EDED13433 *Assessment and Reporting*
Term 1 - 2017

Profile information current as at 12/05/2024 02:50 pm

All details in this unit profile for EDED13433 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Assessment and Reporting builds students' knowledge and understanding of the purposes of assessment and processes for using assessment techniques and tools for monitoring, informing, improving and enhancing student learning. Students develop formats for recording assessment data and information to meet reporting and accountability standards in contemporary educational contexts. Students understand curriculum, pedagogy and assessment as inter-related components that need to be considered together in the creation of effective learning programs and use principles of effective design to create formative, diagnostic and summative assessment that is responsive to the needs of different students and educational contexts.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation feedback

Feedback

Students appreciated the importance and relevance of the type of work required of the assessment (interpreting data, creating assessment tasks).

Recommendation

Maintain a focus on application to classroom contexts

Action

The students gathered data from students in and planned assessment tasks for specific classroom contexts.

Feedback from Student evaluation feedback

Feedback

Assessment clarification - some details were unclear or ammended - this occurred as tasks were being implemented for the first time.

Recommendation

Some of the details and requirements of the tasks will be refined now the tasks have been fully implemented.

Action

The tasks and templates are very clearly explained on the moodle site and in tutorials.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply knowledge of the principles of effective assessment to critique, recommend or select practices, tools and techniques that support learning.
2. Interpret data from various sources to inform the development of assessment.
3. Construct and use a range of assessment tools for formative and summative assessment of elements of the curriculum.
4. Engage in feedback and moderation processes to make consistent and comparable judgments against task criteria.
5. Adapt assessment strategies to cater for diverse learning needs and provide opportunities for inclusive participation in assessment and the demonstration of learning.
6. Develop recording mechanisms for reporting learner progress and communicating information about the quality of learning to students, parents and carers.

Successful completion of the unit Assessment and Reporting provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.2, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4, and 5.5. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards demonstrating the standards at Graduate career stage and as the focus for identifying professional learning needs.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ◦ Introductory Level | ◦ Intermediate Level | ● Graduate Level | ◦ Professional Level | ◦ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Work - 50%	●	●		●		
2 - Practical and Written Assessment - 50%	●	●	●		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	●		●	●		●
2 - Problem Solving		●	●		●	
3 - Critical Thinking	●	●	●	●	●	●
4 - Information Literacy	●					
5 - Team Work				●		
6 - Information Technology Competence						
7 - Cross Cultural Competence					●	
8 - Ethical practice					●	●
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 50%	●		●	●	●					
2 - Practical and Written Assessment - 50%	●	●	●	●			●	●		

Textbooks and Resources

Textbooks
EDED13433

Prescribed

Assessment & Reporting: Celebrating Student Achievement
Edition: 4th (2011)
Authors: Brady, L & Kennedy, K.
Pearson
Frenchs Forest , NSW , Australia
ISBN: 9781442546813
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jacqui Sprenger Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment in the context of the learning cycle. The purposes of assessment, for, of and as learning.	Chapter 1: Contexts for Assessment & Reporting	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Principles of assessment, equity, authentic assessment	Chapter 2: Principles of Assessment for Learning Chapter 3: Assessment & Teaching – Providing Feedback to Enhance School Learning	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and accountability debates	Chapter 8: The National Curriculum & NAPLAN Chapter 9: NAP and Other Forms of External Assessment	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Diagnostic assessment and use of data for learning	Chapter 3: Assessment & Teaching – Providing Feedback to Enhance Learning Chapter 8: The National Curriculum & NAPLAN	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment for learning and formative assessment	Chapter 5: Strategies for self and peer assessment	Task 1 Presentations

