School of Education

EDST5805
Curriculum Differentiation and Assessment in Gifted Education

Term 2, 2019

Contents

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Describe and critically appraise different theoretical approaches to curriculum differentiation and assessment	2, 3
2	Critically analyse and evaluate the strengths, weaknesses, and practical application of a variety of curriculum models to the learning needs of gifted students.	2, 3
3	Reiterate and rationalise the place of assessment in curriculum compacting and the development of appropriate curriculum for the individual learning needs of gifted students.	1, 2, 3
4	Identify and evaluate curriculum differentiation strategies to a proficient level of understanding of its place in best teaching practice.	1, 3
5	Evaluate and use curriculum models to design and implement teaching strategies to meet the learning needs of a diverse range of gifted students	3
6	Discuss and evaluate ways that curriculum differentiation and assessment impact on the academic, social, and emotional needs of gifted students, and the interrelationship with underachievement.	2, 3

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	

4.   RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

6. COURSE CONTENT AND STRUCTURE

Module	Topic
1 03/06/19	Models of Curriculum Differentiation for Gifted Students
2 10/06/19	More Models of Curriculum Differentiation
3 17/06/19	*Content Break: Reading & Assessment*
4 24/06/19	Assessment of and for Differentiation
5 01/07/19	Flexible Grouping & Tiered Learning
6 08/07/19	Instructional Strategies
7 15/07/19	Differentiation for Self-regulation
8 22/07/19	*Content Break: Reading & Assessment*

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Attributes Assessed	Due Date
Reading Response	1500 words	30%	1,6	2,3,5	21/06/19 By 5.00pm
Quiz	-	20%	1,6,	1,2,3,5,6	Between 22/07/19 8.00am ± 27/07/19 By 5.00pm
Curriculum Differentiation	2500 words	50%	1,2,3,4,5,6	1,2,3,4,5,6	9/08/19 By 5:00pm

Submission of assessments

6 W X G H Q W V D U H U H T X L U H G W R I R O O R Z W K H L U O H F W X U H U ¶ V L Q V W U X F

FEEDBACK RUBRIC © Dr Susen Smith
EDST5805 Curriculum Differentiation and Assessment in Gifted Education
Assessment 1 - Reading Reflections: 1500 Words, Worth 30%
Insert this assessment feedback rubric at the end of your assignment before submission.

Student name: Student ID:

Criteria	Unsatisfactory 0 -14.9 Below expectations	Pass 15 – 19.4	Credit 19.5 – 22.4 Meets most expectations	Distinction 22.5 – 25.4	High Distinction 25.5 - 30 Exceeds expectations
1. Understanding of the question or issue and the key concepts involved	* Substantially below expectations, only summary, has not reviewed relevant content appropriately, so the assessment requirements have not been followed.				