EDST5443

Assessment for Learning: From Theory to Practice

Term 2, 2022
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Raffe</td>
<td><a href="mailto:c.raffe@unsw.edu.au">c.raffe@unsw.edu.au</a></td>
<td></td>
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</tr>
</tbody>
</table>

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education
Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous

UNSW's Indigenous strategy
Course Details

Units of Credit 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.

Course Learning Outcomes

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

Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.3</td>
<td>1,2</td>
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<tr>
<td>1.5.2</td>
<td>2</td>
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<td>2.3.2</td>
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<tr>
<td>3.1.3</td>
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<td>3.2.2</td>
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<tr>
<td>3.7.2</td>
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<tr>
<td>5.1.3</td>
<td>1,2</td>
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</table>

EDST5443 // Term 2, 2022 // published at 04-04-2022 © UNSW Sydney, 2022
### 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:

- 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.
Assessment

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Course Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical reflection</td>
<td>40%</td>
<td>24/06/2022 05:00 PM</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. AfL infused curriculum unit</td>
<td>60%</td>
<td>12/08/2022 05:00 PM</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

Assessment 1: Critical reflection

Due date: 24/06/2022 05:00 PM

Critically reflect on your own assessment practices with reference to course readings.

1500 words

Students will receive written feedback within 10 business days of submission

Additional details

This task requires you to read and critically reflect on your own assessment practices with reference to the two key readings indicated for Session 1, and at least five other readings from the list of recommended reading. Some or all of the following questions can be used to focus your thinking and/or structure your reflections:

- How has assessment changed in your learning and teaching context in recent years?
- In what ways have your own understandings of, and practices related to, assessment changed and/or need to change?
- 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.

Assessment 2: AfL infused curriculum unit

Due date: 12/08/2022 05:00 PM

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 words

Students will receive written feedback within three weeks of submission
Additional details

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.
### RUBRIC/FEEDBACK SHEET
### EDST5443 ASSESSMENT FOR LEARNING: FROM THEORY TO PRACTICE
### UNSW SCHOOL OF EDUCATION

Assessment Task 1: Critical reflection

<table>
<thead>
<tr>
<th>Specific Criteria</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
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<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory, research and practice</td>
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<tr>
<td>• Clarity and accuracy in use of key terms and concepts in assessment</td>
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<tr>
<td>Depth of analysis and critique in response to the task</td>
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<tr>
<td>• Depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings</td>
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<tr>
<td>• Depth of analysis of specific strengths and weakness of assessment processes and systems including theoretical as well as practical and policy-related issues</td>
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<tr>
<td>• Clarity and depth of reflection</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
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<td>• Range of research and professional literature on assessment theory to support response</td>
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<td>Structure and organisation of response</td>
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<td>• Appropriateness of overall structure of response</td>
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<td>• Clarity and coherence of organisation</td>
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<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
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<tr>
<td>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
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<tr>
<td>• Clarity and consistency in presenting tables and diagrams</td>
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<tr>
<td>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</td>
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</table>

**General comments/recommendations for next time:**

Recommended:  /20 (FL PS CR DN HD)  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 contextualise 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.
### Assessment Task 2: AfL infused curriculum unit

<table>
<thead>
<tr>
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<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory, research and practice</td>
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<tr>
<td>• Clarity and accuracy in use of key terms and concepts in assessment</td>
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<tr>
<td><strong>Depth of analysis and critique in response to the task</strong></td>
<td></td>
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<tr>
<td>• Depth of understanding of measurement principles, concepts and issues</td>
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<tr>
<td>• Depth of interpretation of the results of test analysis and specific strengths and weaknesses of the test are discussed</td>
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<tr>
<td>• Clarity and depth of discussion of the implications for practice</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
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<tr>
<td>• Range of research and professional literature on assessment theory and practice to support response</td>
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<tr>
<td><strong>Structure and organisation of response</strong></td>
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<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
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</table>
Specific Criteria

- 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/recommendations for next time:

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 contextualise 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.
Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e., lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>O week: 23 May - 27</td>
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<td></td>
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<tr>
<td>May</td>
<td></td>
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<tr>
<td>Week 1: 30 May - 3</td>
<td>Lecture</td>
<td><strong>Understanding assessment for learning: Its underlying philosophy and key principles</strong></td>
</tr>
<tr>
<td>June</td>
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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.

