School of Education

EDST2062
Assessment as Practice

Semester 2, 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 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dennis Alonzo
Office Location: John Goodsell 138
Email: d.alonzo@unsw.edu.au
Phone: 938509506
Availability: Tuesday 1-2pm

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Assessment as Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 Units of Credit (UOC)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Thursday 14:00-16:00, Ainsworth G02</th>
<th>Weeks 1-9, 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>Thursday 17:00-18:00, Morven Brown G6</td>
<td>Weeks 2-9, 10-13</td>
</tr>
<tr>
<td></td>
<td>Friday 09:00-10:00, Mathews 107</td>
<td>Weeks 2-9, 10-13</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
</table>
1. Design a range of formative and summative assessments based on the interrelated nature of learning intentions, teaching, learning and assessment

2. Design effective assessments which are valid and reliable for their purpose and minimise sources of bias and error

3. Design effective ways to score student responses and provide formative feedback

4. Evaluate a series of items and suggest ways to improve validity, reliability and differentiation and to minimise sources of bias and error

5. Identify requirements of Australian Government Policy for assessing and reporting student achievement

6. Evaluate the construction, selection, reporting, interpretation and use of large-scale assessment instruments

**AITSL Professional Graduate Teaching Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
<tr>
<td>5.2</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
</tr>
<tr>
<td>5.5</td>
<td>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</td>
</tr>
</tbody>
</table>

**National Priority Area Elaborations**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to effective assessment</strong></td>
<td>No tutorial week 1</td>
</tr>
<tr>
<td>27-28 July</td>
<td>What is effective assessment?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teaching, learning and assessment cycle within curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment for/of/as learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Importance of feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Data in schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses of data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ridden, P. and Heldsinger, S. (2014). pp 1-18 (first three lines only on p18)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOSTES Assessment Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://weaeducation.typepad.co.uk/files/blackbox-1.pdf">http://weaeducation.typepad.co.uk/files/blackbox-1.pdf</a></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Basic Terminology and Concepts in Assessment</strong></td>
<td>Evaluate, compare &amp; construct</td>
</tr>
<tr>
<td>3-4 Aug</td>
<td>What are key features of assessment?</td>
<td>• learning intentions and success criteria</td>
</tr>
<tr>
<td></td>
<td>• Strategy of backward mapping, including table of specifications</td>
<td>• Designing a TOS</td>
</tr>
<tr>
<td></td>
<td>• Before, during and after assessment</td>
<td>• Matching feedback to item type</td>
</tr>
<tr>
<td></td>
<td>• Learning intentions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Success criteria, rubrics and backwash</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pre-test and post-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readman and Allen (2013) Ch. 4 pp 65-78</td>
<td>L&amp;N D. 4, 13, 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NESB F. 3, 5</td>
</tr>
<tr>
<td>3</td>
<td><strong>Types of Assessment</strong></td>
<td>Analyse &amp; evaluate</td>
</tr>
<tr>
<td>10-11 Aug</td>
<td>What can and can't be assessed?</td>
<td>• Features of high quality assessment</td>
</tr>
<tr>
<td></td>
<td>• Matching assessment type to assessment purpose</td>
<td>• Advantages and disadvantages of different item types</td>
</tr>
<tr>
<td></td>
<td>• Students’ responses to assessment and feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common problems assessment writers should avoid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ridden, P. and Heldsinger, S. (2014), pp 51 - 70 (last paragraph only on p51)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tugend, A. (2011) Why Wrong is not Always Bad</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.edweek.org/ew/articles/2011/05/18/31tugend.h30.html?qs=2011+james+stigler&amp;print=1">http://www.edweek.org/ew/articles/2011/05/18/31tugend.h30.html?qs=2011+james+stigler&amp;print=1</a></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Assessment as evidence:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using assessment to answer questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using the evidence for teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Importance of differentiation</td>
<td></td>
</tr>
<tr>
<td>24-25 Aug</td>
<td><strong>Development of rubrics for different purposes</strong></td>
<td>Readman and Allen (2013) Ch. 8 (pp. 136 - 150)</td>
</tr>
<tr>
<td></td>
<td>• Different styles of rubric</td>
<td></td>
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<tr>
<td></td>
<td>• Rubrics for self and peer assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pinpointing performance levels</td>
<td></td>
</tr>
<tr>
<td>31 Aug – 1</td>
<td><strong>Planning effective assessment</strong></td>
<td>The NSW Department of Education and Training’s Curriculum Planning, Programming, Assessing &amp; Reporting to parents K-12</td>
</tr>
<tr>
<td>Sept</td>
<td>• Designing a table of specifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Incorporating higher order thinking skills</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluate & discuss**

