

*Erin Spring***EDUC 456: Assessment  
Winter 2025**

Land Acknowledgement: *The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

**COURSE DETAILS:**

Start of Classes: January 13, 2025

Last Day of Classes: March 14, 2025

Term Break: February 17-21, 2025

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

## COURSE DESCRIPTION:

Using a problem-based learning approach, this course aims to equip student teachers with assessment literacy that displays their understandings of the definitions, purposes, functions, and principles of different forms of assessment. Through the investigation of assessment problems, pre-service teachers work through key concepts of measurement, testing, balanced assessment, assessment *of* learning, assessment *for* learning, assessment *as* learning, and authentic assessment. Further, they will develop their assessment capacity in the following key aspects: quality assessment and rubric design, evaluation of the quality of performance assessments and rubrics, assessment *for* learning practices, and sound grading and reporting practices.

## LEARNER OUTCOMES:

Students will be knowledgeable about:

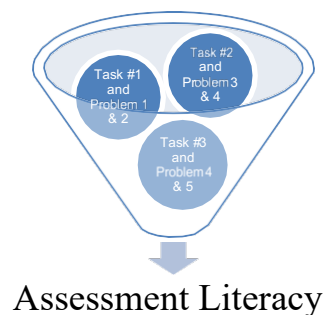
- The key vocabulary, purposes, functions, and principles of different forms of assessment;
- The design principles and features of authentic performance assessments;
- The principles and features of high-quality rubrics;
- The alignment between high quality assessment tasks, rubrics, and assessment *for* learning; and
- The purpose for adopting sound grading and reporting practices.

## COURSE DESIGN AND DELIVERY:

Sections S01 to S11 will be delivered face-to-face on campus with possible engagement in a D2L environment. Sections S30 to S33 will be delivered online using D2L, Zoom and other technologies.

Content: The problems (posted in D2L) that form the basis for this course are organized around real-world issues in assessment. Each of these problems needs to be discussed, analyzed, and debated. All the problems are designed to foster collaboration, provoke discussion, and extend understandings of the contemporary issues in assessment. Students are expected to explore perspectives, to become critically informed from different perspectives, and to appreciate multiple possibilities for practical action in learning and teaching environments. Students need to explore the inquiry beyond the initial response to the preamble and required readings. Further, students need to work with and learn from others as they engage in critical discussion of the assessment issues and reflect on how this impacts teaching and learning.

Course Sequence: This course is set up as a problem-based learning sequence. Each task has a scenario which is elaborated on in the problem sequence from one to five. As seen in the figure below, these are not separate entities, but each task and problem builds towards overall assessment literacy.



## REQUIRED RESOURCES:

Feldman, J. (2024). *Grading for Equity: What it is, why it matters, and how it can transform schools and classrooms*. 2<sup>nd</sup> Edition. Corwin.

For each problem, there is also a further list of required and supplementary readings, as well as resources to support completion of the learning tasks.

The majority of the readings will be available through University of Calgary online resources.

## ADDITIONAL RESOURCES:

It is expected that students will read further in the area of topics identified and discussed in class. Students must be able to access books and journal articles using the University of Calgary Library system. Journal articles are accessible through databases through the University of Calgary library homepage.

## LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course. All three learning tasks require students to submit via Dropbox in D2L by the due dates specified in the course schedule.

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Assessment Terms Video and Reflection Paper	Individual	25%	February 9th, 23:59
Learning Task #2A	Assessments & Rubrics - Critique, Redesign and Discussion ...	Group	40%	March 2nd, 23:59
Learning Task #2B	... with Exemplar Responses	Individual	10%	March 2nd, 23:59
Learning Task #3	Communication of Student Learning	Individual	25%	March 14th, 23:59

Note: All assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT) or other AI tools.

Please note, for group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context. Further grading details are included in the Learning Task Rubrics.

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Problem-Based Topics</b>	<b>Readings and Tasks</b>	<b>Due Dates</b>
Week 1 (Jan. 13 – 17)	What is Assessment? Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	Reading: Feldman (2024) p XXiX - XLIII	
Week 2 (Jan. 20 – 24)	Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	Reading: Feldman (2024) Ch. 1 and Ch. 2	
Week 3 (Jan. 27 – 31)	Problem 2: Assessment for Learning	Reading: Feldman (2024) Ch. 3	
Week 4 (Feb. 3 – 7)	Problem 3: Developing High Quality Assessment Tasks	Reading: Feldman (2024) Ch. 5 and Ch. 6	LT1 Due: February 9th, 23:59
Week 5 (Feb. 10 – 14)	Problem 3: Developing High Quality Assessment Tasks	Reading: Feldman (2024) Ch. 9	
Week 6 (Feb. 17 – 21)	Happy Term Break		
Week 7 (Feb. 24 – 28)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	Reading: Feldman (2024) Ch. 4 and Ch. 11	LT2 Due: March 2nd, 23:59
Week 8 (March 03 – 07)	Problem 5: Grading and Reporting	Reading: Feldman (2024) Ch. 12 and Ch.13	
Week 9 (March 10 – 14)	Problem 5: Grading and Reporting	Reading: Feldman (2024) Ch. 14 and Ch. 15	LT3 Due: March 14th, 23:59

