



# EDSE14004 Assessment and Reporting in Secondary Schools

## Term 1 - 2017

Profile information current as at 17/05/2024 11:50 am

All details in this unit profile for EDSE14004 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

Quality assessment and reporting in a secondary school context requires professionally informed judgement using relevant knowledge, skills and dispositions. This unit enhances the capacity to interpret student assessment data to evaluate student learning and modify teaching practice as well as select and apply timely and appropriate types of feedback to improve students' learning. Drawing upon contemporary literature, theory, policy and good practice to achieve this is the focus of this unit.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

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

- Distance

#### 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. **Written Assessment**

Weighting: 50%

#### 2. **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](#).

## Unit Learning Outcomes

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

1. Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools.
2. Apply theory, principles and practice to design and critically evaluate assessment instruments and programs to ensure alignment between curriculum, assessment and learning experiences.
3. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs.
4. Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

**Australian Professional Standards for Teachers (Graduate Level) demonstrated:**

- 1.2 Understand how students learn
- 2.3 Curriculum, assessment and reporting
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 7.2 Comply with legislative, administrative and organisational requirements

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                    | Learning Outcomes |   |   |   |
|-------------------------------------|-------------------|---|---|---|
|                                     | 1                 | 2 | 3 | 4 |
| <b>1 - Written Assessment - 50%</b> | •                 |   |   | • |
| <b>2 - Written Assessment - 50%</b> | •                 | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes             | Learning Outcomes |   |   |   |
|---------------------------------|-------------------|---|---|---|
|                                 | 1                 | 2 | 3 | 4 |
| <b>1 - Communication</b>        | •                 | • | • | • |
| <b>2 - Problem Solving</b>      | •                 | • | • | • |
| <b>3 - Critical Thinking</b>    | •                 | • | • | • |
| <b>4 - Information Literacy</b> | •                 | • | • | • |
| <b>5 - Team Work</b>            |                   |   |   |   |

| Graduate Attributes  | Learning Outcomes |   |   |   |
|--|-------------------|---|---|---|
|  | 1                 | 2 | 3 | 4 |
| <b>6 - Information Technology Competence</b>               |                   |   |   |   |
| <b>7 - Cross Cultural Competence</b>                       | •                 | • | • | • |
| <b>8 - Ethical practice</b>                                | •                 | • | • | • |
| <b>9 - Social Innovation</b>                               |                   |   |   |   |
| <b>10 - Aboriginal and Torres Strait Islander Cultures</b> |                   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                    | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|-------------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
|                                     | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>1 - Written Assessment - 50%</b> | •                   | • | • | • |   |   | • | • |   |    |
| <b>2 - Written Assessment - 50%</b> | •                   | • | • | • |   |   | • | • |   |    |

## Textbooks and Resources

### Textbooks

EDSE14004

#### Prescribed

#### Assessment and Reporting: Celebrating Student Achievement

Edition: 4th (2012)

Authors: Brady, L. & Kennedy, K.

Pearson Australia

Frenchs Forest , NSW , Australia

ISBN: 978-1-4425-4681-3

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

**Joanne Dargusch** Unit Coordinator  
[j.dargusch@cqu.edu.au](mailto:j.dargusch@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

| Module/Topic            | Chapter                      | Events and Submissions/Topic |
|-------------------------|------------------------------|------------------------------|
| Contexts for assessment | Chapter 1, Brady and Kennedy |                              |

### Week 2 - 13 Mar 2017

| Module/Topic             | Chapter                      | Events and Submissions/Topic |
|--------------------------|------------------------------|------------------------------|
| Principles of assessment | Chapter 2, Brady and Kennedy |                              |

### Week 3 - 20 Mar 2017

| Module/Topic                                     | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Alignment of curriculum, pedagogy and assessment | CRO     |                              |

### Week 4 - 27 Mar 2017

| Module/Topic                         | Chapter                      | Events and Submissions/Topic |
|--------------------------------------|------------------------------|------------------------------|
| Data, accountability and improvement | Chapter 8, Brady and Kennedy |                              |

### Week 5 - 03 Apr 2017

| Module/Topic                   | Chapter                      | Events and Submissions/Topic |
|--------------------------------|------------------------------|------------------------------|
| Assessment for learning Part 1 | Chapter 3, Brady and Kennedy |                              |