- Choose 1 task from the Assessment Resource Centre (BOSTES)
  [https://arc.bostes.nsw.edu.au/go/7-8](https://arc.bostes.nsw.edu.au/go/7-8)

  OR

  BOSTES Assessment samples

- What aspects of learning are best measured by the task?
- What improvements can be made?
- How is feedback best provided?

**Apply & evaluate**

- Examine different NAPLAN and ICAS test booklets to consider issues raised in the lecture

  ATSI A.5, 8
  L&N D.16
  NESB F.9

**ICT C.7**

L&N D.9, 13, 18

Sp Ed: E.6

NESB F. 3, 5, 7
<table>
<thead>
<tr>
<th>Date</th>
<th>Measurement theory for assessment</th>
<th>Apply and discuss</th>
<th>Evaluation and discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>• Credible assessment tasks</td>
<td>• Discussion of Brookhart reading</td>
<td>Sp ED: E.2, NESB: D.4, 11</td>
</tr>
<tr>
<td>7-8</td>
<td>• Reliability and Validity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>• Classical v. modern test theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to item analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readman and Allen (2013) Ch. 11 (pp. 193 - 210)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Grading and Reporting</td>
<td>Evaluate and discuss</td>
<td>Sp ED: E.2, NESB: D.4, 11</td>
</tr>
<tr>
<td>14-15</td>
<td>The importance of feedback for stakeholders</td>
<td>Moderation processes for different stages/purposes</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>Norm/criterion/standards-referenced assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[URL removed]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Assessment of Non-Cognitive Domains</td>
<td>Discuss</td>
<td>Reliability and validity of affective measures</td>
</tr>
<tr>
<td>21-22</td>
<td>Popham Ch 10 “Affective Assessment”</td>
<td></td>
<td></td>
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<tr>
<td>Sept</td>
<td>Mid-semester break</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>25-29 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>21st Century Assessment and Assessing 21st Century skills</td>
<td>Discuss, create and apply</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>• Assessing group work</td>
<td>• Modern trends and their influences on assessment</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>• Problem-solving and project-based learning</td>
<td>• Indicators for 21st century skills</td>
<td></td>
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<tr>
<td></td>
<td>• e-Portfolios</td>
<td>• 21st century evidence of skill areas using Bloom’s Taxonomy</td>
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<tr>
<td></td>
<td>• Digital literacy and on-line assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authentic assessment</td>
<td>ICT C. 1, 3-5, 7, 12, 13</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Assessment literacy or data literacy?</td>
<td>Interpret &amp; understand</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>Ridden, P. and Heldsinger, S. (2014). pp 105 - 120</td>
<td>• NAPLAN data and reports [URL removed]</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>National, State and International Assessments</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
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<tr>
<td>19-20 Oct</td>
<td>• NAP, NAPLAN, ROSA, HSC, PISA, TIMMS</td>
<td>On-line course evaluation</td>
<td></td>
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<tr>
<td></td>
<td>• Why?</td>
<td>Final quiz</td>
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</tr>
<tr>
<td></td>
<td>• How?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• When?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• What do they mean for Australia?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Popham Ch 13 &quot;Making Sense out of Standardised Test Scores&quot;</td>
<td></td>
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<tr>
<td>26-27 Oct</td>
<td></td>
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</tr>
</tbody>
</table>
7. RESOURCES

Required Reading (Textbook for this course)


Recommended Readings

- Readman, K. and Allen, B. (2013) *Practical Planning and Assessment* South Melbourne: OUP

