AB

EDUC 456: Assessment
Winter, 2024

Start of Classes: January 8, 2024
Last Day of Classes: March 8, 2024
Term Break: February 18-24, 2024

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 course.

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

COURSE DESIGN AND DELIVERY:

This course will be facilitated in person/on campus. Content wise, 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 (i.e. the knowledge, understanding and application of assessment in teaching and learning).

Developing Pre-service Teacher
Assessment Literacy
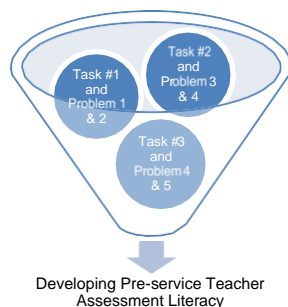
REQUIRED READINGS:

Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Sage. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21688759790004336

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 the University of Calgary online catalogue.

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.

USE OF TECHNOLOGY:

The nature of the course requires students to have basic competency in using word processing, e-mailing and Internet resources. Rules of netiquette must be respected and followed.

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, and final submission of completed learning tasks for evaluation. To access the course materials, go to https://d2l.ucalgary.ca/ Users are required to enter your University of Calgary IT username and password.

LEARNING TASKS OVERVIEW

LEARNING TASK	NAME OF LEARNING TASK	PERCENT OF FINAL GRADE
Learning Task #1	Collaborative Assessment Glossary (Individual) Due Date: January 30, 2024 23:59	20%
Learning Task #2	Performance Assessment & Rubrics: Review, Critique and Redesign (Group) Due Date: February 16, 2024, 23:59	35%
Learning Task #3	Communication of Student Learning: Response and Analysis (Individual) Due Date: March 7, 2024, 23:59	45%

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

WEEKLY COURSE SCHEDULE:

Date	Problem-Based Topics	Important Dates
Week 1 (Jan. 8–12)	What is Assessment? Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose Reading: Feldman (2019) pXV-XXVIII	
Week 2 (Jan. 15–19)	Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	
Week 3 (Jan. 22–26)	Problem 2: Assessment for Learning	LT1 Due: January 30, 23:59
Week 4 (Jan. 29–Feb. 2)	Problem 3: Developing High Quality Assessment Tasks	
Week 5 (Feb. 5–9)	Problem 3: Developing High Quality Assessment Tasks	
Week 6 (Feb. 12–16)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	LT2 Due: February 16, 23:59
February 18-24	Happy Term Break	
Week 7 (Feb. 26–Mar. 1)	Problem 5: Grading and Reporting	
Week 8 (Mar. 4–8)	Problem 5: Grading and Reporting	LT3 Due: March 7, 23:59

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations.

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. Depending on arrangements with instructors, students may also submit drafts of their work a few days earlier than the due dates for formative feedback. Marks will only be given to the final version of submitted work.

1. **Learning Task 1: Assessment Glossary and Infographic (Individual, 20%) – DUE: January 30, 23:59**

This task facilitates your ability to engage with essential terms in the field of classroom assessment, particularly in K-12 teaching and learning contexts in Alberta. Working individually, you will research relevant assessment terms, use your understanding of these terms to create an infographic or framework that visualizes your understanding of these terms, and then use that infographic to educate your peers as part of a peer feedback exercise.

Step 1: Form a group of 4-5 students who will support you during your learning in this course. This is the same group that you will work with during Learning Task 2. While Learning Task 1 is completed and graded individually, you will share a draft of your Learning Task 1 with your peers for peer feedback as part of Step 6.

Step 2: Review the list of assessment terms posted in D2L. From this list, select 7 terms that you would like to learn more about as part of your growing knowledge of classroom assessment.

Step 3: Using our course's required and recommended readings, the Alberta Assessment Consortium (AAC) website (https://aac.ab.ca/), the Alberta Education website (https://www.alberta.ca/education.aspx), and other professional or peer-reviewed sources, research each of the 7 terms you selected to develop your understanding of what these terms mean in the context of K-12 teaching in Alberta.

Step 4: For each of the 7 terms, write a comprehensive definition that clearly explains and defines the term in your own words. Each definition should include a specific context example that describes how this assessment term is relevant to K-12 teachers in Alberta, with particular attention to the ideas of assessment for, as, and of learning. Please ensure your definitions and context examples are fully referenced and cited according to the APA 7 guidelines.

