UNIVERSITY OF CALGARY

EDUC 456: Assessment
Winter 2026

Erin Spring

**Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.
Your instructor will also confirm section information through your D2L course shell.
Please check these sites prior to the start of the course.**

Land Acknowledgement: *The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).*

COURSE DETAILS:

Start of Classes: January 12, 2026
Last Day of Classes: March 13, 2026
Term Break: February 16-20, 2026

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:

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, pre-service 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. When deemed appropriate by the instructors, AI tools will be incorporated into the teaching and learning process to enhance student teachers' experiences with *assessment for and as learning* for their own learning and applying to teaching contexts.

LEARNER OUTCOMES:

Students will be knowledgeable and confident to engage in productive conversations about:

1. The key definitions, purposes, functions, and principles of different forms of assessment (Problems 1 & 2)
2. The design principles and features of authentic performance assessments (Problem 3)
3. The principles and features of high-quality rubrics (Problem 4)
4. The alignment between assessment tasks, rubrics, and curriculum (Problems 3 & 4)
5. The planning and use of a variety of formative and summative assessments (All Problems)
6. The purpose for adopting sound and equitable grading and reporting practices as well as effective communication of student learning (Problem 5)

COURSE DESIGN AND DELIVERY:

Sections S01 to S11 will be delivered face-to-face on campus with possible engagement in a D2L environment. **Sections S30, S31 and S32** will be delivered online using D2L, Zoom and other technologies.

Delivery: Using a problem-based learning approach, the course aims to provide future teachers with ample opportunities for practical application, reflection, and collaboration with team members throughout the term. Hence, student attendance and active participation in either face-to-face or online learning environments is required. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

Content: The problems that form the basis for this course are available in your D2L Course Shell. Each problem is organized around a real-world issue in assessment. Each needs to be discussed, analyzed, and debated. All the problems are designed to foster collaboration, provoke discussion, and extend understandings of issues in assessment. Students are expected to explore perspectives, to become critically informed from different perspectives, and to appreciate multiple possibilities for practical actions in face-to-face, online, or hybrid learning and teaching environments. Students need to explore the inquiry beyond the initial response to the preamble and required readings in each problem. Students will 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 in PreK-12 schools.

Course Sequence: This course is facilitated by the instructor using a problem-based learning approach. Each assessment task is derived from the problems and required readings. The problems and learning tasks are not separate entities – each learning task and its associated problem(s) contribute to supporting student teachers' development of assessment literacy.

REQUIRED READINGS and RESOURCES:

For each problem, there is a list of required readings. This list is below and can also be found in your D2L Shell under My Tools → Reading List (Leganto). Each problem also contains a list of additional resources to support completion of the learning tasks. These are not required readings, however they, along with the references in the problems, are meant to lead you towards useful materials and resources.

Required Readings

Problem	Readings
Problem 1: An Introduction to Assessment Concepts and Approaches	**Part 1:** Feldman, J. (2024). Prologue: Mallory's Dilemma of *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms.* SAGE. Available at https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21688759790004336 Hughes, A. (2020). *Testing for language teachers*. Cambridge university press. Chapters 4 & 5. **Part 2:** Alberta Education (2006). *Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning (pp. 1-26). https://open.alberta.ca/publications/rethinking-classroom-assessment-with-purpose-in-mind* Arts Assessment for Learning. http://artsassessmentforlearning.org/

