



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2062
Assessment as Practice

Semester 1, 2017

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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 and Gadigal 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
EDST 2062 Assessment as Practice (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson
Office Location: John Goodsell 130
Email: h.pearson@unsw.edu.au
Phone: 9385 3613
Availability: Tuesday 2-3pm

3. COURSE DETAILS

Course Name	Assessment as Practice	
Credit Points	6 Units of Credit (UOC)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Tuesday 09:00-11:00, Tyree LG05	Weeks 1-7, 9-13
Tutorial	Tuesday 13:00-14:00, Newton 306	Weeks 1-7, 9-13
	Tuesday 15:00-16:00, Squarehouse 206	Weeks 1-7, 9-13

Summary of Course

This course is designed to learn about theories and practices of assessment. It introduces the participants to general concepts of assessment that are applicable in classroom, more generally educational, settings. It will describe the theories and techniques that teachers and test developers can use to guide and design their assessment and teaching practices. Specific topics covered include

- types of assessment: formative and summative
- planning and preparation of assessment tasks
- role and nature of feedback in student learning
- teacher judgements of student learning
- how to score, interpret, and report on student achievement and assessment results.

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

- More detailed information about assignment expectations
- Sample item sets for Assignment 1 will be uploaded to Moodle to demonstrate a variety of item types across several KLAs

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes (lectures and tutorials) in a course may result in failure. For this course that means a **minimum attendance at 28 out of the 35 hours** (two-hour lecture each of weeks 1-7 and 9-13; and one hour tutorial in weeks 2-7, 9-13).

Student Learning Outcomes

Outcome		Assessment/s
1	Design a range of formative and summative assessments based on the interrelated nature of learning intentions, teaching, learning and assessment	1, 2
2	Design effective assessments which are valid and reliable for their purpose and minimise sources of bias and error	1, 2
3	Design effective ways to score student responses and provide formative feedback	1, 2
4	Evaluate a series of items and suggest ways to improve validity, reliability and differentiation and to minimise sources of bias and error	2, 3
5	Identify requirements of Australian Government Policy for assessing and reporting student achievement	3
6	Evaluate the construction, selection, reporting, interpretation and use of large-scale assessment instruments	3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
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	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	3
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	3

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	2
Classroom Management		
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 3
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding assessment types and interpreting results has become a “basic” skill for modern-day citizens. Techniques and concepts in assessment and measurement are applicable to all types of skills requiring interpretation of any given datasets. Content and activities in this course will provide students with the opportunity to understand and appreciate what assessment is and how it can be used to best design a variety of assessment tasks for a particular setting. To achieve this, students will learn fundamental concepts and applicable techniques in preparation, administration, scoring and interpretation of assessment results.