Step 5: Use your 7 definitions and context examples to create an infographic or framework that visualizes your understanding of these terms. Your infographic should reflect your current understanding of these assessment terms in relation to the ideas of assessment for, as, and of learning.

Step 6: Meet with your group to discuss your terms and the infographics you have created. This is an opportunity for peer education (What terms did you select? What do they mean? Why are they important) and peer feedback (Are your definitions accurate and comprehensive? Is your infographic clear and informative? How might they be improved?).

Step 7: Revise your definitions, examples, and infographic based on your peers' feedback and your growing understanding of classroom assessment. Submit the final version of your Assessment Glossary and Infographic to the D2L assessment drop box by **23:59 on January 30, 2024**.

Learning Task 1 Assessment: Please see the rubrics on pages 6-10

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UNDERGRADUATE PROGRAMS IN EDUCATION

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Standard/Outcome #1: Define and contextualize essential processes and practices in the field of classroom assessment within K-12 teaching and learning contexts in Alberta.

Standard/Outcome #2: Visually summarize your personal understanding of assessment processes and practices related to assessment *for*, *as*, and *of* learning.

Standard/Outcome #3: Engage in peer and self-assessment processes that provide evidence of reflection upon strengths and areas for growth within one's own and others' learning, leading to application of feedback for improving classroom assessments and its rationales.

Table 1. 4-Point Mastery-Based Rubric (Individual)

Criteria	Beginning 1	Developing 2	Proficient 3	Mastery 4
Defining & Contextualizing Assessment Terms (Assessment Glossary)	-Definitions of assessment terms are provided, but clear definition and explanations are lacking, and are not communicated in student's own words. -Definitions do not reflect specific context examples that are related to K-12 teachers in Alberta; and they are not referenced in connection to assessment *of, for,* and *as* learning. -Definitions and context examples are referenced but lack connection to in-class sources and do not follow APA 7 guidelines.	-Definitions of assessment terms are provided, but further clarity of definitions and explanations are required; definitions are communicated in student's own words most of the time. -Definitions reflect some specific context examples that are related to K-12 teachers in Alberta; many terms require stronger connections to assessment *of, for,* and *as* learning. -Definitions and context examples are referenced from in-class/outside sources; APA 7 guidelines are not followed.	-=Clearly explain and define each term in students' own words. -Most of the definitions include a specific context example that effectively describes how the assessment term is applicable and relevant to K-12 teachers in Alberta, with particular attention to the ideas of assessment *for*, *as*, and *of* learning. -Definitions and context examples for the most part, are accurately referenced from in-class and outside sources and cited using APA 7 guidelines.	-Comprehensive definitions clearly explain and define each term in students' own words providing student's own personal connections and examples. -Each definition includes a specific context example that clearly and fully describes how the assessment term is applicable and relevant to K-12 teachers in Alberta, with particular attention to the ideas of assessment *for*, *as*, and *of* learning. Relevant comparisons/differences between terms are also provided. -Definitions and context examples are accurately and expertly referenced from in-class and outside sources and cited using APA 7 guidelines.