	Assessment for Learning in Physical Education. https://www.thephysicaleducator.com/blog/assessment-for-learning-in-physical-education PHE Canada. https://phecanada.ca/professional-learning/assessment-physical-and-health-education Stiggins, R. (2006). *Balanced assessment systems: Redefining excellence in assessment*. Educational Testing Service. See Leganto for PDF **Part 3:** Alberta Education (2006). *Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning (pp. 29-40). https://open.alberta.ca/publications/rethinking-classroom-assessment-with-purpose-in-mind* Alberta Education (2009) Chapter 8: Classroom Assessment. https://curriculum.learnalberta.ca/cdn/assets/public/6cad9b6b-5c73-53cc-8bea-1fedf1cf766d/gr10-12_guidetoimplementation_9y.pdf
Problem 2: Provincial Assessments at a Glance	None
Problem 3: Developing High Quality Assessment Tasks	Alberta Education. (2024). *The guiding framework for the design and development of kindergarten to Grade 12 curriculum. https://open.alberta.ca/dataset/76eb4fac-62e3-408e-bcd8-f367a8a698fd/resource/5ad5e64c-d4a6-4ac4-a821-84704237c893/download/educ-guiding-framework-design-development-k-12-curriculum-2024.pdf* Arter, J. and Chappuis J. (2006). Creating and recognizing quality rubrics (Chapter 2, Appendix A). Portland, OR: ETS. Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh, *Improving teachers' assessment literacy* (pp. 34–48). Pearson. Newmann, F, M., Marks, H. M., & Gamoran, A. (1996). Authentic pedagogy and student performance. *American Journal of Education, 104*, 280–312. Retrieved from http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/1085433 Government of Alberta. (2024). Ministerial Order 005/2024 [Education]. https://open.alberta.ca/publications/edc-005-2024
Problem 4: Developing High Quality Rubrics to Enhance Student Learning	Popham, W.J. (1997). What's wrong – and what's right – with rubrics. *Educational Leadership, 55*(2), 1–7. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9710146220&site=ehost-live Tierney, R., & Simon, M. (2004). What's still wrong with rubrics: Focusing on the consistency of performance criteria across scale levels. *Practical Assessment, Research & Evaluation, 9*(2). https://scholarworks.umass.edu/pare/vol9/iss1/2/
Problem 5: Grading, Reporting, and Communicating Student Learning	Alberta Assessment Consortium (2025). *Communicating and reporting*. https://aac.ab.ca/hot-topics/communicating-and-reporting/ Feldman, J. (2024). Chapters 13 and 14 of *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms.* SAGE. Available at https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21688759790004336 O'Connor, K. (2007). *A repair kit for grading: 15 fixes for broken grades* (pp. 14–15). Pearson.

ADDITIONAL RESOURCES:

It is expected that students will read further in the area of topics identified and discussed in class. Students must be able to access books and journal articles using the University of Calgary Library system. Journal articles are accessible through databases through the University of Calgary library homepage.

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course as well as ungraded optional formative assessments quizzes to help you develop your understandings. All three required Learning Tasks require submission via Dropbox in D2L by the due dates specified in the course schedule. A passing grade on all three required Learning Tasks is necessary in order to receive a passing grade in the course.

LEARNING TASKS OVERVIEW

Task	Description of Learning Task	Group / Ind.	Weight	Due Date
Optional Formative Assessment Quizzes	Self-Reflections on Assessment Terms Learning Outcomes: 1 and 2	Individual	Ungraded	Ongoing
Learning Task #1	Assessment Terms Toolbox Learning Outcomes: 1, 2 and 5	Individual	35%	February 6, 16:59
Learning Task #2	Critique and Redesign of a Performance Assessment and Rubric Learning Outcomes: 2, 3, and 4	Group	40%	February 27, 16:59
Learning Task #3	Communicating Student Learning Learning Outcomes: 5 and 6	Individual	25%	- Option 1: In Class Week 9 - Option 2-4: Mar. 13, 16:59

Note 1: All assignments are expected to be the original work of the student, however there are some planning tasks where AI use may be acceptable. Please see page 5 for more information on the ethical use of AI use in this course.

Note 2: For group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on your group's situation.

WEEKLY COURSE SCHEDULE:

Date	Problem-Based Topics	Learning Task Due Dates
Week 1 (Jan. 12 – 16)	**What is Assessment?** Problem 1: An Introduction to Assessment Concepts and Approaches Part 1: Foundational Assessment Terms, Concepts and considerations	
Week 2 (Jan. 19 – 23)	Problem 1: An Introduction to Assessment Concepts and Approaches Part 2: Using Assessments in Your Classroom	
Week 3 (Jan. 26 – 30)	Problem 1: An Introduction to Assessment Concepts and Approaches Part 3: Your Assessment Toolbox Problem 2: Provincial Assessments at a Glance	