5. TEACHING STRATEGIES

Lectures present fundamental concepts. Tutorials will be used for students to gain deeper understanding of the concepts learned during lectures, by doing hand-calculations, engaging and reflecting on readings, reviewing relevant web-sites, and participating in group discussions, including peer feedback. These activities will extend basic knowledge to practical applications. Students will be introduced to concepts, investigate and discuss the importance and application of these concepts, and reflect on good practices and sound techniques for educational assessment and measurement.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 28 Feb	<p>Introduction to effective assessment</p> <p>What is effective assessment?</p> <ul style="list-style-type: none"> • The teaching, learning and assessment cycle within curriculum • Assessment for/of/as learning • Importance of feedback • Data in schools • Uses of data <p>Ridden, P. and Heldsinger, S. (2014). pp 1-18 (first three lines only on p18)</p> <p>BOSTES Assessment Guide http://syllabus.bostes.nsw.edu.au/assets/global/files/advice_on_assessment_guide_web.pdf</p> <p>Black, P. & Wiliam, D. (2001) Inside the Black Box: Raising Standards Through Classroom Assessment. http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</p>	<p>No tutorial week 1</p> <p>ATSI A.5 L&N D.4, 13, 15 Sp Ed E.2, 6 NESB F. 3, 5</p>
2 7 March	<p>Basic Terminology and Concepts in Assessment</p> <p>What are key features of assessment?</p> <ul style="list-style-type: none"> • Strategy of backward mapping, including table of specifications • Before, during and after assessment • Learning intentions • Success criteria, rubrics and backwash • Pre-test and post-test • Feedback <p>Ridden, P. and Heldsinger, S. (2014) pp 18-30</p> <p>Readman and Allen (2013) Ch. 4 pp 65-78 http://www.ets.org/Media/Tests/TOEFL_Institutional_Testing_Program/ELLM2002.pdf</p>	<p>Evaluate, compare & construct</p> <ul style="list-style-type: none"> • learning intentions and success criteria • Designing a TOS • Matching feedback to item type <p>ATSI A.8 ICT C.7, 12 L&N D.15, 18 NESB F.11</p>
3 14 March	<p>Types of Assessment</p> <p>What can and can't be assessed?</p> <ul style="list-style-type: none"> • Matching assessment type to assessment purpose • Students' responses to assessment and feedback • Common problems assessment writers should avoid <p>Ridden, P. and Heldsinger, S. (2014). pp 51 - 70 (last paragraph only on p51)</p> <p>Tugend, A. (2011) Why Wrong is not Always Bad http://www.edweek.org/ew/articles/2011/05/18/31tugend.h30.html?qs=2011+james+stigler&print=1</p>	<p>Analyse & evaluate</p> <ul style="list-style-type: none"> • Features of high quality assessment • Advantages and disadvantages of different item types

	<p>Developing Appropriate Assessment Tasks (2010) Curtin University http://ctl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap5_2012.pdf</p>	<p>ICT C.7 L&N D.9, 13, 18 Sp Ed: E.6 NESB F. 3, 5, 7</p>
<p>4 21 March</p>	<p style="text-align: center;">Purposes of Assessment</p> <p>Assessment as evidence:</p> <ul style="list-style-type: none"> Using assessment to answer questions Using the evidence for teaching and learning Importance of differentiation <p>Ridden, P. and Heldsinger, S. (2014). pp 71 – 89</p> <p>NSW BOSTES Assessment Support http://syllabus.bos.nsw.edu.au/support-materials/assessment/</p> <p>Popham, W. J. (2001) "Assessment literacy for teachers: Faddish or fundamental?" <i>Theory into Practice</i>, 48, 4-11. http://datawisecollaboration.greenwich.wikispaces.net/file/view/Assessment+Literacy+for+Teachers.pdf</p>	<p>Evaluate & discuss</p> <ul style="list-style-type: none"> Choose 1 task from the Assessment Resource Centre (BOSTES) https://arc.bostes.nsw.edu.au/go/7-8 OR BOSTES Assessment samples http://syllabus.bostes.nsw.edu.au/support-materials/sample-afl-activities/ What aspects of learning are best measured by the task? What improvements can be made? How is feedback best provided? <p>ATSI A.5, 8 Sp Ed E.2, 6 NESB F.7</p>
<p>5 28 March</p>	<p style="text-align: center;">Development of rubrics for different purposes</p> <ul style="list-style-type: none"> Different styles of rubric Rubrics for self and peer assessment Pinpointing performance levels <p>Readman and Allen (2013) Ch. 8 (pp. 136 - 150)</p> <p>Brookhart S (2013) "What are rubrics and why are they important?" Chapter 1 in How to Create and use Rubrics for Formative Assessment and Grading http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important.aspx</p>	<p>Evaluate & discuss</p> <ul style="list-style-type: none"> Peer review of proposed rubrics for assignment 1 tasks <p>L&N D.7</p>
<p>6 4 April</p>	<p style="text-align: center;">Planning effective assessment</p> <ul style="list-style-type: none"> Designing a table of specifications Incorporating higher order thinking skills <p>Readman and Allen (2013) Ch. 7 (pp. 117 - 134)</p> <p>The NSW Department of Education and Training's Curriculum Planning, Programming, Assessing & Reporting to parents K-12 https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming,-assessing-and-reporting-to-parents-k-12 Teacher Standard for Assessment Knowledge</p>	<p>Apply & evaluate</p> <ul style="list-style-type: none"> Examine different NAPLAN and ICAS test booklets to consider issues raised in the lecture Peer review proposed TOS for Assignment 1 <p>ATSI A.5, 8 L&N D.16 NESB F. 9</p>

