



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5443

**Assessment for Learning: From Theory to
Practice**

**Semester 2
(Online Class)**

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Summary of Course</i>	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	2
<i>Program Learning Outcomes</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	3
5. TEACHING STRATEGIES	3
6. COURSE CONTENT AND STRUCTURE	4
7. ASSESSMENT	9
8. RESOURCES	15

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 5443 Assessment for Learning (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Convenor: Dennis Alonzo
Email: d.alonzo@unsw.edu.au
Availability: Email correspondence only

3. COURSE DETAILS

Course Name	EDST 5443 Assessment for Learning
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, online class participation, assessment, follow up activities, etc.
Schedule	
Lecture	Online Class

Summary of Course

This course explores 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 teachers' confidence and expertise in using assessment to effectively support student learning.

Aims of the Course

This course aims to provide teachers and other educational professionals with an understanding of the key assumptions underlying assessment for learning in education locally and internationally and the key approaches to the assessment for learning that are suitable for their own educational context.

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
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1,2,3
	Research-based learning	
2	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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	2,3
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2,3
	International outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1,2,3
	Ethical and responsible professional practice	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Assessment *for* learning (AfL) occurs when assessment is conceptualized and implemented as an integral component of learning and teaching. It involves teachers designing and implementing their own classroom-based assessment tasks, actively engaging learners in self and peer assessment and incorporating critical but constructive feedback into the assessment cycle. Black & William (1998) and Hattie (2008) have convincingly demonstrated the learning gains that can be achieved through well-focused teacher-based formative assessment, demonstrating no other strategy has such potential for enhancing student learning across age levels and in different contexts. However, there are a number of issues and complexities within the classroom practice of AfL which challenge teachers and students, hence the importance of this course.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the

diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

- Online learning through group discussion, forums and from readings and web links on the Moodle.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Topic
<p>Week 1 1 – 7 Aug</p>	<p>Understanding assessment for learning: Its underlying philosophy and key principles</p> <p>This session introduces 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. Course participants 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.</p> <p>Key readings: Assessment Reform Group. 2002. Assessment for learning: 10 principles. Retrieved from 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. Retrieved Nov 4, 2009, from the World Wide Web, http://www.spd.dcu.ie/site/teaching_today/documents/Raisingstandardsthroughclassroomassessment.pdf</p>
<p>Week 2 8 - 14 August</p>	<p>Teacher as a student partner: Developing and sharing learning outcomes and success criteria</p> <p>This session focuses on developing learning outcomes and success criteria. The course participants will do a workshop on how to develop clear and explicit learning outcomes and to identify success criteria that are aligned to the learning outcomes. The session will conclude by identifying various ways on how to effectively communicate to students the learning outcomes.</p> <p>Key readings: 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%20publicados%20internacionais/Improving%20students%20learning.pdf</p> <p>Hendry, G., Armstrong, S., & Bromberger, N. (2011). Implementing standards-</p>

	<p>based assessment effectively: Incorporating discussion of exemplars into classroom teaching. <i>Assessment & Evaluation in Higher Education</i>, 1-13, iFirst Article. http://www.tandfonline.com/doi/pdf/10.1080/02602938.2010.515014</p>
<p>Week 3 15-21 Aug</p>	<p>Teacher as a student partner: Designing and using performance standards (rubrics)</p> <p>This session focuses on developing/enhancing course participants' skills in constructing rubrics. The session will start by critically analyzing and identifying the strengths and weaknesses of sample rubrics. The participants will then apply the results of their analysis in developing original rubrics. The session will conclude by identifying various strategies 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.</p> <p>Key readings:</p> <p>Malini Reddy, Y. & Andrade, H (2010) A review of rubric use in higher education, <i>Assessment & Evaluation in Higher Education</i>, 35:4, 435-448, http://www.tandfonline.com/doi/pdf/10.1080/02602930902862859</p> <p>Popham, J. (1997). What's wrong - and what's right - with rubrics. <i>School as safe heavens</i>. 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>Week 4 22-28 Aug</p>	<p>Teacher as an assessor: Designing and implementing appropriate assessment strategies and tasks</p> <p>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. Course participants will first analyse the characteristics of an effective assessment task by looking 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 own context.</p> <p>Key reading:</p> <p>Davison, C & Leung, C. (2009) Current Issues in English Language Teacher-Based Assessment <i>TESOL Quarterly</i>, 43 (3), 393-415. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/j.1545-7249.2009.tb00242.x/pdf</p> <p>Curtin Teaching and Learning. 2010. Developing appropriate assessment tasks. In Curtin Teaching and Learning 2010. Curtin University. Perth. Retrieved from http://otl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap_5_2012.pdf</p>
<p>Week 5</p>	<p>Teacher as an assessor: Ensuring trustworthiness of assessment</p>

29 Aug – 4 Sep	<p>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.</p> <p>Key readings:</p> <p>Brookhart, S. M. (2003). Developing measurement theory for classroom assessment purposes and uses. <i>Educational Measurement: Issues and Practice</i>, 22(4), 5-12. Retrieved from http://datause.cse.ucla.edu/docs/smb_dev_2003.pdf</p> <p>Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. <i>Educational Measurement: Issues and Practice</i>, 22(4), 13-25. Retrieved from http://deepblue.lib.umich.edu/bitstream/handle/2027.42/72390/j.1745-3992.2003.tb00140.x.pdf?sequence=1</p> <p>Smith, J. K. (2003). Reconsidering reliability in classroom assessment and grading. <i>Educational Measurement: Issues and Practice</i>, 22(4), 26-33. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf</p>
<p>Week 6</p> <p>5 - 11 Sept</p>	<p>Teacher as a pedagogy expert: Planning learning and teaching experiences</p> <p>This session focuses on the role of the teacher to use a wide range of assessment information to inform teaching and learning activities. The course participants will identify sources of information which are needed to effectively plan a lesson. The session will conclude by outlining ethical standards in assessment.</p> <p>Key readings:</p> <p>Hall, T., Strangman, N., & Meyer, A. (2003). <i>Differentiated instruction and implications for UDL implementation</i>. Wakefield, MA: National Centre on Accessing the General Curriculum. http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf</p> <p>Differentiated assessment. Education Alberta. Retrieved from http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf</p>
<p>Week 7</p> <p>12-18 Sept</p>	<p>Teacher as a motivator: Developing self-regulated and highly motivated learners</p> <p>This session focuses on using assessment strategies to enhance student motivation. Course participants will analyse various ways to develop a classroom environment that values individual students. Also, they will identify ways to use assessment information to adapt teacher teaching to meet individual learning characteristics.</p> <p>Key readings:</p> <p>Clark, I. 2011. Formative assessment and motivation: Theories and themes.</p>

	<p>Prime Research on Education 1(2),27-36. http://www.usca.edu/essays/vol142005/woytek.pdf</p> <p>Boekaerts, M. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. Applied Psychology: An International Review. 54 (2), 199-231. http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjerasself%20regulation.pdf</p>
<p>Week 8 19-23 Sept</p>	<p>Teacher as a data literate professional: Interpreting educational data</p> <p>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. Course participants will analyse assessment data and use the results to inform both learning and teaching.</p> <p>Key reading:</p> <p>Pierce, R., Chick, H., Les, M., & Dalton, M., (2014) A statistical literacy hierarchy for interpreting educational system data. http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf</p>
<p>Week 9 21-25 Sept</p>	<p>Teacher as a student partner: Engaging students in self and peer assessment</p> <p>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. Course participants will analyse the features of effective student participation in self and peer assessment by discussing several 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.</p> <p>Key reading:</p> <p>Sebba, J., Crick, R.D., Yu, G., Lawson, H., Harlen, W. Durant, K. (2008). Systematic review of research evidence of the impact on students in secondary schools of self and peer assessment. EPPI-Centre, Social Science Research Unit, Institute of London, University of London. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222257/DCSF-EPPI-05-08FR.pdf</p>
<p>MID-SEMESTER BREAK</p>	
<p>Week 10</p>	<p>Teacher as a student partner: Providing high quality feedback/feed forward and reporting student learning</p>

<p>3-9 Oct</p>	<p>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.</p> <p>Course participants will analyse the characteristics of effective feedback by looking at several video excerpts of teachers giving whole class and individual feedback, then after discussion and further input, complete three interrelated activities in which they have to first plan appropriate feedback, then role play giving effective feedback appropriate to their own context, then synthesize the information into different report formats for learners, colleagues and parents.</p> <p>Key readings: Hattie, J. & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112.</p> <p>Spiller, D. (2009). Assessment: Feedback to promote student learning. Teaching Development Office Wāhanga Whakapakari Ako. The University of Waikato. http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf</p> <p>William, J. G. (2003). Providing feedback on ESL students' written assignments. <i>The Internet TESL Journal</i>, 9(10).</p>
<p>Week 11</p> <p>10-16 Oct</p>	<p>Teacher as a teacher learner: Building a community of teacher learners</p> <p>This session focuses on how to build a community of teacher learners who are highly engaged in self-assessment. The course participants will identify various ways to use assessment information to identify the effectiveness and appropriateness of their classroom practices. Also, they will engage in self-assessment using the teacher AfL competency framework and will identify their professional development needs both in AfL literacy and in curriculum-content knowledge.</p> <p>Key readings: Timperley, H. (2011). Using student assessment for professional learning: Focusing on students' outcomes to identify teachers' needs (pp. 1-23). DEECD, Victoria. http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf</p> <p>Timperley, H., Wilson, A., Barrar, H. & Fung, I. 2008, Teacher professional learning and development: Best evidence synthesis on professional learning and development, Report to the Ministry of Education, Wellington. http://www.oecd.org/edu/school/48727127.pdf</p> <p>W. James Popham (2009) Assessment Literacy for Teachers: Faddish or Fundamental?, <i>Theory Into Practice</i>, 48:1, 4-11.</p>

	http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536
Week 12 17-23 Oct	<p>Teacher as a stakeholders partner: Enhancing community's trust and establishing a home-school collaboration</p> <p>This session focuses on how to establish a continuing dialogue with stakeholders particularly the parents and the community as a whole. Course participants will identify various strategies to address each stakeholder's information need to enhance community trust. More importantly, they will develop various strategies to establish a home-school collaboration to support student learning.</p> <p>Key reading: Shepard, L. & Bliem. C. (1995). Parents' thinking about standardised tests and performance assessments. Educational Researcher. 24 (8) 25-32. http://www.jstor.org/stable/pdfplus/1176891.pdf?&acceptTC=true&jpdConfirm=true</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date	
					First submission*	Final submission
Self-assessment	1200 words	20%	1,2,3	1,2,4,5	15 August	29 August
Communicating assessment results	2000 words	35%	1,2,3	1,2,3,4,5,6	19 Sept	3 Oct
AfL- infused unit of work	3500 words	45%	1,2,3	1,2,3,4,5,6	1 Nov	14 November

*First submission is optional but highly encouraged. The purpose of this submission is to receive teacher feedback and peer feedback. Students will then revise their output based from the feedback and submit their final paper.

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.

Assessment	Weighting	Purpose
A case study of your assessment practices	1200 words (20%)	<p>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 <u>five</u> 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:</p> <ul style="list-style-type: none"> • 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? <p>For school leaders, you can use the assessment culture and practice in your school as bases for your reflection.</p> <p><i>*You are required to conduct a self-assessment of your output using the rubrics for this task. Submit the result along with your paper.</i></p>
Task 2 Communicating assessment results	2,000 words (35%)	<p>You will be given actual student performance/output and the criteria to be used to assess their learning. Your task is to assess student learning based on the criteria provided. This assessment activity requires you to write assessment reports for:</p> <ul style="list-style-type: none"> • Student • Parents/carers • School heads • Teachers in other classes <p>The report should contain the following:</p> <ul style="list-style-type: none"> • Description of skills assessed • Reports for student, parents/carers, school heads, teachers in other classes • Explanation for each report – how each report embodies AfL principles and practices <ul style="list-style-type: none"> ▪ How did you ensure trustworthiness of each report? ▪ Describe your overall approach from marking to writing the report • Reflection and Conclusion
Task 3 Development of an AfL-infused curriculum unit	3500 words (45%)	<p>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</p>

Assessment	Weighting	Purpose
		<p>related readings. The unit should include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Other alternative assignments may be negotiated.</p> <p><i>*You are required to conduct a self-assessment of your output using the rubrics for this task. Submit the result along with your paper.</i></p>

HURDLE REQUIREMENT

You are required to participate in online discussions and forums. A minimum of 4 posts or replies to the discussion topics is needed.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

Assessment Task: A case study of your assessment practices

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific strengths and weakness of assessment processes and systems, including theoretical as well as practical and policy-related issues • clarity and depth of reflection 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on assessment theory to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 20%

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
EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