Week 4 (Feb. 2 – 6)	**Putting Theory into Practice: Design and Implementation** Problem 3: Developing High Quality Assessment Tasks	LT01 Due: February 6, 16:59
Week 5 (Feb. 9 – 13)	Problem 4: Developing High Quality Rubrics to Enhance Student Learning	
Week 6 (Feb. 16 – 20)	Happy Reading Week	No Class
Week 7 (Feb. 23 – 27)	Problems 3 & 4 Review: Developing High Quality Assessment Tasks and Rubrics to Enhance Student Learning	LT02 Due: February 27 16:59
Week 8 (March 2 – 6)	Problem 5: Grading, Reporting, and Communicating Student Learning	
Week 9 (March 9 – 13)		LT04 Due: Option 1: In Class Week 9 / Option 2-4: Mar. 13, 16:59

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.

THE USE OF GENERATIVE AI:

The ethical use of Generative AI (GAI) is permitted in this course. Some examples of ethical and improper use of AI are listed below. Please note any use of GAI (e.g., ChatGPT, Claude, Co-Pilot, Grammarly, etc.) for anything other than planning is expressly forbidden when writing assignments in this course.

Ethical Use	Improper Use
- Generating ideas - Concept clarification - Initial exploration - Narrowing scope - Outlining - Finding initial sources - Getting feedback on drafts and details - Creating titles or headings	- Submitting AI Generated work as your own work - Bypassing the learning process (academic writing, independent thought, argument building, drawing conclusions) - False references - Erasing personal voice - Undermining collaboration and academic support systems (Not to be used as an academic tutor) - Evading accessibility or writing accommodations

Students are responsible for all GAI use as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.). For further insights, the Taylor Institute has created some guiding resources and principles: https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning. The UofC's policy regarding Student Academic Integrity is included in University of Calgary Academic Integrity Student Handbook. If you have questions about a specific use of other GAI tools, please contact your instructor.

LEARNING TASKS AND ASSESSMENT:

There are three required Learning Tasks for this Course as well as ungraded optional formative assessments quizzes to help you develop your understandings. Your completion of all three required Learning Tasks mandatory to pass the course.

All assignments are expected to be the original work of the student. Students are not to employ text generation software (for example, ChatGPT) outside of those noted as Ethical on page 5 above. If applied, a summary of any GenAI tools that you used for your learning and how you used them should be acknowledged. Proper citations and a references list should be included in your work.

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OPTIONAL FORMATIVE ASSESSMENT TASK: Self-Reflection on Assessment Terms
(Individual, Ungraded) – DUE: Ongoing

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Optional Formative Assessment (Ongoing Self-Assessment): Self-Reflections on Assessment Terms

Educators including prospective teachers should be reflective practitioners (Schön, 1983). Therefore, they need to be given ample opportunities to engage in continuous self-reflection on their instructional and assessment practices, as well as their beliefs about pedagogy, assessment, student learning, and actions in lesson and assessment planning. This will empower them to improve their assessment literacy and teaching effectiveness as well as to develop a stronger sense of professional identity (TQS).

Throughout the course, you will be given the opportunity to reflect on your understanding of key assessment terms via completing online quizzes in D2L. These quizzes have multiple-choice questions embedded in problem scenarios. Each scenario is related to real-world assessment issues faced by educators and school leaders in contemporary K−12 schools. The self-assessment aims to help you engage in ongoing reflections on your understanding of the definitions of assessment terms and/or the purposes of each form of assessment. This optional formative assessment may be useful when you are thinking about Learning Task 3.

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LEARNING TASK 1: Assessment Terms Toolbox
(Individual, 35%) – DUE: February 6, 4:59pm

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Assessment Toolbox and Conversation in Context (Individual)

A key foundation of understanding assessment is understanding the terms used and their applications in real-world contexts. This Learning Task is designed to help you gain a deeper understanding of key assessment terms by creating a Tabular Representation about the definitions and how these terms are used in the current educational landscape. While explaining your assessment terms, please contextualize them in your teaching subject or specialization by providing some real-world examples.

Although LT1 is completed and graded individually, each student will be placed in groups of 3-4 students for peer conversation and feedback. This Learning Task has four steps.

Step 1: Assessment Terms Toolbox Creation (Individual)

Each group member will be given a set of 5 unique assessment terms with their definitions. Working individually, each student will prepare content to teach their peers about their terms.

