

# LTCS 6222 - NZ Curriculum: Planning, Assessment and Evaluation

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## **BACHELOR OF EDUCATION (Teaching) PRIMARY**

<b>COURSE TITLE:</b>	<b>LTCS 6222: NZ Curriculum: Planning, Assessment and Evaluation</b>
<b>CREDITS:</b>	<b>15 credits</b>
<b>PRE-REQUISITES:</b>	<b>NIL</b>

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### **PROGRAMME RATIONALE:**

The BTI Bachelor of Education (Teaching) Primary programme prepares teachers who are professional, committed to educating New Zealand's students in New Entrant to Year Eight classrooms. The programme's foundational Conceptual Framework provides the basis for coherence across courses within the programme and seeks the development of *wise* educators who are gracious, secure and teachable and whose teaching is relational, transformative and responsive. Inherent within this is a commitment to critical reflection, consistent with a Biblical Worldview and the aspirations stated within NZ Teachers Council 'Graduating Teacher Standards: Aotearoa, New Zealand.'

### **COURSE DESCRIPTION:**

This course explores the interrelated aspects of effective planning, assessment and evaluation which are integral to the learning and teaching process. Students will engage with relevant literature and biblical Christian principles as well as participate in and reflect on a range of planned teaching and learning experiences. Students will develop confidence and competence with the planning and assessment cycle informed by a theoretically justified rationale.

### **LEARNING INTENTIONS:**

In keeping with the above rationale, the learning intentions for this course are for students to:

1. demonstrate understanding of the nature and interrelatedness of P, A & E and one's educational vision at classroom, school, BOT and national levels.
2. develop confidence and competence in the practice of planning, assessment and evaluation guided by a rationale informed by Biblical principles and the NZ Curriculum.
3. grow as a reflective practitioner working with the Planning and Assessment cycle.



## COURSE CONTENT:

This schedule may change as teaching and learning needs emerge.

Week		Topic	Readings/online postings
10 Feb	1	<b>The Big Picture:</b> Vision, planning, assessment, evaluation. Beginning with the end in mind	Absolum (2006) Wiggins & McTighe (2005)
	2	<b>Implications for metaphors of teaching</b> Biblical principles	Van Brummelen (2009) Pazmino (2002)
17 Feb	3	<b>NZ Curriculum:</b> Learning Areas, Levels 1-3, Achievement Objectives, Learning Intentions, Specific Learning Objectives.	MOE (2007) <b>Portfolio entry 1 due 21 Feb</b>
	4	<b>The nature of different levels</b> Unpacking and exploring AO's level 1-3; key concepts; evidence of learning. Focus on Science as key learning area e.g. The living world strand	TKI website & exemplars McGee & Fraser (2012) Read Ch 7
24 Feb	5	<b>Planning scaffolded progressions, strategies and approaches</b> Structuring learning; Learning objectives; Achievement objectives; key concepts; evidence of learning. Focus on Science as Key learning area e.g. The living world strand	Van Brummelen (2009) Davies & Hill (2009)
	6	<b>Planning components, structuring lessons</b> Structuring lessons across levels 1-3; use Science as a focused learning area e.g. The material world strand	Class sharing of lesson planning and learning <b>Portfolio entry 2 due 28 Feb</b>
3 March	7	<b>Principles and dimensions of assessment</b> Assessing the learning; understanding differing models of assessment	Guskey (2003) McTighe & O'Connor (2005) Stiggins (2006)
	8	<b>Essential elements of the formative assessment process</b> Creating effective assessment in practice	Clarke (2003) Davies & Hill (2009)
10 March	9	<b>Descriptive feedback</b> Feedback that feeds forward Fixed/growth mindset	Ronayne (2002) Moss & Brookhart (2009) <b>Portfolio entry 3 due 14 March</b>
	10	<b>Involving students in classroom assessment</b> Feedback on children's work Student self-assessment	Hattie (2012) Wiggins (2012) Exemplars & samples of student work in writing & science Levels 1-3
17 March	<b>Student Study Week:</b> Planning and preparation for peer teaching in class		
24 March	11	<b>Peer teaching</b> in groups of 3. Reflect on planning, scaffolded progressions, learning activities, assessment etc. Peer assessment & feedback	
	12	<b>Peer teaching</b> in groups of 3. Reflect on learning & peer/group assessment & feedback	
31 March	13	<b>Model scaffolded learning progressions across level 1-3</b> Revisit AO's, LI's, Learning experiences, Key questions, overall matrix	<b>Portfolio entry 4 due 4 April</b>  Music: Listening example <i>Tihore mai</i> , Level 1-3 matrix
	14	<b>Group experience developing scaffolded learning progressions across level 1-3</b>	<b>Scaffolded learning progressions task.</b> Working in groups of 3's with provided picture book and focus
7 April	15	<b>Share with class group experiences of scaffolded learning progressions</b> Feedback and peer/group assessment	
	16	<b>Assessment systems and tools at school level:</b> Eg. National Standards, PAT, SEA, NEMP, e-asTTle	MOE (2009) NZQA: Assessment tools website
14 April	17	<b>Assessment at national level</b> PISA, TIMS	<b>Portfolio entry 5 17 April</b> <b>NB: Assignment 1 due 24 April</b>
	18	<b>GOOD FRIDAY – No session</b>	

