



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5443**

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

**Semester 2, 2017  
(Online Class)**

## Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<b>Summary of Course</b> .....	<b>2</b>
<b>Student Learning Outcomes</b> .....	<b>2</b>
<b>Program Learning Outcomes</b> .....	<b>3</b>
<b>AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)</b>	<b>3</b>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES .....	5
6. COURSE CONTENT AND STRUCTURE .....	5
7. ASSESSMENT .....	10
8. HURDLE REQUIREMENT .....	12
9. RESOURCES .....	16

### 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, 2017

## 2. STAFF CONTACT DETAILS

Course Convenor: Dennis Alonzo  
Email: [d.alonzo@unsw.edu.au](mailto:d.alonzo@unsw.edu.au)  
Availability: Email correspondence only

## 3. COURSE DETAILS

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

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

**AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

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

#### **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 demonstrating 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 beginning	Topic
<p style="text-align: center;"><b>Week 1</b> <b>24-Jul</b></p>	<p><b>Understanding assessment for learning: Its underlying philosophy and key principles</b></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 <a href="http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf">http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf</a></p> <p>Black, P. &amp; Wiliam, D. (2001) Inside the Black Box: Raising Standards Through Classroom Assessment. Retrieved Nov 4, 2009, from the World Wide Web, <a href="http://www.spd.dcu.ie/site/teaching_today/documents/Raisingstandardsthroughclassroomassessment.pdf">http://www.spd.dcu.ie/site/teaching_today/documents/Raisingstandardsthroughclassroomassessment.pdf</a></p>
<p style="text-align: center;"><b>Week 2</b> <b>30-Jul</b></p>	<p><b>Teacher as a student partner: Developing and sharing learning outcomes and success criteria</b></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</p>

	<p>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:</p> <p>Rust, C., Price, M., &amp; O'Donovan, B. (2003). Improving Students' Learning by Developing their Understanding of Assessment Criteria and Processes. <i>Assessment &amp; Evaluation in Higher Education</i>, 28(2), 147-164. <a href="http://area.fc.ul.pt/en/artigos%20publicados%20internacionais/Improving%20students%20learning.pdf">http://area.fc.ul.pt/en/artigos%20publicados%20internacionais/Improving%20students%20learning.pdf</a></p> <p>Hendry, G., Armstrong, S., &amp; Bromberger, N. (2011). Implementing standards-based assessment effectively: Incorporating discussion of exemplars into classroom teaching. <i>Assessment &amp; Evaluation in Higher Education</i>, 1-13, iFirst Article. <a href="http://www.tandfonline.com/doi/pdf/10.1080/02602938.2010.515014">http://www.tandfonline.com/doi/pdf/10.1080/02602938.2010.515014</a></p>
<p><b>Week 3</b> <b>7-Aug</b></p>	<p><b>Teacher as a student partner: Designing and using performance standards (rubrics)</b></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. &amp; Andrade, H (2010) A review of rubric use in higher education, <i>Assessment &amp; Evaluation in Higher Education</i>, 35:4, 435-448, <a href="http://www.tandfonline.com/doi/pdf/10.1080/02602930902862859">http://www.tandfonline.com/doi/pdf/10.1080/02602930902862859</a></p> <p>Popham, J. (1997). What's wrong - and what's right - with rubrics. <i>School as safe heavens</i>. <a href="http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/What%27s-Wrong%E2%80%94and-What%27s-Right%E2%80%94with-Rubrics.aspx">http://www.ascd.org/publications/educational-leadership/oct97/vol55/num02/What%27s-Wrong%E2%80%94and-What%27s-Right%E2%80%94with-Rubrics.aspx</a></p>
<p><b>Week 4</b> <b>14-Aug</b></p>	<p><b>Teacher as an assessor: Designing and implementing appropriate assessment strategies and tasks</b></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:          Davison, C &amp; Leung, C. (2009) Current Issues in English Language Teacher-Based Assessment TESOL Quarterly, 43 (3), 393-415. Retrieved from <a href="http://onlinelibrary.wiley.com/doi/10.1002/j.1545-7249.2009.tb00242.x/pdf">http://onlinelibrary.wiley.com/doi/10.1002/j.1545-7249.2009.tb00242.x/pdf</a></p> <p>Curtin Teaching and Learning. 2010. Developing appropriate assessment tasks. In Curtin Teaching and Learning 2010. Curtin University. Perth. Retrieved from <a href="http://otl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap_5_2012.pdf">http://otl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap_5_2012.pdf</a></p>
<p><b>Week 5</b> <b>21-Aug</b></p>	<p><b>Teacher as an assessor: Ensuring trustworthiness of assessment (reliability and validity)</b></p> <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. Educational Measurement: Issues and Practice, 22(4), 5-12. Retrived from <a href="http://datause.cse.ucla.edu/docs/smb_dev_2003.pdf">http://datause.cse.ucla.edu/docs/smb_dev_2003.pdf</a></p> <p>Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. Educational Measurement: Issues and Practice, 22(4), 13-25. Retrieved from <a href="http://deepblue.lib.umich.edu/bitstream/handle/2027.42/72390/j.1745-3992.2003.tb00140.x.pdf?sequence=1">http://deepblue.lib.umich.edu/bitstream/handle/2027.42/72390/j.1745-3992.2003.tb00140.x.pdf?sequence=1</a></p> <p>Smith, J. K. (2003). Reconsidering reliability in classroom assessment and grading. Educational Measurement: Issues and Practice, 22(4), 26-33. Retrieved from <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf</a></p>
<p><b>Week 6</b> <b>28-Aug</b></p>	<p><b>Teacher as a pedagogy expert: Using assessment and assessment data to plan learning and teaching activities</b></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., &amp; Meyer, A. (2003). <i>Differentiated instruction and implications for UDL implementation</i>. Wakefield, MA: National Centre on Accessing the General Curriculum.  <a href="http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf">http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf</a></p>



