



AB

**EDUC 456 Assessment
Winter 2023**

Course	Section	Time	Location	Instructor	Email	
EDUC	456	S30	R 16:30 - 18:00	Zoom	Anuradha Sengupta	asengupt@ucalgary.ca
EDUC	456	S31	R 18:00 - 19:30	Zoom	Mary-Ann Mitchell-Pellett	mitchema@ucalgary.ca
EDUC	456	S32	R 16:30 - 18:00	Zoom	Michael Holden	michael.holden@ucalgary.ca

Zoom Dates for Section 30-32

S30	2023-01-12	2023-01-26	2023-02-09	2023-03-02	2023-03-09
S31	2023-01-12	2023-01-26	2023-02-09	2023-03-02	2023-03-09
S32	2023-01-12	2023-01-26	2023-02-09	2023-03-02	2023-03-09

Start date: January 9, 2023

Last Day of Classes: March 10, 2023

Term Break: February 20-24, 2023

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:

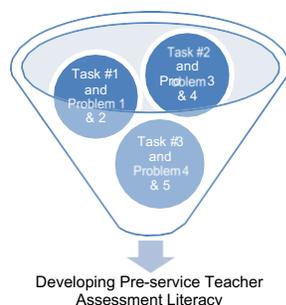
- The key vocabulary, purposes, functions, and principles of different forms of assessment;
- the design principles and features of authentic performance assessments;
- the principles and features of high-quality rubrics;
- the alignment between high quality assessment tasks, rubrics, and assessment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

COURSE DESIGN AND DELIVERY:

This course will be facilitated online with asynchronous discussion boards and synchronous Zoom Sessions to support engagement at strategic times in the course sequence. 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).



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 Library.

ADDITIONAL READINGS:

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. The Article Indexes on the University of Calgary Library website will be helpful.

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 (Group) Due Date: January 31, 2023, 23:59	20%
Learning Task #2	Performance Assessment & Rubrics: Review, Critique and Redesign (Group) Due Date: February 19, 2023, 23:59	35%
Learning Task #3	Communication of Student Learning: Response and Analysis (Individual) Due Date: March 9, 2023, 23:59	45%

WEEKLY COURSE SCHEDULE:

Date	Problem-Based Topics	Important Dates
Week 1 (Jan. 9–13)	What is Assessment? Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose Reading: Feldman (2019) pXV-XXVIII	
Week 2 (Jan. 16–20)	Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	
Week 3 (Jan. 23–27)	Problem 2: Assessment for Learning	LT1 Due: January 31, 23:59
Week 4 (Jan. 30–Feb. 3)	Problem 3: Developing High Quality Assessment Tasks	
Week 5 (Feb. 6–10)	Problem 3: Developing High Quality Assessment Tasks	
Week 6 (Feb. 13–17)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	LT2 Due: February 19, 23:59
February 20-24	Happy Reading Week	
Week 7 (Feb. 27–Mar. 3)	Problem 5: Grading and Reporting	
Week 8 (Mar. 6–10)	Problem 5: Grading and Reporting	LT3 Due: March 9, 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.

LEARNING TASK 1: Collaborative Assessment Glossary (Group, 20%)

This task facilitates students' understanding of essential terms in the field of educational assessment as applied to K-12 education within the teaching and learning context of Alberta. Working within groups (4-5 members), students will proceed through a three-step process leading to the group submission of a Collaborative Assessment Glossary.

Step 1: Once you have formed your groups, review the list of the assessment terms on D2L. Each student is then responsible for selecting 7 of the terms and developing both a definition of the term and a contextualization of the term within the Alberta K-12 context. Please ensure all members choose different terms.

- 1) Please develop a comprehensive definition of each term that clearly explains and defines the term in your own words. Ensure your definition is fully referenced and cited as per APA 7th Edition guidelines.
- 2) Please develop a contextualization of each term. 'Contextualizing' in this assignment means providing the situation within which the assessment vocabulary and terms exist or happen (e.g., group testing, program evaluation, or test specifications). Please ensure your contextualization is relevant to the Alberta K-12 educational context and within this contextualization considers each of your terms in relation to assessment of, for and as learning.

Step 2: Once definitions and contextualizations have been developed, each student in the group will use these to educate their group members about their 7 terms. This can take any of many forms including visuals, text, multimedia, or another method that works to help your group members understand the term.

Throughout the course, each student then will be the expert of their chosen terms and is encouraged to use and consider the use of these terms as the course proceeds.

Step 3: The group will curate and collect the definitions and contextualizations into one Collaborative Assessment Glossary. Your Collaborative Assessment Glossary should show:

- Conceptual understanding of Assessment Terms
- Contextualization of Assessment Terms to Collaboratively Build Knowledge
- Connections to the concepts of Assessment *of, for, and as* Learning

Please submit your group's Collaborative Assessment Glossary (Step 3) and a summary of how each group member educated the other group members about their 7 Assessment Terms (Step 2), along with a list of all resources and references cited in APA 7 format, into the D2L Assessment Dropbox by **23:59 on January 31st, 2023**.

Learning Task 1 Assessment: Please see Rubric pages 6-7

EDUC 456 - LT01 Rubric - Collaborative Assessment Glossary (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%) Definition Quality	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Definitions are fully accurate - Definitions are fully comprehensive - Definitions fully written in student's own words unless direct quotes <u>required</u> - Definitions are very clear and concise	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Definitions are mostly accurate - Definitions are mostly comprehensive - Definitions mostly written in student's own words unless direct quotes <u>required</u> - Definitions are mostly clear and concise	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Definitions are somewhat accurate - Definitions are somewhat comprehensive - Definitions somewhat written in student's own words - Definitions are somewhat clear and / or concise	Meets all Novice criteria and some Apprentice criteria	Novice Definitions are not generally accurate - Definitions are not generally comprehensive - Definitions not generally written in student's own words - Definitions are not generally clear and / or concise	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (30%) Definition Contextualization	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Contextualizations very clearly situate definition in an Alberta K-12 context - Contextualizations very clearly relate definition to assessment as, of and for learning - Contextualizations very strongly add to the understanding of the definitions	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Contextualizations clearly situate definition in an Alberta K-12 context - Contextualizations clearly relate definition to assessment as, of and for learning - Contextualizations strongly add to the understanding of the definitions	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Contextualizations somewhat situate definition in an Alberta K-12 context - Contextualizations somewhat relate definition to assessment as, of and for learning - Contextualizations somewhat add to the understanding of the definitions	Meets all Novice criteria and some Apprentice criteria	Novice - Contextualizations do not generally situate definition in an Alberta K-12 context - Contextualizations do not generally relate definition to assessment as, of and for learning - Contextualizations do not generally add to the understanding of the definitions	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Evidence of Group Communication, Collaboration, and Peer Education	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 - Evidence of significant peer education	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 - Evidence of good peer education	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 - Evidence of some peer education	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 - Little evidence of peer education	Meets some but not all Novice criteria	Does not meet any Novice criteria

Criteria 4 (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

LEARNING TASK 2: Assessment & Rubrics: Review, Critique, Redesign and Exemplar Student Assessment Response (Group, 35%)

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:

1. Provide a brief overview (1 paragraph / 200 words) of the assessment and its rubric.
2. 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.
3. With annotations to the assessment document and rubric, utilize the readings and resources in Problems 3 and 4 to strengthen your critique.
4. 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.
5. 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?
6. 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.
7. Individually, each group member produces an exemplar student response to the assessment. 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 1-3 and 6-8 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 19th, 2023**.

Learning Task 2 Assessment: Please see Rubric pages 9-10

EDUC 456 - LT 02 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
<p>Criteria 1 (30%)</p> <p>Critique of the Original Performance Assessment and Rubric</p>	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<p>Expert</p> <ul style="list-style-type: none"> - 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	<p>Practitioner</p> <ul style="list-style-type: none"> - 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	<p>Apprentice</p> <ul style="list-style-type: none"> - 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	<p>Novice</p> <ul style="list-style-type: none"> - 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
<p>Criteria 2 (30%)</p> <p>Discussion of the Redesigned Performance Assessment and Rubric</p>	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<p>Expert</p> <ul style="list-style-type: none"> - 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	<p>Practitioner</p> <ul style="list-style-type: none"> - 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	<p>Apprentice</p> <ul style="list-style-type: none"> - 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	<p>Novice</p> <ul style="list-style-type: none"> - 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
<p>Criteria 3 (20%)</p> <p>Ability of Redesign to:</p> <ul style="list-style-type: none"> - Assess Disciplinary Knowledge - Assess Ministerial Competencies - Promote Quality Teaching and Learning 	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<p>Expert</p> <ul style="list-style-type: none"> - 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	<p>Practitioner</p> <ul style="list-style-type: none"> - 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	<p>Apprentice</p> <ul style="list-style-type: none"> - 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	<p>Novice</p> <ul style="list-style-type: none"> - 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

<p>Criteria 4 (10%)</p> <p>Evidence of Group Communication and Collaboration</p>	<p>Exceeds all Expert criteria</p>	<p>Meets all Expert criteria and exceeds some of them</p>	<p>Expert</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Practitioner criteria and most Expert criteria</p>	<p>Meets all Practitioner criteria and some Expert criteria</p>	<p>Practitioner</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Apprentice criteria and most Practitioner criteria</p>	<p>Meets all Apprentice criteria and some Practitioner criteria</p>	<p>Apprentice</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Novice criteria and some Apprentice criteria</p>	<p>Novice</p> <ul style="list-style-type: none"> - 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 	<p>Meets some but not all Novice criteria</p>	<p>Does not meet any Novice criteria</p>
<p>Criteria 5 (10%)</p> <p>Organization, Writing and APA Usage</p>	<p>Exceeds all Expert criteria</p>	<p>Meets all Expert criteria and exceeds some of them</p>	<p>Expert</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Practitioner criteria and most Expert criteria</p>	<p>Meets all Practitioner criteria and some Expert criteria</p>	<p>Practitioner</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Apprentice criteria and most Practitioner criteria</p>	<p>Meets all Apprentice criteria and some Practitioner criteria</p>	<p>Apprentice</p> <ul style="list-style-type: none"> - 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 	<p>Meets all Novice criteria and some Apprentice criteria</p>	<p>Novice</p> <ul style="list-style-type: none"> - 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 	<p>Meets some but not all Novice criteria</p>	<p>Does not meet any Novice criteria</p>

LEARNING TASK 3: Communication of Student Learning (Individual, 45%)

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:

1. What are some key considerations when implementing or using this assessment? Are there areas you would redesign or adjust upon reflection?
2. How would your 'vision' or beliefs around assessment inform how you look at this assessment and the outcomes?
3. Would this assessment be considered reliable and valid based on the assessment design? Why or why not?
4. How would you communicate student learning with students and other stakeholders? What would you communicate during the learning process? After?
5. 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 9th, 2023**.

Learning Task 03 Assessment: Please see Rubric pages 12-13.

EDUC 456 - LT03 Rubric - 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 <i>as, of, and for</i> 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:

□ *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.

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 some tasks 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](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 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 Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhvani Joshi, educrep@su.ucalgary.ca.