



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2062
Assessment as Practice

Semester 2

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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 Bidjigal 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, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson
Office Location: John Goodsell 130
Email: h.pearson@unsw.edu.au
Phone: 9385 3613
Availability: By appointment

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	Thursday 10- 12pm Central Lecture Block 5	Weeks 1-12
Tutorial	Monday 9-10pm Matthews 308	Weeks 2-13
	Monday 10-11pm Matthews 308	Weeks 2-13

Summary of Course

This course is designed to learn about theories and practices of assessment. It introduces the participants to general concepts of assessment and measurement 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 of feedback in student learning
- teacher judgements of student learning
- how to score, interpret, and report on student achievement and assessment results.

Aims of the Course

This course aims to provide students the opportunity to:

- Develop understanding of the meanings of fundamental assessment terms and concepts
- Learn how to develop valid and reliable assessment tools assessing students' learning
- Be familiar with a wide variety of assessments reflecting important learning objectives
- Understand what classroom assessment should be able to do and what it cannot do
- Appreciate the relationship between learning objectives and success criteria
- Apply the concepts learned to "real-world" assessment practices
- Gain solid understanding relating to interpretation and reporting of student outcomes.

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

The wording of assignments has changed to make requirements clearer. The components have been rewritten in light of comments, questions and feedback, but without changing the overall requirements or expectations. The practical nature of the course has been retained so students write a set of connected assessments within their Method area for Assignment 1 and reflect on changes in light of peer/marker feedback and theoretical readings for assignment 2.

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.

Student Learning Outcomes

Outcome		Assessment/s
1	An understanding of the nature and functions of measurement and assessment; and interrelated nature of curriculum, teaching, and assessment	1, 2
2	An understanding of key terms and concepts of validity and reliability and their role in the construction, selection, interpretation, and use of assessments instruments;	1, 2
3	An appreciation of the relative strengths and limitations of different types of assessment tools;	1, 2
4	An understanding of how to construct sound and effective tests and other assessment instruments;	1, 2
5	An understanding of sound practices in administering assessment instruments/tests and scoring student responses;	1, 2
6	An understanding of different approaches to summarising and reporting student achievement;	1, 2
7	An understanding of sources of bias and error in assessment and how they can be minimised.	1, 2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
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
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	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
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	2

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	2
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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	1, 2, 3, 4, 5, 6, 7, 8, 9,10	
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 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 assessment tasks given a particular setting. To achieve this, students will learn fundamental concepts and applicable techniques in preparation, administration and scoring 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, reading, reflection, reviewing relevant web-sites, and group discussions, including peer feedback. These activities will extend basic knowledge to practical applications. Students will meet, investigate and discuss concepts, practices and techniques involved in educational assessment and measurement.

6. COURSE CONTENT AND STRUCTURE

Note: Lectures begin in Week 1; Tutorials begin in Week 2.

Week	Lecture Topic	Tutorial Topic
<p>1 (29 Feb - 4 March)</p>	<p>Introduction to effective assessment Importance of assessment literacy</p> <ul style="list-style-type: none"> • What is effective assessment? • Assessment for/of learning • Data in schools • Uses of data <p>Popham Chapter 1 “What do teachers need to know about Assessment?”</p> <p>Assessment for learning: 10 principles (2002) Assessment Reform Group 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. http://pdk.sagepub.com/content/92/1/81.full</p>	<p>No tutorial</p>
<p>2 (7 - 11 March)</p>	<p>Basic Terminology and Concepts in Assessment</p> <ul style="list-style-type: none"> • Before, during and after assessment • Learning outcomes • Pre-test and post-test • Success criteria and rubrics • Feedback <p>Popham: Chapter 14 “Appropriate and Inappropriate Test-Preparation Practices”</p> <p>http://www.ets.org/Media/Tests/TOEFL_Institutional_Testing_Program/ELLM2002.pdf</p>	<p>Describe and compare</p> <ul style="list-style-type: none"> • The teaching, learning and assessment cycle • The strategy of backward mapping • Formal and informal assessment <p>ATSI A.5 L&N D.4, 13, 15 Sp Ed E.2, 6 NESB F. 3, 5</p>
<p>3 (14 - 18 March)</p>	<p>Types of Assessment</p> <ul style="list-style-type: none"> • What can and can't be assessed • Matching assessment type to assessment purpose • Credible assessment tasks <p>Popham Ch 6-9</p> <p>Developing Appropriate Assessment Tasks (2010) Curtin University</p> <p>http://ctl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap5_2012.pdf</p>	<p>Evaluate, compare & construct</p> <ul style="list-style-type: none"> • Advantages and disadvantages of different types of test items • Writing test items <p>ATSI A.8 ICT C.7, 12 L&N D.15, 18 NESB F.11</p>

<p>4 (21 – 24 March)</p>	<p style="text-align: center;">Purposes of Assessment</p> <ul style="list-style-type: none"> Using assessment as evidence Using the evidence to answer questions Using the evidence for teaching and learning <p>NSW BOSTES Assessment Support http://syllabus.bos.nsw.edu.au/support-materials/assessment/</p> <p>Popham: Chapter 2 “Deciding What to Assess and How to Assess It”</p> <p>Popham, W. J. (2001) “Assessment literacy for teachers: Faddish or fundamental?” <i>Theory into Practice</i>, 48, 4-11.</p>	<p>Analyse & evaluate</p> <ul style="list-style-type: none"> Features of high quality assessment <p>ICT C.7 L&N D.9, 13, 18 Sp Ed: E.6 NESB F. 3, 5, 7</p>
<p>University break 25 March – 1 April Assessment 1 Due – 29 March (submit through Moodle by 5pm)</p>		
<p>5 (4 - 8 April)</p>	<p style="text-align: center;">Development of learning outcomes, criteria and standards</p> <p>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> <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 ASCD: Alexandria VA http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important.aspx</p> <p>http://www.assessmentforlearning.edu.au/professional-learning/success-criteria-and-rubrics/success-design-rubrics.html</p>	<p>Design & discuss</p> <ul style="list-style-type: none"> Choose 1 task from the Assessment Resource Centre (BOSTES). Design a rubric that makes the success criteria clear to <i>students</i>. Are there any changes you would make for <i>teachers</i> using the rubric to score the task? <p>ATSI A.5, 8 Sp Ed E.2, 6 NESB F.7</p>
<p>6 (11 – 15 April)</p>	<p style="text-align: center;">Self- and Peer-assessment</p> <p>Rust, C., Price, M., & O'Donovan, B. (2003). Improving Students' Learning by Developing their Understanding of Assessment Criteria and Processes. <i>Assessment & Evaluation in Higher Education</i>, 28(2), 147-164. http://area.fc.ul.pt/en/artigos-publicados-internacionais/Improving-students-learning.pdf</p>	<p>Discuss</p> <ul style="list-style-type: none"> Whether peer-assessment can/might be useful assessment strategies in your classroom How to organise peer-and self-assessment effectively

	<p>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</p> <p>Teacher Standard on Assessment Knowledge http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards</p>	L&N D.7
<p>7 (18 – 22 April) EAA guest lecturer</p>	<p>Measurement theory for assessment</p> <ul style="list-style-type: none"> • Reliability • Validity • Classical v. modern test theory • Item analysis <p>Popham Ch 3, 4, 5, 11</p> <p>http://datause.cse.ucla.edu/DOCS/smb_dev_2003.pdf</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 <p>ATSI A.5, 8 L&N D.16 NESB F. 9</p>
<p>8 (25 – 30 April)</p>	<p>Grading and Reporting: Theory and Practice</p> <p>The importance of feedback Moderation Norm/criterion/standards-referenced assessments</p> <p>http://arc.boardofstudies.nsw.edu.au/gen-info/</p> <p>http://www.curriculumsupport.education.nsw.gov.au/timetoteach/policy_doc/principles_ar.pdf</p> <p>Popham Ch 16 "Assessment-Based Grading"</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>Matters, 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>Apply & evaluate</p> <ul style="list-style-type: none"> • Effort v. achievement grades/comments • Assessment Resource Centre (BOSTES) • Moderation processes for different stages/purposes <p>ATSI A.5 ICT C. 3, 13 L&N D.14, 16</p>
<p>9 (2 – 6 May) Guest lecturer Dr Jihyun Lee</p>	<p>Assessment of Non-Cognitive Domains</p> <p>Popham Ch 10 "Affective Assessment"</p>	<p>Discuss and Apply</p> <ul style="list-style-type: none"> • Types of items used to measure non-cognitive domains • Ethics of affective assessment • Constructing self-report inventories for your subject area <p>Sp ED: E.2, NESB: D.4, 11</p>

