UNIVERSITY OF CALGARY

EDUC 456 Assessment
Winter 2021

AB

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Mandatory Zoom Sessions

	Time	Session 1	Session 2	Session 3	Session 4
S01	8.00 - 9.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S03	8.00 - 9.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S04	8.00 - 9.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S05	1.00 - 2.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S06	8.00 - 9.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S07	15.00 - 16.30	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S09	10.30 - 12.00	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S10	10.30 - 12.00	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S11	10.30 - 12.00	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S12	10.30 - 12.00	Jan. 14 Tu	Feb. 11 Th	Feb. 23 Tu	Mar. 2 Tu
S20	18:00-19:30	Jan. 20 W	Feb. 11 Th	Feb. 24 W	Mar. 3 W
S30	16:30-18:00	Jan. 20 W	Feb. 11 Th	Feb. 24 W	Mar. 3 W
S31	18:00-19:30	Jan. 20 W	Feb. 11 Th	Feb. 24 W	Mar. 3 W
S32	16:30-18:00	Jan. 20 W	Feb. 11 Th	Feb. 24 W	Mar. 3 W

Start date: January 11, 2021
Last Day of Classes: March 12, 2021
Term Break: February 14-20, 2021

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.

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:

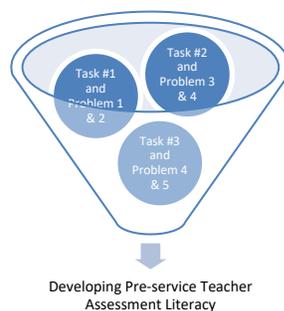Students will explore and develop an understanding of:
- The key vocabulary, purposes, functions, and principles of different forms of assessment;
- the design principles and features of authentic performance assessments;
- the principles and features of high-quality rubrics;
- the alignment between 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).

Task #1 and Problem 1 & 2

Task #2 and Problem 3 & 4

Task #3 and Problem 4 & 5

Developing Pre-service Teacher Assessment Literacy

REQUIRED READINGS:

For each problem, there is a list of required readings (to be posted on D2L), as well as supplementary readings and resources to support completion of the learning tasks. All the required 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 29, 2021, 23:59	30%
Learning Task #2	Performance Assessment & Rubrics: Review, Critique and Redesign (Group) Due Date: February 25, 2021, 23:59	30%
Learning Task #3	Communication of Student Learning: Analysis (Individual) Due Date: March 12, 2021, 23:59	40%

WEEKLY COURSE SCHEDULE:

Date	Problem-Based Topics	Important Dates
Week 1 (Jan. 11–15)	What is Assessment? Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	Zoom #1 (except for S20, 30, 31, 32)
Week 2 (Jan. 18–22)	Problem 1: Developing an Assessment Toolbox: Considering Balance and Purpose	Zoom #1 (S20, 30, 31, 32)
Week 3 (Jan. 25–29)	Problem 2: Assessment for Learning	LT1 Due: January 29, 23:59
Week 4 (Feb. 1–Feb. 5)	Problem 3: Developing High Quality Assessment Tasks	
Week 5 (Feb. 8–12)	Problem 3: Developing High Quality Assessment Tasks	Zoom #2
Feb. 18–21	Happy Reading Week	
Week 6 (Feb. 22–26)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	Zoom #3 LT2 Due: February 25, 23:59
Week 7 (Mar. 1–Mar. 5)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	Zoom #4
Week 8 (Mar. 8–12)	Problem 5: Grading and Reporting	LT3 Due: March 12, 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, 30%)

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, detailed below, 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, as described below, 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, and test specifications). Please ensure this contextualization is relevant to the Alberta K-12 educational context. As part of contextualizing the terms, please categorize your definitions under one, or in some cases more than one of the following four aspects of teacher assessment:
>
> - o Determining students' current status
> - o Monitoring students' progress
> - o Assigning grades
> - o Determining a teachers' own instructional effectiveness

Step 2: Once definitions and contextualizations have been developed, each student in the group will use the these to educate their group members about their seven terms. This can take any of many forms including visuals, text, multimedia or whatever works to help you help your group members understand the term. Please confer with your instructor on how work for Step 2 can be reviewed by the instructor.

