



LT1015 Planning, Assessment and Grading 6.0 credits

Planering, bedömning och betygssättning

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

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

Establishment

On 15710/2021, the Dean of the ITM school has decided establish this official course syllabus to apply from spring term 2022, registration number: M-2021-1999.

Grading scale

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

Education cycle

First cycle

Main field of study

This course does not belong to any Main field of study.

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 should be able to:

1. Use relevant policy documents to plan teaching and design assessment that promotes pupils' learning
2. Explain principles of knowledge and criterion-referenced assessment
3. Account for the different aims of assessments and the teacher's formal task as an assessor
4. Critically review different assessment forms and reflect on their consequences for learning
5. Reflect on different ways to use formative assessment to support pupils' learning and as a tool to evaluate the teaching
6. Discuss fairness (legal security) and equivalence and ethical aspects in connection with the work of teachers with assessment and grading
7. Give an account of different ways to document pupils' knowledge development and reflect on its usability for grading
8. Reason about how to reliably transform pupils' knowledge to a grade

Course contents

The course gives an overview of planning, assessment and grading, based on the school's 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 covers the challenges that a teacher faces, at assessment and grading, of being fair and objective. Documentation of pupils' knowledge development, evaluation of assessment basis, and how these are weighed in grading, are reviewed and discussed.

Specific prerequisites

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.

Other requirements for final grade

Passing grade for all components included in the course

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.