	<p>Differentiated assessment. Education Alberta. Retrieved from <a href="http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf">http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf</a></p>
<p><b>Week 7</b> <b>4-Sep</b></p>	<p><b>Teacher as a motivator: Using assessment to develop self-regulated and highly motivated learners</b></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. Prime Research on Education 1(2),27-36. <a href="http://www.usca.edu/essays/vol142005/woytek.pdf">http://www.usca.edu/essays/vol142005/woytek.pdf</a></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. <a href="http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjerias/self%20regulation.pdf">http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjerias/self%20regulation.pdf</a></p>
<p><b>Week 8</b> <b>11-Sep</b></p>	<p><b>Teacher as a data literate professional: Interpreting educational data</b></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., &amp; Dalton, M., (2014) A statistical literacy hierarchy for interpreting educational system data. <a href="http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf">http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf</a></p>
<p><b>Week 9</b> <b>18-Sep</b></p>	<p><b>Teacher as a student partner: Engaging students in self and peer assessment</b></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.</p>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/222257/DCSF-EPPI-05-08FR.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222257/DCSF-EPPI-05-08FR.pdf)

### MID-SEMESTER BREAK

**Week 10**  
**2-Oct**

#### **Teacher as a student partner: Providing high quality feedback/feed forward and reporting student learning**

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.

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.

Key readings:

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

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](http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf)

William, J. G. (2003). Providing feedback on ESL students' written assignments. *The Internet TESL Journal*, 9(10).

**Week 11**  
**9-Oct**

#### **Teacher as a teacher learner: Building a community of teacher learners**

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.

