

# Student Outline

Assessment for Deeper Learning  
EDU517

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# Assessment for Deeper Learning

EDU517

## Course Details

Class time for the subject is online anytime. Ten (10) credit points are applicable for this elective subject

The Subject Coordinator is Dr Chris Rayner, PhD.

## Academic Staff Contact Hours

Email via the lecturer's NICE email address or message contact via Moodle. Telephone conversation or Zoom/Teams online meeting as available. Appointments as needed.  
Moodle regular forum postings

## Pre-requisites

EDU400/400a and EDU501/501a

## Suggested Co-requisite

None.

## Core or Elective Subject

This subject is an elective subject for the MEd.

## Subject Weighting and Workload

Credit Points	Total course credit points	Timetabled hours/week	Personal study hours/week	Total workload hours/week
10	80	3 (online)	7	10-12

## Delivery Mode

- Face to face on site
- Intensive (provide details): As approved for NICE@School, negotiated with the host school
- E-learning (online): Online delivery via the Moodle learning management platform with optional synchronous zoom tutorial support, recorded for students unable to participate.

## Subject Description

“Deeper Learning” has become a common phrase in education over the last decade. Essentially, the term highlights the goal of meaningful and transferable learning that goes far beyond “teaching for the test”. In Christian schools, this goal extends to learning that reflects Christian discipleship.

In this subject, students are encouraged to be intentional as they design meaningful and purposeful assessment that reflects contemporary research and a biblically-informed worldview. Students will articulate principles of biblically faithful assessment and suggest how those principles can be applied to assessment policy and practice.

## Subject Learning Outcomes

At the end of this subject, students will be able to:

- LO1. Demonstrate advanced knowledge of the philosophies and practices of meaningful and effective assessment.
- LO2. Critically investigate and evaluate contemporary trends of assessment from a biblically-informed worldview.
- LO3. Communicate principles of biblically-faithful assessment.
- LO4. Design or modify assessment practices based on research and biblically-informed principles of assessment.
- LO5. Critically reflect on deeper learning through the assessment of character and formation.

## Graduate Attributes

### Christian Worldview

A knowledge of the Christian story, derived from the Scriptures and tradition of the church. An awareness of the implications of this story for self-identity in the context of local and global communities. This includes a commitment to engage with alternate worldviews, showing appreciation of the values and perspectives of others.

Articulate a clear understanding of God's story, a biblical worldview, and its impact on philosophical and historical trends in education. Plan and implement educational programs in the social and cultural context of the contemporary world that are critically shaped by a biblically informed experience of that world.

Alignment of Subject Learning Outcomes: LO2.

### Leadership

The ability to provide effective Christian leadership to individuals, groups and organisations, demonstrated in the capacity to influence and enable others to accomplish worthwhile objectives which contribute to the human good and the kingdom of God. This includes seeking to emulate the example of Jesus Christ in serving and empowering others.

Demonstrate the advanced level of knowledge and high order of skills that are required for effective Christian educational leadership and training in such areas as teaching, curriculum, administration and research in order to fulfil the vision and mission of particular school communities.

Alignment of Subject Learning Outcomes: LO4.

### Integrity and Justice

The ability to apply a Christian worldview in the diverse situations and responsibilities of life, and to exercise faith, hope, love and generosity as prevailing attitudes. This includes the active promotion of the gospel, social justice, equality, mutual respect and an ecological ethos.

Recognise the diversity of worldviews and life values that characterise today's pluralist societies, encourage respect, based on informed understanding, of those who hold views that differ from those of the school community of the student.

Alignment of Subject Learning Outcomes: LO2 and LO5.

## **Communication**

The ability to communicate effectively to a range of audiences, in appropriate contexts using high levels of verbal, written and technological skills. This includes visual and media literacy, numeracy, rhetoric and persuasion.

Critically evaluate and effectively communicate educational theories and practices in order to most effectively achieve desired learning outcomes with special attention to embedded worldview and life values.

Alignment of Subject Learning Outcome: LO3.

## **Personal and Social Skills**

Demonstrate relational skills that incorporate the flexibility for both independent and collaborative situations. This includes personal and group organisational skills, conflict management and resolution, as well as the ability to value and respect the opinions of others.

Develop a plan for continual personal development that includes spiritual, professional and interpersonal skills for effective classroom teaching and collegial academic engagement.

Alignment of Subject Learning Outcome: LO3.

## **Critical and Creative Thinking**

A capacity for critical and reflective thinking that is explored not only individually but within a community context. This includes a capacity to be creative and to research, analyse and resolve problems in innovative and prophetic ways.

Demonstrate creativity and flexibility supported by biblically informed, rigorous reasoning in identifying and dealing with emerging problems in the educational context.

Alignment of Subject Learning Outcomes: LO1 and LO4

## **Professional Knowledge**

Use and maintain knowledge about a discipline or field, in terms of theoretical, conceptual and methodological elements, striving continually and independently to secure further knowledge and where appropriate, defined professional skills.

Develop and implement classroom research projects that will provide a sound basis for the development of effective educational practice based upon the philosophical assumptions of the school context and needs of students.

Alignment of Subject Learning Outcomes: LO1 and LO3.

## Set Texts

Frontier, T. (2021). *Teaching with clarity: How to prioritise and do less so students understand more*. ASCD.

## Subject Content

### Tutorial 1: Deeper Learning

The term 'deeper learning' has become more prominent in education discussion over the last decade. It sounds appealing. But what does it mean? Is it simply another way of expressing a desire for meaningful learning? While initially used within general education discussion, the term has been appropriated by leaders of Christian education and has taken on another layer of meaning. In this tutorial, we will explore these discussions and develop our own working definition of 'deeper learning.'

**Reading 1:** Spyksma (2020) - Deeper learning

**Reading 2:** Mehta and Fine (2019) - Chapter 1: The state of deeper learning in American High Schools.

**Reading 3:** Lucas (2021) - Introduction; The wrong kind of nets for catching young people's strengths; An education system fit for purpose.

### Tutorial 2: The state of assessment

In 1998, Paul Black and Dylan Wiliam published the ground-breaking paper entitled 'Inside the Black Box: Raising standards in classroom assessment.' Since then, there has been a focus on assessment for/as learning, or formative assessment. This tutorial explores the current state of play when it comes to assessment, and the lessons learned from the 'Assessment for learning' movement.

**Reading 4:** Christodoulou (2016) - Chapter 1: Why didn't Assessment for Learning transform our schools?

**Reading 5:** Lucas (2021) - The problem with educational assessment today; Revisiting the purposes of assessment.

### Tutorial 3: Metaphors of assessment and God's image bearers

Before we begin to unpack the principles of effective assessment in Tutorials 4 and onwards, we take a moment in this tutorial to consider how we view assessment and how we view our students in the practice of assessment. In particular, we consider our metaphor for assessment as we nurture God's image bearers.

**Reading 6:** Badley and Van Brummelen (2012) - Chapter 6: Hitting the mark or lighting the candle.

**Reading 7:** Sackstein (2021) - Chapter 2: Developing self-awareness in the context of assessment.

### Tutorial 4: Clarity of learning intentions and focused success criteria

For the remaining tutorials in this unit, we will spend much of our time engaging with our main text, 'Teaching with clarity' by Tony Frontier. With a unit/team in mind, in this tutorial we aim to clarify our priorities of understanding in the unit, and the indicators of that understanding.

**Set text:** Frontier (2021) - Chapter 3: From clutter to clarity

**Set text:** Frontier (2021) - Chapter 4: Focused success criteria

### **Tutorial 5: Assessing disposition and character**

Assessment goes beyond grading; it is looking for evidence of learning so we can move the learner forward. In this tutorial, we explore the idea of assessing disposition and character. What might it look like? sound like? feel like? In this tutorial we use the work of Costa and Kallick, and their Habits of Mind, to challenge us in considering how we might assess Biblical Threads.

