



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

2KP225 Bedömning och betygsättning för ämneslärare i svenska som andraspråk (KPU), 4,5 högskolepoäng

Assessment and grading for upper secondary school teachers of Swedish as a second language, 4.5 credits

Main field of study

Educational Sciences

Subject Group

Swedish as a Second Language

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2020-09-08

The course syllabus is valid from spring semester 2021

Prerequisites

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

Objectives

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

- account for different assessment methods, assessment situations and examination in second language teaching, based on relevant theory and current research,
- formulate assessment guidelines in order to document, analyse, assess and grade multilingual pupils' development in the subject in relation to current policy documents,
- explain and justify decisions about grading,
- explain the teacher's responsibility for exercising public authority when grading, relative to scientific, societal and ethical aspects.

Content

In this course, the students are given the opportunity to develop theoretical and practical knowledge about grades and assessment within the subject of Swedish as a second language. Current policy documents are studied, as well as different kinds of spoken and written material for assessment. The connections between goals, content, assessment and grading are discussed.

Professional basis and professional progression

In this course the students are given the opportunity to further develop their communicative skills in listening, speaking and writing in support of their teaching. The course also includes practising observation, documentation and analysis of pupils' learning, as well as assessment and grading. In the assessment work, ethical and societal aspects are considered, as are aspects of equality.

Scientific approach and scientific progression

During the course, scientifically based assessments of pupils' learning are made on the basis of subject-didactic and general didactic theories.

Type of Instruction

Teaching is delivered in the form of lectures, group discussions and obligatory seminars.

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 in writing when the course starts.

The course is examined through written and oral assignments.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly 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.

Required Reading and Additional Study Material

Gustavsson, Anders, Måhl, Per & Sundblad, Bo (2012) *Betygssättning – en handbok*. Stockholm: Liber, 312 pages. ISBN: 789147099498

Johansson, Annelie (2018). *Lärares bedömningsspråk. Språkhandlingar, bedömning och språklig utformning i grundskolans skriftliga omdömen*. Linnaeus University Dissertations. No. 341/2018. Linnéuniversitetet. 207 pages. ISBN: 9789188898265.

Jönsson, Anders (2011). *Lärande bedömning*. Malmö: Gleerups Utbildning AB. 180 sidor. ISBN: 9789140676023.

Lindström, Lars, Lindberg, Viveca & Pettersson, Astrid (ed.) (2011): *Pedagogisk bedömning: Om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, p. 9 – 126; 189 – 216; 235 – 262 (60 pages). ISBN: 9789176566756.

Lundahl, Christian & Folke Fichtelius Maria (eds.) (2010): *Bedömning i och av skolan – praktik, principer, politik*. Lund: Studentlitteratur, p. 31 – 46; 129 – 159; 223 – 240; 299 – 314 (97 pages). ISBN: 9789144056814.

Odenstad, Christina, Samuelsson, Johan & Nordgren, Kenneth (2012): *Betyg i teori och praktik*. 2nd ed: ämnesdidaktiska perspektiv på bedömning i grundskola och gymnasium. Malmö: Gleerups. 180 pages. ISBN: 9789140676047.

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

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

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Fritzes. 37 p. ISBN 9789187115745

Skolverket. 2017. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7–9 och i gymnasieskolan*. 122 p. ISBN 9789175592763

Sundin, Maria (2010) *Klarspråk i skriftliga omdömen*. Stockholm: SKL Kommentus. 103 pages. ISBN: 9173452298.

William, Dylan. 2013. *Att följa lärande: formativ bedömning i praktiken*. Studentlitteratur. 200 p. ISBN 9789144083698

Subject-specific literature

Subject-specific literature will be specified at the beginning of term.