

# RSA – Course Description



Faculty

Establishing

Course Code

RSAE02

Course Title

**Assessment in Focus**

Course Facilitator

**Amy Green**

Amy is an experienced Teacher and School Leader who has provided training and support for educators throughout her career. Using first-hand experience and current research, Amy will encourage and support Establishing Teachers in this course as they look to further enhance their current practice, guiding them through a series of modules which will have instant impact on how they plan and teach, challenging them to think and reflect along the way.

Course Description

This course aims to provide educators the opportunity to delve deep into assessment, focusing on why it is essential for student learning and how to do this effectively and efficiently without ending up with piles of marking. With formative and summative assessment being a focus for most schools, it easy to fall into the trap of focusing on one more than the other or doing more, but probably not as good. During this course, teachers will build on their knowledge of assessment, and reflect on the what, how and why, including their current practice. Teachers will expand their repertoire of current assessment tools and also delve into marking and feedback and how this can be communicated with students to enhance learning. This course is specifically designed to support Establishing Teachers who are ready to take their teaching practice to the next level.

Course Modules

1. Data Informed Practice
2. Choosing the Right Assessment
3. The Data Dump
4. Effective and Practical Assessment Tools
5. Marking and Feedback
6. Collaborative Formative Assessment

AITSL Standards

- 2.3 Curriculum, assessment and reporting
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data

Phases of learning

This course is designed to cater for teachers in their first few years (2-5+) of teaching across all phases of learning, including primary, secondary and special contexts.