



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2KP210 Bedömning och betygsättning för ämneslärare i engelska och moderna språk (KPU), 4,5 högskolepoäng

Assessment and grading for secondary school teachers of English and modern foreign languages, 4.5 credits

Main field of study

English, French, Spanish, German, Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2019-12-17

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 Perspectives on School and Teaching Conditions – For Subject Teachers (KPU), or the equivalent.

Specific entry requirements as follows:

For teaching in school years 7–9: Subject knowledge in at least one subject of teaching in school years 7–9 equivalent to subject studies of at least 90 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 240 or 270 credits, the subject studies must include an independent project of at least 15 credits.

For teaching in upper secondary school: Subject knowledge in at least one subject of teaching in upper secondary school equivalent to subject studies of at least 120 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 300 or 330 credits, the subject studies must include an independent project of at least 15 credits.

Objectives

After completing the course, the student should be able to:

- account for various forms of assessment, assessment situations and examinations on the basis of relevant theories and current research,
- choose, construct, critically review and problematise different methods, forms of assessment, assessment situations and examinations in relation to the teaching profession and the student's subject,

- formulate assessment guidelines in order to document, analyse, assess and grade pupils' development in the subject in relation to the assessment culture of language teaching, current policy documents, and knowledge requirements,
- justify and defend decisions of grades,
- explain the teacher's responsibility for the exercise of public authority in grading, in relation to academic, societal and ethical aspects.

Content

This course includes a general introduction to assessment and grading. Both formative and summative forms of assessment are discussed, focusing on assessment relevant to the teaching and learning of languages. Teachers' responsibility for the exercise of public authority in assessment and grading is problematised, for example from the perspective of diversity. The students are expected to develop their abilities to work with assessment and grading in their future teaching careers.

Professional basis and professional progression

The students develop their communicative skills in listening, speaking and writing, as support in their educational work. The students practise observing, documenting, analysing, assessing and grading pupils' learning. In terms of assessment, ethical and societal aspects are considered and the students develop an awareness of aspects of equality in the assessment of pupils' performance.

Scientific approach and scientific progression

The students make justified assessments of pupils' learning on the basis of didactic and subject-didactic theories.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, laboratory sessions and group assignments. The teaching focuses on the student's development of a communicative, scientific and professional approach in which the development of knowledge and judgement strengthens the student's professional ability to reflect and act professionally in relation to pupils' learning and teachers' commission.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

The course is examined through oral and written presentations.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

Any costs in connection to assignments etc. are paid by the student.

Required Reading and Additional Study Material

Crooks, Terry J., Kane, Michael T. & Cohen, Allan S. 1996. "Threats to the Valid Use of Assessments". *Assessment in Education, Vol. 3. No. 3.* 20 p.

Fisher, Douglas, Frey, Nancy & Hattie, John. 2018. *Framgångsrik undervisning i literacy – en praktisk handbok*. Stockholm: Natur&Kultur. 188 p.

Jones, Jane & Dylan, William. 2008. *Modern Foreign Languages Inside the Black Box*. Brentford: GL Assessment. 28 p.

Jönsson, Anders. The latest edition. *Lärande bedömning*. Malmö: Gleerups. 206 p.

Lundahl, Christian & Folke-Fichtelius, Maria (eds.) The latest edition. *Bedömning i och av skolan – praktik, principer, politik*. Lund: Studentlitteratur. 360 p.

Skolverket. 2018. *Betyg och betygssättning*. 47 p. Stockholm: Skolverket.

Additional study material

Black, Paul, Harrison, Christine; Lee, Clare; Marshall, Bethan & Wiliam, Dylan. 2003. *Assessment for Learning: Putting it into Practice*. 146 p. Available as an electronic resource via the university library.

Broadfoot, Patricia & Black, Paul. 2004. "Redefining assessment? The first ten years of Assessment in Education". *Assessment in Education 11*, 7–27. 22 p.

Gustavsson, Anders, Måhl, Per & Sundblad, Bo. The latest edition. *Betygssättning – en handbok*. Stockholm: Liber, 312 pages.

Lindström, Lars, Lindberg, Viveca & Pettersson, Astrid (eds.) The latest edition. *Pedagogisk bedömning: Om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, pp. 9–126; 189–216; 235–262. 60 p.

Skolverket. 2011a. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Available online (www.skolverket.se). 70 p.

Skolverket. 2011b. *Kunskapsbedömning – vad, hur och varför?* Stockholm: Fritzes. 133 p. Available online (www.skolverket.se).

Sundin, Maria. 2010. *Klarspråk i skriftliga omdömen*. Stockholm: SKL Kommentus. 103 p.