Assessment Task: Communicating assessment results

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 discussed • clarity and depth of discussion of the implications for practice. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on assessment theory and practice to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 35%

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
 EDST5443 ASSESSMENT FOR LEARNING

Student Name:

Student No.:

Assessment Task: Development of an AfL-infused curriculum unit

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific strengths and weakness of assessment processes and systems, including theoretical as well as practical and policy-related issues • clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on assessment theory to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

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**

8. RESOURCES

Set text

Glasson, T. (2008) *Improving student achievement: A practical guide to Assessment for Learning*. Melbourne: Curriculum Corporation

Readman, K. & Allen, B. (2013). *Practical planning and assessment*. Oxford University Press

General background reading

Gardiner, J. (Ed.) (2012) *Assessment and learning*. London: Sage.

Wilaim, D. (2011) *Embedded formative assessment*. Bloomington, USA: Solution Tree.

Journal articles and books

Black, P. & William, D. (1998). *Assessment and classroom learning*. *Assessment in Education*, 5(1), 7-74.

Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2002). *Working inside the black box: Assessment for learning in the classroom*. London: King's College.

Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead: Open University Press.

Boud, D. (1995). *Enhancing learning through self-assessment*. London: Kogan Page.

Sadler, R. (1989). *Formative assessment and the design of instructional systems*. *Instructional Science*, 18, 119-144.

Wiggins, G. (1998). *Educative assessment: Designing assessment to inform and improve student performance*. San Francisco, CA: Jossey-Bass Publishers.

Useful Websites

- [Assessment and Classroom Learning](http://english.unitecology.ac.nz/resources/resources/classroom_learning.html), http://english.unitecology.ac.nz/resources/resources/classroom_learning.html
- [Assessment as Feedback](http://www.newhorizons.org/strategies/assess/wiggins.htm), <http://www.newhorizons.org/strategies/assess/wiggins.htm>

Task Design

Journal Articles and Books

Choi, I., Land, S. M. & Turgeon, A. J. (2005). *Scaffolding peer-questioning strategies to facilitate metacognition during online small group discussion*. *Instructional Science* 33(5-6), 483-511.

Davis, E. A. & Miyake, N. (2004). *Explorations of scaffolding in complex classroom systems*. *The Journal of the Learning Sciences*, 13(3), 265-272.

Renninger, A. & Granott, N. (2005). *The process of scaffolding in learning and development*. *New Ideas in Psychology*, 23(3), 111-114.

Simons, K. D. & Klein, J. D. (2007). *The impact of scaffolding and student achievement levels in a problem-based learning environment*. *Instructional Science* 35(1), 41-72.

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Useful Websites

- [Scaffolding Website](http://condor.admin.ccny.cuny.edu/~group4/), <http://condor.admin.ccny.cuny.edu/~group4/>

- [Scaffolding as an instruction technique](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm),
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm>
- [Scaffolding](http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F),
http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F
- [Schools, Skills and Scaffolding on the Web](http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F),
http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F

Useful Websites

- [Feedback and Assessment: Educative Assessment](http://www.ou.edu/pii/tips/ideas/feedback2.html),
<http://www.ou.edu/pii/tips/ideas/feedback2.html>
- [Dynamic Assessment](http://dynamicassessment.com/_wsn/page2.html), http://dynamicassessment.com/_wsn/page2.html

Self and Peer Assessment

Journal Articles and Books

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Useful Websites

- [Peer and Self Assessment](http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/Resources/PeerandSelfAssessment/),
<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/Resources/PeerandSelfAssessment/>
- [Peer Assessment and Peer Evaluation](http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf),
http://www.foundationcoalition.org/publications/brochures/2002peer_assessment.pdf

Teacher Feedback

Journal Articles and Books

Black, P. & Harrison, C. (2001). *Feedback in questioning and marking: The science teacher's role in formative assessment*. *School Science Review*, 82(301), 55-61.

Carless, D. (2006). *Differing perceptions in the feedback process*. *Studies in Higher Education*, 31(2), 219-233.

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- Hyland, K., & Hyland, F. (Eds.) (2006). *Feedback on ESL writing: Contexts and issues*. Cambridge: Cambridge University Press.
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Useful Websites

- [Assessment as Feedback](http://www.newhorizons.org/strategies/assess/wiggins.htm) , <http://www.newhorizons.org/strategies/assess/wiggins.htm>
- [Teacher and Peer Feedback](http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/), <http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/>