Summarizing and Visualization of Assessment Terms (Infographic)	-Student designs an infographic or framework but does not provide a coherent or clear perspective or understanding that is communicated visually or holistically. -Infographic or framework requires a stronger visual reflection as to how the student's assessment terms are connected to assessment *for*, *as*, and *of* learning.	-Student designs an infographic or framework that provides a basic visual understanding. Further holistic connections are required. -Infographic or framework requires a stronger visual reflection as to how the student's assessment terms are connected to assessment *for*, *as*, and *of* learning.	-Definitions and context examples are summarized visually within an infographic or framework, providing effective and holistic understanding of the student's perspective. -The Infographic or framework effectively reflects a clear and cohesive understanding of chosen assessment terms in relationship to assessment *for*, *as*, and *of* learning.	-Definitions and context examples are summarized visually within an infographic or framework, providing a clear and holistic understanding of the student's perspective that also includes complexity and multiple perspectives. -The Infographic or framework effectively reflects a clear and cohesive understanding of chosen assessment terms in relationship to assessment *for*, *as*, and *of* learning, and shows thoughtful evidence of similarities and differences between these terms.
Self-Assessment Feedback	-The self-assessment feedback on the single-point rubric provides some basic notes related to student's own strengths and areas for growth but does not use evidence or examples.	-The self-assessment feedback on the single-point rubric provides some basic notes related to student's own strengths and areas for growth, but evidence and examples need to be more specific andreflective .	-The self-assessment feedback on the single-point rubric provides accurate and detailed examples of the student's own strengths and areas for growth compared to the "proficient" criteria for the Assessment Glossary and Infographic	-The self-assessment feedback on the single-point rubric provides accurate and detailed examples of the student's own strengths and areas for growth compared to the "proficient" criteria for the Assessment Glossary and Infographic. The self-assessment also provides resources and actionable evidence for improvement; strong student agency is evident.
Peer Assessment Feedback	-Within the single-point rubric, the student has **not** provided **and** received feedback to/from at least one other peer. -Student needs to provide an explanation of how the feedback from peers was utilized and implemented to revise their Assessment Glossary and Infographic	-Within the single-point rubric, the student has **not** provided **and** received feedback to/from at least one other peer. -Student needs to provide a more descriptive explanation of how the feedback from peers was utilized and implemented to revise their Assessment Glossary and Infographic	-Within the single-point rubric, the student has **provided and received** feedback to/from at least one other peer. -Student provides a detailed explanation of how the feedback from peers was utilized and implemented to revise their Assessment Glossary and Infographic.	-Within the single-point rubric, the student has **provided and received** feedback to/from at least one other peer. -Student provides a clear and detailed explanation of how the feedback from peers was utilized and implemented to revise their Assessment Glossary and Infographic. Explicit examples related to the rationales for accepting or rejecting peer feedback, along with specific actionable items and resources

				for supporting improvement is also detailed.
TOTAL /20				

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Table 2. Single-Point Rubric (Peer and Self Assessment)

Evidence of Working Towards Proficiency		Proficient (3) Meeting Standard Goals	Evidence of Mastery (Exceeding Proficiency)	
Self	Peer	Assessment Glossary	Self	Peer
		I can write comprehensive definitions that clearly define and explain each assessment term in my own words. For each assessment definition, I can effectively describe a specific context example that clearly exemplifies how the assessment term is applicable and relevant to K-12 teachers in Alberta, with particular attention to the ideas of assessment *for*, *as*, and *of* learning. I can write full and accurate references from in-class and outside sources and apply APA 7 guidelines effectively.		

Self	Peer	Infographic	Self	Peer
		I can summarize definitions and context examples that visually exemplifies an effective and cohesive understanding of essential assessment processes and practices within the K-12 school context. I can visually represent a clear and cohesive understanding of my chosen assessment terms in relationship to assessment *for*, *as*, and *of* learning, within my infographic/framework.		

1. **I have provided Peer Feedback to: (Name of student)**

2. **I have received Peer Feedback from: (Name of student)**

3. **Describe how you have considered and revised your definitions, examples, and infographic based on your peers' feedback and your growing understanding of classroom assessment.**

2. **LEARNING TASK 2: Assessment & Rubrics: Review, Critique, Redesign and
    Exemplar Student Assessment Response (Group, 35%) – DUE: February 16, 23:59**

Working in a small group (4–5 members), your group members will select an existing assessment and its associated rubric. You may choose from a single subject or an interdisciplinary project. Please see D2L for some potential assessments and rubrics. You may also access the Alberta Assessment Consortium website using your UCalgary username and password to find a wider range of assessments with rubrics.

Once you have selected an assessment and its associated rubric, your group will first review and critique the assessment and its rubric. Next your group will engage in a redesign to improve the assessment and its rubric. Once the redesign is complete, each group member will individually produce an exemplar student response to the assessment. Lastly, your group will discuss the redesign of the assessment and its rubric.

Learning Task 2 - Sections and Steps:

Provide a brief overview (1 paragraph / 200 words) of the assessment and its rubric.
Provide a thorough critique of the assessment and its rubric using Newmann and Associates' (1996) criteria for authentic intellectual quality and Arter's (2012) MetaRubric. Please ensure you address both strengths and weaknesses of the assessment and rubric.
With annotations to the assessment document and rubric, utilize the readings and resources in Problems 3 and 4 to strengthen your critique.
Redesign the assessment and its associated rubric. Please ensure the redesign is ready for student use, and ready to hand out to students and parents.
Reapply Newmann and Associates (1996) and Arter (2012) to the assessment and associated rubric. Please ensure you address both strengths and any remaining weaknesses. In doing so, please also ensure you address the following questions.
   a.   How does the task assess disciplinary knowledge?
   b.   How does the task assess the Ministerial competencies?
   c.   How does the task promote quality teaching and learning?
With annotations to the assessment document and rubric, utilize the readings and resources in Problems 3 and 4 to add to your redesign arguments and justification.
Individually, each group member produces an exemplar student response to the assessment.
   d.   Include these exemplars in your file submission to D2L.

