development: Best evidence synthesis on professional learning and development</i>, Report to the Ministry of Education, Wellington. http://www.oecd.org/edu/school/48727127.pdf</p> <p>Popham. W. J. (2009) Assessment literacy for teachers: Faddish or fundamental?, <i>Theory Into Practice</i>, 48(1), 4-11. http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536</p> <p>Supplementary online lecture (26 July, 6:00-7:30pm)</p>
<p>Week 10 3 Aug</p> <p>(2-8 August)</p>	<p>Teacher as a stakeholders' partner: Enhancing community's trust and establishing a home-school collaboration</p> <p>This session focuses on how to establish a continuing dialogue with stakeholders particularly with the parents and the community as a whole. You will identify various strategies to address each stakeholder's information need to enhance community trust. More importantly, you will develop various strategies to establish a home-school collaboration to support student learning.</p> <p>Key reading:</p> <p>Shepard, L. & Bliem. C. (1995). Parents' thinking about standardised tests and performance assessments. <i>Educational Researcher</i>. 24 (8) 25-32. http://www.jstor.org/stable/pdfplus/1176891.pdf?&acceptTC=true&jpdConfirm=true</p>

7. RESOURCES

Set text

- 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.
- William, D. (2011) *Embedded formative assessment*. Bloomington, USA: Solution Tree.

Journal articles and books

- 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%20extranjerar/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. Retrieved 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>

- What factors have caused these changes?
- What are the implications of these changes for the relationship between assessment, learning and teaching?
- 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:

- A statement of rationale, purpose, and focus
- Details of student learning activities
- Details of assessment activities
- Details of resources to be used
- Reflection and Concluding statement of 1800 words explaining how the unit embodies AfL principles and demonstrates your understanding of key concepts and issues (cite a range of literature) explicitly raised during the course and in your follow up readings.

Alternatively, if you have an innovative assessment practice (original) and you have used it in your class, you can write a paper (3,500 words) to describe it. You need to provide a strong theoretical rationale and discuss its practical applications in improving student learning. You need to provide an empirical evidence to support your claim.

Other alternative assignments may be negotiated.

For Higher Education Students

Kindly see the announcement in Moodle.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

Assessment Task 1: **Self-assessment**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in assessment 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific strengths and weakness of assessment processes and systems including theoretical as well as practical and policy-related issues • clarity and depth of reflection 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on assessment theory to support response 					

Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 					
GENERAL COMMENTS					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 40%

NB: The ticks in the various boxes are 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, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in assessment 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of measurement principles, concepts and issues. • depth of interpretation of the results of test analysis and specific strengths and weaknesses of the test are discussed • clarity and depth of discussion of the implications for practice. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on assessment theory and practice to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 					
GENERAL COMMENTS					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 60%

NB: The ticks in the various boxes are 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, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**