

Assignment 2: Part A & B Reporting and Planning

Title	Reporting and planning (teacher plan and report format)
Value	50%
Week Due	Sunday 7 November 2021, by 1259pm (End of Week 12)
Length	Part A 1000 words Part B 1000 words
Learning Outcomes	LOs 2, 3, 4, 5, 6 AITSL 2.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3

Preamble

Assignment 2 is framed as a rich task- a project. One key purpose for assessment is to improve student learning. To improve student learning there must be explicit, targeted, quality teaching decisions.

Understanding where students are at in a learning journey enables a teacher to provide a learning and assessment context that both supports and challenges students (Brady and Kennedy, 2009, p.26).

Adopt the role of a Graduate teacher who can make a series of strategic teacher decisions, naming what selected purposes, strategies and types of assessment resource best support the fictional participant student(s) within an identified, school-based, assessment context.

Align assessment strategies with imagined learner profiles, authorised curriculum, national policies, and with those assessment and reporting protocols mandated by the curriculum and assessment authority local to your state/territory.

Purpose

Assignment 2 requires demonstration of how you integrate Graduate teacher standards, in relation to assessment.

The assignment provides an opportunity for you to assess a sample of student learning and consider the implications for the teaching and learning cycle.

By successfully doing so, you will have shown the seven teacher capabilities below.

- 1 Appraise and explain the role of assessment and reporting in effective schools and classrooms;
- 2 Collect, organise and interpret student data for assessment, monitoring and reporting purposes;
- 3 Assess the educational levels of students through the ability to engage with student work samples for a variety of purposes including informal, formal, diagnostic, formative and summative assessment;
- 4 Compile and justify a range of teaching and learning strategies, technologies, activities and resources based on the learner's assessed educational level;
- 5 Model the process of organising a moderated summative assessment of a student's portfolio samples;
- 6 Interpret student assessment data to provide meaningful and constructive feedback; and reporting to students and their families about student's learning;
- 7 Demonstrate an understanding of how student achievement data informs and or modifies teaching practice to achieve the highest possible, educational outcomes for all students.

Assignment 2 Guidelines

There is a selection of student portfolio samples located in EST300 Learnline/Assignment Information. Choose **one** of the samples as a basis for this Assignment (2) response. You will assess this sample of work by generating your own 'teacher-designed recording template.'

Assignment 2 **Part A** Task Description. Assess and evaluate a student-produced sample (1000 words)

The student sample you chose from the folder in Learnline for Assignment 2 is this student's evidence of learning. **Show how you assessed it.** Part A is not suited to a standard essay format. **Teachers create or collect documentary formats suited to the procedural nature of assessment, moderation and reporting protocols.** The Learnline module covered similar student samples and teacher-designed recording templates, and in your readings, so please **now create one customised to the task at hand.** Imagine what class program and series of learning experiences hypothetically gave rise to a specific and purposeful assessment task to which participant students in your class hypothetically responded, with such a sample as you have chosen.

Part A response should address the following points.

1. Briefly state the imagined contexts for assessment of the student sample.
2. What standard of student achievement applies to a curriculum-based assessment of this student sample? Cite curriculum neatly and completely in text. If using annotations, consider cross-referencing to relevant Australian Curriculum codes, for brevity and clarity. Hybrid versions of Australian Curriculum are acceptable in the assignment response where applicable to your state or territory Department of Education guidelines for teachers. However, these are to be appropriately referenced and student work needs to be original.
3. List the areas of strength evident in this student response, relative to allied program goals outlined in your context statement (Point 1).
4. State areas for remediation revealed through this assessment. Relative to the purpose for the assessment, the task guidelines, related assessment criteria, and Year level achievement standard(s), what evidence suggested that some areas require further remediation?

Assignment 2 **Part B** Task Description. Integrate assessment, moderation and reporting in a forthcoming teaching-learning cycle (1000 words)

Part B re-orientates your response from the level of an assessment task, situated inside a single learning experience. **Now your responses are framed in terms of a coherent Unit of Work or Learning Management Plan, inside which assessment, moderation and reporting strategies are included.** That is, how do you respond to the identified learning issues within a teaching and program context, recognising the class context.

1. List recommended program adjustments relevant to catering for this student's continued learning. The focus of your learning in this task is on how you integrate assessment of and for learning, moderation and reporting of student learning in the unit of work.
2. Briefly describe the instructional context for this Unit of Work. Consider a graphic organiser such as an annotated flow chart, paragraph, series of bullet points, and/or a table if the Part A description of a program context is insufficient for Part B purpose. Consider assessment resources available nationally and locally to teachers, including intellectual ones such as policies, pedagogical principles and peer reviewed theories and research.
3. EST300 (Part B) specify assessment, moderation and reporting explicitly. Explain what proposed assessment, moderation and reporting strategies seem best suited to the imagined unit of work. Highlight strategies which respond or relate to recommendations for the student in Part A. Account for prevailing curriculum, assessment and reporting policies, principles and practices.
4. Justify why and how the proposed assessment, moderation and reporting strategies *address reliability and validity concerns in school assessment and reporting*. Cite relevant scholarly sources Use terms.
5. Create and present at least four documentary samples illustrating how either the participant students or you would fulfil key assessment, reporting and moderation responsibilities during and/or by end of the Unit of Work. Consider different types of and purposed for assessment, teacher-teacher moderation and school-based reporting.