School of Education

EDST5443

Assessment for Learning: From Theory to Practice

Term 2, 2019
(Online Class)

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support,
please see website, https://education.arts.uns EMC   EMC CID 45>BD92 reW* nBT/F1 9.96 Tf1 0 0 1 167.54 352.4

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critically evaluate the key assumptions underlying assessment for learning locally and internationally;	1,2,3
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
3	Apply their knowledge and understanding of assessment for learning processes to the evaluation and improvement of assessment situations in their own context.	1,2,3

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.	1,2,3
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
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	2,3
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, 2,3
5		

AITSL PROFESSIONAL TEACHING STANDARDS (proficient, highly accomplished, lead)

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1,2,3
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	3
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	2,3
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	3
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	3
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.	3
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.	2,3
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	1,2,3
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	2,3
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	2,3
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	1,3

6. COURSE CONTENT AND

Week 4
24 June

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

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.

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

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.*

Student Name: Student No.:

Assessment Task: **AfL – Infused Unit of Work**

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved					
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

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 discusse aeW* nQ EMC /P ₐ