Throughout the course, each student will be the 'experts' 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 and Awareness 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, along with a list of all resources and references cited in APA7 format, into the D2L Assessment Dropbox by **11:59pm on January 29th**

LT 01 Rubric - Collaborative Assessment Glossary (Group)

	High A+	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
	100%	95-100%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	52-54%	50 - 51%	0 - 49%
	10	9.7	9.2	8.7	8.2	7.7	7.2	6.7	6.2	5.7	5.3	5.1	2.5
Criteria 1 (30%) Accuracy of Definitions in Glossary	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Glossary definitions are clear and concise Glossary definitions are fully accurate	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Glossary definitions are generally clear and concise - Glossary definitions are generally accurate	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Glossary definitions lack some clarity or conciseness - Glossary definitions lack some accuracy	Meets all Novice criteria and some Apprentice criteria	**Novice** - Glossary definitions are often unclear - Glossary definitions have significant accuracy issues	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (30%) Relevance of Examples to Alberta k-12 Context While Adding to Definition Understanding	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Contextualizations very clearly situate term in a reasonable Alberta K-12 context - Contextualizations very strongly add to the understanding of the terms provided in the definitions	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Contextualizations generally situate term in a reasonable Alberta K-12 context - Contextualizations generally add to the understanding of the terms provided in the definition	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Contextualizations situate term in a generally reasonable Alberta K-12 context, though with some lack of clarity - Contextualizations add to the understandings provided in the definition, though with some lack of clarity or understanding of the terms	Meets all Novice criteria and some Apprentice criteria	**Novice** - Contextualizations situate terms in a non-Alberta K-12 context or do so with little clarity - Contextualizations add little to the understanding provided in the definitions or do so with little clarity	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Evidence of Group Communication and Collaboration	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Evidence of extensive, deep communication among all group members - Evidence of strong groupwork, fair division of labour and workflow - Evidence of strong collaboration throughout LT - Evidence of co-construction of knowledge as a group	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Evidence of consistent meaningful communication among all group members - Evidence of good groupwork, fair division of labour and workflow - Evidence of good collaboration throughout LT - Evidence of working together to understand task knowledge	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Evidence of intermittent or less meaningful communication among group members - Evidence of some groupwork, fair division of labour and workflow - Evidence of some collaboration at some points in LT - Evidence of some working together to understand task knowledge	Meets all Novice criteria and some Apprentice criteria	**Novice** - Little evidence of communication among group members - Little evidence of groupwork, fair division of labour and workflow - Little evidence of collaboration at many points in LT - Little evidence of working together to understand task knowledge	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 - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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 when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a 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 is organized - Ideas are communicated with some lack of clarity - 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 some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - 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: Performance Assessment & Rubrics: Review, Critique, Redesign (Group, 30%)

Working in a small group (4–5 members), you and your group members will select an existing performance assessment and its associated rubrics. You may choose from a single subject or an interdisciplinary project. Please see D2L for some potential performance assessments and rubrics. Once you have selected one, your group will review, critique, and then redesign and discuss the redesign of the performance assessment and its associated rubrics.

Steps for the Redesign:

1. Provide a brief review (about 1 paragraph) of the performance assessment and its rubrics.
2. Provide a thorough critique of the quality of the performance assessment and its associated rubrics using Newmann and Associates' (1996) criteria for authentic intellectual quality and Arter's (2012) MetaRubric, respectively. Please ensure you address both strengths and weaknesses.
3. With annotations, utilize the readings and resources in Problems 3 and 4 to strengthen your critique.
4. Redesign the performance assessment and its associated rubrics.
5. Reapply Newmann and Associates (1996) and Arter (2012), to the performance assessment and associated rubrics. 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 performance task assess disciplinary knowledge?
   b. How does the performance task assess the Ministerial competencies?
   c. How does the performance task improve teaching and learning?
6. With annotations, utilize the readings and resources in Problems 3 and 4 to add to your redesign arguments and justification.

For this learning task, please use annotations throughout the critique and redesign to share your learning process and understanding of what a performance task is, as well as how it relates to the glossary terms from LT1.

A final copy of your work that includes; a) the original assessment and rubrics with annotations, b) your redesign of the assessment and rubrics with annotations, c) your critique and redesign arguments, and d) reflections on the group learning process and collaboration must be submitted to the LT2 Dropbox in D2L by **11:59pm February 25th, 2021**.

LT 02 Rubric - Performance Assessment & Rubrics: Review, Critique and Redesign (Group)

	High A+ 100% 10	A+ 95-100% 9.7	A 90-94% 9.2	A- 85-89% 8.7	B+ 80-84% 8.2	B 75-79% 7.7	B- 70-74% 7.2	C+ 65-69% 6.7	C 60-64% 6.2	C- 55-59% 5.7	D+ 52-54% 5.3	D 50 - 51% 5.1	F 0 - 49% 2.5
Criteria 1 (30%) Critique of the Quality of the Original Performance Assessment and Rubric(s) Using Newmann (1996), Arter (2012) and Other Course Readings	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Newmann (1996) and Arter (2012) are very well understood and used to critique original assessment - Other course readings or outside sources are very well used and understood to critique original assessment - Overall critique is very well balanced, highlighting both strengths and weaknesses of the original assessment	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Newmann (1996) and Arter (2012) are well understood and used to critique original assessment - Other course readings or outside sources are well used and understood to critique original assessment - Overall critique well notes both strengths and weaknesses of the original assessment	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Newmann (1996) and Arter (2012) are used to critique original assessment, though with some lack of depth / understanding - Other course readings or outside sources are used to critique original assessment, though with some lack of depth / understanding - Overall critique lacks some balance in addressing strengths and weaknesses of the original assessment	Meets all Novice criteria and some Apprentice criteria	**Novice** - Newmann (1996) and Arter (2012) are little used to critique original assessment - Other course readings or outside sources are little used and understood to critique original assessment - Overall critique does not address both strengths and weaknesses of the original assessment	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (30%) Approach to and Justification of Redesign Drawing on Newmann (1996), Arter (2012) and Other Course Readings	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Newmann (1996) and Arter (2012) are very well used to justify approach to and redesign of assessment - Other course readings or outside sources are very well used to justify approach to and redesign of assessment - Overall justification is very well balanced, highlighting both strengths and remaining weaknesses of the redesigned assessment	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Newmann (1996) and Arter (2012) are well used to justify approach to and redesign of assessment - Other course readings or outside sources are well used to justify approach to and redesign of assessment - Overall justification notes both strengths and remaining weaknesses of the redesigned assessment	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Newmann (1996) and Arter (2012) are used to justify approach to and redesign of assessment, though with some lack of depth / understanding - Other course readings or outside sources are used to justify approach to and redesign of assessment, though with some lack of depth / understanding - Overall justification lacks some balance in addressing strengths and remaining weaknesses of the redesigned assessment	Meets all Novice criteria and some Apprentice criteria	**Novice** - Newmann (1996) and Arter (2012) are little used to justify approach to and redesign of assessment - Other course readings or outside sources are little used to justify approach to and redesign of assessment - Overall justification does not address both strengths and remaining weaknesses of the redesigned assessment	Meets some but not all Novice criteria	Does not meet any Novice criteria

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
Criteria 3 (20%) Ability of Redesigned Performance Assessment and Rubric(s) to - Assess Disciplinary Knowledge - Assess Ministerial Competencies - Promote Better 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 better teaching and learning	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Submission generally shows how redesign assesses disciplinary knowledge - Submission generally shows how redesign assesses competences - Submission generally shows how redesign promotes better teaching and learning	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Submission shows how redesign assesses disciplinary knowledge, though with some lack of clarity or depth - Submission shows how redesign assesses competences, though with some lack of clarity or depth - Submission shows how redesign promotes better teaching and learning, though with some lack of clarity or depth	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 better 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	- Evidence of extensive, deep communication among all group members - Evidence of strong groupwork, fair division of labour and workflow - Evidence of strong collaboration throughout LT - Evidence of co-construction of knowledge as a group	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Evidence of consistent meaningful communication among all group members - Evidence of good groupwork, fair division of labour and workflow - Evidence of good collaboration throughout LT - Evidence of working together to understand task knowledge	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Evidence of intermittent or less meaningful communication among group members - Evidence of some groupwork, fair division of labour and workflow - Evidence of some collaboration at some points in LT - Evidence of some working together to understand task knowledge	Meets all Novice criteria and some Apprentice criteria	- Little evidence of communication among group members - Little evidence of groupwork, fair division of labour and workflow - Little evidence of collaboration at many points in LT - Little evidence of working together to understand task knowledge	Meets some but not all Novice criteria	Does not meet any Novice criteria

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
Criteria 5 (10%) Organization, Writing and APA Usage			- Submission is very well and clearly organized - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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			- Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a few errors in APA style or formatting			- Submission is organized - Ideas are communicated with some lack of clarity - 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		- Submission shows some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - Writing or proofreading errors have a significant impact on understanding - There are significant errors in APA style or formatting		

LEARNING TASK 3: Communication of Student Learning (Individual, 40%)

It is important for preservice educators to understand methods of communicating student achievement and progress. For this task you will be assigned one of the following methods of communicating information about student achievement and progress:

      a. Norm-referenced Assessment Results
      b. Criterion-referenced Assessment Results
      c. Individual Student-Referenced Comparison (Grading with consideration of prior performance)
      d. Individual Portfolios
      e. Group Work Portfolios
      f. Teacher-led Conferences
      g. Student-led Conferences
      h. Exhibits
      i. Individual Written Descriptions of Progress

For the method assigned, you are to write a report with three sections responding to the following questions:

- What is a definition of the assigned method?
- When and why could a teacher choose to communicate results using this method?
- What knowledge and skills does the teacher require to implement the method?

Your report should be 800 words (+/- 10%) and follow all APA 7th Edition requirements.

This report must be submitted to the LT3 Dropbox in D2L by **11:59pm, March 12th, 2021**

LT 03 Rubric - Communication of Student Learning (Individual)

	High A+ 100% 10	A+ 95-100% 9.7	A 90-94% 9.2	A- 85-89% 8.7	B+ 80-84% 8.2	B 75-79% 7.7	B- 70-74% 7.2	C+ 65-69% 6.7	C 60-64% 6.2	C- 55-59% 5.7	D+ 52-54% 5.3	D 50 - 51% 5.1	F 0 - 49% 2.5
Criteria 1 (30%) Accuracy of Definition of Method of Communication (MoC)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Definition is clear and concise - Definition accurately and full represents MoC	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Definition is generally clear and concise - Definition well represents MoC	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Definitions lacks some clarity or conciseness - Definitions of MoC lacks some accuracy or completeness	Meets all Novice criteria and some Apprentice criteria	**Novice** - Definition is often unclear or is missing significant aspects - Definition of MoC has significant accuracy issues	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (30%) When and Why Method of Communication (MoC) May Be Employed	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Submission presents very strong and fully developed reasons why teachers would choose to employ the MoC - Submission presents very strong and clear contexts when teachers would choose to employ the MoC	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Submission presents good and generally well developed reasons why teachers would choose to employ the MoC - Submission presents good and generally clear contexts when teachers would choose to employ the MoC	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Submission presents some or less developed reasons why teachers would choose to employ the MoC - Submission presents some or less clear contexts when teachers would choose to employ the MoC	Meets all Novice criteria and some Apprentice criteria	**Novice** - Submission presents few or undeveloped reasons why teachers would choose to employ the MoC - Submission presents few or unclear contexts when teachers would choose to employ the MoC	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) What Knowledge and Skills are Needed By Teachers to Implement This Method of Communication (MoC)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Submission clearly and very strongly identifies knowledge teachers need to have to implement the MoC - Submission clearly and very strongly identifies skills teachers need to have to implement the MoC	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Submission generally clearly and well identifies knowledge teachers need to have to implement the MoC - Submission generally clearly and well identifies skills teachers need to have to implement the MoC	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Submission somewhat clearly identifies some knowledge teachers need to have to implement the MoC - Submission somewhat clearly identifies some skills teachers need to have to implement the MoC	Meets all Novice criteria and some Apprentice criteria	**Novice** - Submission is unclear or only identifies minimal knowledge teachers need to have to implement the MoC - Submission is unclear or only identifies few skills teachers need to have to implement the MoC	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	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
			- Submission is very well and clearly organized - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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	- Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Submission is organized - Ideas are communicated with some lack of clarity - 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	- Submission shows some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - 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.

<center>**ISSUES WITH GROUP TASKS**</center>

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.

Academic Accommodation
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at
http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.