



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6756
Extension Mathematics Method 2

Term 2 2020

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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 and Social Sciences
School of Education
EDST6756 Extension Mathematics Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator(s): Ed Habkoug
Email: e.habkoug@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Extension Mathematics Method 2
Credit Points	6 units of credit
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

This course is a continuation for students studying EDST6726. The focus of this course is on being accountable for developing students' knowledge and appreciation of mathematics, through the use of formative and summative assessment, including NAPLAN results to guide teacher planning. This will include the higher-level courses in the syllabus.

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

- To provide more opportunity in lectures for students to pose questions
- To devote more time in Tutorials to prepare for Assessments where group work is required

STUDENT LEARNING OUTCOMES

Outcome	
1	Discuss classroom strategies that recognise students' different approaches to learning
2	Develop appropriate and engaging resources for the Mathematics classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
3	Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour
4	Differentiation to support students with Special Education Needs, Non-English-Speaking Background students, Students with Challenging Behaviours
5	Analyse specific teaching strategies and develop engaging materials to meet the needs of Aboriginal and Torres Strait Islander students

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Organise content into an effective learning and teaching sequence
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Demonstrate broad knowledge of, understanding of and respect, for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3	Include a range of teaching strategies
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning

3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	National Priority Learning Area Elaborations
A. Aboriginal and Torres Strait Islander Education	A.5, A.8
B. Classroom Management	B.1, B.2, B.4, B.5, B.6, B.7, B.10
C. Information and Communication Technologies	C.3, C.4, C.5, C.6, C.8, C.13, C.14
D. Literacy and Numeracy	D.6, D.7, D.8, D.9, D.10, D.11, D.12, D.13, D.14, D.15, D.16, D.17, D.18, D.19
E. Students with Special Educational Needs	E.1, E.4, E.5, E.6, E.8
F. Teaching Students from Non-English-Speaking Backgrounds	F.5, F.6, F.7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The design of this course will enable teachers to engage with higher level syllabuses e.g. Mathematics Advanced, Extension 1 and 2. Students will be encouraged to evaluate their teaching to programs and strategies to improve student learning.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, Think, Pair, Share, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Specific numeracy and problem-solving strategies.

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

6. COURSE CONTENT AND STRUCTURE

Module	Topics	Tutorials
1 (24 hours eq. lecture/ tutorial time)	<p>On-line assessment module</p> <ul style="list-style-type: none"> Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders. 	<ul style="list-style-type: none"> Critically describe the role of assessment in ensuring effective learning and teaching Evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching Apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.
2	<p>Mathematical Investigations (Exploration, Projects or Modelling) and links to the Working Mathematically Proficiencies and associated Stage 6 Assessment requirements</p> <p>Advice on Assessment 1</p>	<p>Carry out a pre-assigned investigation and/or modelling task in groups of 3 or 4 Students will have an opportunity to complete a task and provide a critique of the task referencing NESA Stage 6 Mathematics Curriculum requirements. The Task will be based on content from the Mathematics Advanced course. Commencement of the Task will be in the Tutorial and completed by next week's lecture.</p>
3	<p>Mathematical Investigations (Exploration, Projects or Modelling) and links to the Working Mathematically Proficiencies and associated Stage 6 Assessment requirements (continuation)</p>	<p><i>Oral Presentations – pre-assigned topic(s) from the Senior Syllabus Mathematics Extension 1</i></p> <p>Students will grade their investigative task from the previous tutorial using pre-determined criterion. Opportunity to critique the marking criteria and grade samples of another student's work will be provided.</p>
4	<p>Senior Syllabus Introducing a selected topic from the HSC Senior Mathematics Extension 1 course</p> <p>Advice on Assessment 2</p>	<p><i>Oral Presentations – pre-assigned topic(s) from the Senior Syllabus Mathematics Extension 1</i></p>
5	<p>Senior Syllabus Introducing a selected topic from the HSC Senior Mathematics Extension 1 course continued</p>	<p><i>Oral Presentations – pre-assigned topic(s) from the Senior Syllabus Mathematics Extension 1</i></p> <p>Preparing for Assessment 2 in groups</p>
6	<p>Senior Syllabus Introducing a selected topic from the HSC Senior Mathematics Extension 2 course</p>	<p><i>Oral Presentations – pre-assigned topic(s) from the Senior Syllabus Mathematics Extension 2</i></p> <p>Preparing for Assessment 2 in groups</p>