For each term, you should:

      A. Give relevant examples in your teaching subject that help deepen understanding of the term
      B. Provide situations / contexts when the term is used that will also deepen understanding
      C. Provide further references or sources

Your instructor may ask you to use one or the other of the templates below for LT01 as a first step in creating a Tabular Representation of your toolbox (see Stiggins, 2006 in Problem 1 as an example):

Template A:

Term	Definition	Example(s)	Contexts(s)	Citation(s)
Provided by Instructor	Provided By Instructor			
Provided by Instructor	Provided By Instructor			
Provided by Instructor	Provided By Instructor			
Provided by Instructor	Provided By Instructor			
Provided by Instructor	Provided By Instructor			

Template B:

Term #1	Provided By Instructor
Definition	Provided By Instructor
Example(s)	
Situation(s) / Context(s)	
References / Sources	

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

Step 2: Knowledge Building Conversation (Group)

You will share your work from Step 1 with your group members, applying the best instructional strategies available, to teach them about your terms. This is an opportunity to gain experience teaching your peers and to give and receive peer feedback on both the terms and your teaching. During these knowledge building conversations, please use your developing understandings from Problems 1 and 2 as well as other readings to critically consider the work shared by group members. Some questions you may consider are:

      1. How well do the examples fit the terms?
      2. How relevant are the situations / contexts?
      3. How might instruction be improved?

The goals of this step are for all group members to:

      A. Develop a clear understanding of all the terms and how they are used in the Alberta K−12 context
      B. Practice using assessment terms in conversation

Step 3: Create a Tabular Representation for Assessment Terms (Individual / Group)

Working individually, please use the results of Steps 1 and 2 to collate all you have learnt into an expanded Tabular Representation by explaining what each of the terms mean for different stakeholders in your teaching subject area. Please be sure to include the various forms of assessment and their purposes and functions at classroom (student, teacher, and parents), school (administration), and provincial (policymakers) stakeholder levels. Be sure to add citations to support your explanation on what each of the assessment terms mean for different stakeholders.

At this stage it is suggested that you review your Tabular Representation with your group members to ensure it is of the highest quality.

Step 4: Revised Assessment Terms Toolbox Submission (Individual)

Optionally, instructors may allow or require students to complete or submit one of the further outputs below along with the Tabular Representation from Step 3 for this learning task.

   a. An individual conversation with your instructor (by appointment or in class)
   b. An infographic
   c. A video or narrated multi-media presentation
   d. A set of slides

If this is required, this will be discussed in Week 1 of the term. If this is not requested then your submission will only consist of your Tabular Representation.

A final copy of your revised Assessment Terms Toolbox (from Step 3), along with any other optional or required outputs should be submitted to your D2L Dropbox by the deadline. The final product should clearly demonstrate the definitions of the assessment terms, concrete examples of them in use, applications in K–12 school contexts, and the purposes and functions as applicable for different stakeholders.

Assessment:

Please ensure all work submitted meets APA 7 requirements. Please see LT01 Rubric page 11.

<p align="center">LEARNING TASK 2: Critique and Redesign of a Performance Assessment and Rubric
(Group, 40%) – DUE: February 27, 4:59pm</p>

Working in the same groups as in LT01, your group will select an existing authentic performance assessment and its associated rubric. You may choose from a single subject or an interdisciplinary project. The Alberta Assessment Consortium (AAC) website (https://aac.ab.ca/) is one source for finding an authentic performance assessment and its associated rubric. You have access to the AAC resources by creating your AAC account using your UCalgary username and your preferred password.

In making your choice for this LT, please take care to select an authentic performance assessment that has both aspects that are strong but also aspects that need work. After selecting your group's authentic performance assessment and rubric, please check with your instructor for approval to ensure the chosen assessment and rubric are neither too easy nor too hard for this learning task.

You and your group members will first review and critique the assessment and its rubric using course content and readings. Your group is encouraged to bring in additional sources and arguments from outside the course readings. Next, your group will address as many of your critiques as possible by redesigning the assessment and its rubric. Once the redesign is complete, your group will then discuss the redesign of the assessment and its rubric, highlighting what improvements you made as well as why you made those improvements and in the way you did before answering a few specific questions. The steps for this Learning Task are described in more detail below.

Step 1:

1. After selecting an authentic performance assessment and its rubric and having it approved by your instructor, provide an overview at the beginning of your group's paper (300 words +/- 10%). This will be followed by a thorough written critique of the authentic performance assessment task and its rubric using Newmann and Associates' (1996) criteria for authentic intellectual quality and Arter and Chappuis' (2006) MetaRubric. Your group may also use other readings and sources, such as from Problems 3 and 4 to add to your argument. Please ensure your group addresses both the strengths and weaknesses of the assessment task and its rubric (1000 words +/- 10%).

2. Add to your group's arguments with annotations directly on the original authentic performance assessment and rubric

Step 2:

3. Your group should work together to redesign both the authentic performance assessment and its rubric to address as many of the weaknesses as possible. Please ensure the redesign is fully formatted and ready for potential student use.

4. In a discussion of your redesigned authentic performance assessment and rubric, reapply Newmann and Associates (1996), Arter and Chappuis' (2006), and other sources as needed, including those in Problems 3 and 4, to the redesigned material. Please address how and why the redesigned authentic performance assessment and rubric are improved (1000 words +/- 10%).

5. Add to your group's arguments with annotations directly on the revised authentic performance assessment and rubric.

Step 3:

5. The last section of your group's paper should address the following questions (700 words +/- 10%):

   a. How does the redesigned authentic performance assessment and rubric align with the curriculum (i.e., alignment between assessment tasks, success criteria and performance standards in the rubric, and intended learning outcomes in the programs of study) in at least one teaching subject / specialization?
   b. How does the redesigned authentic performance assessment and rubric assess disciplinary / interdisciplinary knowledge and cross-curricular competencies?
   c. How does the redesigned authentic performance assessment and rubric consider the use of various formative assessment strategies to support student learning (e.g., assessment for and as learning)?
   d. As you look at the redesigned authentic performance assessment what evidence does your group have that this results in a more valid and reliable assessment than the original?

Submission of Learning Task 2 to the D2L Dropbox:

Please submit your group's work to the LT02 Dropbox in D2L with the following parts in the order below;

   1. Your group's paper very clearly organized by sections into:
      a. A brief overview of the original authentic performance assessment and rubric (300 words +/- 10%)
      b. The critique of the original authentic performance assessment and rubric (1000 words +/- 10%)
      b. The discussion of the redesigned authentic performance assessment and rubric (1000 words +/- 10%)
      c. The answers to the questions listed in Step 3 (700 words +/- 10%)
   2. The original authentic performance assessment and rubric with annotations
   3. The redesigned authentic performance assessment and rubric, fully formatted for student use, with annotations

Assessment and Submission:

Please ensure all work submitted meets APA 7 requirements. Please see LT02 Rubric page 12.

LEARNING TASK 3: Communicating Student Learning
(Individual, 25%) – DUE: Option 1: In Class Week 9 / Option 2-4: Mar. 13, 16:59

It is important for student teachers to understand sound and equitable grading and reporting methods and effective ways of communicating student learning "to students, parents, and others who have a right to know in a manner that is easy to understand, accurate, fair, and designed to support learning" (Alberta Assessment Consortium, 2018, p. 60).

With a focus on fair, transparent, and equitable assessment practices for all, you will build from LT02 and engage in meaningful reflections on how sound and equitable grading and reporting methods can be used to support student learning as well as how student learning can be communicated effectively to students and parents / guardians. This LT gives you a number of options, including multi-modal approaches, to chose from when completing this task.

In responding to this Learning Task, please position yourself as an educator in your assessment practice and respond to the following questions;

1. What would be your key considerations when implementing the redesigned performance assessment and rubric from LT02?
2. How would you evaluate student learning? Please base this on Problem 5. From this problem, select two grading Methods and explain your rationale for choosing them (e.g., rubric and narratives).
3. How would you report / communicate student learning? Would you consider a holistic approach to reporting or outcomes-based reporting? Please explain your choice and rationale.
4. Based on your selection of the grading and reporting methods in #2 and #3 above, how would you communicate student learning with students and parents/guardians?
5. What would you communicate during and after the learning process?