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

All assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).

There are 3 required Learning Tasks for this Course.

**LEARNING TASK 01: Assessment Terms Video and Reflection Paper (Individual, 25%)**

– DUE: February 9th, 23:59

A key foundation of understanding the field of assessment is understanding the terms used in the field. This Learning Task is designed to help you gain the strong working understanding of key assessment terms that will be needed in this course as well as for Learning Tasks Two and Three.

While this learning task is assessed individually, you will be working in groups of 3-4 peers. This group will be the same as the group you will work with in LT02. This Learning Task has three steps.

**Step 1:**

You will be given a set of 5 assessment terms, with each member of your group having a different set of terms. From course material and/or outside sources develop your understanding of what the 5 terms mean and how they are used in the context of K-12 teaching in Alberta. Next you will create a short 5-7 minute video in which you teach the 5 terms and give an example of each being used in the Alberta k-12 context.

**Step 2:**

You will share your video with your group members and all group members will watch and learn from each others' assessment terms teaching video. After this, you will come together in class and as a group discuss the terms, your understandings of them, and how they relate to the Alberta k-12 context. This is an opportunity for peer teaching and feedback. The goal of this step is for all group members to develop a clear understanding of all the terms and how they are used in the Alberta k-12 context.

**Step 3:**

Once you have watched each others' videos and developed a clear understanding of the terms in Step Two you will write a reflection paper on your learning. Please choose two of the terms from each of your group members (if you only have two peers in your group, please choose 3 from each) and write a short paragraph (100 Words +/- 10%) for each term describing what you learnt from your peers' teaching video and in-class discussion and how you now understand what the terms mean and how they each other's relate to the Alberta k-12 context. Please ensure your paper is fully APA formatted.

**Submission:**

A final copy of your work should be submitted to the LT1 Dropbox in D2L.

**Assessment:**

Please see Rubric pages 06-07

**EDUC 456 - LT01 Rubric - Assessment Terms Video and Reflection Paper - (January 2025)**

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (40%)</b>  Assessment Terms Teaching Video	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - All 5 terms fully accurate and comprehensively described / explained to peers - All 5 terms very clearly articulated to peers - All 5 contextualizations very clearly and reasonably situate definitions in an Alberta K-12 context - All 5 contextualizations very strongly add to understanding of the definitions	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - All 5 terms generally accurate and well described / explained to peers - All 5 terms clearly articulated to peers - All 5 contextualizations clearly and reasonably situate definitions in an Alberta K-12 context - All 5 contextualizations strongly add to understanding of the definitions	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Most of the 5 terms generally accurate and somewhat well described / explained to peers - Most of the 5 terms somewhat well articulated to peers - Most of the 5 contextualizations well situate definitions in an Alberta K-12 context - Most of the 5 contextualizations add to understanding of the definitions	Meets all Novice criteria and some Apprentice criteria	- Some of the 5 terms somewhat accurate and somewhat well described / explained to peers  - Some of the 5 terms somewhat well articulated to peers  - Some of the 5 contextualizations situate definitions in an Alberta K-12 context  - Some of the 5 contextualizations add to understanding of the definitions	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 2 (40%)</b>  Reflection Paper	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - All 6 reflection paragraphs very well describe learning that took place from peers' video and in-class learning - All 6 reflection paragraphs very well show an accurate personal understanding of the terms - All 6 reflection paragraphs very well show understanding of how the terms relate to the Alberta k-12 context	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - All 6 reflection paragraphs well describe learning that took place from peers' video and in-class learning - All 6 reflection paragraphs well show an accurate personal understanding of the terms - All 6 reflection paragraphs well show understanding of how the terms relate to the Alberta k-12 context	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Most of the 6 reflection paragraphs well describe learning that took place from peers' video and in-class learning - Most of the 6 reflection paragraphs show a personal understanding of the terms - Most of the 6 reflection paragraphs show understanding of how the terms relate to the Alberta k-12 context	Meets all Novice criteria and some Apprentice criteria	- Some of the 6 reflection paragraphs describe learning that took place from peers' video and in-class learning  - Some of the 6 reflection paragraphs show a personal understanding of the terms  - Some of the 6 reflection paragraphs show understanding of how the terms relate to the Alberta k-12 context	Meets some but not all Novice criteria	Does not meet any Novice criteria