For this learning task, please use annotations within the assessment document and rubric to highlight your learning process and understanding of what a performance task is, as well as how it relates to the glossary terms from LT1.

Your group's final submission should be organized and submitted corresponding to Sections described above (Steps 4 and 5 are activities reflected in Sections 7 and 8). A final copy of your work must be submitted to the LT2 Dropbox in D2L by **23:59 February 16th, 2024**.

Learning Task 2 Assessment: Please see Rubric pages 11-12

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CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Table 3. Rubric - Performance Assessment & Rubrics: Review, Critique and Redesign and Exemplar Response (Group)

	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
Criteria 1 (30%) Critique of the Original Performance Assessment and Rubric	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Newmann (1996) and Arter (2012) 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	**Practitioner** - Newmann (1996) and Arter (2012) 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	**Apprentice** - Newmann (1996) and Arter (2012) somewhat 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	**Novice** - Newmann (1996) and Arter (2012) little used to critique original assessment - 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
Criteria 2 (30%) Discussion of the Redesigned Performance Assessment and Rubric	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Newmann (1996) and Arter (2012) 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	**Practitioner** - Newmann (1996) and Arter (2012) 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	**Apprentice** - Newmann (1996) and Arter (2012) somewhat 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	**Novice** - Newmann (1996) and Arter (2012) little used to discuss redesigned assessment - 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
Criteria 3 (20%)			**Expert**			**Practitioner**			**Apprentice**		**Novice**		

Criteria	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice	Meets all Novice criteria and some Apprentice criteria	Novice	Meets some but not all Novice criteria	Does not meet any Novice criteria
Ability of Redesign to: - Assess Disciplinary Knowledge - Assess Ministerial Competencies - Promote Quality Teaching and Learning	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Submission very clearly shows how redesign assesses disciplinary knowledge - Submission very clearly shows how redesign assesses competences - 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	- Submission clearly shows how redesign assesses disciplinary knowledge - Submission clearly shows how redesign assesses competences - 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	- Submission somewhat shows how redesign assesses disciplinary knowledge - Submission somewhat shows how redesign assesses competences - Submission somewhat shows how redesign promotes quality teaching and learning	Meets all Novice criteria and some Apprentice criteria	- Submission shows little of how redesign assesses disciplinary knowledge - Submission shows little of how redesign assesses competences - Submission shows little of how redesign promotes quality teaching and learning	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (10%) Evidence of Group Communication and Collaboration	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**- Expert** - Evidence of very strong communication throughout LT - Evidence of very strong collaboration throughout LT - Evidence of significant - co-construction of knowledge as a group - All exemplar student responses very well developed	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**- Practitioner** - Evidence of strong communication throughout LT - Evidence of strong collaboration throughout LT - Evidence of good co-construction of knowledge as a group - - Most exemplar student responses very well developed	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**- Apprentice** - Evidence of some communication throughout LT - Evidence of some collaboration throughout LT - Evidence of some co-construction of knowledge as a group - -Some exemplar student responses well developed and / or up to 1 is missing	Meets all Novice criteria and some Apprentice criteria	**- Novice** - Little evidence of communication throughout LT - Little evidence of collaboration throughout LT - Little evidence of co-construction of knowledge as a group - - Few exemplar student responses well developed and / or more than 1 is missing	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 5 (10%) Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**- Expert** - 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	**- Practitioner** - 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 orformatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**- Apprentice** - 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	**- Novice** - 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

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3. LEARNING TASK 3: Communication of Student Learning (Individual, 45%) – DUE: March 7, 23:59

It is important for student teachers to understand the methods and reasoning of communicating student achievement and progress. With a focus on equitable assessment practices, for this task, you will build from LT2 and use your personal (individual) exemplar of the student assessment and subsequent reflections to show your learning from the course. The purpose of this assignment is to draw upon LT2 to determine whether an assessment is reliable and valid, and then consider how you would communicate the assessment to stakeholders. You will do this by: (1) gathering your group's individual responses to LT2, as a body of evidence (2) evaluating this corpus of work together through dialogue, and (3) position yourself as an educator so you can reflect on your assessment of student work to ensure it is equitable, reliable, and valid.