**Reading 8:** Dickens et al. (2017) - Chapter: Threads

**Reading 9:** Costa and Kallick (2008) - Chapter 10: Defining Indicators of achievement.

**Reading 10:** Hanscamp (2019) - Chapter 5: Assessment towards formational learning.

### **Tutorial 6: Intentionality, validity, and reliability**

Do our assessment tasks assess what we think they are assessing? Are they consistent in drawing out that evidence? Are we breaking down assessment into opportunities for 'deliberate practice'? This tutorial will explore these questions under the umbrella terms of intentionality, validity, and reliability.

**Set text:** Frontier (2021) - Chapter 5: Intentional assessment design

**Set text:** Frontier (2021) - Chapter 6: Reliable inferences

### **Tutorial 7: Meaningful feedback**

What is the purpose of feedback? How is our feedback connected to our learning priorities and focused success criteria? How are students taught to respond to feedback? How does feedback relate to Christian deeper learning? In this tutorial, we will use Frontier's definition of feedback: "Feedback is information for the learner that clarifies the relationship between their evidence of learning and the most important success criteria. Feedback is meaningful to learners when they can use it to inform or affirm their next efforts to improve" (p. 106).

**Set text:** Frontier (2021) - Chapter 7: Meaningful feedback

**Reading 11:** Hattie (2023) - Section on Feedback in Chapter 11: Teaching with intent.

### **Tutorial 8: Student-led assessment**

Motivated learners. Students who own their learning. Students actively engaged in class discussions. Learners who seek and learn from feedback. It's a goal for most teachers. Throughout this subject, there has been emphasis on the place and role of the student in assessment. This tutorial explores the importance of student self-assessment and reporting.

**Set text:** Frontier (2021) - Chapter 9: Responsive learning

**Reading 12:** Dueck (2021) - Chapter 6: Student self-reporting: 'It's more than numbers.'



## Assessment Tasks

The assignments are integral to the completion of this subject. They are not merely assessment of work done elsewhere in the subject but are themselves a major part of the learning experience. The final grade for the subject will be determined by the student's performance in the three assessment tasks.

### Assessment Overview

	Word Limit	Due Date	Weighting	AITSL Standards	Learning Outcomes
<b>Critical reflective pieces</b>	3000 words	Weeks 1-13	20%	1.2, 5.1, 5.2 6.3, 7.4	LO1, LO2, LO3, LO4, LO5
<b>Critical evaluation of assessment policy</b>	2500 words	Week 9	40%	1.2, 5.1, 5.2	LO1, LO2, LO3, LO4, LO5
<b>Redesign of assessment practice/task</b>	2500 words	Week 13	40%	1.2, 5.1, 5.2	LO1, LO2, LO3, LO4, LO5

### General Assessment Criteria

	High Dist.	Distinction	Credit	Pass	Fail
<b>Literature</b> The degree to which appropriate readings and academic literature utilised in the formation of the assessment.	Critical discernment and insight into the appropriate selection of readings and academic literature.	Thoughtful selection of appropriate readings and academic literature.	Suitable selection of supportive readings and academic literature.	Adequate evidence of engagement with readings and academic literature.	Little use (or substantial misuse) of supplied readings and consultation of academic literature.
<b>Communication and Presentation</b> The degree to which the writing demonstrates attention to conventions such as grammar, spelling, and sentence structure.	No errors in spelling, capitalization, punctuation or grammar.  Correct and varied sentence structure.  Rich and interesting vocabulary suitable for audience and task.	Few errors in spelling, capitalization, punctuation or grammar.  Minor errors in sentence structure.  Vocabulary highly suitable for audience and task.	Several errors in spelling, capitalization, punctuation or grammar.  Some run-ons, fragments and / or unclear sentences.  Vocabulary suitable for audience and	Several errors in spelling, capitalization, punctuation or grammar.  Several run-ons, fragments and / or unclear sentences.  Adequate vocabulary with some awareness	Many errors in spelling, capitalization, punctuation or grammar.  Frequent sentence errors interfere with communication of ideas.  Simplistic or

