EDST5443

Assessment for Learning: From Theory to Practice

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Cynthia Raffe	c.raffe@unsw.edu.au			

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will explore 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 your confidence and expertise in using assessment to effectively support student learning.

Course Learning Outcomes

1. Identify, describe and critically evaluate the key assumptions underlying assessment for learning in locally and internationally
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
3. Apply their knowledge and understanding of assessment for learning processes to the evaluation and improvement of assessment situations in their own context

Australian Professional Standards for Teachers

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1,2
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	2
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	2
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	2
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	2
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.	1,2

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
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	1,2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	2
5.5.2	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	2
6.1.2	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	1,2

Teaching Strategies

Teaching strategies and rationale:

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

Thus, teaching strategies used during the course will include:

o   Small online group cooperative learning to demonstrate the use of group structures to address learning and teaching goals;

o   Structured occasions for reflection on learning to allow you to reflect critically on and improve teaching practice;

o   Demonstrate your knowledge and understanding of method content.

o   Other online learning tasks through short test, self-assessment, video, forums, readings and web links on the Moodle.

 All these activities will occur in an online environment that is supportive and inclusive of all learners.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Critical reflection	40%	24/06/2022 05:00 PM	1, 2
2. AfL infused curriculum unit	60%	12/08/2022 05:00 PM	2, 3

Assessment 1: Critical reflection

Due date: 24/06/2022 05:00 PM

Critically reflect on your own assessment practices with reference to course readings.

1500 words

Students will receive written feedback within 10 business days of submission

Additional details

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 **five** 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:

- 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?

For school leaders, you can use the assessment culture and practices in your school as the basis of your reflection.

Assessment 2: AfL infused curriculum unit

Due date: 12/08/2022 05:00 PM

Infuse an existing curriculum unit from your context with the principles and practices of assessment for learning as discussed throughout the course and related readings.

3500 words

Students will receive written feedback within three weeks of submission

Additional details

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:

- 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.

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.

Other alternative assignments may be negotiated.

For Higher Education Students

Kindly see the announcement in Moodle.

RUBRIC/FEEDBACK SHEET
EDST5443 ASSESSMENT FOR LEARNING: FROM THEORY TO PRACTICE
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Assessment Task 1: Critical reflection

Specific Criteria	(-)————————————>(+)				
Understanding of the question or issue and the key concepts involved • 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 critique in response to the task • 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 • Range of research and professional literature on assessment theory to support response					
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation					

Specific Criteria	(-)—————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • 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/recommendations for next time:					

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
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Assessment Task 2: AfL infused curriculum unit

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • 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 critique in response to the task • 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 • Range of research and professional literature on assessment theory and practice to support response					
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions					

Specific Criteria	(-)————————>(+)				
• 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/recommendations for next time:

Recommended: /20 (FL PS CR DN HD)   **Weighting:** 60%

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O week: 23 May - 27 May		
Week 1: 30 May - 3 June	Lecture	**Understanding assessment for learning: Its underlying philosophy and key principles** This session introduces you to 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. You 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. **Key readings** *School Setting* • Assessment Reform Group. 2002. Assessment for learning: 10 principles. Retrieved from http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf

		• 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]() ***Higher Education Context*** • Assessment Reform Group. 2002. Assessment for learning: 10 principles. Retrieved from [http://assessmentreformgroup.files.wordpress.com/2012/01/10principles_english.pdf]() • Boud, D. & Associates (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Sydney: Australian Learning and Teaching Council. [https://www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf]() **Supplementary online lecture (31 May, 6.00-7.30pm) - Link will be emailed.**
Week 2: 6 June - 10 June	Lecture	**Teacher as a student partner: Developing and sharing learning outcomes, success criteria and performance standards (rubrics)** This session focuses on developing learning outcomes, success criteria and performance standards. You will develop your skills on how to develop clear and explicit learning outcomes, identify success criteria and write performance descriptions that are aligned to the learning outcomes. You will critic various strategies used 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. The session will conclude by identifying various ways on how to effectively communicate to students the learning outcomes and rubrics. **Key readings** ***School Setting*** • 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 ***Higher Education Context*** • 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
Week 3: 13 June - 17 June	Lecture	**Teacher as an assessor: Designing and implementing appropriate and trustworthy assessment strategies and tasks** 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. Students will first analyse the characteristics of an effective assessment task by looking at 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.
		In addition, 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. **Key readings** • 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 • 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 • 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 • 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 **Supplementary online lecture (14 June, 6.00pm-7.30pm).**
Week 4: 20 June - 24 June	Lecture	**Teacher as a pedagogy expert: Using assessment and assessment data to plan**