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Designing quality assessment items and tasks	Chapter 4: Strategies for Assessing Student Achievement in the Classroom Chapter 7 Davis, S. & Dargusch, J. (2010) Learning Management and Assessment. in Learning Management and its Association with the Reporting of Learner Performance. In Lynch, D. and Knight, B., (Eds), *The Theory and Practice of Learning Management*, Pearson Education, Frenchs Forest	**Group Work - Case Study - Assessment and Student Success** Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Designing an aligned, balanced assessment program – from intent to criteria, rubrics and reports	Chapter 7 Davis, S. & Dargusch, J. (2010) Learning Management and Assessment. in Learning Management and its Association with the Reporting of Learner Performance. In Lynch, D. and Knight, B., (Eds), *The Theory and Practice of Learning Management*, Pearson Education, Frenchs Forest	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Marking, moderation and feedback processes	Chapter 6: Records of Assessment Chapter 8 Davis, S. & Dargusch, J. (2010) Learning Management and its Association with the Reporting of Learner Performance. In Lynch, D. and Knight, B., (Eds), *The Theory and Practice of Learning Management*, Pearson Education, Frenchs Forest	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation of assessment	Tomlinson, C. A. (2012). *How to differentiate instruction in mixed-ability classrooms*. ASCD.	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Reporting and conferencing	Chapter 7: Principles & Strategies for Reporting Student Achievement in the Classroom	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation and review processes – professional, collegial & systemic		

Week 12 - 29 May 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Practical and Written Assessment - Assessment Package Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 12 Jun 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Group Work - Case Study - Assessment and Student Success

Assessment Type
Group Work

Task Description
Part A (Group)
1. Work together in small groups (maximum of 4) to research and create **a case study presentation** that identifies a specific learning need scenario (for an individual or group of students) in relation to an assessment task or issues emerging from assessment data. The case may relate to a year level, a class, group of students with a particular learning need or disability or an individual (e.g. a dip in year 5 writing data, an ASD student whose grades do not reflect his apparent intelligence. See other examples of scenarios on moodle).
2. The group must collect authentic primary data or source materials from a specific school to illustrate and contextualise the case. Research for the presentation should also be informed by an academic exploration of the issues and make use of policy documents and contemporary literature in the field of assessment and reporting.
3. You should interpret the data, and evaluate the ways in which assessment and other relevant practices may be adapted to improve student success or learning.
4. Finally you must propose a strategy for addressing the identified issue/s.
5. The group needs to present their case study (for approximately 10-15 minutes) in a format as appropriate for a professional development session for peers, it should be informative and engaging and may include the stimulus for collegial discussion. (Distance students will be presenting using the zoom platform and times negotiated with your lecturer/tutor. Each group will also need to be present for the group presentation that they will provide feedback to.)
Documentation: The case study must be written up and submitted (approx. 2500 words), accompanied by a set of questions that could be used with the case study to promote peer professional learning. Also upload source data (with identities of individuals and schools removed) and some evidence of your problem solving process. An overview of the presentation and reference list must also be included. While one person per group may upload the main documentation, all students must upload a word document including their group members names and who in their group is uploading the main documentation, as well as their own peer review sheets.
Part B Peer feedback and moderation (Individual and group)
Each group member will peer assess another presentation using the criteria for this task.
The group members will then engage in a group moderation process to determine a group rating and written feedback to be shared with the presenting group.
Each group members should upload their individual response and the final group feedback (templates provided on moodle).
Each group member will also engage in a group and self-evaluation process before submitting a self assessment profile for the task (templates provided on moodle).
NB: Case studies depict real-life situations in which problems need to be solved. Case study work involves reasoning, problem-solving and decision-making skills. In your case you should draw on a real life situation, but present it as a fictionalized case to protect the identity of individuals and schools it may be based on.

Presentations during week 5-6, documentation submitted week 6

This task addresses aspects of the following Australian Professional Standards for Teachers:
1.1, 1.2, 2.1, 3.5, 3.6, 4.5, 5.1, 5.4.

