School of Education

EDST6735
French Method 2

Term 2 2020

NATIONAL PRIORITY AREA ELABORATIONS

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

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 (e.g. NAPLAN, 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

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

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. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.
https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student

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 st

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FEEDBACK SHEET
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Student Name: Student No.:
Assessment Task 1: Preliminary Scope and Sequence + One Assessment Task

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to Stage 6 preliminary assessment practice					
• Uses syllabus documents and terminology clearly and accurately					
• Sequences learning topics to suit logical learning progression					
• Integrates assessment task logically with learning intentions and learning sequence					
• Provides effective formative feedback for student sample					
Depth of analysis in response to the task • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary					
• Demonstrates understanding NESA Assessment Guidelines					
Familiarity with and relevance of professional and/or research literature used to support response • Understands effective assessment practices					
Structure and organisation or response • Organises and structures scope and sequence according to NESA guidelines and requirements					
• Follows NESA internal assessment requirements for weighting + format					

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Student Name: Student No.:
Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA (-) ⟶ (+)