AB

EDUC 569: Assessment as Learning in K–12
Winter, 2024

Class Dates: Wednesdays, January 8, 2024 – February 9, 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 courses.

Office Hours: By appointment only

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

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

LEARNER OUTCOMES:

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

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

REQUIRED RESOURCES:

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

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

Earl, L. (2003) *Assessment as learning: Using classroom assessment to maximize student learning*. Corwin Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6261769&ppg=38

Earl's e-book information

https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6261769

Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh, *Improving teachers' assessment literacy (pp. 34–48)*. Pearson. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21090919260004336?auth=SAML

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

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

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

Schellekens, L. H., Bok, H. G. J., de Jong, L. H., van der Schaaf, M. F., Kremer, W. D. J., & van der Vleuten, C. P. M. (2021). A scoping review on the notions of assessment as learning (AaL), assessment for learning (AfL), and assessment of learning (AoL). *Studies in Educational Evaluation, 71*, 101094. https://doi.org/10.1016/j.stueduc.2021.101094

Torrance, H. (2007). Assessment **as** learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can dominate learning? *Assessment in Education: Principles, Policy & Practice, 14*(3), 281–294. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09695940701591867

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Reflection as Assessment *as* Learning	Individual	50%	January 18
Learning Task 2	Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices	Group/Individual	50%	February 9

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Jan 10	• Introduction • Revisiting Classroom Assessment Concepts: Assessment *for*, *as*, and *of* Learning, Authentic Assessment and Performance Assessment, e-Portfolios, and Rubrics	Earl, L. (2003) Assessment as learning: Using classroom assessment to maximize student learning. Corwin Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6261769&ppg=38 Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh, *Improving teachers' assessment literacy (pp. 34–48)*. Pearson. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21090919260004336?auth=SAML	
Jan 17	Assessment for Learning (AfL)	Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation, 37*(1), 3–14. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0191491X11000149	
Jan 24	Assessment as Learning (AaL)	Dann, R. (2014) Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice, 21*(2), 149–166. https://doi.org/10.1080/0969594X.2014.898128	
Jan 31	Designing and Developing an Assessment Toolkit for AfL, AaL, and AofL Practices – Part I	Alberta Assessment Consortium Online Resources https://aac.ab.ca/learn/go/formative-assessment/ Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. EDUCAUSE Learning Initiative. https://library.educause.edu/-/media/files/library/2005/1/eli3001-pdf.pdf	
Feb 7	Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices – Part II	Alberta Assessment Consortium Online Resources https://aac.ab.ca/learn/go/formative-assessment/	

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

LEARNING TASKS AND ASSESSMENT

There are two required Learning Tasks for this course.

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

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

1. **LEARNING TASK 1: Reflection as Assessment as Learning - DUE: January 18**

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1
- Content
- In-depth analysis
- Making connections to the real world
- Effective use of references and APA 7 style

2. **LEARNING TASK 2: Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices– DUE: February 9**

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
- Content
- Alignment between learning outcomes and assessment strategies
- Creative design
- Reflection
- Collaboration (group work)

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

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 prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

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

GRADING

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

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

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 Claire Gillis, esa@ucalgary.ca.

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