<b>Study break (Prepare for Assignment 2, Part D)</b> <b>21 April - 02 May</b>			
<b>5 May</b>	<b>Practicum Two: May 5 to June 7</b>		
<b>9 June</b>	<b>19</b>	<b>The role of the teacher and the planning and assessment cycle when teaching PE</b>	PE gear required Readings to be advised <b>Forum Posting:</b> Self-evaluation of personal experiences in PE, strengths and goals.
	<b>20</b>	<b>Management and Planning for PE</b>	<b>Assignment 2 due 13 June</b>
<b>16 June</b>	<b>21</b>	<b>Micro- teaching 1 (must maintain Thurs session)</b>	
	<b>22</b>	<b>Learning from micro-teaching experience.</b>	Readings to be advised

**PLEASE NOTE:**

There is an expectation that ALL set work will be completed, whether for lecture preparation or assignment submission. For satisfactory completion of this course, each individual assignment task must be passed.

Attendance at all lecture sessions is expected. Students are directed to familiarise themselves with the Student Policy on Attendance, which will be applied to this course.

**On-line Participation:** During the Semester you are required to make personal responses to the on-line activities and contribute to the course. You are expected to participate in a minimum of 80% of the online activities. Failure to do this may result in extra work being set for you to complete this course.

**Please Note: This course is a pre-requisite for Practicum 4.**

A final grade of B- (60%) or above must be achieved in this course before enrolment to Practicum 4 will be offered.

In academic and professional presentations, plagiarism is considered to be a serious ethical offence. It offends such Christian principles as honesty, integrity and respect for others. Plagiarism occurs when another person's published or unpublished work is used as if it were one's own. It involves (without clear acknowledgment) direct copying, quoting, paraphrasing of material or downloading from the internet, another person ideas. Plagiarism includes copying from another student's assignments. Cases of plagiarism will be handled according to the guidelines outlined in the Student Policy on Plagiarism.

**ASSESSMENT TASK 1: Reflective Practice Planning Cycle Record**

Completing this assignment will result in the development of a record of your learning from the activities and foci within the course. The record will be a potential resource for your future professional practice in relation to planning, assessment and evaluation. Five portfolio entries are required as indicated below. Further detail will be available on the course shell on btonline.

**DUE DATE:** April 24, 2014

**WEIGHTING:** 50%

**LINK TO LEARNING INTENTIONS:** 1, 2, 3

Portfolio Entry 1	Metaphor for planning cycle	21 Feb
Portfolio Entry 2	Differentiating learning levels and assessments	28 Feb
Portfolio Entry 3	Forms of assessment and their roles in the learning cycle	14 March
Portfolio Entry 4	Planning and reflections from peer teaching	04 April
Portfolio Entry 5	Benchmarking student work	17 April

**STUDENT NAME:**

**GRADE:**

<b>ASSESSMENT STANDARDS:</b>			
<b>A category</b>	<b>B category</b>	<b>C category</b>	<b>Fail</b>
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria not met
<b>ASSESSMENT CRITERIA:</b>		<b>FEEDBACK:</b>	
<p><b>PLEASE NOTE:</b> Grading is based on the extent to which portfolio entries reflect the course learning intentions. Specific criteria for this assignment will be developed in class as an intentional pedagogical approach.</p>			
<b>OVERALL COMMENT:</b>			

**ASSESSMENT TASK 2: Planning and Assessment Cycle in Action**

This assignment has four parts.

- Part A: a reflective record of the planning and assessment cycle as modelled in the class experience related to scaffolded progressions of learning (level 1-3, Music)
- Part B: a reflective record of your participation with a group planning experience with a provided picture book and focus (level 1- 3).
- Part C: an annotated matrix showing learning progressions, possible learning experiences including assessment tasks resulting from your individual planning with a self-chosen picture book and one curriculum focus chosen from the science, technology, or social science learning area.
- Part D: a reflective record of your planning, teaching and evaluation of a series of 3 lessons to be taught during your practicum experience. The series of 3 lessons are to clearly show sequential development of a concept or skill within one curriculum level. The reflective record will clearly show any changes made between lessons to improve teaching or student learning and include evidence of student voice feedback.