		learning and teaching activities
		This session focuses on the role of the teacher to use a wide range of assessment information to inform teaching and learning activities. You will identify sources of information which are needed to effectively plan a lesson. The session will conclude by outlining ethical standards in assessment.
		Key readings
		• 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 • Differentiated assessment. Education Alberta. Retrieved from http://education.alberta.ca/media/1233985/7_ch4%20differentiated.pdf
	Assessment	Critical reflection
Week 5: 27 June - 1 July	Lecture	**Teacher as a motivator: Using assessment to develop self-regulated and highly motivated learners** This session focuses on using assessment strategies to enhance student motivation. You will analyse various ways to develop a classroom environment that values individual students. Also, you will identify ways to use assessment information to adapt teacher teaching to meet individual learning characteristics. **Key readings** • 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 • 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%20extranjeras/self%20regul

		ation.pdf
		Supplementary online lecture (28 June, 6.00-7.30pm).
Week 6: 4 July - 8 July	Lecture	**Teacher as a data literate professional: Interpreting educational data** 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 for formative purposes. You will analyse assessment data and use the results to inform both learning and teaching. **Key readings** • Mandinach, E. B. & Gummer, E. S. (2016). What does it mean for teachers to be data literate: Laying out the skills, knowledge, and dispositions. Teaching and Teacher Education 60(1), 366-376. http://dx.doi.org/10.1016/j.tate.2016.07.011 • Pierce, R., Chick, H., Les, M., & Dalton, M. (2014). A statistical literacy hierarchy for interpreting educational system data. Retreived form http://aed.sagepub.com/content/early/2014/03/31/0004944114530067.full.pdf • Raffe, C. P. & Loughland, T. (2021). "We're not data analysts": Teachers' perspectives on factors impacting their use of student assessment data. Issues in Educational Research, 31(1), 224-240. http://www.iier.org.au/iier31/raffe.pdf
Week 7: 11 July - 15 July	Lecture	**Teacher as a student partner: Engaging students in self and peer assessment** 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. You will analyse the features of effective student participation in self and peer assessment by discussing several video excerpts of learners undertaking real assessments. After discussion and further input, students will 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.
		Key reading
		• 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
		Supplementary online lecture (12 July, 6.00-7.30pm).
Week 8: 18 July - 22 July	Lecture	**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. You will analyse the characteristics of effective feedback by looking at several video excerpts of teachers giving whole class and individual feedback.
		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 • William, J. G. (2003). Providing feedback

		on ESL students' written assignments. *The Internet TESL Journal, 9*(10).
Week 9: 25 July - 29 July	Lecture	**Teacher as a teacher learner: Building a community of teacher learners** This session focuses on how to build a community of teacher learners. You will identify various ways to use assessment information to identify the effectiveness and appropriateness of your classroom practices. Also, you will engage in self-assessment using the teacher AfL competency framework and will identify your professional development needs both in A*f*L 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 • 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 **Supplementary online lecture (26 July, 6.00-7.30pm).**
Week 10: 1 August - 5 August	Lecture	**Teacher as a stakeholders' partner: Enhancing community's trust and establishing a home-school collaboration** This session focuses on how to establish a continuing dialogue with stakeholders particularly with the parents and the community as a whole. You will identify various strategies to address

| | | each stakeholder's information need to enhance community trust. More importantly, you will develop various strategies to establish a home-school collaboration to support student learning.

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/117689 1.pdf?&acceptTC=true&jpdConfirm=true |

Resources

Prescribed 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.
- William, 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%20extranjeras/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
- 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
- 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
- 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
- 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?s

equence=1
- 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
- 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
- Raffe, C. P. & Loughland, T. (2021). "We're not data analysts": Teachers' perspectives on factors impacting their use of student assessment data. Issues in Educational Research, 31(1), 224-240. http://www.iier.org.au/iier31/raffe.pdf
- 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
- 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
- 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
- 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

- http://english.unitecnology.ac.nz/resources/resources/classroom_learning.html Assessment and Classroom Learning
- http://www.newhorizons.org/strategies/assess/wiggins.htm Assessment as Feedback
- http://www.ou.edu/pii/tips/ideas/feedback2.html Feedback and Assessment: Educative Assessment
- http://dynamicassessment.com/_wsn/page2.html Dynamic Assessment
- http://condor.admin.ccny.cuny.edu/~group4/ Scaffolding Website
- http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1scaf.htm Scaffolding as an instruction technique

- http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F [Scaffolding](#)
- http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F [Schools, Skills and Scaffolding on the Web](#)
- http://www97.intel.com/en/ProjectDesign/InstructionalStrategies/Feedback/ [Teacher and Peer Feedback](#)

Course Evaluation and Development

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

- Resources updated with current research/understanding of assessment to support learning
- Five new lecture videos
- Three new animations
- One new self-assessment tool

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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