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>

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>

	W. James Popham (2009) Assessment Literacy for Teachers: Faddish or Fundamental?, Theory Into Practice, 48:1, 4-11. <a href="http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536">http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536</a>
<b>Week 12 16-Oct</b>	<p><b>Teacher as a stakeholders partner: Enhancing community's trust and establishing a home-school collaboration</b></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. &amp; Bliem. C. (1995). Parents' thinking about standardised tests and performance assessments. Educational Researcher. 24 (8) 25-32. <a href="http://www.jstor.org/stable/pdfplus/1176891.pdf?&amp;acceptTC=true&amp;jpdConfirm=true">http://www.jstor.org/stable/pdfplus/1176891.pdf?&amp;acceptTC=true&amp;jpdConfirm=true</a></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	21 Aug	28 Aug
Communicating assessment results	2000 words	35%	1,2,3	1,2,3,4,5,6	18 Sep	25 Sep
AfL- infused unit of work	3500 words	45%	1,2,3	1,2,3,4,5,6	16 Oct	3 Nov

\*First submission is optional but highly encouraged. The purpose of this submission is to receive teacher feedback. Students will then revise their output based on the feedback provided and then 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"> <li>• How has assessment changed in your learning and teaching context in recent years?</li> <li>• In what ways have your own understandings of, and practices related to, assessment changed and/or need to change?</li> <li>• What factors have caused these changes?</li> <li>• What are the implications of these changes for the relationship between assessment, learning and teaching?</li> <li>• What are the more urgent challenges and issues for you/your colleagues in relation to assessment?</li> </ul> <p>For school leaders, you can use the assessment culture and practices in your school as bases for your reflection.</p> <p><i>*You are required to conduct a self-assessment of your first draft using the rubrics for this task. Submit the results of your self-assessment with your paper through email.</i></p>
Task 2 Communicating assessment results	2,000 words (35%)	<p>You will be given an 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"> <li>• Student</li> <li>• Parents/carers</li> <li>• School heads</li> <li>• Teachers in other classes</li> </ul> <p>The report should contain the following:</p> <ul style="list-style-type: none"> <li>• Description of skills assessed</li> <li>• Reports for student, parents/carers, school heads, teachers in other classes</li> <li>• Explanation for each report – how each report embodies AfL principles and practices <ul style="list-style-type: none"> <li>▪ How did you ensure trustworthiness of each report?</li> <li>▪ Describe your overall approach from marking to writing the report</li> </ul> </li> <li>• Reflection and Conclusion – focus on how you can further improve your practice.</li> </ul>

Assessment	Weighting	Purpose
		<p><i>*You are required to conduct a self-assessment of your first draft using the rubrics for this task. Submit the results of your self-assessment with your paper through email.</i></p>
<p>Task 3 Development of an AfL-infused curriculum unit</p>	<p>3500 words (45%)</p>	<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 related readings. The unit should include:</p> <ul style="list-style-type: none"> <li>• A statement of rationale, purpose, and focus</li> <li>• Details of student learning activities</li> <li>• Details of assessment activities</li> <li>• Details of resources to be used</li> <li>• 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.</li> </ul> <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 first draft using the rubrics for this task. Submit the results of your self-assessment with your paper through email.</i></p>

## 8. 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	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in assessment</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of specific strengths and weakness of assessment processes and systems, including theoretical as well as practical and policy-related issues</li> <li>• clarity and depth of reflection</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research and professional literature on assessment theory to support response</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</li> </ul>					
<b>GENERAL COMMENTS</b>					

**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	(-) —————> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in assessment</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• depth of understanding of measurement principles, concepts and issues.</li> <li>• depth of interpretation of the results of test analysis and specific strengths and weaknesses of the test are discussed</li> <li>• clarity and depth of discussion of the implications for practice.</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• range of research and professional literature on assessment theory and practice to support response</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</li> </ul>					
<b>GENERAL COMMENTS</b>					

**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	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in assessment</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key AfL principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of specific strengths and weakness of assessment processes and systems, including theoretical as well as practical and policy-related issues</li> <li>• clarity and depth of implications/recommendations for improvement</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research and professional literature on assessment theory to support response</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</li> </ul>					
<b>GENERAL COMMENTS</b>					

**Lecturer**

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

**Date**

**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**



## 9. 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**

Assessment Reform Group. 2002. *Assessment for learning: 10 principles*

Black, P. & Wiliam, D. (2001) [Inside the black box: Raising standards through classroom assessment](#).