**DUE DATE:** 13<sup>th</sup> June, 2014

**WEIGHTING:** 50%

**LINK TO LEARNING INTENTIONS:** 1, 2, 3

**STUDENT NAME:**

**GRADE:**

<b>ASSESSMENT STANDARDS:</b>			
<b>A category</b>	<b>B category</b>	<b>C category</b>	<b>Fail</b>
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria not met
<b>ASSESSMENT CRITERIA:</b>		<b>FEEDBACK:</b>	

**Grading is based on the extent to which reflective records provide evidence:**

Part A: reflective record accurately describes

- P&A cycle as modelled
- Differences in levels are identified and described
- Insight as to how learning is scaffolded
- Sample learning experiences identified
- Personal reflective statement of learning gained through experience.

Part B: reflective record:

- Describes your thoughts and contributions to and participation with the group planning experience with a provided picture book and focus (level 1- 3)
- Shows through a reflective record how your contribution influenced the final outcome and includes insights to changes you would make for future similar experiences (such as in a syndicate planning session)
- Provides an annotated copy of the resulting scaffolded plan across 3 levels

Part C: of Planning and assessment principles within an annotated matrix showing learning progressions, possible learning experiences including assessment tasks resulting from your individual planning with a self-chosen picture book and one curriculum focus chosen from the science, technology, or social science learning area.

Part D: of your planning, teaching and evaluation of a series of 3 lessons to be taught during your practicum experience. The series of 3 lessons are to clearly show sequential development of a concept or skill within one curriculum level. The reflective record will clearly show any changes made between lessons to improve teaching or student learning and include evidence of student voice feedback.

**OVERALL COMMENT:**



## REQUIRED TEXTS:

McGee, G., & Fraser, D. (2012). *The professional practice of teaching*, (4<sup>th</sup> ed.). Victoria, Australia: Cengage Learning.

Van Brummelen, H. (2009). *Walking with God in the classroom* (3rd ed.). Colorado Springs, CO: Purposeful Design.

## RECOMMENDED READINGS:

Absolum, M. (2006). *Clarity in the classroom: Using formative assessment*. Auckland, New Zealand: Hodder Education.

Clarke, S. (2001). *Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom*. London: Hodder and Stoughton. pp.39-49.

Clarke, S. (2005). *Formative assessment in action*. London, England: Hodder Murray.

Clarke, S., Timperley, H., & Hattie, J. (2003). *Unlocking formative assessment*. (pp. 25-43). Auckland, NZ: Hodder Moa Beckett.

Davies, E., & Hill, M. (2009). *Making classroom assessment work* (New Zealand ed.). Wellington, New Zealand: NZCER.

Guskey, T. R. (2003). How classroom assessments improve learning. *Educational Leadership, February, 60* (5), 7-11.

Hattie, J. (2012). Know thy impact. *Educational Leadership, September, 70* (1), 18-23.

McTighe, J., & O'Conner, K. (2005). Seven practices for effective learning. *Educational Leadership, 63*(3), 10-17.

Ministry of Education. (2009). *National standards*. Wellington, New Zealand: Learning Media.

Moss, C., & Brookhart, S. (2009). *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD.

Pazmino, R. (1998). *Basics of teaching for Christians*. (pp. 15-46). Eugene, OR: Wipf & Stock.

Ronayne, M. (2002). Marking and feedback. *SET* (2), 8-11.

Rubie-Davies, C. (2003). Great expectations: Pedagogical beliefs and instructional practices. *SET* (3), 34-38.

Sternberg, R. G. (2007/2008). Assessing what matters. *Educational Leadership, 65*(4), 20-26.

Stiggins, R. (2006). Assessment through the student's eyes. *Educational Leadership, 64*(8), 22-26.

Stoll, L., Fink, D., & Earl, L.(2002). *It's About Learning (and it's about time)*, Chapter 2, entitled 'Learning about learning'. London, England: RoutledgeFalmer.

Wiggins, G. (2012). 7 Keys to effective feedback. *Educational Leadership*. September, 70 (1), 18-23.

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. (pp. 13-34). Alexandria, VA: Association for Supervision and Curriculum Development.

#### **USEFUL WEBSITES:**

<http://arb.nzcer.org.nz/> - Assessment resource banks (ARBS) English, Maths and Science

<http://assessment.tki.org.nz> -Reporting-to-families-whanau

<http://nzmaths.co.nz/gloss-forms> - Global strategy stage testing for Mathematics (GLoSS)

<http://nzmaths.co.nz/ikan-forms> - Individual knowledge assessment of number (IKAN)

<http://nemp.otago.ac.nz> – National Educational Monitoring Project

<http://www.nzcer.org.nz/>- New Zealand Council for educational research

<http://www.nzcer.org.nz/tests/star> - STAR reading test

[www.tki.org.nz](http://www.tki.org.nz) – Assessment-Assessment Essentials- National Assessment Strategy files

[www.tki.org.nz](http://www.tki.org.nz) – Authentic Toolbox Home page files



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**Wāhi Hira, Tangata Rawe,  
Ngakau Manawa Hiranga**