Learning Task 3 can be done in one of the following options (Please ensure you share your choice from the options below with your instructor before the end of class on Tuesday March 3rd, 2026):

Option 1 – An assessment conversation (which could be an interview, a role play, etc.) with your instructor to address each of the five questions (8−10 minutes) – Due during class time or by appointment in Week 9.
Option 2 – A video recording of you addressing the five questions (5−8 minutes) – Due to the LT03 D2L Dropbox by 4:59pm March 13
Option 3 – A written report to address each of the five questions (1000 words **+/-** 10%**)** – Due to the LT03 D2L Dropbox by 4:59pm March 13
Option 4 – An infographic to address each of the five questions (Please discuss size and constraints with your instructor before choosing this option**)** – Due to the LT03 D2L Dropbox by 4:59pm March 13

Assessment and Submission:

Please ensure all work submitted meets APA 7 requirements. Please see LT03 Rubric page 14.

UNIVERSITY OF CALGARY

EDUC 456 – LT 1 Rubric – Assessment Terms Toolbox

Criteria	Levels of Performance				Scores
	Novice (1)	**Apprentice (2)**	**Practitioner (3)**	**Expert (4)**	
Examples in your teaching subject	Examples provided for all assessment terms in your teaching subject are vague and confusing; no clear evidence on making meaningful connections to the real world.	Examples provided for some assessment terms in your teaching subject need further clarifications; a few attempts to make meaningful connections to the real world.	Examples provided for all assessment terms in your teaching subject are clear; however, some examples are textbook-like.	Examples provided for all assessment terms in your teaching subject are clear and insightful. They show meaningful connections to the real world.	
Contextualization of assessment terms	Lack of evidence on contextualization of different forms of assessment in local K–12 schools.	The use of the different forms of assessment is weakly contextualized in local K–12 schools.	The use of the different forms of assessment is clearly contextualized in local K–12 schools.	The use of the different forms of assessment is clearly and well contextualized in local K–12 schools.	
Clarity of the purposes and functions of the assessments for stakeholders	The purposes and functions of the different forms of assessment are vague and confusing throughout the tabular representation.	The purposes and functions of the different forms of assessment are vague in some parts of the tabular representation.	The purposes and functions of the different forms of assessment are clearly explained in the tabular representation.	The purposes and functions of the different forms of assessment for stakeholders are clearly and well explained in the tabular representation.	
Quality of presentation	Presentation of your assessment terms toolbox is vague and lacks coherence. It demonstrates a surface understanding of the applications of the assessment terms.	Presentation of your assessment terms toolbox is adequate. It demonstrates an adequate understanding of the applications of the assessment terms.	Presentation of your assessment terms toolbox is clear. It demonstrates a good understanding of the applications of the assessment terms.	Presentation of your assessment terms toolbox is clear and superb. It demonstrates an exemplary understanding of the applications of the assessment terms.	
Effective use of citations	Examples, contextualization, and articulation of purposes and functions of different forms of assessment for stakeholders are not supported by citations.	Examples, contextualization, and articulation of purposes and functions of different forms of assessment for stakeholders are supported by proper citations. There are some errors in APA style or formatting.	Examples, contextualization, and articulation of purposes and functions of different forms of assessment for stakeholders are supported by proper citations. There are few errors in APA 7 style or formatting.	Examples, contextualization, and articulation of purposes and functions of different forms of assessment for stakeholders are well-supported by proper citations. There are no errors in APA 7 style or formatting.	

EDUC 456 - LT 2- Rubric - Critique and Redesign of Performance Assessment and Associated Rubrics

