



# LT1015 Planning, Assessment and Grading 6.0 credits

Planering, bedömning och betygssättning

This is a translation of the Swedish, legally binding, course syllabus.

## Establishment

Course syllabus for LT1015 valid from Spring 2016

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

First cycle

## Main field of study

## Specific prerequisites

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

On completion of the course, the student is expected to be able to:

- use relevant policy documents to plan teaching and design assessment that promotes pupils' learning
- explain principles of knowledge and criterion-referenced assessment
- account for the different aims of assessments and the teacher's formal task as assessor
- review different forms of assessment critically to evaluate different knowledge within mathematics, science and technology, as well as reflect on their consequences for learning
- reflect on different ways to use formative assessment to support pupils' learning and as a tool to evaluate the teaching
- discuss legal security and equivalence and ethical aspects in connection with teachers' work with assessment and grading
- account for different ways to document pupils' knowledge development and reflect on its usability at grading
- understand and discuss how one can reliably transform pupils' knowledge to a grade

## Course contents

The course gives an overview over planning, assessment and grading based on policy documents. In the course, classroom assessment and grading based on a scientific approach are studied. Planning of teaching and design of different forms of assessment are treated. During the course, different forms of assessment are reviewed, and different aims of assessments are discussed. Summative and formative assessment as tools in teaching are discussed. The course also treats the challenges a teacher faces in being fair and objective, for example regarding pupils' class, gender and ethnicity, when it comes to assessment and grading. Documentation of pupils' knowledge development, evaluation of assessment evidence, as well as how these are weighed in grading are reviewed and discussed.

## Disposition

The course is given largely at distance. Each component starts with a short introduction and thereafter individual work (reading and processing of literature, reflections) is alternated with group activities (seminars, discussions, assignments).

## Course literature

Anges senast tre veckor före kursstart. Delar av kurslitteraturen är på engelska.

## Equipment

Computer with Internet connection.

## Examination

- INL1 - Assignment in planning and assessment, 4.0 credits, grading scale: A, B, C, D, E, FX, F
- PRO1 - Project work about planning and assessment, 2.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

## Other requirements for final grade

Passed on all in the course included components.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.