<b>Criteria 3 (20%)</b>  Teaching Video and Written Refection Paper: Presentation, Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Submission fully adheres to all length and / or word count guidelines - Teaching video quality has no negative impact on content understanding - Paper is very well and clearly organized - There are few to no writing or proofreading errors - Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Submission occasionally misses length and / or word count guidelines and only to a minor extent - Teaching video quality has only minor negative impact on content understanding - Paper is well and clearly organized - There are few writing or proofreading errors - Any errors that exist have not more than a minimal impact on understanding - There are only minor errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Submission misses some length and / or word count guidelines or does so to a significant extent - Teaching video quality has some negative impact on content understanding - Paper is somewhat clearly organized - There are some writing or proofreading errors that have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Submission misses many length and / or word count guidelines or does so to a very significant extent - Teaching video quality has significant negative impact on content understanding - Paper shows some organization - There are writing or proofreading errors that have significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

**LEARNING TASK 02: Assessments & Rubrics - Critique, Redesign and Discussion (Group, 40%) with Exemplar Responses (Individual 10%) – DUE: March 2nd, 23:59**

This Learning Task has two parts:

- a. The larger Part A is a group work assignment (40%) where students will work together to choose an assessment and then critique and redesign it before discussing the redesigned assessment.
- b. The smaller Part B is an individual assignment (10%) where students will each create two exemplar responses to the redesigned assessment.

**For Part A:**

Working in the small groups (3-4 members) as in LT01, your group members will select an existing assessment and its associated rubric. You may choose from a single subject or an interdisciplinary project. One good source is for finding assessments with rubrics relevant to the Alberta k-12 context is the Alberta Assessment Consortium (AAC) website (<https://aac.ab.ca/>). You have access to this resource using your UCalgary username and password.

Once you have selected an assessment and its associated rubric, your group will first review and critique the assessment and its rubric. While this review and critique will be based on course contents and readings, you should also bring in sources and arguments from outside the course readings. Next your group will redesign the assessment and its rubric to improve it and address as many of your critiques as you are able to address. Once the redesign is complete your group will then discuss the redesign of the assessment and its rubric, highlighting improvements and discussing any remaining issues.

**Learning Task 2 - Part A - Sections and Steps:**

1. After selecting an assessment and rubric, provide a thorough critique of the material using Newmann and Associates' (1996) criteria for authentic intellectual quality, Arter and Chappuis' (2006) MetaRubric and other sources as needed. Please ensure you address both strengths and weaknesses of the material.
2. With annotations on the assessment document and rubric, utilize the readings and resources in Problems 3 and 4 to strengthen your critique.
3. Redesign the assessment and its associated rubric. Please ensure the redesign is fully formatted and ready for potential student use.
4. In a discussion of your redesigned assessment and rubric, reapply Newmann and Associates (1996), Arter and Chappuis' (2006), and other sources as needed to the redesigned material. Please ensure you address both strengths and any remaining weaknesses. In doing so, please ensure you also address the following questions.
  - a. How does the task assess disciplinary knowledge?
  - b. How does the task promote quality teaching and learning?
5. With annotations on the assessment document and rubric, utilize the readings and resources in Problems 3 and 4 to add to your redesign arguments and justification.

For Part A your group will submit 5 items to D2L:

1. Critique of Original Assessment Instrument and Rubric (#1 above) (1500 words +/- 10%)
2. Original Assessment Instrument and Rubric with Annotations (#2 above)
3. Revised Assessment Instrument and Rubric without Annotations (#3 above – Student Proof Version)
4. Discussion of Revised Assessment Instrument and Rubric (#4 above) (1500 words +/- 10%)
5. Revised Assessment Instrument and Rubric with Annotations (#5 above)



**For Part B:**

Working alone you will complete and submit two exemplar student responses to the revised assessment from Part A. This response will be written from a student's perspective as if they have just completed the assessment. Please write these exemplars at two different levels of performance.

Later, this response will be shared with your group and form a small corpus of materials needed for LT03. Due to this, it would be ideal if your group could coordinate such that student responses exemplify a range of ability levels.

**Submission:**

Please ensure all submissions are fully APA formatted. Your group's final submission (Part A) should be organized corresponding to the Sections described above and submitted to the LT2 Part A Dropbox in D2L. Your individual submission (Part B) should be submitted to the LT2 Part B Dropbox in D2L

**Assessment:**

Please see Rubric pages 10-11

**EDUC 456 - LT 02 Part A - Rubric - Assessment & Rubrics: Critique, Redesign, and Discuss (January 2025)**

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (30%)</b>  Critique of the Original Performance Assessment and Rubric	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Newmann (1996) and Arter and Chappuis (2006) very well used to critique original assessment - Additional resources very well used to critique original assessment - Annotations from Problems 3 and 4 very well used to strengthen critique - Overall critique is very well balanced, highlighting both strengths and weaknesses	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Newmann (1996) and Arter and Chappuis (2006) well used to critique original assessment - Additional resources well used to critique original assessment - Annotations from Problems 3 and 4 well used to strengthen critique - Overall critique is well balanced, highlighting both strengths and weaknesses	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Newmann (1996) and Arter and Chappuis (2006) somewhat used to critique original assessment - Additional resources used to critique original assessment - Annotations from Problems 3 and 4 somewhat used to strengthen critique - Overall critique is somewhat balanced, highlighting some strengths and weaknesses	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Newmann (1996) and Arter and Chappuis (2006) little used to critique original assessment - No additional resources used - Annotations from Problems 3 and 4 little used to strengthen critique - Overall critique is not balanced and / or highlights few strengths and / or weaknesses	Meets some but not all Novice criteria	Does not meet any Novice criteria
	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Newmann (1996) and Arter and Chappuis (2006) very well used to discuss redesigned assessment - Additional resources very well used to discuss redesigned assessment - Annotations from Problems 3 and 4 very well used to discuss redesigned assessment - Overall discussion is very well balanced, highlighting both strengths and remaining weaknesses	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Newmann (1996) and Arter and Chappuis (2006) well used to discuss redesigned assessment - Additional resources well used to discuss redesigned assessment - Annotations from Problems 3 and 4 well used to discuss redesigned assessment - Overall discussion is well balanced, highlighting both strengths and remaining weaknesses	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Newmann (1996) and Arter and Chappuis (2006) somewhat used to discuss redesigned assessment - Additional resources used to discuss redesigned assessment - Annotations from Problems 3 and 4 somewhat used to discuss redesigned assessment - Overall discussion is somewhat balanced, highlighting some strengths and remaining weaknesses	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Newmann (1996) and Arter and Chappuis (2006) little used to discuss redesigned assessment - No additional resources used - Annotations from Problems 3 and 4 little used to discuss redesigned assessment - Overall discussion is not balanced and / or highlights few strengths and / or weaknesses	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 2 (40%)</b>  Discussion of the Redesigned Performance Assessment and Rubric													

<b>Criteria 3 (10%)</b>  Ability of Redesign to Assess Disciplinary Knowledge, and Promote Quality Teaching and Learning	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Submission very clearly shows how redesign assesses disciplinary knowledge - Submission very clearly shows how redesign promotes quality teaching and learning	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Submission clearly shows how redesign assesses disciplinary knowledge - Submission clearly shows how redesign promotes quality teaching and learning	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Submission somewhat shows how redesign assesses disciplinary knowledge - Submission somewhat shows how redesign promotes quality teaching and learning	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Submission shows little of how redesign assesses disciplinary knowledge - Submission shows little of how redesign promotes quality teaching and learning	Meets some but not all Novice criteria	Does not meet any Novice criteria
	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofreading errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofreading errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofreading errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

**EDUC 456 - LT 02 - Part B - Rubric - Exemplar Student Response - (January 2025)**

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (100%)</b>  Exemplar Student Response	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - 2 exemplar student responses of different grade level submitted - Both exemplar student responses very well developed and consistent with different levels of performance	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - 2 exemplar student responses of different grade level submitted - Both exemplar student responses well developed and consistent with different levels of performance	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - 2 exemplar student responses submitted - Both exemplar student responses somewhat consistent with different levels of performance	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - 2 exemplar student responses submitted - At least one exemplar student responses somewhat consistent with different levels of performance	Meets some but not all Novice criteria	Does not meet any Novice criteria

**LEARNING TASK 03: Communication of Student Learning (Individual, 25%)**

– DUE: March 14, 23:59

It is important for future teachers to understand the methods of and reasoning behind communicating student achievement and progress. With a focus on equitable assessment practices, for this task you will build from LT2 and individually use your group's corpus of exemplars to show your learning from this course. The purpose of this assignment is to draw upon LT2 to reflect on the quality of the assessment and then consider how you would communicate the assessment results to stakeholders.

