

National Priority Area Elaborations

| Priority area | | Assessment/s |
|--|--|--------------|
| A. Aboriginal and Torres Strait Islander Education | 2, 4, 5, 6, 7, 8, 11, 12 | 2 |
| C. Information and Communication Technologies | 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 | 2 |
| D. Literacy and Numeracy | 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19 | 1 and 2 |
| E. Students with Special Educational Needs | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1 and 2 |
| F. Teaching Students from Non-English Speaking Backgrounds | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | 1 and 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the NESA English (ESL) syllabus in order to teach it effectively. In addition they need to develop skills in assessment for learning, including backward mapping a unit of

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5. TEACHING STRATEGIES

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7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | AITSL Professional Graduate Teaching Standards Assessed | National Priority Area Elaborations | Due Date |
|--|-----------------------|--------------------|------------------------------------|---|---|------------------------|
| Assessment 1 Assessment for Learning | 2000 words | 40% | 1, 4, 5 | 1.3, 2.1, 2.3, 5.1, 5.3, 5.4 | A 2, 4, 8, 11 D. 1, 2, 3 F. 1,3, 5, 6, 7, 9, 11 | 23 August 5pm |
| Assessment 2 Unit of work | 3000 words equivalent | 60% | 2, 3, 4 | 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 5.1 | C. 4, 5, 7, 8 E. 2, 3, 6, 9 F. 1, 4, 6, 7, 8 | 12 September 5pm |
| Hurdle requirement Assessment, Feedback and Reporting | S/U | Hurdle requirement | 5, 6 | 5.1, 5.2, 5.3, 5.4, 5.5 | D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19 E. 2, 3, 6, 9 F. 3, 4, 5, 6, 7 | 8 August in class |

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 - Assessment for EAL/D Learning details Approx. 2,000 words

PART ONE

- Briefly describe your teaching focus for a unit of work in Year 11 Preliminary EALD English Module B Close Study Text)

Assessment 2: Approx. 3,000 words

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NSPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [NESA](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

A collection of five or six authentic student responses to at least two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text

- ensure anonymity by removing student names and destroying the samples at the end of the course

- include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes

- annotate the task to indicate what worked well and what needs changing if it were to be used again

- include the marking scheme/rubric for each task

- provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task

- include a key for marking symbolsessment is the process o71 0 595.12 9.9G[e86)-179(of)EMC /P A

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

NOTES:

The student work samples must be authentic.

8. RESOURCES

Required Readings

Gibbons, P. (2009), *English Learners Academic Literacy and Thinking in the Challenge Zone*, Heinemann.

ESL Scales (1994) Curriculum Corporation, 1994

Hawke, R. (2016). *Dear Pakistan*, Rhiza Press **ISBN:** 9781925139549

Harrison, Jane,

<http://www.atesolnsw.org/>

The Association of Teachers of English as a Second Language NSW website has units of work online and professional information.

<http://www.interactivewhiteboard.net.au> This provides training modules in the use of the interactive whiteboard.