**UNIVERSITY OF CALGARY**

*Erin Spring*

### EDUC 569 S01: Assessment as Learning in K–12
### Winter, 2025

**Land Acknowledgement:** *We acknowledge that the University of Calgary is located on the traditional territories of the Treaty 7 peoples of Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, the Piikani, and the Kainai First Nations), 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). In the spirit of reconciliation, we honor and respect the diverse history, languages, and cultures of all Indigenous peoples who continue to enrich our community.*

**Class Dates:** January 13 to February 12, 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 Policy:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:
This course aims to equip Year 2 student teachers with assessment literacy focusing on deepening their understandings of the definitions, purposes, functions, and principles of assessment *for* and *as* learning (aka formative assessment). Through the investigation of assessment problems, student teachers work through key concepts of assessment task design, rubric development, e-portfolios, and assessment for and as learning (AfL and AaL) strategies for K–12 classroom. Further, they will develop their AfL and AaL capacity in the following key aspects: explicit sharing of performance standards and success criteria through well-designed rubrics, effective questioning, feedback literacy, self-assessment, and peer assessment. Student teachers will be empowered by their peers and the instructor to become reflective practitioners in classroom formative and summative assessments.

## LEARNER OUTCOMES:

Students will be knowledgeable about:

- the definitions, purposes, functions, principles, and practices of assessment *for* and *as* learning;
- the design principles, features, and implementation of formative assessment to improve instructional practice
- and student learning;
- the design principles, features, and use of high quality rubrics that promote assessment *for* and *as* learning;
- the alignment between high quality assessment tasks, rubrics, and assessment *for* and as learning
- the design of a repertoire of assessment *for, as, and of* learning strategies for practical applications in K–12 classrooms.

**COURSE DESIGN AND DELIVERY:** This course will be delivered via Zoom. Desire2Learn (D2L), a learning management system, will be used for communication, sharing of readings and resources, initial submission of draft learning tasks for formative feedback (i.e., from peers and the instructor), and final submission of completed.

## REQUIRED RESOURCES:

Alberta Assessment Consortium. https://aac.ab.ca/learn/go/formative-assessment/

Dann, R. (2014) Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice, 21*(2), 149–166. https://doi.org/10.1080/0969594X.2014.898128

Earl, L. (2003) *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6261769

Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh, *Improving teachers' assessment literacy (pp. 34–48)*. Pearson. *Post PDF on D2L or Leganto*

Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. EDUCAUSE Learning Initiative. https://library.educause.edu/-/media/files/library/2005/1/eli3001-pdf.pdf

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation, 37*(1), 3–14. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0191491X11000149

## ADDITIONAL RESOURCES:

The instructor may add supplementary readings and/or resources to meet individual student teachers' needs.

## LEARNING TASKS OVERVIEW

| LEARNING TASK | DESCRIPTION OF LEARNING TASK | GROUP /INDIVIDUAL | WEIGHT | DUE DATE |
|---|---|---|---|---|
| Learning Task 1 | Reflection as Assessment as Learning | Individual | 50% | January 26 |
| Learning Task 2 | Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices | Group/Individual | 50% | February 12 |

**WEEKLY COURSE SCHEDULE:**

| Date | Topic | Readings and Tasks | Due Dates |
|---|---|---|---|
| Jan 13-19 | • Introduction<br>• Revisiting Classroom Assessment Concepts | Earl (2003)<br>Koh, K. (2011) *(pp. 34–48)* | |
| Jan 20-26 | Assessment for Learning (AfL) | Wiliam (2011).<br>Submit LT1 | **Jan 26** |
| Jan 27-Feb 2 | Assessment as Learning (AaL) | Dann, R. (2014) | |
| Feb 3-9 | Designing and Developing an Assessment Toolkit for AfL, AaL, and AofL Practices – Part I | Alberta Assessment Consortium Online Resources<br>Lorenzo and Ittelson (2005) | |
| Feb 10-12 | Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices – Part II | Alberta Assessment Consortium Online Resources<br>Submit LT2 | **Feb 12** |

**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**

There are two required Learning Tasks for this course.

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APA 7 style for citation and reference is expected for all assignments completed in this course. Please refer to the library citation tools & resources – https://library.ucalgary.ca/guides/education-apa

## 1. LEARNING TASK 1: *Reflection as Assessment as Learning - DUE: January 19*

This learning task serves as a sequel to EDUC 456 Assessment and a complement to EDUC 556 Professional Development and Lifelong Learning. As a prospective teacher or educational researcher, please select one of the learning tasks or artifacts in the BEd program that you value most and reflect on how your completion of the learning task transforms your thinking about assessment and student learning. Please write your individual reflection paper in APA 7 format (Times New Roman 12-pt font, double space 3–5 pages). Please include at least five citations to support your work. Full rubrics will be discussed in class and made available on D2L.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- Content
- In-depth analysis
- Connections to the real world
- Academic writing

## 2. LEARNING TASK 2: enter title – DUE: Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices– DUE: February 12

In this learning task, you are required to design and develop an assessment toolkit for AfL, AaL, and AoL practices in your teaching subject. Building on the lesson plan in your Specialization II, your assessment toolkit should include AfL and AaL strategies along with AoL (a balance between formative assessment and summative assessment). You may choose to work individually or work in a small group (2–3 members). Ideally, you should be able to design and develop your assessment toolkit digitally using an online platform (e.g., Google Docs.) of your choice. Full rubrics will be discussed in class and made available on D2L.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- Content
- Alignment between learning outcomes and assessment strategies
- Reflection
- Presentation
- Collaboration (group work)

### 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.** 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. Late assignments might be subject to a penalty in the grade.

### 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.

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**GRADING:**

Note that a grade of A+, according to the description below, must stand out in terms of quality and content, going beyond expectations.

| 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-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

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 unauthorised 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.

**Werklund SU Representative** is Tracy Dinh, educrep@su.ucalgary.ca.