



School of Education

EDST5805  
Curriculum Differentiation and Assessment in  
Gifted Education

Term 2 2022

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

**1. LOCATION**



#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

The content of the course provides an overview of the major research and issues that may be relevant to the development of appropriate differentiated curriculum and assessment for gifted and talented students. This course builds upon the prior knowledge gained in the introductory course EDST5808. The teaching approach will actively engage students as they discuss current theory and practice, and learn new information, strategies and skills.

#### **5. TEACHING STRATEGIES**

A variety of individualised and grouping arrangements are designed to present key information on a range of content, concepts and issues in the development of appropriate curriculum for gifted and talented students. Online small group discussions and practical activities on assessment for individual student needs and curriculum design based on interests and strengths will assist participants to become more thoroughly familiar with differentiated curriculum content, processes,

## 6. COURSE CONTENT AND STRUCTURE

Part	Topic
1	<p data-bbox="603 297 1209 331"><b>Curriculum Differentiation Principles &amp; Models:</b></p> <ul data-bbox="746 342 1077 465" style="list-style-type: none"><li data-bbox="746 342 1077 376">Concept-based Curriculum</li><li data-bbox="746 387 1077 421">Integrated Curriculum Model</li><li data-bbox="746 432 1077 465">Maker Model</li></ul>
2	<p data-bbox="603 600 1209 633"><b>Differentiated Assessment and Learning Tasks:</b></p> <ul data-bbox="571 645 1241 835" style="list-style-type: none"><li data-bbox="715 645 1101 678">Frameworks for Critical Thinking</li><li data-bbox="715 689 1101 723">Frameworks for Creative Thinking</li><li data-bbox="571 745 1241 779">Differentiation for Special Populations of Gifted Students</li><li data-bbox="834 790 981 824">Assessment</li></ul>
3	<p data-bbox="746 969 1069 1003"><b>Delivering Differentiation:</b></p> <ul data-bbox="707 1014 1109 1137" style="list-style-type: none"><li data-bbox="810 1014 1005 1048">Tiered Learning</li><li data-bbox="746 1059 1077 1093">Grouping and Management</li><li data-bbox="707 1104 1109 1137">Leading Differentiation in Schools</li></ul>

## 7. RESOURCES

### Readings and Resources

A detailed list of readings, resources, and support materials that match to each of the course topics will be provided in the Moodle course website.



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET

EDST5805



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5805 CURRICULUM DIFFERENTIATION AND ASSESSMENT IN GIFTED EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Curriculum differentiation**

<b>SPECIFIC CRITERIA</b>	(-) ←	→	(+)
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Responded well to all component parts of the question or issue</li> <li>• Identified important issues/concepts/ideas relevant to your case study</li> <li>• Provided relevant assessment techniques to identify student strengths, interests &amp; learning needs</li> <li>• Planned differentiated teaching strategies &amp; learning activities that matched the case study needs in your educational context</li> <li>• Matched gifted student learning needs to relevant grouping techniques</li> <li>• Showed how to provide opportunities for enriching, extending, scaffolding or self-regulating learning</li> <li>• Identified support needed for talent development</li> <li>• Used the models accurately to plan for differentiated teaching and learning</li> </ul>			
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Analysed/evaluated chosen techniques/strategies/theories/models from this course</li> <li>• Demonstrated higher order thinking skills (e.g., analysis, synthesis, evaluation)</li> <li>• Showed deep thinking e.g., identified relationships between key issues/concepts</li> <li>• Evidence of originality/creativity in applying chosen techniques/strategies/theories/models was provided</li> </ul>			
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Used appropriate reading content and sources</li> <li>• Referenced course text/readings/wider reading</li> <li>• Read more widely beyond the course recommendations</li> <li>• Showed familiarity with different perspectives, issues, or concepts identified in the literature</li> </ul>			
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Provided a succinct introduction, logical sequencing, and flow of content, concluding a paragraph drawing together key outcomes of the report</li> </ul>			