Assignment 1 due Thursday 6 April 5pm

<p>7 11 April</p> <p>EAA guest lecture</p>	<p align="center">Measurement theory for assessment</p> <ul style="list-style-type: none"> • Credible assessment tasks • Reliability and Validity • Classical v. modern test theory • Introduction to item analysis <p>Readman and Allen (2013) Ch. 11 (pp. 193 - 210)</p> <p>Brookhart, S. (2003) Developing Measurement Theory for Classroom Assessment and Uses http://datause.cse.ucla.edu/DOCS/smb_dev_2003.pdf</p>	<p>Apply and discuss</p> <ul style="list-style-type: none"> • Discussion of Brookhart reading <p>ATSI A.5 ICT C. 3, 13 L&N D.14, 16</p>
<p align="center">Mid-semester break 18 - 21 April</p>		
<p>8 25 April</p>	<p align="center">25 April Anzac Day Public holiday – no classes</p>	
<p>9 2 May</p>	<p align="center">Grading and Reporting</p> <p>The importance of feedback for stakeholders Moderation Norm/criterion/standards-referenced assessments</p> <p>http://arc.boardofstudies.nsw.edu.au/go/gen-info/</p> <p>http://www.curriculumsupport.education.nsw.gov.au/timetoteach/policy_doc/principles_ar.pdf</p> <p>Ridden, P. and Heldsinger, S. (2014). pp 90 - 104</p> <p>McMillan, J. H. (2001). Secondary Teachers' Classroom Assessment and Grading Practices. <i>Educational Measurement: Issues and Practice</i>, 20, 20-32</p> <p>Masters, G. (2006). Using Data to Support Learning in Schools: Students, teachers, systems, <i>Australian Education Review</i>, No 49. Melbourne: ACER (Especially section 4)</p>	<p>Evaluate and discuss</p> <p>Moderation processes for different stages/purposes</p> <p>Sp ED: E.2, NESB: D.4, 11</p>
<p>10 9 May</p>	<p align="center">Assessment of Non-Cognitive Domains</p> <p>Popham Ch 10 "Affective Assessment"</p>	<p>Discuss</p> <p>Reliability and validity of affective measures</p>
<p>11 16 May</p>	<p align="center">21st Century Assessment and Assessing 21st Century skills</p> <ul style="list-style-type: none"> • Assessing group work • Problem-solving and project-based learning • e-Portfolios • Digital literacy and on-line assessments • Authentic assessment <p>Greenstein L (2012) "Assessing Actions". Chapter 6 in <i>Assessing 21st Century Skills: A Guide to evaluating mastery and authentic learning</i>. California: Corwin</p>	<p>Discuss, create and apply</p> <ul style="list-style-type: none"> • Modern trends and their influences on assessment • Indicators for 21st century skills • 21st century evidence of skill areas using Bloom's Taxonomy <p>ICT C. 1, 3-5, 7, 12, 13</p>

	Assessment literacy or data literacy?	Interpret & understand
12	Ridden, P. and Heldsinger, S. (2014). pp 105 - 120	<ul style="list-style-type: none"> NAPLAN data and reports http://www.myschool.edu.au/MoreInformation/InterpretingNAPLANResultsSelected
23 May	Pierce, R., Chick, H., Watson, J., Les, M., & Dalton, M. (2014). "A statistical literacy hierarchy for interpreting educational system data". <i>Australian Journal of Education</i> , 58(2), 195-217.	

