



EDSE14004 Assessment and Reporting in Secondary Schools

Term 1 - 2018

Profile information current as at 03/05/2024 04:57 pm

All details in this unit profile for EDSE14004 have been officially approved by CQU University 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 practice using relevant knowledge, skills and dispositions. In this unit you will be asked to consider your role and the roles of your students in assessment for the purposes of improving student learning. This unit develops your capacity to interpret student assessment data and evidence to make decisions about teaching practices that will best support the needs of your students. In addition, your skills will be developed in the selection application of timely and appropriate types of feedback to improve students' learning. You will be engaged in authentic assessment tasks that will help you to develop the skills and knowledges that are essential to you as a teacher assessor. This unit requires you to draw upon contemporary literature, theory, policy and good practice in building your assessment identity.

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

Pre-requisite EDFE13033 Pre-requisite EDSE12021

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 - 2018

- 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](#).

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

Assignments were considered to be valuable and well scaffolded.

Recommendation

Retain assessment tasks and supports.

Feedback from Student evaluation

Feedback

Moderation and feedback sessions with peers were found to be valuable.

Recommendation

Retain feedback and moderation sessions.

Feedback from Student evaluation

Feedback

Cross-disciplinary student groups weren't as valuable as same discipline groups.

Recommendation

Change feedback and moderation groups so that they are discipline-specific.

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 supports 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 |
| 1 - Written Assessment - 50% | • | • | • | |
| 2 - Written Assessment - 50% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 - Written Assessment - 50% | • | • | • | • | | | • | • | | |
| 2 - Written Assessment - 50% | • | • | • | • | | | • | • | | |

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: Other

[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

Schedule

Week 1 - 05 Mar 2018

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

Week 2 - 12 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|------------------------------|--|
| Principles of assessment | Chapter 2, Brady and Kennedy | Formative forum post and feedback due week 2 |

Week 3 - 19 Mar 2018

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

Week 4 - 26 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|------------------------------|--|
| Data, accountability and improvement | Chapter 8, Brady and Kennedy | Formative forum post and feedback due week 4 |

| Week 5 - 02 Apr 2018 | | |
|---|------------------------------|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Assessment for Learning Part 1 | Chapter 3, Brady and Kennedy | Formative feedback conversation to occur between week 5 and the end of week 6 |
| Vacation Week - 09 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 6 - 16 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Assessment for Learning Part 2 | Chapter 5, Brady and Kennedy | |
| Week 7 - 23 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Designing quality assessment tasks | Chapter 4, Brady and Kennedy | Written assignment: Analysis of data and evidence Due: Week 7 Monday (23 Apr 2018) 11:45 pm AEST |
| Week 8 - 30 Apr 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Alignment in assessment: from outcomes to rubrics | CRO | Formative forum post and feedback due week 8 |
| Week 9 - 07 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Making judgements and writing good feedback | Chapter 6, Brady and Kennedy | |
| Week 10 - 14 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Moderation and reporting | Chapter 6, Brady and Kennedy | Formative forum post and feedback due week 10 |
| Week 11 - 21 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Working in the system | CRO | Formative moderation conversation to occur in weeks 11-12 |
| Week 12 - 28 May 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Review week: moderation meetings | | |
| Review/Exam Week - 04 Jun 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | Written assignment: Assessment and reporting package Due: Review/Exam Week Monday (4 June 2018) 11:45 pm AEST |
| Exam Week - 11 Jun 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Written assignment: 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 - the unit must have a written component as its culminating/summative task - the assessment task can be changed to meet this requirement****

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.

Milestone formative tasks and the provision of feedback-5% of grade for Task 1

Complete 2 formative forum posts and provide feedback to peers in Weeks 2 and 4. The details of the tasks are on the *Getting Feedback on the Forum Activities* forum (in the Assessment Block).

Take part in a feedback activity designed to give and receive feedback from a small group of peers in (Weeks 5, 6 and break week). The details of the tasks are on the *Getting Feedback on the Forum Activities* forum (in the Assessment Block).

Complete the Forum Activities Evidence Document T1 and submit as an appendix.

Summative written components to be submitted-45% of grade for Task 1

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 your selected 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 your selected 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** (see template on Moodle site). 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. An excerpt 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 could use to engage the two focus learners with the exemplar and gather further evidence of their 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 (23 Apr 2018) 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

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

Submission Instructions

Upload through Moodle site.

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 supports 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

Graduate Attributes

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

2 Written assignment: 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 that was the focus of Assessment Task 1.

Milestone formative tasks and the provision of feedback-5% of grade for Task 2

Complete 2 formative forum posts and provide feedback to peers in Weeks 8 and 10. The details of the tasks are on the *Getting Feedback on the Forum Activities* forum (in the Assessment Block).

Take part in a moderation activity designed to give and receive feedback on marking from a small group of peers in (Weeks 11/12). The details of the tasks are on the *Getting Feedback on the Forum Activities* forum (in the Assessment Block).

Complete the Forum Activities evidence document - T2 and submit as an appendix.

Summative written components to be submitted-45% of grade for Task 2

The package will include two written components: **1. Design of tasks; 2. Marking and moderation.**

1. Design of assessment tasks

Design the task sheet for the final or culminating (summative) task for the unit to be distributed to students.

- **Annotate the task sheet** to identify all of the requirements outlined on the Moodle site (assessment section).
- You **MUST** acknowledge if this is a task sheet created by the school and modified by you. If you chose to use a task sheet that was written by a school, include the school's original document in your submission. **Include in your annotations some details of what you changed on the original** in order to meet the requirements of the task.

Design an instrument-specific 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).

- **Annotate the rubric** to identify all of the requirements outlined on the Moodle site (assessment section).

• If you base your criteria and standards rubric on an existing tool used by the school, you **MUST** acknowledge this. Include the school's original document in your submission. **Include in your annotations some details of what you changed on the original** in order to meet the requirements of the task.

Reflection on task design

- **Critically reflect on the validity of the assessment decisions made in the unit**, including the **design of the final or culminating task** that you have developed or modified, **the design of formative tasks** (mentioned in task 1) that support students to complete the summative assessment task and the design of 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. (500 words)

2. Marking and Moderation

- Return to the **exemplar excerpt** that you wrote for Assessment task 1 and expand on this to **create a student's full response to the final or culminating task**.
- **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 you would write for the student**, informed by the assessment criteria and aimed at informing student learning for further improvement. **Also include annotations (not intended for the student)** that identify **key theories about quality feedback for improvement and identify aspects of quality in the feedback provided**.
- 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. Include references to the criteria and standards. (200 words)
- **Engage in a moderation conversation** with a small group of peers from the course in Weeks 11/12 of the term (identify these peers and the date of your moderation meeting in your Forum Activities Evidence document - T2). 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)
- **Produce a script of a parent-teacher interview** (including dialogue from both parents and teacher) that demonstrates understanding of how to communicate with parents about their student. The teacher should use this final or culminating task, the feedback and the grade **to inform parents about:**
 - a) how the needs of the student have been specifically targeted (based on data and evidence gathered for AT1); and
 - b) how the summative piece of assessment provides evidence of student learning; and
 - c) will inform next steps in teaching and learning.

This task could be submitted as an MP3 file or as a written script.

Assessment Due Date

Review/Exam Week Monday (4 June 2018) 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

1. Apply theory, principles and practice to design and critically evaluate assessment instruments 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

Submission Instructions

Upload through Moodle

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 supports 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