### Vacation Week - 10 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

### Week 6 - 17 Apr 2017

| Module/Topic                   | Chapter                      | Events and Submissions/Topic |
|--------------------------------|------------------------------|------------------------------|
| Assessment for learning Part 2 | Chapter 5, Brady and Kennedy |                              |

### Week 7 - 24 Apr 2017

| Module/Topic                       | Chapter                      | Events and Submissions/Topic  |
|------------------------------------|------------------------------|---|
| Designing quality assessment tasks | Chapter 4, Brady and Kennedy | <b>Written Assessment: Analysis of data and evidence</b> Due: Week 7 Monday (24 Apr 2017) 11:00 pm AEST |

### Week 8 - 01 May 2017

| Module/Topic                                      | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Alignment in assessment: from outcomes to rubrics | CRO     |                              |

### Week 9 - 08 May 2017

| Module/Topic                                | Chapter                      | Events and Submissions/Topic |
|---|------------------------------|------------------------------|
| Making judgements and writing good feedback | Chapter 6, Brady and Kennedy |                              |

### Week 10 - 15 May 2017

| Module/Topic             | Chapter                      | Events and Submissions/Topic |
|--------------------------|------------------------------|------------------------------|
| Moderation and reporting | Chapter 6, Brady and Kennedy |                              |

### Week 11 - 22 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

Working in the system

CRO

### Week 12 - 29 May 2017

| Module/Topic                     | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|------------------------------|
| Review week: Moderation meetings |         |                              |

### Review/Exam Week - 05 Jun 2017

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| <b>Written Assessment: Assessment and reporting package</b> Due: Review/Exam Week Monday (5 June 2017) 11:00 pm AEST |         |                              |

### Exam Week - 12 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

Please note that the following changes have been made to the alignment of the Assessment Task to Learning Outcomes for T1, 2017:

Assessment Task 1: Analysis of data and evidence will meet Learning Outcomes 1, 2, and 3.

Assessment Task 2: Assessment and reporting package will meet Learning Outcomes 2, 3 and 4.

## Assessment Tasks

### 1 Written Assessment: Analysis of data and evidence

#### Assessment Type

Written Assessment

#### Task Description

Your task is to **demonstrate essential classroom assessment knowledge** including the ways in which teachers use data and evidence to know and support students in the classroom. To do this you will prepare a **written analysis informed by theory** of the ways in which data and evidence would be collected and used to inform the teaching and learning cycle in a unit of work.

#### In preparation for the task you must:

**Access an existing unit of work.** This can be a unit that was designed and taught by you, or designed by your mentor teacher. Any existing work drawn upon **MUST** be acknowledged (eg. if you prepared this unit of work for another course, or the unit was designed by your mentor teacher). **\*\*Ensure that you understand the full range of requirements of Assessment Tasks 1 and 2 before choosing your unit\*\***

You are required to **collect an appropriate range of system and school data** about a class to which this unit has been or could be delivered (this can be a class that you have taught or will be teaching in your next practicum). If you did not collect a range of such data during PP3, you will need to return to your school to access this data. PLEASE NOTE: YOU MUST USE PSEUDONYMS FOR THIS DATA BEFORE INCLUDING IT AS AN APPENDIX IN YOUR ASSIGNMENT.

#### 1. Theoretical understandings and analysis of planning - 1600 words (excluding the matrix)

Begin your written assessment with a **discussion of the purposes of assessment** and your understanding of the **roles of teachers and students in assessment** in classrooms. **Draw on key theories and use examples** from the unit of work to illustrate your point.

Discuss how you would **align curriculum, pedagogy and assessment with a focus on learning** in the delivery of this unit of work. Discuss the process of **front-ending assessment**. **Draw on key theories and use examples** from the unit of work to illustrate your point.

Include a **matrix of the different system and school data sets and methods of collecting evidence** that would inform the teaching of this unit of work. **Discuss the need to identify suitable data sets and methods to collect evidence of learning** in order to establish students' learning needs and current levels of performance. In your discussion **draw on key theories and use examples** of the data sets and the methods for collecting evidence of learning that you would use in this unit of work to meet the needs of all learners in your class.

Referring to the matrix, **explain how you would support diverse learners** in the unit by identifying 2 students of contrasting needs: 1 should be a high achieving student, the other should be a student who is not achieving at the required level. Describe how you would analyse the data sets and evidence about these 2 students to inform 'in-the-

moment' decision-making.