Assessment 2 due Thursday 25 May 5pm

	National, State and International Assessments	
13	<ul style="list-style-type: none"> NAP, NAPLAN, ROSA, HSC, PISA, TIMMS Why? How? When? What do they mean for Australia? 	On-line course evaluation Final quiz
30 May	Popham Ch 13 "Making Sense out of Standardised Test Scores"	

7. RESOURCES

Required Reading (Textbook for this course)

- Ridden, P. and Heldsinger, S. (2014) *What teachers need to know about assessment and reporting* Camberwell: ACER

Recommended Readings

- Readman, K. and Allen, B. (2013) *Practical Planning and Assessment* South Melbourne: OUP
- Greenstein, L. (2012) *Assessing 21st Century Skills*. California: Corwin
- Popham, W. J. (2013). *Classroom Assessment: What Teachers Need to Know* (7th Ed., Pearson New International Edition or similar edition), United Kingdom: Pearson Education Limited.
- Millar, M. D., Linn, L. R., & Gronlund, N. E. (2013). *Measurement and Assessment in Teaching* (11th Ed., Pearson New International Edition, or similar edition) Singapore: Pearson Education.

Recommended Websites

- The NSW Board of Studies web site www.boardofstudies.nsw.edu.au
- The ACARA web site www.acara.edu.au
- The NSW Department of Education and Training's Curriculum Planning, Programming, Assessing & Reporting to parents K-12
<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/index.htm>
- My School website <https://www.myschool.edu.au>
- Australian Institute for Teaching and School Leadership
<http://www.teacherstandards.aitsl.edu.au/>
- Teacher Standards on Assessment Knowledge
<http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards>
- The *Research Publications* Collections of Australian Council for Educational Research
<http://research.acer.edu.au/publications/>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	NPAE Areas Assessed	Due Date
Assessment 1 (Design of Assessment Booklet)	Project 3 500 word equivalent (max. 14 pages with a max. 2 pages per item type)	40%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.5, 3.6, 5.1, 5.2, 5.3	ATSI A.8 ICT C.12 L&N D. 9, 15, 18 Sp Ed E.2, 6 NESB F: 3, 5	Thurs 6 April 5pm
Assessment 2 (Reflection on Ass.1)	2,500 words approx. (excluding references)	40%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.5, 3.6, 5.1, 5.2, 5.3	ATSI A.8 ICT C.12 L&N D. 9, 15, 18 Sp Ed E.2, 6 NESB F: 3, 5	Thurs 25 May 5pm
Assessment 3 (In-class quizzes)	Responses to scenarios using a variety of item styles	20%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.5, 3.6, 5.1, 5.4, 5.5		28 March (W4) 23 May (W13)

Important Note: Students are required to pass all three Assessments to pass the course.

Assessment 1: Designing Assessment Tasks

- Develop an assessment booklet for Stage 4 comprising seven item sets assessing different aspects of the same topic. Each item set demonstrates a different type of item. Each set comprises 4-8 items, except for extended response (type 1) and performance (type 7), which only need one task each.
- Think about the learning intentions each item set will measure (e.g. knowledge, understanding, skills and critical thinking) and how you will measure success.
- Develop seven item sets to measure the learning intentions in a single subject area of your choice (e.g. mathematics, English, science, history).
- Viewed together, the seven sets will form a cohesive assessment booklet demonstrating your ability to design different item types. Note it is not intended that students complete the item sets on the same day, or even in the same week. You decide which sets are formative and which are summative assessment.

Create seven item sets using each of the following item types. You can re-order them to suit your progression of learning intentions.

1. extended essay
2. completion type
3. short-answer
4. matching
5. true-false
6. multiple-choice items
7. performance/product.

Do **not mix different item types** within the seven item sets. Together, they need to form a cohesive set of assessments for the one group of Stage 4 students studying the topic you have chosen.

Components of Assessment 1

- (a) Statement of **student group** the tasks are designed for (Year level, subject, topic, ability level, differentiation required. It is not appropriate to say no differentiation is required.)
- (b) Clear statements of the **learning intentions**
- (c) **Table of specifications** showing the knowledge, understanding, skills and critical thinking associated with each item type and question.
- (d) Statement about **assessment purpose**: summative or formative; suitable for self, peer or teacher assessment
- (e) **7 item sets** with a minimum of 4 questions for item types 2 to 6 (indicate differentiation as appropriate)
- (f) Sample responses/answers (keys)/marking criteria to (e) as appropriate.

