

## ASSESSMENT TASK 1

<b>Description/Focus:</b>	Assessing Student Learning and Reflection
<b>Value:</b>	PU
<b>Due Date:</b>	Friday, Week 7
<b>Length:</b>	1500 – 2000 words
<b>Relates Learning Outcomes</b>	1-7

### PURPOSE:

One of the key purposes for assessment is to improve student learning. To improve student learning there must be explicit, targeted, quality teaching. Thus understanding where the students are “at” enables teachers to cater for both individual and group learning. It enables the teacher to provide a learning context that both supports and challenges students (Brady and Kennedy 2009 p 26).

This Assessment task will provide an opportunity for you to assess a sample of student learning and consider the implications for the teaching and learning cycle before you go on placement.

The assignment materials will include a range of samples of student work from Early Years/ Primary/Middle-Senior school in a few different subject areas.

There are two parts to this assignment.

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### TASK OUTLINE:

#### **PART A: Evaluation of a work sample (1000-1200 words)**

Choose **one** sample of work from the set provided:

Use National Curriculum documents (or your local state/territory or school curriculum) to support your evaluation of the work sample. Your assessment of student work should use a range of resources to support your analysis.

**In the first part of this assignment you will need to analyse:**

1. What the student can do or areas of strength in the student’s work
  2. Areas that require remediation identified in the student’s work.
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#### **PART B: Reflection Practice**

##### **Assessment as Learning**

The **second** part to this assignment asks you to reflect on your own learning as you completed Part A.

In Part B of this assignment, consider your learning journey in this course about assessment and reporting. In one or two paragraphs summarise your understanding of the key ideas. Then pose two or more questions you will take to your practical placement. These questions might form part of an investigation while you are working in classrooms and can be used to develop further dialogue with colleagues and mentors about issues of assessment. Explain the relevance of these questions to teaching and learning.

### **SUBMISSION:**

PDF or Word Document upload to ePortfolio – please place link to ePortfolio in Learnline

Criteria	Unsatisfactory	Satisfactory
<b>Part A Evaluation of a work sample</b>	<p>Student strengths are not outlined or there is no evidence to support the claim.</p> <p>There is no reference to relevant learning outcomes and curriculum documents</p> <p>Areas of where outcomes have not been met were not identified or discussed in any detail.</p> <p>Ways to support student achievement of the learning outcomes are not discussed</p>	<p>Student strengths are identified and evidence is provided to support claims regarding student achievement</p> <p>Relevant curriculum learning outcomes and documents have been identified</p> <p>Areas of where outcomes have not been met are identified and discussed.</p> <p>Possible ways to support student achievement of the desired learning outcomes are provided and explained.</p>
<b>Part B Reflection</b>	<p>Reflections on your assessment of the student work sample are not provided or not related to issues raised in this unit.</p> <p>Answers to the questions can be found in the text or are not related to contemporary assessment practices in schools.</p>	<p>Reflections on your assessment of the student work sample demonstrate knowledge of keys ideas and theories on assessment.</p> <p>Questions are insightful and demonstrate an awareness of the complexity of contemporary assessment practices.</p>
<b>Presents work professionally, with clear academic writing and APA referencing style within the word limit.</b>	<p>The following issue(s) are evident in the paper: lacks structure; poor paraphrasing; over reliance on quotes; little evidence paper has been edited; poor expression makes essay difficult to read; terminology inappropriate; no evidence of individual research; no attempt to use APA referencing.</p>	<p>The essay is well structured and ideas are communicated clearly, succinctly and in an academic tone. Sentences are grammatically correct. There is evidence of analysis, explanation and argumentation. The reference list includes relevant scholarly literature beyond the set text. Careful editing and APA referencing is evident throughout.</p>