Criteria	Levels of Performance				Score
	Novice - 1	**Apprentice - 2**	**Practitioner - 3**	**Expert - 4**	
Design Artifact – Group Submission, 10%					
Design Artifact − Your Group's Redesigned Performance Assessment and Rubrics (5%)	The redesigned performance assessment and rubrics reflect your group's superficial understanding of the design principles of performance assessment and rubric.	The redesigned performance assessment and rubrics reflect your group's basic understanding of the design principles of performance assessment and rubric.	The redesigned performance assessment and rubrics reflect your group's substantive understanding of the design principles of performance assessment and rubric.	The redesigned performance assessment and rubrics clearly reflect your group's exemplary understanding of the design principles of performance assessment and rubric.	
Group Written Paper on Your Group's Review, Critique, and Redesign of Performance Assessment and Rubric(s) – Group Submission, 30%					
Description of the Performance Assessment and Associated Rubric(s) (5%)	The purposes of the performance assessment and associated rubric(s) are vaguely stated; description is mostly vague and demonstrates a superficial understanding of the principles of performance assessment and effective rubric(s).	The purposes of the performance assessment and associated rubric(s) are adequately described; description demonstrates a basic understanding of the principles of performance assessment and effective rubric(s).	The purposes of the performance assessment and associated rubric(s) are clearly described; description clearly demonstrates a substantive understanding of the principles of performance assessment and effective rubric(s).	The purposes of the performance assessment and associated rubrics(s) are described in an exemplary manner; description clearly and accurately demonstrates a broad and in-depth understanding of the principles of performance assessment and effective rubric(s).	
Critique of the Quality of the Performance Assessment and Associated Rubric(s) and the Assessment-Curriculum Alignment (5%)	Demonstrate a superficial understanding of Newmann and Associates' criteria for authentic intellectual quality in your group's critique of the quality of the performance assessment; some attempts to apply the Newmann and Associates criteria. Provides a vague critique that inadequately addresses the rubric's *Clarity*; *Content/Coverage*; and	Demonstrates a basic understanding of Newmann and Associates' criteria for authentic intellectual quality in your group's critique of the quality of the performance assessment; critique of the quality of the performance assessment lists some elements of the Newmann and Associates criteria; some evidence of using additional criteria to strengthen your critique. Provides a general critique that addresses the rubric's *Clarity*; *Content/Coverage*; and	Demonstrates a clear understanding of Newmann and Associates' criteria for authentic intellectual quality in your group's critique of the quality of the performance assessment; critique of the quality of the performance assessment lists key elements of the Newmann and Associates criteria; good use of additional criteria to strengthen your critique. Provides a comprehensive critique that addresses the rubric's *Clarity*; *Content/Coverage*; and	Demonstrates a clear and in-depth understanding of Newmann and Associates' criteria for authentic intellectual quality in your group's critique of the quality of the performance assessment; Effectively use these criteria in a thoughtful, detailed critique of the quality of the performance assessment; exemplary use of additional criteria to strengthen your critique. Provides a comprehensive and insightful critique that addresses the rubric's *Clarity*;	

	Practicality (Arter, 2012). No evidence of including your own criteria based on readings in this course. Vaguely addresses the alignment issue of the authentic performance assessment and rubric(s) with the intended learning outcomes in the curriculum (programs of study).	*Practicality* (Arter, 2012). Some evidence of including your own criteria based on readings in this course. Adequately addresses the alignment issue of the authentic performance assessment and rubric(s) with the intended learning outcomes in the curriculum (programs of study).	*Practicality* (Arter, 2012), and includes your own criteria based on readings in this course. Clearly and strongly addresses the alignment issue of the authentic performance assessment and rubric(s) with the intended learning outcomes in the curriculum (programs of study).	*Content/Coverage*; and *Practicality* (Arter, 2012), and includes your own criteria based on readings in this course. Clearly and eloquently addresses the alignment issue of the authentic performance assessment and rubric(s) with the intended learning outcomes in the curriculum (programs of study).	
Description of the Redesigned Performance Assessment and Associated Rubric(s) (5%)	Provides a brief description of how the performance assessment and associate rubric(s) were redesigned based on Newmann and Associates' criteria, and Arter's (2012) MetaRubric.	Provides an adequate description of how the performance assessment and associate rubric(s) were redesigned based on Newmann and Associates' criteria, and Arter's (2012) MetaRubric.	Provides a detailed description of how the performance assessment and associate rubric(s) were redesigned based on Newmann and Associates' criteria, Arter's (2012) MetaRubric, and other readings/resources.	Provides a detailed and superb description of how the performance assessment and associate rubric(s) were redesigned based on Newmann and Associates' criteria, Arter's (2012) MetaRubric, and other readings/resources.	
Incorporation of Various Formative Assessment Strategies in the Redesigned Performance Assessment (5%)	Weak articulation of how a variety of formative assessment strategies can be incorporated into the redesigned performance assessment.	Adequate articulation of how a variety of formative assessment strategies can be incorporated into the redesigned performance assessment.	Strong or Sound articulation of how a variety of formative assessment strategies can be incorporated into the redesigned performance assessment.	Excellent articulation of how a variety of formative assessment strategies can be incorporated into the redesigned performance assessment.	
Use of the Redesigned Performance Assessment and Rubric(s) for Assessing Disciplinary/ Interdisciplinary Knowledge and Competencies (5%)	Weak articulation of how the redesigned performance assessment and rubric(s) can be used to assess disciplinary knowledge and competencies.	Adequate articulation of how the redesigned performance assessment and rubric(s) can be used to assess disciplinary knowledge and competencies.	Strong or Sound articulation of how the redesigned performance assessment and rubric(s) can be used to assess disciplinary knowledge and competencies.	Excellent articulation of how the redesigned performance assessment and rubric(s) can be used to assess disciplinary knowledge and competencies.	
Evidence on Making the Redesigned Performance Assessment and Rubric(s) A More Viable Approach to Collecting Reliable and Valid Student Data (5%)	Weak arguments for making the redesigned performance assessment and rubric(s) a more viable approach to collecting reliable, and valid student data.	Adequate arguments for making the redesigned performance assessment and rubric(s) a more viable approach to collecting reliable and valid student data.	Strong or Sound arguments for making the redesigned performance assessment and rubric(s) a more viable approach to collecting reliable and valid student data.	Excellent arguments for making the redesigned performance assessment and rubric(s) more reliable and valid.	