Recommended Websites

- The NSW Board of Studies web site [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- The ACARA web site [www.acara.edu.au](http://www.acara.edu.au)
- My School website [https://www.myschool.edu.au](https://www.myschool.edu.au)
- Teacher Standards on Assessment Knowledge [http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards)
## 8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>AITSL Professional Graduate Teaching Standards Assessed</th>
<th>NPAE Areas Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 (Design of Assessment Booklet)</td>
<td>Project 3,500 word equivalent (max. 14 pages with a max. 2 pages per item type)</td>
<td>40%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1.1, 1.2, 1.5, 3.6, 5.1, 5.2, 5.3</td>
<td>ATSI A.8 ICT C.12 L&amp;N D. 9, 15, 18 Sp Ed E.2, 6 NESB F: 3, 5</td>
<td>1 Sep</td>
</tr>
<tr>
<td>Assessment 2 (Reflection on Ass.1)</td>
<td>2,500 words approx. (excluding references)</td>
<td>40%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1.1, 1.2, 1.5, 3.6, 5.1, 5.2, 5.3</td>
<td>ATSI A.8 ICT C.12 L&amp;N D. 9, 15, 18 Sp Ed E.2, 6 NESB F: 3, 5</td>
<td>12 Oct</td>
</tr>
<tr>
<td>Assessment 3 (In-class quizzes)</td>
<td>Responses to scenarios using a variety of item styles</td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1.1, 1.2, 1.5, 3.6, 5.1, 5.4, 5.5</td>
<td></td>
<td>21/22 Sep 19/20 Oct</td>
</tr>
</tbody>
</table>

**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 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

1. 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.)
2. Clear statements of the **learning intentions**
3. **Table of specifications** showing the knowledge, understanding, skills and critical thinking associated with each item type and question.
4. Statement about **assessment purpose**: summative or formative; suitable for self, peer or teacher assessment
5. **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**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Oral + written</td>
<td>15 Sep</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Written</td>
<td>26 Oct</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Written</td>
<td></td>
</tr>
</tbody>
</table>

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 misplaced 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/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)
### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Development of eight sets of items relating to the same topic and group of students</td>
<td></td>
<td></td>
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<tr>
<td>- Item types suitable for learning intentions</td>
<td></td>
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<tr>
<td>- Clear demonstration of understanding of why the chosen item type was the best option for the learning intentions</td>
<td></td>
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<tr>
<td>- Sample responses/answers/marking criteria provided with the questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstration of clear understanding about your assessment-takers (age, grade-level, formative vs. summative, ability-level, consideration of special population or needs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear evidence of thinking through the connection between the chosen learning objectives and the item type of your choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Logical and coherent presentation of the sets of items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstration of logical sequences of questions being asked within each item set</td>
<td></td>
<td></td>
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<tr>
<td>- Clear instructions to students</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use of language with clarity and coherence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use of academic writing conventions (punctuation, spelling, grammar, use of full sentences, capitalization)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:**

**Student No.:**

**Assessment Task:** **Assessment 2: Reflection**

**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
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<tbody>
<tr>
<td>Describe the general purpose of your assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the learning objectives of your assessment</td>
<td></td>
<td></td>
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<tr>
<td>Provide the rationale for your chosen item types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain advantages and disadvantages of your chosen item types</td>
<td></td>
<td></td>
</tr>
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</table>

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear demonstration of the connections between the assessment purpose, learning objectives, and your item revisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear demonstration of how the revised/developed items can be used effectively in the classroom setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of clear understanding of your assessment-takers (age, grade-level, time of testing, formative vs. summative, ability-level, consideration of special population)</td>
<td></td>
<td></td>
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</tbody>
</table>

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<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of citations from relevant research literature or textbooks to support your arguments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of the citations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Structure and organisation of response</th>
<th></th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Logical and coherent presentation of ideas</td>
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<td></td>
</tr>
<tr>
<td>Appropriate sentence structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate paragraph structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of headings and subheadings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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**Lecturer**

**Date**

**Recommended:** /20 (FL PS CR DN HD)

**Weighting:** 40%

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