## **2. Practical examples of assessment for learning strategies**

Prepare a **sample of selected formative assessment tools** that you would use in this unit to engage students with **understandings about quality and improvement and to gather evidence** about student learning:

1. **A section of an annotated exemplar of the final/culminating (summative task) the students are asked to complete.** The exemplar is to be used to demonstrate features of quality performance.

Describe the **differentiated pedagogical strategies** you might use to **engage** the two focus learners with the exemplar and **gather further evidence of learning.** (300 words max, not including the exemplar)

2. **A formative assessment instrument** designed to find out about students' understanding at a key point in the unit of work.

Describe **your assumptions about how ready the students are to proceed in their learning** at this point.

**Describe the next steps in teaching** for the two focus learners if one demonstrates understanding and the other does not. (300 words max, not including the instrument)

3. **A self-assessment or peer assessment tool** designed for students to reflect/get feedback on their performance during preparation for their summative task.

Describe how this tool would be used to **assist students' working knowledge of quality criteria** and **inform next steps in individual improvement** for the two focus students. (300 words max, not including the tool)

### **Assessment Due Date**

Week 7 Monday (24 Apr 2017) 11:00 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**

1. Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools;
2. Apply theory, principles and practice to design and critically evaluate assessment instruments and programs to ensure alignment between curriculum, assessment and learning experiences;
3. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools.
- Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## **2 Written Assessment: Assessment and reporting package**

### **Assessment Type**

Written Assessment

### **Task Description**

### **Assessment and reporting package**

Create an assessment and reporting package for the unit of work you referred to in Assessment Task 1. The package will include two components: 1. Design of tasks; 2. Marking and moderation.

## 1. Design of tasks

**Include the task sheet for the final or culminating (summative) task for the unit** to be distributed to students. If this is an existing task sheet (i.e. you got it from a school site), you must ensure that the task sheet meets all of the requirements outlined on the Moodle site (assessment section). This means you may need to 'improve' the task sheet so that it meets requirements. You **MUST** acknowledge if this is a task sheet created by the school and modified by you. Design an **accompanying marking criteria and standards rubric** for this task (**based on the QCAA standards elaborations, or the Senior School syllabus exit criteria depending on the focus year level**). If you base your criteria and standards rubric on an existing tool used by the school, you **MUST** acknowledge this.

**Critically reflect on the validity of these assessment decisions, including the design of the final or culminating task that you have developed or modified, the design of formative tasks (mentioned in task 1) and the accompanying marking criteria and standards rubric.** Draw on key theories and provide examples from the unit, the task sheet and marking criteria and standards rubric in your justification. You should also refer to the official curriculum in your discussion. (600 words, excluding task sheet and criteria and standards rubric)

## 2. Marking and Moderation

**Create a full response to the final or culminating task** (you may develop further the exemplar that you wrote for Assessment Task 1).

**Using the marking criteria and standards rubric, you will mark the response to the task**, applying the relevant standards and criteria to inform your judgement of the quality of the work and award a grade. **Annotate the response with targeted feedback** that is informed by the assessment criteria and which is aimed at informing student learning for further improvement.

Provide an **explanation (think aloud, or cognitive commentary)** in which you present how you arrived at the overall judgement of the quality of the student work. Discuss how you identified both strengths and limitations of the work in making your judgement. (300 words)

**Engage in a moderation conversation** with a small group of peers from the course in Week 12 of the term (identify these peers and the date of your moderation meeting). Referring to key theories, **describe the process of moderation and discuss what you learned** about professional judgement practice including the use of standards. Indicate whether your judgements made prior to moderation (as described in your cognitive commentary) remained the same or changed through moderation. (300 words)

**Describe how this final or culminating task, the feedback and the grade would inform reporting to parents.** (200 words)

## Assessment Due Date

Review/Exam Week Monday (5 June 2017) 11:00 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

1. Apply theory, principles and practice to design and critically evaluate assessment instruments and programs to ensure alignment between curriculum, assessment and learning experiences;
2. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs;
3. Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools.
- Apply theory, principles and practice to design and critically evaluate assessment instruments and programs to ensure alignment between curriculum, assessment and learning experiences.
- Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs.
- Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.



## 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