EDUC 456 - LT3 Rubric – Communicating Student Learning

Criteria	Levels of Performance				Scores
	Novice (1)	**Apprentice (2)**	**Practitioner (3)**	**Expert (4)**	
Consideration of assessment task implementation	Vague considerations of implementing the redesigned authentic performance assessment and rubric; minimal or no use of citations.	Adequate considerations of implementing the redesigned authentic performance assessment and rubric; a few citations are drawn from the problems in the course.	Clear considerations of implementing the redesigned authentic performance assessment and rubric; proper citations are drawn from most problems in EDUC 456.	Clear and thoughtful considerations of implementing the redesigned authentic performance assessment and rubric; proper citations are drawn from all problems in EDUC 456.	
Justification for grading methods	Weak and vague justification for grading methods, minimal or no use of citations from Problem 5 to support your arguments.	Acceptable justification for grading methods; a few citations from Problem 5 are used to support your arguments.	Sound justification for grading methods; proper citations from Problem 5 are used to support your arguments.	Excellent justification for grading methods; proper citations from Problem 5 are used to support your arguments.	
Communication plan	Haphazard plan for communication with different stakeholders.	Adequate plan for communication with different stakeholders.	Clear plan for communication with different stakeholders.	Clear and well-thought-out plan for communication with different stakeholders.	
Quality of presentation	Presentation of your work in LT 3 is ambiguous and lack coherence; It reflects your superficial understanding of both the theory and application of sound and equitable grading and eporting methods, as well as effective ways of communicating student learning with different stakeholders.	Presentation of your work in LT 3 needs some clarification and reorganization. It reflects your partial understanding of both the theory and application of sound and equitable grading and eporting methods, as well as effective ways of communicating student learning with different stakeholders.	Presentation of your work in LT 3 is clear and organized. It reflects your clear understanding of both the theory and application of sound and equitable grading and eporting methods, as well as effective ways of communicating student learning with different stakeholders.	Presentation of your work is clear, organized, and educative! It reflects your exemplary understanding of both the theory and application of sound and equitable grading and eporting methods, as well as effective ways of communicating student learning with different stakeholders.	

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: https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e

GRADING: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date. Late submissions not discussed with the instructor prior to the due date will receive a zero.** 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.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures
https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see:
https://www.ucalgary.ca/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
•   Wellness and Mental Health Resources
•   Student Success
•   Student Ombuds Office
•   Student Union (SU) Information
•   Graduate Students' Association (GSA) Information
•   Emergency Evacuation/Assembly Points
•   Safewalk

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.