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%20extranjerias/self%20regulation.pdf](http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjerias/self%20regulation.pdf)

Brookhart, S. M. (2003). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement: Issues and Practice*, 22(4), 5-12. Retrived from [http://datause.cse.ucla.edu/docs/smb\\_dev\\_2003.pdf](http://datause.cse.ucla.edu/docs/smb_dev_2003.pdf)

Clark, I. 2011. Formative assessment and motivation: Theories and themes. *Prime Research on Education*, 1(2),27-36. <http://www.usca.edu/essays/vol142005/woytek.pdf>

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/tlbookchap5\\_2012.pdf](http://otl.curtin.edu.au/local/downloads/learning_teaching/tl_handbook/tlbookchap5_2012.pdf)

Davison, C & Leung, C. (2009) Current issues in english language teacher-based. *Assessment TESOL Quarterly*, 43 (3), 393-415. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/j.1545-7249.2009.tb00242.x/pdf>

Differentiated assessment. Education Alberta. Retrieved from [http://education.alberta.ca/media/1233985/7\\_ch4%20differentiated.pdf](http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf)

Hall, T., Strangman, N., & Meyer, A. (2003). *Differentiated instruction and implications for UDL implementation*. Wakefield, MA: National Centre on Accessing the General Curriculum. [http://aim.cast.org/sites/aim.cast.org/files/DI\\_UDL.1.14.11.pdf](http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf)

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Hendry, G., Armstrong, S., & Bromberger, N. (2011). Implementing standards-based assessment effectively: Incorporating discussion of exemplars into classroom teaching. *Assessment & Evaluation in Higher Education*, 1-13,iFirst Article.  
<http://www.tandfonline.com/doi/pdf/10.1080/02602938.2010.515014>

- Malini Reddy, Y. & Andrade, H (2010) A review of rubric use in higher education, *Assessment & Evaluation in Higher Education*, 35(4), 435-448,  
<http://www.tandfonline.com/doi/pdf/10.1080/02602930902862859>
- Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice*, 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>
- 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>
- Rust, C., Price, M., & O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28(2), 147-164.  
<http://area.fc.ul.pt/en/artigos%20publicados%20internacionais/Improving%20students%20learning.pdf>
- 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222257/DCSF-EPPI-05-08FR.pdf)
- 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>
- Smith, J. K. (2003). Reconsidering reliability in classroom assessment and grading. *Educational Measurement: Issues and Practice*, 22(4), 26-33. Retrieved from  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2003.tb00141.x/pdf>
- Spiller, D. (2009). *Assessment: Feedback to promote student learning*. Teaching Development Office | Wāhanga Whakapakari Ako. The University of Waikato.  
[http://www.waikato.ac.nz/tdu/pdf/booklets/6\\_AssessmentFeedback.pdf](http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf)
- 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>
- 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>
- Popham, W. J. (2009) Assessment literacy for teachers: Faddish or fundamental?, *Theory Into Practice*, 48(1), 4-11. <http://www.tandfonline.com/doi/pdf/10.1080/00405840802577536>
- William, J. G. (2003). Providing feedback on ESL students' written assignments. *The Internet TESL Journal*, 9(10).
- Willis, J. (2009). Assessment for learning: A sociocultural approach. In: Proceedings of : Changing climates : Education for sustainable futures, 30 November - 4 December 2008 , Australia, Queensland, Kelvin Gro. <http://eprints.qut.edu.au/29323/1/29323.pdf>

### **Useful Websites**

- [Assessment and Classroom Learning](http://english.unitechnology.ac.nz/resources/resources/classroom_learning.html),  
[http://english.unitechnology.ac.nz/resources/resources/classroom\\_learning.html](http://english.unitechnology.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>

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- [Assessment as Feedback](http://www.newhorizons.org/strategies/assess/wiggins.htm) , <http://www.newhorizons.org/strategies/assess/wiggins.htm>
- [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](http://dynamicassessment.com/_wsn/page2.html)
- [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](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](http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F)
- [Teacher and Peer Feedback](http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/),  
<http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/>