7	<p>Senior Syllabus Introducing a selected topic from the HSC Senior Mathematics Extension 2 course continued</p>	<p><i>Oral Presentations – pre-assigned topic(s) from the Senior Syllabus Mathematics Extension 2</i></p> <p>Preparing for Assessment 2 in groups</p> <p>On-line course evaluation</p>
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7. RESOURCES

Course Texts

Cavanagh, M. & Prescott, A. (2014). *Your Professional Experience Handbook: A guide for preservice teachers*. Sydney: Pearson.

Goos, M., Stillman, G., & Vale, C. (2016). *Teaching secondary school mathematics: Research and practice for the 21st century*. Sydney: Allen & Unwin

All students must have copies of the following NESA Mathematics syllabuses:

- *Mathematics K-10 Syllabus (2012)*,
- *(New) Stage 6 Syllabus, Mathematics Standard, Advanced, Extension 1 and 2 courses*

It is possible to download these syllabuses from the NESA website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Further readings

Readings on the UNSW Moodle course page may include (but not limited to):

Ernest, P. (1998). *Social constructivism as a philosophy of mathematics*: State University of New York Press.
Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Hargreaves, E. (2005). Assessment for learning? Thinking outside the (black) box. *Cambridge Journal of Education*, 35(2), 213-224. 10.1080/03057640500146880

Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics*. (pp. 1-27): Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Killen, R. (2005). *Programming and assessment for quality teaching and learning*: Thomson/Social Science Press.

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Schoenfeld, A. H. (2004). The math wars. *Educational Policy*, 18(1), 253-286.

Skemp, R. R. (2006). Relational understanding and instrumental understanding. *Mathematics Teaching in the Middle School*, 12(2), 88-95.

Sullivan, P. (2011). *Teaching Mathematics: using research informed strategies*. Melbourne: ACER Press

Professional websites for Mathematics teachers:

www.mansw.nsw.edu.au

www.aamt.com.au

<https://www.nctm.org/>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

NESA decides what is to be taught and examined. It also provides information about syllabus development, assessment requirements and examination timetables. The main function of this site is to provide teachers and students useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Mathematics teaching.

<http://www.det.nsw.edu.au> - The Department of Education and Training.

The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:

<http://www.curriculumsupport.education.nsw.gov.au/secondary/mathematics/index>

www.studentnet.edu.au/aispd/index.html - The Association of Independent Schools

www.cecsw.catholic.edu.au - The Catholic Education Commission

www.curriculum.edu.au - A part of the Curriculum Corporation of Victoria website

This is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.

<http://www.nswteachers.nsw.edu.au> - The teaching standards detailed on the NSW Institute of Teachers website

<http://www.naplan.edu.au/> - The National Assessment Program Literacy and Numeracy website

<http://www.acara.edu.au/> - The Australian Curriculum, Assessment and Reporting Authority

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Designing a Unit of work	Unit Plan (N/A) Critical Reflection, Justification and Analysis (1,500 words equivalent)	40%	1 – 5	1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 5.1, 5.2	A.5, A.8, C.3, C.4, C.5, C.6, C.8, C.13, C.14, D.6, D.7, D.8, D.9, D.10, D.11, D.12, D.13, D.14, D.15, D.16, D.17, D.18, D.19, E.1, E.4, E.5, E.6, E.8, F.5, F.6, F.7	Friday August 7 th by 5pm
Assessment 2 Designing a Project, Exploration, Investigation or Modelling Assessment Task	3,500 words equivalent	60%	1 – 5	1.2, 1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 3.3, 3.4, 5.1, 5.2, 5.3, 5.5	A.5, A.8, B.1, B.2, B.4, B.5, B.6, B.7, B.10, C.3, C.4, C.5, C.6, C.8, C.13, C.14, D.6, D.7, D.8, D.9, D.10, D.11, D.12, D.13, D.14, D.15, D.16, D.17, D.18, D.19, E.1, E.4, E.5, E.6, E.8, F.5, F.6, F.7	Monday 31 st August 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 on the dates specified above. Students are also required to keep all drafts, original data and other evidence of the authenticity of their 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.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Designing a Unit of work

In this Assessment you will be required to prepare a Unit of work based on a topic and year level (from the current NESAs Stage 6 Syllabus | Year 11 or 12 | Mathematics Advanced, Extension 1 or 2). The Unit (comprising of four continuous lesson plans) may be pre-assigned or negotiated with students to allow for a diverse range of topics, and course or year level representation. This will be decided by the beginning of the second lecture. You are to assume that each lesson (or period) runs for 45 minutes. Your aim is to apply:

- mathematical learning theory,
- sequentially (or developmentally) appropriate pedagogy supported by the literature and
- knowledge of the NESAs Stage 6 Mathematics Curriculum.

Each lesson plan of the chosen Unit will be completed using the standardised SED Lesson Plan template as a guide.

Specifically (among other requirements in the template):

- Each lesson plan is to develop one and at most two new mathematical concept(s) for learners in Stage 6 in a mixed ability classroom
- You will write each lesson that aligns with the current NESAs Stage 6 Mathematics Syllabus(es) using sequentially (or developmentally) appropriate teaching and learning pedagogies
- The lesson plans will indicate assessment opportunities and resources that will meet the needs of a diverse classroom
- The lessons may be divided into mini-lessons as appropriate to the age group or course or topic chosen
- Include questions and activities to promote the Working Mathematically proficiencies
- You are also required to:
 - consider how you know that the students understand the concept(s) delivered in each lesson (by providing examples of diagnostic or formative assessment for each lesson)
 - state how you will deliver feedback to students?

Additional requirements:

In each lesson plan:

- Provide enough resources (including ICT) for each lesson that effectively achieve the desired outcomes
- Justify the use of the chosen resource(s) and explain why it/they is/are appropriate to the course, level, class, and/or topic chosen
- Demonstrate evidence of understanding of the underlying key features of the NESAs Stage 6 Mathematics Curriculum
- Demonstrate the timing, pace, order, structure, questioning techniques used in the lesson plans is appropriate to the Stage, differentiated learning needs and the subject matter chosen
- Evidence of teaching and organisational strategies that could support student engagement and effective classroom management
- The learning outcomes, activities and possible assessment (and give examples of evidence of learning) are aligned
- Evidence of knowledge and understanding of the Australian Professional Standards for Teachers (at the Graduate level) regarding assessment, learning and catering for the needs of diverse students and cultures

Critical Analysis, Justification and Reflection (1,500 words equivalent)

Provide a critical reflection that includes a reflection on your current knowledge of mathematics content and expertise in delivering the Unit of work, justifying your chosen teaching and assessment strategies, pedagogical theory, questioning and communication skills and lesson planning. You should include an evaluation of your current abilities and suggest ways to improve your knowledge and skills in teaching Mathematics. Demonstrate your communication skills and academic literacies including English expression, grammar, spelling, punctuation, mathematical language and notation, and APA referencing conventions.

Assessment 2: Designing a Project, Exploration, Investigation or Modelling Assessment Task for a NESA Stage 6 Mathematics (Advanced, Extension 1 or 2) course

According to NESA, assessment is the process of gathering valid and useful information and making judgements about student achievement for a variety of purposes. In Stage 6, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of student achievement and course completion in Year 11 and Year 12 courses
- providing data for the end of school credential, the Record of School Achievement (RoSA) or Higher School Certificate (HSC)

In the lectures (and tutorials) you had an opportunity to engage in conjunction with your pre-assigned co-teachers (groupwork) a task (or investigation-style task) that meet current [NESA Stage 6 Mathematics Assessment requirements](#) (calculus-based Mathematics courses). In this Assessment there are three key components to consider.

1. Design a task during an assigned time in a lecture/tutorial session in Week 4, 5, and/or 6. Pre-assigned groups will be established no later than the beginning of the Week 3 lecture. Exemplars will be supplied in the lectures/tutorials and may also be found in any of the calculus-based [Mathematics Stage 6 courses](#)
2. Development of a marking criteria or guidelines (to be issued at the same time the Assessment notification is issued in order to clarify expectations), and a marking rubric to match the task as part of the feedback provided upon completion of the task.
3. An independent reflection, using current academic research or literature, and course readings, to support any statements or opinions made. Here you must also refer to:
 - why you chose the type of task and its format (including relevancy, scaffolding, coherency and making connections),
 - how effectively your task linked to the outcomes being assessed and the teaching program,
 - the method(s) used to provide students feedback, and how you will gather evidence of learning
 - your contribution to the development of the task,
 - how the task might influence subsequent lessons and/or modifications that can be made to enhance or prepare for learning of future topics
 - the use of ICT in completing the task and its/their relevancy or inclusion in this task,
 - your knowledge and understanding of the learning needs of all students including Aboriginal and Torres Strait Islander students, students with Special Education Needs, and students learning English as an Additional Language or Dialect ([EAL/D](#))
 - Development of a marking criteria or guidelines in order to clarify expectations, and a marking rubric to match the task as part of the feedback provided upon completion of the task and a sample response to all the Task.

The task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes, including application and modelling
- application of Working Mathematically components and
- demonstration of knowledge and skills in different ways to the HSC examinations.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling-style problem
- a guided investigation or research task involving collection of data and analysis. (© [NESA](#) | Assessment and Reporting in Mathematics Stage 6 – Nov 2018)

In your final submission, you are also required to address the following:

- Prepare a [formal assessment notification](#) (as prescribed by NESA) to be issued to students
- Strategies to prevent [malpractice](#) (HSC: All my Own work) which are advised to the student or visit [Honesty in HSC Assessment – the Standard](#)
- Use correct mathematical language, notation and is coherent and concise
- Monitoring processes at key point(s) to provide informal feedback and to assist in determining student authorship and
- Express yourself, in your independent reflection, in grammatically correct standard Australian English. Refer to the [SED Guidelines on Assessment Policy and Procedures 2020](#). The style guide and related resources are available at <http://www.apastyle.org/>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6756 EXTENSION MATHEMATICS METHOD 2

Student Name:
 Assessment Task 1

Student No.:

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 • Rationale linked to <u>outcomes</u> in the syllabus 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Ability to plan and assess for effective learning using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Reasons for the choice of teaching and learning strategies effectively explained • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning • Demonstrates knowledge of resources that will <u>engage and extend</u> all students • <u>Clear statement of syllabus outcomes</u> • <u>Lesson goal(s) clearly linked to syllabus outcomes</u> and chosen strategies • Effective use of student group structures to address teaching and learning goals 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • <u>Refer</u> specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity • Reference all sources of your work including yourself if you are the author 					
Structure and organisation of response <ul style="list-style-type: none"> • Well organised and useful for future teaching 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and accuracy in use of key terms and concepts in mathematics teaching • Appropriate academic conventions are used 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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
 EDST6756 EXTENSION MATHEMATICS METHOD 2

Student Name:
 Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Understanding the task and its relationship to relevant areas of theory, research and practice. Rationale linked to <u>outcomes</u> in the syllabus. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Ability to plan and implement an assessment for effective learning using knowledge of the NSW syllabus documents or other curriculum requirements of the education act. Reasons for the choice of assessment task effectively explained including prepare a formal assessment notification (as prescribed by NESAs) to be issued to students; strategies to prevent malpractice; monitoring processes at key point(s) to provide informal feedback and to assist in determining student authorship Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. Demonstrates knowledge of resources and modification of a task that will <u>engage and extend</u> all students. Development of a marking criteria or guidelines in order to clarify expectations, and a marking rubric to match the task as part of the feedback provided upon completion of the task <u>Clear statement of syllabus outcomes</u> <u>Assessment task is clearly linked to syllabus outcomes</u> and chosen strategies Effective use of (peer) group structures to address teaching and learning goals. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <u>Reference</u> specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity. Reference all sources of your work including yourself if you are the author 					
Structure and organisation of response <ul style="list-style-type: none"> Presentation is logically structured, organised and professionally carried out. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity and accuracy in use of key terms and concepts in mathematics teaching. Appropriate academic conventions are used 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**