You will do this by:

1. Gathering your group's student response exemplars from LT02 to form a corpus of work
2. Positioning yourself as an educator in the context of your LT02 assessment and rubric, use these 6-8 student response exemplars to reflect on your assessment and rubric

As you position yourself as an educator in this context, please respond to the following questions in LT03:

- a. How would your 'vision' or beliefs around assessment inform how you look at this assessment and its outcomes?
- b. Are there further areas of the assessment you would redesign or adjust upon reflection?
- c. What are some key considerations when implementing or using this assessment?
- d. Based on a to c above, what are the limits of would you be able to say or not say to stakeholders – what does the evidence from the assessment tell you and not tell you – about those who took the assessment?
- e. How would you communicate student learning with students and other stakeholders?
- f. How could you use this assessment to inform your instruction and subsequent assessment practices?

For the questions above, you will write a report outlining your responses. You may use the questions as headings or write your report as a wholistic paper. You are encouraged you to use the concepts, vocabulary, and key themes from across the course to show your learning in this summative assessment.

Your report should be 1500 words (+/- 10%) and follow all APA requirements.

**Submission:**

A final copy of your work should be submitted to the LT3 Dropbox in D2L.

**Assessment:**

Please see Rubric pages 13-14

**EDUC 456 - LT03 Rubric - Communication of Student Learning - (January 2025)**

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (30%)</b>  Consideration of Design, Implementation and Use	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Very clear personal vision of assessment articulated - Vision very well used to reflect on assessment and outcomes - Very clear reflection on need for further redesign / adjustment of assessment - Very clear reflection on implementation consideration	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Clear personal vision of assessment articulated - Vision well used to reflect on assessment and outcomes - Clear reflection on need for further redesign / adjustment of assessment - Clear reflection on implementation consideration	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Somewhat clear personal vision of assessment articulated - Vision somewhat used to reflect on assessment and outcomes - Somewhat clear reflection on need for further redesign / adjustment of assessment - Somewhat clear reflection on implementation consideration	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Some personal vision of assessment articulated - Some vision used to reflect on assessment and outcomes - Some reflection on need for further redesign / adjustment of assessment - Some reflection on implementation consideration	Meets some but not all Novice criteria	Does not meet any Novice criteria
	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Very clear discussion on communication of results to students - Very clear discussion on communication of results to stakeholders - Very clear discussion on the limits of what the assessment results do / do not give evidence for - Very clear discussion of assessment and results in relation to AaL, AoL, AfL	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Clear discussion on communication of results to students - Clear discussion on communication of results to stakeholders - Clear discussion on the limits of what the assessment results do / do not give evidence for - Clear discussion of assessment and results in relation to AaL, AoL, AfL	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Somewhat clear discussion on communication of results to students - Somewhat clear discussion on communication of results to stakeholders - Somewhat clear discussion on the limits of what the assessment results do / do not give evidence for - Somewhat clear discussion of assessment and results in relation to AaL, AoL, AfL	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Some discussion on communication of results to students - Some discussion on communication of results to stakeholders - Some discussion on the limits of what the assessment results do / do not give evidence for - Some discussion of assessment and results in relation to AaL, AoL, AfL	Meets some but not all Novice criteria	Does not meet any Novice criteria

<b>Criteria 3 (20%)</b>  Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b>  - Submission is very well and clearly organized  - Ideas are very clearly communicated  - Submission fully adheres to all length and / or word count guidelines  - There are few to no writing or proofreading errors. Any errors that exist do not impact understanding  - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b>  - Submission is clearly organized  - Ideas are clearly communicated  - Submission occasionally misses length and / or word count guidelines and only to a minor extent  - There are few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding  - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b>  - Submission shows some organization  - Ideas are somewhat clearly communicated  - Submission misses some length and / or word count guidelines or does so to a significant extent  - Writing or proofreading errors have some impact on understanding  - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b>  - Submission shows little organization  - Ideas are not communicated with overall clarity  - Submission misses many length and / or word count guidelines or does so to a very significant extent  - Writing or proofreading errors have a significant impact on understanding  - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

## EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:  
<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date. Late submissions not discussed with the instructor prior to the due date will receive a zero.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

## ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for

completion.



**GRADING:**

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

**Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreh>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies  
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

**Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

**Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>**

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).