			task.	of audience and task.	inappropriate vocabulary for audience and task.
<b>Referencing</b> Degree of adherence to APA7 referencing style.	Consistently correct referencing.	Consistent referencing with minor errors.	Referencing has some errors.	Referencing contains many errors.	Consistently incorrect referencing style.

## Assessment One

### Critical Reflective pieces

**Length:** 3000 word equivalent

**Due Date:** Weeks 1-13

**Weighting:** 20%

Students are required to submit a minimum of **eight** critical reflective pieces throughout the semester. Under the direction of the lecturer, students will provide reflection pieces such as forum posts, responses in intensives/zoom sessions, blog posts, creative pieces, and multimedia presentations. These will be mostly responses to questions/tasks set by the course lecturer but may also include reflections on readings and tutorials.

### Assessment Rubric

Specific Criteria	High Dist.	Distinction	Credit	Pass	Fail
Engagement with the subject material.	Evidence of insightful and highly critical reflection.	Evidence of highly critical reflection.	Evidence of substantial critical reflection.	Evidence of satisfactory critical reflection.	Limited evidence of critical reflection.
Application of a biblically-informed worldview within the critical reflective responses.	Highly insightful application and understanding of a biblically-informed worldview with effective synthesis of ideas.	Excellent application of a biblically-informed worldview evident in the reflective responses.	Substantial application of a biblically-informed worldview in the responses.	Satisfactory to limited application of a biblically-informed worldview in the responses.	Limited to no application of a biblically-informed worldview in the responses
Evidence of a genuine desire to learn from and encourage other students through discussions and interactions in forum posts and synchronous learning as relevant.	Frequent, insightful interactions demonstrating a deep commitment to others and a desire to learn from and encourage other students.	Regular insightful interactions demonstrating a deep commitment to others and a desire to learn from and encourage other students.	Some insightful interactions demonstrating a commitment to others and a desire to learn from and encourage other students.	Satisfactory evidence of a genuine desire to learn from and encourage other students.	Limited evidence of a desire to learn from and encourage other students.
General Criteria	High Dist.	Distinction	Credit	Pass	Fail
<b>Literature</b> The degree to which appropriate readings and academic literature utilised in the formation of the assessment.	Critical discernment and insight into the appropriate selection of readings and academic literature.	Thoughtful selection of appropriate readings and academic literature.	Suitable selection of supportive readings and academic literature.	Adequate evidence of engagement with readings and academic literature.	Little use (or substantial misuse) of supplied readings and consultation of academic literature.

<p><b>Communication and Presentation</b></p> <p>The degree to which the writing demonstrates attention to conventions such as grammar, spelling, and sentence structure.</p>	<p>No errors in spelling, capitalization, punctuation or grammar.</p> <p>Correct and varied sentence structure.</p> <p>Rich and interesting vocabulary suitable for audience and task.</p>	<p>Few errors in spelling, capitalization, punctuation or grammar.</p> <p>Minor errors in sentence structure.</p> <p>Vocabulary highly suitable for audience and task.</p>	<p>Several errors in spelling, capitalization, punctuation or grammar.</p> <p>Some run-ons, fragments and / or unclear sentences.</p> <p>Vocabulary suitable for audience and task.</p>	<p>Several errors in spelling, capitalization, punctuation or grammar.</p> <p>Several run-ons, fragments and / or unclear sentences.</p> <p>Adequate vocabulary with some awareness of audience and task.</p>	<p>Many errors in spelling, capitalization, punctuation or grammar.</p> <p>Frequent sentence errors interfere with communication of ideas.</p> <p>Simplistic or inappropriate vocabulary for audience and task.</p>
<p><b>Referencing</b></p> <p>Degree of adherence to APA7 referencing style.</p>	<p>Consistently correct referencing.</p>	<p>Consistent referencing with minor errors.</p>	<p>Referencing has some errors.</p>	<p>Referencing contains many errors.</p>	<p>Consistently incorrect referencing style.</p>

## Assessment Two

### Critical evaluation of assessment policy

**Length:** 2500 words

**Due Date:** Week 9

**Weighting:** 40%

In this investigation, you are to critically evaluate an assessment policy with reference to: (1) its alignment with a biblically-informed worldview and principles of biblically-faithful assessment; and (2) the philosophies, contemporary discourses on meaningful and effective assessment practices. The task also involves describing and justifying recommended revisions or additions to the policy in line with your appraisal. Ideally, this will be the current assessment policy currently in use at your school, but historical policies or policies for other institutions available publicly (online) may also form the focus for this task. You are encouraged to briefly describe the context and provide some justification for your choice of policy.

#### Assessment Rubric

Specific Criteria	High Dist.	Distinction	Credit	Pass	Fail
1. Evaluate the assessment policy with reference to biblically-informed worldview and principles of biblically-faithful assessment.	A theologically rich and original evaluation of the assessment policy with reference to biblically-informed worldview and biblically-faithful assessment is provided.	A thoughtful and engaging evaluation of the assessment policy with reference to biblically-informed worldview and biblically-faithful assessment is provided.	A well-informed evaluation of the assessment policy with reference to biblically-informed worldview and biblically-faithful assessment is provided.	A sound evaluation of the assessment policy with reference to biblically-informed worldview and/or biblically-faithful assessment is provided.	The evaluation of the assessment policy is either lacking or inaccurate in its engagement with biblically-informed worldview and biblically-faithful assessment.
2. Evaluate the assessment policy with reference to the philosophies, contemporary discourses on meaningful and effective assessment practices.	A scholarly evaluation of the assessment policy with reference to the philosophies, contemporary discourses on meaningful and effective assessment practices is provided.	An expert evaluation of the assessment policy with reference to the philosophies, contemporary discourses on meaningful and effective assessment practices is provided.	A well-informed evaluation of the assessment policy with reference to key discourses on meaningful and effective assessment practices is provided.	An appropriate evaluation of the assessment policy with reference to some contemporary discourses on meaningful and/or effective assessment practices is provided.	The evaluation of the assessment policy is either lacking or inaccurate in its engagement with scholarly discourses on meaningful and effective assessment practices.
3. Recommend revisions and/or additions to the assessment policy.	Innovative revisions and/or additions that comprehensively address the evaluation are powerfully communicated and rigorously justified.	Very well-informed revisions and/or additions that address the evaluation are persuasively communicated and thoughtfully justified.	Highly appropriate revisions and/or additions are described and clearly justified.	Some appropriate revisions and/or additions are described and a basic justification is provided.	The recommendations are either absent, not informed by the evaluation, or not appropriate to the context.
General Criteria	High Dist.	Distinction	Credit	Pass	Fail
<b>Use of Literature</b> The degree to which appropriate readings and academic literature utilised in the formation of the assessment.	Evidence of critical discernment and insight into the appropriate selection of readings and academic literature.	Thoughtful selection of appropriate readings and academic literature.	Suitable selection of supportive readings and academic literature.	Adequate evidence of engagement with readings and academic literature.	Little use (or substantial misuse) of supplied readings and consultation of academic literature.
<b>Communication and Presentation</b> The degree to which the writing demonstrates attention to appropriate communication conventions such as	No errors in spelling, capitalization, punctuation or grammar. Correct and varied sentence structure. Rich and interesting vocabulary suitable for audience and task.	Few errors in spelling, capitalization, punctuation or grammar. Minor errors in sentence structure. Vocabulary highly suitable for audience	Several errors in spelling, capitalization, punctuation or grammar. Some run-ons, fragments and / or unclear sentences. Vocabulary suitable	Several errors in spelling, capitalization, punctuation or grammar. Several run-ons, fragments and / or unclear sentences. Adequate vocabulary	Many errors in spelling, capitalization, punctuation or grammar. Frequent sentence errors interfere with communication of ideas.

genre and form, vocabulary, grammar, spelling, and sentence structure.	Exceptionally prepared piece appropriate to the genre / excellent expression of ideas.	and task. Well-structured piece appropriate to the genre with very clear expression of ideas.	for audience and task. The piece is structured in line with the genre and clear expression of ideas.	with some awareness of audience and task. Structure of the piece and / or expression of ideas satisfactory.	Simplistic or inappropriate vocabulary for audience and task. Limited structure of pieces and / or expression of ideas.
<b>Referencing</b> Degree of adherence to APA7 referencing style.	Referencing using APA7 style is flawless and at a scholarly publication standard.	Consistent referencing using APA7 style and only minor formatting errors.	Generally consistent and appropriate use of APA7 referencing, with some minor formatting errors.	Referencing is either absent, inconsistent, or characterised by errors.	Largely incorrect referencing style and many formatting errors.

## Assessment Three

### Redesign of assessment task or practice

**Length:** 2500 words

**Due Date:** Week 13

**Weighting:** 40%

Choose a current assessment task or practice that you have identified as requiring redesigning in light of your studies in this unit. This could be a whole-school assessment practice or a practice/task within your own classroom. Redesign the practice/task with a clear articulation of how it reflects (1) research into best practice; (2) a biblically-informed worldview; and (3) the aims of deeper learning in the Christian school. Please also see the rubric below to inform preparation for this assignment.

#### Assessment Rubric

Specific Criteria	High Dist.	Distinction	Credit	Pass	Fail
1. Evidence of strategies to enhance assessment for learning that is responsive to student diversity.	Comprehensive and compelling evidence of strategies to enhance assessment for learning that is responsive to student diversity was provided.	Strong evidence of strategies to enhance assessment for learning that is responsive to student diversity was provided.	Clear evidence of strategies to enhance assessment for learning that is responsive to student diversity was provided.	Some valid evidence of strategies to enhance assessment for learning that is responsive to student diversity was provided.	Limited or no evidence of strategies to enhance assessment for learning that is responsive to student diversity was provided.
2. Modification of an assessment task or practice with justification.	An innovative modification of the assessment task or practice was proposed and rigorously justified.	A high-quality modification of the assessment task or practice was proposed with strong justification.	A highly appropriate modification of the assessment task or practice was proposed with a clear justification.	A valid modification of the assessment task or practice was proposed with a basic justification.	The modification of an assessment task or practice was not appropriate and/or lacked sound justification.
3. Discussion of explicit or authentic assessment with reference to literature and a biblical worldview.	A scholarly discussion of explicit or authentic assessment was provided, synthesising relevant literature, and powerfully articulating how this relates to a biblical worldview.	An engaging discussion of explicit or authentic assessment was provided, drawing on a range of relevant literature, and effectively articulating how this relates to a biblical worldview.	A sound discussion of explicit or authentic assessment was provided, drawing on relevant literature, and articulating how this relates to a biblical worldview.	A valid discussion of explicit or authentic assessment was provided, which drew on some relevant literature and showed some alignment with a biblical worldview.	There was limited or no discussion of explicit or authentic assessment with reference to literature and a biblical worldview.
General Criteria	High Dist.	Distinction	Credit	Pass	Fail
<b>Use of Literature</b> The degree to which appropriate readings and academic literature utilised in the formation of the assessment.	Evidence of critical discernment and insight into the appropriate selection of readings and academic literature.	Thoughtful selection of appropriate readings and academic literature.	Suitable selection of supportive readings and academic literature.	Adequate evidence of engagement with readings and academic literature.	Little use (or substantial misuse) of supplied readings and consultation of academic literature.
<b>Communication and Presentation</b> The degree to which the writing demonstrates attention to appropriate communication conventions such as genre and form, vocabulary,	No errors in spelling, capitalization, punctuation or grammar. Correct and varied sentence structure. Rich and interesting vocabulary suitable for audience and task. Exceptionally prepared piece appropriate to the genre / excellent	Few errors in spelling, capitalization, punctuation or grammar. Minor errors in sentence structure. Vocabulary highly suitable for audience and task. Well-structured piece appropriate to	Several errors in spelling, capitalization, punctuation or grammar. Some run-ons, fragments and / or unclear sentences. Vocabulary suitable for audience and task. The piece is structured in line with	Several errors in spelling, capitalization, punctuation or grammar. Several run-ons, fragments and / or unclear sentences. Adequate vocabulary with some awareness of audience and task. Structure of piece and	Many errors in spelling, capitalization, punctuation or grammar. Frequent sentence errors interfere with communication of ideas. Simplistic or inappropriate vocabulary for

grammar, spelling, and sentence structure.	expression of ideas.	the genre with very clear expression of ideas.	the genre and clear expression of ideas.	/ or expression of ideas satisfactory.	audience and task. Limited structure of piece and / or expression of ideas.
<b>Referencing</b> Degree of adherence to APA7 referencing style.	Referencing using APA7 style is flawless and at a scholarly publication standard.	Consistent referencing using APA7 style and only minor formatting errors.	Generally consistent and appropriate use of APA7 referencing, with some minor formatting errors.	Referencing is either absent, inconsistent, or characterised by errors.	Largely incorrect referencing style and many formatting errors.

## Assessment Task Essentials

### Referencing Style:

All academic papers for the National Institute for Christian Education are to be written and submitted following the *Publication Manual of the American Psychological Association (APA) (7<sup>th</sup> ed., 2019)*. Students are advised to become familiar with the National Institute for Christian Education Style Guide found in the Student Information Centre

### Online Submission to Moodle:

Students are to take care when uploading assignments to Moodle, ensuring they submit the correct document for marking. It should be in a Word.doc format (For a text-based assessment) and should contain the Institute Cover Page in the same document (found in the Student Information Centre). Assignments submitted electronically cannot be amended at a later date. With this in mind, email requests from students, to include any such assignment amendments, will not be considered.

### Late Assessments:

Assessments more than seven days late will not be accepted without a special arrangement with your lecturer. Requests for the extension of an assessment task deadline will usually only be granted on the following grounds: 1) Medical illness (certified by Doctor's Certificate); 2) Extreme Hardship; 3) Compassionate Grounds. Students are to complete the "Request for Extension of Assignment Deadline Form". This form must be completed no less than 48 hours before the assignment is due. The form can be located online in the Student Information Centre. Late assessments will incur a daily penalty of 3% up to seven days.

### Online Journal Database:

The use of journal articles is encouraged by students. National Institute students have access through Alphacrucis College to the following online databases of journals:

- JSTOR Database
- EBSCO Database

You can find instructions for accessing library and database resources in the Student Information Centre.

### Classroom and Online Behaviour:

We consider the classroom (virtual or literal) to be an environment that is conducive to the learning experience of all students. As such you are expected to engage with the material in the online classroom ***within the first week of the semester***. You are expected to

conduct yourself with respect, refrain from directing derogatory or prejudiced language towards others in the classroom, refrain from posting disrespectful or inappropriate material on your forums, maintain classroom discussions and student information as private and confidential, and adhere to copyright regulations pertaining to all class material. If you repeatedly engage in behaviour that is disrespectful or disruptive to others' learning, your actions may be subject to a Grievance Procedure (Academic Handbook) and as such students should consider this a first and final warning.

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