Key readings

School Setting

**Higher Education Context**


**Supplementary online lecture (31 May, 6.00-7.30pm) - Link will be emailed.**

**Week 2: 6 June - 10 June**

**Lecture**

**Teacher as a student partner: Developing and sharing learning outcomes, success criteria and performance standards (rubrics)**

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 critique 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.

**Key readings**

**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


**Higher Education Context**


<table>
<thead>
<tr>
<th>Week 3: 13 June - 17 June</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher as an assessor: Designing and implementing appropriate and trustworthy assessment strategies and tasks</strong></td>
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</table>
| 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. Students will first analyse the characteristics of an effective assessment task by looking at 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
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 readings**


**Supplementary online lecture (14 June, 6.00pm-7.30pm).**

| Week 4: 20 June - 24 June | Lecture | Teacher as a pedagogy expert: Using assessment and assessment data to plan |
### learning and teaching activities

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.

#### Key readings

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

### Assessment | Critical reflection
---|---

**Week 5: 27 June - 1 July**

**Lecture**

#### Teacher as a motivator: Using assessment to develop self-regulated and highly motivated learners

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.

#### Key readings

<table>
<thead>
<tr>
<th>week: 4 July - 8 July</th>
<th>Lecture</th>
<th>Teacher as a data literate professional: Interpreting educational data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Key readings</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 7: 11 July - 15 July</th>
<th>Lecture</th>
<th>Teacher as a student partner: Engaging students in self and peer assessment</th>
</tr>
</thead>
</table>
|                          |         | 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. After discussion and further input, students will complete two activities in which they have to first critique and adapt, then develop an
assess student-oriented criteria for their own context.

Key reading


Supplementary online lecture (12 July, 6.00-7.30pm).

**Teacher as a student partner: Providing high quality feedback/feed forward and reporting student learning**

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.

Key readings

<table>
<thead>
<tr>
<th>Week 9: 25 July - 29 July</th>
<th>Lecture</th>
<th>Teacher as a teacher learner: Building a community of teacher learners</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td></td>
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<td><strong>Key readings</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Supplementary online lecture (26 July, 6.00-7.30pm).</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10: 1 August - 5 August</th>
<th>Lecture</th>
<th>Teacher as a stakeholders' partner: Enhancing community's trust and establishing a home-school collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>
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.

**Key reading**

Resources

Prescribed Resources

Set text


General background reading


Journal articles and books

- Assessment Reform Group. 2002. Assessment for learning: 10 principles
equence=1


Useful Websites

- [http://english.unitecnology.ac.nz/resources/resources/classroom_learning.html](http://english.unitecnology.ac.nz/resources/resources/classroom_learning.html) *Assessment and Classroom Learning*
- [http://www.newhorizons.org/strategies/assess/wiggins.htm](http://www.newhorizons.org/strategies/assess/wiggins.htm) *Assessment as Feedback*
- [http://www.ou.edu/pii/tips/ideas/feedback2.html](http://www.ou.edu/pii/tips/ideas/feedback2.html) *Feedback and Assessment: Educative Assessment*
- [http://dynamicassessment.com/_wsn/page2.html](http://dynamicassessment.com/_wsn/page2.html) *Dynamic Assessment*
- [http://condor.admin.ccny.cuny.edu/~group4/](http://condor.admin.ccny.cuny.edu/~group4/) *Scaffolding Website*
- [http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm) *Scaffolding as an instruction technique*
Course Evaluation and Development

The main ways in which the course has changed since last time as a result of student feedback:

- Resources updated with current research/understanding of assessment to support learning
- Five new lecture videos
- Three new animations
- One new self-assessment tool
Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle
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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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**

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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
Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G