

# Assignment 1: EPR 200

## Assignment 1

<b>Title</b>	<b>Assessing Student Work and Reflective Journal</b> A. At least 4 Learning reflections (Journal Format) and B. Assessing student work samples
<b>Value</b>	PU
<b>Week Due</b>	Thursday, Week 5, by midnight
<b>Length</b>	1500-2000 words
<b>Learning Outcomes</b>	2,3,4,5

### Tasks

- A. From your (previous) Learning Journal select four key reflections that demonstrate critical thinking and reflection of your learning, together with a learning summary, a concluding statement about your learning so far from these reflections and further readings.

Your summary in part A might include:

- An overall reflection of your learning journey during the course so far
- Key questions that you still need answers for.
- Future or further considerations that may be explored more while on your next practical placement (particularly in view of *assessments* and *teaching* in context)

- B. Using the curriculum documents and assessment resources, assess in a reliable, valid and fair way one of the students' work. Make sure to annotate the student's work sample (you can only select from the students' given work samples on learnline).

#### Consider:

- What the student can do
- Areas of strength in the student's work
- Areas that require further explicit teaching in the student's work
- Assess, annotate and provide feedback (use a suitable rubric and ACARA content descriptors).
- Applying your knowledge: Now that you have assessed the student's work – consider the teaching and learning implications including the provision of timely feedback. Provide an outline of "where to next" and considerations for your classroom teaching and programming.

Your submission in part B will include sample of student work/assessment with your assessment annotations, marking/performance criteria and a one page outline that includes your assessment of the student's work and an outline of teaching implications to support learning, a "where to next" so that both timely feedback, effective planning and reporting to students and parents/care givers can occur.

## Assignment 1- Marking Criteria. Assessing student's work and Critical reflections. *Where to next?*

Description: This assignment requires course participants to analyse a sample of student's work for the purpose of feedback and informing the learning and teaching cycle, 'where to next?' The assignment has a further reflective section that requires course participants to reflect on theory and practice by posing several questions that will guide their future reading, research and practice.

	Novice	Competent	Proficient
<b>Analysis of student's work</b>	Some or no Identification of the ACARA outcomes Most key elements of strengths and areas of need are identified. Use of Australian curriculum document or other assessment tools such as marking criteria are minimally (or not) present.	Outcomes and standards are identified and links to ACARA achievement standards/content descriptors have been made Key elements of student work are assessed and strengths and areas of need are clearly identified. Links to appropriate curriculum or assessment tools such as marking criteria are strongly present and some justification of choices is described.	A thorough examination of ACARA outcomes, achievement standards, content descriptors and students' achievement level has been identified and linked. A thorough examination of student strengths and areas of need is evident. Use of range of assessment tools, marking criteria and with clear and obvious links to the curriculum is present. Demonstrates a clear understanding of the student achievement.
<b>Discussion of learning priorities</b>	Outlines areas of strengths and needs with little or no evidence of prioritising	Clearly prioritises learner needs, including recognition of areas of strength. Develops some justification for learning sequence.	Establishes a clear learning sequence that identifies and recognises the strengths and areas of need, giving priority to both areas. Justification is logical and well researched.
<b>Where to next? Strategies for learning and teaching</b>	Suggests some of the strategies with few or no references to curriculum and teaching resources.	Makes clear and logical effort to support suggestions with research and links to teaching resources for <i>where to next</i> -includes one or more curriculum areas.	Recognition of all elements learning and teaching for the classroom context. Clearly provides a range of materials that support and justifies learning and teaching choices.
<b>Reflection Summary, where to next and Questions</b>	Identified less than four areas to reflect upon Demonstrates limited reflection and depth of research. Reflections on the role of assessment and reporting in learning and teaching and <i>where to next</i> , not present. No evidence that readings provided in this unit are done.	Identified four key areas to reflect upon and demonstrate a sound understanding of the issues Clearly makes links between theory and practice. Reflections show depth of research and some thoughts on <i>where to next</i> are present and clearly articulated. Clear evidence that readings are done and completed in this unit.	Identified and demonstrated understanding of key issues in education , identifies four key areas to reflect upon and demonstrate a sound understanding of the issues Write up clearly shows that readings are done for this unit comprehensively. Outlines the questions that still need answered in view of where to next in the journey of teaching and learning. Demonstrates a very high level of research and wide reading that informs thinking, reflection and practice.
<b>Overall task: Setting out, grammar, punctuation, cohesion and readability</b>	Logical and clear.	Provides a context and discussion of assessment and reporting. Well set out and creates an opportunity to engage the reader.	High level of presentation and application to task that clearly demonstrates a high level of understanding of all elements of assessment and reporting in educational contexts. Informative, creative and highly engaging.