<p>10 (9 – 13 May)</p>	<p>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 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>
<p>Assessment 2 Due – 12 May (submit through Moodle by 5pm)</p>		
<p>11 (16 – 20 May)</p>	<p>Assessment literacy or data literacy?</p> <p>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.</p>	<p>Interpret & understand</p> <ul style="list-style-type: none"> NAPLAN data and reports http://www.myschool.edu.au/MoreInformation/InterpretingNAPLANResultsSelected
<p>12 (23 – 27 May)</p>	<p>National, State and International Assessments</p> <ul style="list-style-type: none"> NAP, NAPLAN, ROSA, HSC, PISA, TIMMS Why? How? When? <p>Popham Ch 13 "Making Sense out of Standardised Test Scores"</p>	<p>Apply, synthesise & evaluate</p> <ul style="list-style-type: none"> End of course test On-line evaluation <p>ICT C.3, 5, 13 L&N D.16, 18</p> <p>ICT C.3, 4, 5 L&N D.16, 18</p>

7. RESOURCES

Required Reading (Textbook for this course)

- 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.

Recommended Readings

- Readman, K. and Allen, B. (2013) *Practical Planning and Assessment* South Melbourne: OUP
- Ridden, P. and Heldinger, S. (2014) *What teachers need to know about assessment and reporting* Camberwell: ACER
- Greenstein, L. (2012) *Assessing 21st Century Skills*. California: Corwin
- 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>
- Australian Institute for Teaching and School Leadership <http://www.teacherstandards.aitsl.edu.au/>
- Teacher Standard 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	Learning Outcomes Assessed	Graduate Attributes Assessed	NPAE Areas Assessed	Due Date
Assessment 1 (Design of Assessment Booklet)	Project (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	29 March 2016 5pm
Assessment 2 (Reflection on Ass.1)	2,500 words approx. (excluding references)	50%	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	12 May 2016 5pm
Assessment 3 (In-class test)	Responses to scenarios using a variety of item styles	10%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.5, 3.6, 5.1, 5.4, 5.5		23 May 2016

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

Assessment Details

Assessment 1: Designing Assessment Tasks

- You will design an extended assessment booklet comprising eight item sets.
- Think about what types of learning objectives each assessment set will measure (e.g. knowledge, understanding, skills and critical thinking).
- Develop eight different item sets to measure the learning objectives in a single subject area of your choice (e.g. mathematics, English, science, history). Viewed together, the eight sets form a cohesive assessment booklet demonstrating your ability to design different item types.

Create eight item sets using each of the following item types:

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

You can sequence the item types in any order; however, **do not mix different item types** within the eight sets. Together, they need to form a cohesive assessment for the one group of students who are 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)
- (b) Clear statements of the **learning objectives**
- (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) **8 item sets** with a minimum of 6 questions for item types 3 to 7 (indicate differentiation as appropriate)
- (f) Sample responses/answers (keys)/marking criteria to (d) as appropriate.

Interim

Assessment 2: Reflection on assignment 1 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) Describe 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
- (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 it can be used to improve future learning
- (g) Explain how the data be used effectively for future teaching and learning

Assessment 3: (In-class test)

You will take a short test on the last day of the course. This test is 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 provide the best possible 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	29 March 2016
Assessment 2	Written	13 May 2016
Assessment 3	Written	23 May 2016

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 _____ **Date** _____
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 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: 50%

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.**