Assessment 2: Reflection and improvement of assessment tasks

Use all the feedback you received to evaluate the assessment booklet you prepared in Assignment 1. Reflect on the test construction process and the effectiveness of the different types of assessment you produced.

The following questions can guide your reflection:

- Which assessment item types are best suited for different assessment purposes? Why?
- What types of learning objectives do you care about the most? Why?
- What types of assessment best fit with the learning objectives?
- Why did I choose this particular item type to assess this area of content?
- How could the items be improved?
- What will the data tell me about student learning?
- How will I provide feedback for different types of assessment?
- What will the data tell me about my teaching?
- How can the different types of assessment be used as assessment for learning?

Components of Assessment 2

- (a) Evaluate the different purposes for the assessment tasks you developed – as a whole set and as item types
- (b) Describe how the learning objectives are best assessed by each item type
- (c) Explain the revisions you have made to your original assessment tasks
- (d) Describe advantages and disadvantages of your chosen item types in comparison to other item types (a table is helpful here)
- (e) Evaluate what you learnt from the test construction process and the feedback you received
- (f) Describe how students will receive effective feedback on their achievements and how feedback can be used to improve future learning
- (g) Explain how the data can be used effectively for future teaching and learning

Assessment 3: (In-class test)

You will take a quiz twice during the course. The quizzes are designed to assess pre-service teachers' judgements on some hypothetical scenarios that are likely to occur in the classroom. You need to think about and justify your chosen solution to the scenarios.

Note. Results of the Assessment 3 may be used for research purpose. In that case all student scores will be analysed anonymously.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment 1	Oral + written	Monday 24 April
Assessment 2	Written	Tuesday 6 June
Assessment 3	Written	Friday 9 June

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. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the 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/>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2062 Assessment as Practice

Student Name: _____ Student No.: _____
 Assessment Task: **Assessment 1: Designing Assessment Tasks**

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Development of eight sets of items relating to the same topic and group of students • Item types suitable for learning intentions • Clear demonstration of understanding of why the chosen item type was the best option for the learning intentions • Sample responses/answers/marking criteria provided with the questions 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstration of clear understanding about your assessment-takers (age, grade-level, formative vs. summative, ability-level, consideration of special population or needs) • Clear evidence of thinking through the connection between the chosen learning objectives and the item type of your choice 					
Familiarity with and relevance of professional and/or research literature used to support response N/A					
Structure and organisation of response <ul style="list-style-type: none"> • Logical and coherent presentation of the sets of items • Demonstration of logical sequences of questions being asked within each item set • Clear instructions to students 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Use of language with clarity and coherence • Use of academic writing conventions (punctuation, spelling, grammar, use of full sentences, capitalization) 					
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
 EDST2062 Assessment as Practice

Student Name:
 Assessment Task: **Assessment 2: Reflection**

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Describe the general purpose of your assessment • Describe the learning objectives of your assessment • Provide the rationale for your chosen item types • Explain advantages and disadvantages of your chosen item types 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Clear demonstration of the connections between the assessment purpose, learning objectives, and your item revisions • Clear demonstration of how the revised/developed items can be used effectively in the classroom setting • Demonstration of clear understanding of your assessment-takers (age, grade-level, time of testing, formative vs. summative, ability-level, consideration of special population) 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Use of citations from relevant research literature or textbooks to support your arguments • Appropriateness of the citations 					
Structure and organisation of response <ul style="list-style-type: none"> • Clear presentation of your ideas • Logical and coherent presentation of ideas 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Use of language with clarity and coherence • Use of academic writing conventions (punctuation, spelling, grammar, use of full sentences, capitalization) • Appropriate sentence structure • Appropriate paragraph structure • Appropriate use of headings and subheadings 					
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.**