Note: You can also use the lesson plan from your specialization class to inform your thought processes

as well. To position yourself as an educator in your assessment practice, please respond to the following:

What are some key considerations when implementing or using this assessment? Are there areas you would redesign or adjust upon reflection?
How would your 'vision' or beliefs around assessment inform how you look at this assessment and the outcomes?
Would this assessment be considered reliable and valid based on the assessment design? Why or why not?
How would you communicate student learning with students and other stakeholders? What would you communicate during the learning process? After?
How would you use this information to inform your instruction and assessment practice?

For the questions posed, you will write a report outlining your responses. You may want to use the questions as headings or write this report in an embedded way. We encourage 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 1000 words (+/- 10%) and follow all APA 7th Edition requirements.

A final copy of your work must be submitted to the LT2 Dropbox in D2L by **23:59, March 7th, 2024.**

Learning Task 03 Assessment: Please see Rubric pages 14-15.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Table 4. Communication of Student Learning (Individual)

	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
Criteria 1 (20%) Consideration of Implementation	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Very clear reflection on implementation consideration - Very clear reflection on need for further redesign / adjustment of assessment	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Clear reflection on implementation consideration - Clear reflection on need for further redesign / adjustment of assessment	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Some reflection on implementation consideration - Some reflection on need for further redesign / adjustment of assessment	Meets all Novice criteria and some Apprentice criteria	**Novice** - Limited reflection on implementation consideration - Limited reflection on need for further redesign / adjustment of assessment	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (20%) Trust in and Approach to the Use of the Results	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Very clear argument on assessment validity - Very clear argument on assessment reliability - Very clear linking of personal assessment vision to assessment use and use of results	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Clear argument on assessment validity - Clear argument on assessment reliability - Clear linking of personal assessment vision to assessment use and use of results	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Some argument on assessment validity - Some argument on assessment reliability - Some linking of personal assessment vision to assessment use and use of results	Meets all Novice criteria and some Apprentice criteria	**Novice** - Limited argument on assessment validity - Limited argument on assessment reliability - Limited linking of personal assessment vision to assessment use and use of results	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Results and Assessment *as, of,* and *for* learning (AaL, AoL, AfL)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Very clear discussion of assessment and results in relation to AaL - Very clear discussion of assessment and results in relation to AoL - Very clear discussion of assessment and results in relation to AfL	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Clear discussion of assessment and results in relation to AaL - Clear discussion of assessment and results in relation to AoL - Clear discussion of assessment and results in relation to AfL	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Some discussion of assessment and results in relation to AaL - Some discussion of assessment and results in relation to AoL - Some discussion of assessment and results in relation to AfL	Meets all Novice criteria and some Apprentice criteria	**Novice** - Limited discussion of assessment and results in relation to AaL - Limited discussion of assessment and results in relation to AoL - Limited discussion of assessment and results in relation to AfL	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (20%) Communication of Learning	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Very clear reflection on communication of results to students - Very clear reflection on communication of results to stakeholders	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Clear reflection on communication of results to students - Clear reflection on communication of results to stakeholders	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Some reflection on communication of results to students - Some reflection on communication of results to stakeholders	Meets all Novice criteria and some Apprentice criteria	**Novice** - Limited reflection on communication of results to students - Limited reflection on communication of results to stakeholders	Meets some but not all Novice criteria	Does not meet any Novice criteria

Criteria 5 (20%) Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**- Expert** - 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	**- Practitioner** - 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	**- Apprentice** - 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	**- Novice** - 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:

ϒ *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.

ϒ *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.

Students are expected to participate actively in the course. Given the nature of the problems, attitudes of responsibility, co-operation and collaboration are required. Active listening, participation and questioning are important components of the course experience. Fulfilling obligations to the group is part of the expectation of this course. Working norms will be created within the first week of class in order to support high functioning teams and collaborative work. In keeping with assessment theory, not all work expected is graded, as sometasks and activities serve a formative function.

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

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

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
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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Note: A+ is a rare and exceptional grade to be given at the instructor's discretion to the works of excellence and the highest quality.

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. 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: 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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal

statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

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 is Claire Gillis, esa@ucalgary.ca.

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Werklund SU Representative is is Elsa Stokes, educrep@su.ucalgary.ca.