Assessment Due Date
Week 6 Friday (21 Apr 2017) 11:45 pm AEST
Week 6 Friday (21-04-2017) 11:45 PM AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting
50%

Assessment Criteria
· Demonstrated knowledge and understanding of a learning and assessment issue that impacts upon student success and identified within a case study. (APST 1.1, 1.2)
· Demonstrated understanding of relevant current policy and initiatives in education and use of contemporary theory and research. (5.1)
· Demonstrated skills in data gathering, analysis, interpretation and development of appropriate learning and assessment strategies. (1.2, 5.1, 5.4)
· Communicating effectively with presentation utilising appropriate technology/strategies to help engage & inform the audience. (3.5, 4.5)
· Effective engagement in reflection, moderation and feedback processes. (5.2, 5.3)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Presentation times to be negotiated with course tutor prior to submission.

Learning Outcomes Assessed

- Apply knowledge of the principles of effective assessment to critique, recommend or select practices, tools and techniques that support learning.
- Interpret data from various sources to inform the development of assessment.
- Engage in feedback and moderation processes to make consistent and comparable judgments against task criteria.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work

2 Practical and Written Assessment - Assessment Package

Assessment Type
Practical and Written Assessment

Task Description
Create an assessment and reporting package for a unit of work or learning sequence (this can be based on an existing one but MUST be acknowledged).
The package must include evidence of assessment for, of and as learning and incorporate the development of formative and summative assessment tools that show clear alignment with the curriculum intent.
The package should also incorporate specific modifications to enable the participation of a diverse range of students in the assessment and demonstration of learning.
A reporting framework and sample reporting comments will also be created.
Assessment design choices must be justified in terms of the principles of effective assessment.
Documentation that is required includes:

- Introductory statement — this should show your understanding of the purposes of assessment and incorporate references to relevant reading and policy documents. Links should then be made to the unit being focussed on, learning focus and the way assessment will be incorporated through using knowledge meaningfully. (500-1000 words)
- An overview of curriculum focus, relevant checks for learning, and learning experiences/pedagogy that scaffold the assessment with clear alignment across all demonstrated
- A culminating authentic assessment task for the unit. This should include a justification which details how the task has met the principles of effective assessment (500 word justification).
- Assessment for and as learning/formative assessment strategies (minimum of three) which link specifically to the unit with an explanation of what data can be drawn from these and how it will be used to feed into the learning journey
- Rubric/criteria sheet/guide for making teacher judgements for that culminating task or the unit
- Details about any modifications or considerations that may be required to meet the specific learning needs of individual students (if not possible, you must identify the range of diversity which is present in most school contexts)

A sample student report including an explanation of what data would be generated and drawn upon for the teacher to be able to complete the report. Please write sample teacher comments for a student for that unit of work that would draw on data gathered from the assessment tools (e.g. use a blank school report and fill in relevant parts for a fictional student).

This task addresses aspects of the following Australian Professional Standards for Teachers:
1.1, 1.2, 2.3, 3.5, 4.1, 5.1, 5.2, 5.5

Assessment Due Date
Week 12 Monday (29 May 2017) 11:45 pm AEST
Monday Week 12 (29-05-2017) 11:45 PM AEST

Return Date to Students

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting
50%

Assessment Criteria
· Demonstrated knowledge and understandings about assessment and reporting with links made to own work (APST 5.1, 5.5)
· Appropriate selection of assessment strategies and creation of effective assessment tools and tasks (2.3, 5.1, 5.2)
· A range of appropriate modifications made to cater for specific learner needs (1.1, 1.2, 4.1)
· Reporting framework and comments (2.3, 5.2, 5.5)
· Effective written communication skills (3.5)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Apply knowledge of the principles of effective assessment to critique, recommend or select practices, tools and techniques that support learning.
- Interpret data from various sources to inform the development of assessment.
- Construct and use a range of assessment tools for formative and summative assessment of elements of the curriculum.
- Adapt assessment strategies to cater for diverse learning needs and provide opportunities for inclusive participation in assessment and the demonstration of learning.
- Develop recording mechanisms for reporting learner progress and communicating information about the quality of learning to students, parents and carers.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem