



# EDSE14004 *Assessment and Reporting in Secondary Schools*

## Term 1 - 2021

Profile information current as at 19/04/2024 05:41 pm

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.

### Corrections

#### Unit Profile Correction added on 25-02-21

Assessment 1 - Online discussion forum - Formative tasks (weeks 4 & 5-6) and Evidence for marks quiz (5% weighting) is due week 7, Monday, 11.45pm.

#### Unit Profile Correction added on 03-03-21

The following is the prescribed textbook for this unit:

Type: Prescribed

Title: Assessment and Reporting : Celebrating Student Achievement

Author: Brady , Laurie & Kennedy , Kerry

Year: 2018

Bindings: Paperback

ISBN: 9781488615863

Edition: 5<sup>th</sup>

Publisher: Pearson Australia

Publisher City: Sydney

Publisher State: NSW

Publisher Country: Australia

## 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 EDFE13033Pre-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 - 2021

- Online

### 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. **Online discussion forum**

Weighting: 5%

#### 2. **Written Assessment**

Weighting: 45%

#### 3. **Online discussion forum**

Weighting: 5%

#### 4. **Written Assessment**

Weighting: 45%

### 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 SUTE

**Feedback**

The feedback sessions with peers were valuable.

**Recommendation**

Maintain feedback and moderation sessions.

#### Feedback from SUTE

**Feedback**

Assessment tasks were explained clearly and the Moodle content directly correlated with the tasks.

**Recommendation**

Maintain Moodle content based on assessment tasks.

#### Feedback from SUTE

**Feedback**

There are fewer opportunities for feedback towards the end of the unit.

**Recommendation**

Review formative task due dates.

## 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.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.2 Understand how students learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 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



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
1 - Online discussion forum - 5%	•	•		
2 - Written Assessment - 45%	•	•	•	•
3 - Online discussion forum - 5%			•	•
4 - Written Assessment - 45%	•	•	•	•

## 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 - Online discussion forum - 5%	•		•			•				
2 - Written Assessment - 45%	•	•	•	•			•	•		
3 - Online discussion forum - 5%	•		•			•				
4 - Written Assessment - 45%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

EDSE14004

#### Prescribed

#### **Assessment and Reporting : Celebrating Student Achievement**

Edition: 5th (2018)

Authors: Brady, Laurie & Kennedy, Kerry

Pearson Australia

Sydney , NSW , Australia

ISBN: 9781488615863

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 7th Edition \(APA 7th edition\)](#)

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 - 08 Mar 2021**

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

### **Week 2 - 15 Mar 2021**

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

### **Week 3 - 22 Mar 2021**

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

### **Week 4 - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Formative activities forum post and feedback due week 4

Data, accountability and improvement Chapter 8, Brady and Kennedy

**Formative Tasks (written assessment task 1) + Evidence for marks quiz** Due: Week 4 Monday (29 Mar 2021) 11:45 pm AEST

#### Week 5 - 05 Apr 2021

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 - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment for Learning Part 2	Chapter 5, Brady and Kennedy	

#### Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Designing quality assessment tasks	Chapter 4, Brady and Kennedy	<b>Written assessment task 1: Planning for assessment</b> Due: Week 7 Monday (26 Apr 2021) 11:45 pm AEST

#### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Alignment in assessment: from outcomes to rubrics	CRO	Formative activities forum post and feedback due week 8

#### Week 9 - 10 May 2021

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

#### Week 10 - 17 May 2021

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

#### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working in the system	CRO	Formative moderation conversation to occur in weeks 11-12

#### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review week: moderation meetings		

#### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Formative Tasks (written assessment task 2) + Evidence for marks quiz</b> Due: Review/Exam Week Monday (7 June 2021) 11:45 pm AEST <b>Written assessment task 2: Assessment and reporting package</b> Due: Review/Exam Week Monday (7 June 2021) 11:45 pm AEST

## Assessment Tasks

### 1 Formative Tasks (written assessment task 1) + Evidence for marks quiz

#### Assessment Type

Online discussion forum

#### Task Description

You have the opportunity to complete formative forum posts and receive feedback from your lecturer and your peers.

Completing these tasks will gain you marks towards your overall grade in this unit.

**In order to get these marks, you will need to do the following:**

**Complete a formative activity by posting to the Formative Activities Forum and provide feedback to peers in Week 4.** The details of the task are on the *Formative Activities forum* (in the Assessment Block).

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

**Complete a quiz that provides evidence that you completed the forum posts, provided your peers with feedback and took part in the feedback activity.** You will be asked to use a quiz format to provide information about when you completed the forum posts and which peers you provided with feedback. The quiz is located in the assessment block and should be completed before, or immediately after, submitting Assessment Task 1.

#### Assessment Due Date

Week 4 Monday (29 Mar 2021) 11:45 pm AEST

Complete the quiz before, or immediately after, submitting Assessment Task 1.

#### Return Date to Students

Marks will be immediate upon completion of the quiz

#### Weighting

5%

#### Minimum mark or grade

2.5

#### Assessment Criteria

Completion of forum tasks and provision of feedback to peers as described.

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### 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 supports to ensure alignment between curriculum, assessment and learning experiences

#### Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence

## 2 Written assessment task 1: Planning for assessment

### 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).

**\*\*The unit that you choose must have a written component as its culminating/summative task (this may not be the whole task, but must be a significant part of the task). If you wish to use a particular unit that you have taught but it does not include this component, you will need to adjust the unit and the assessment task to meet this requirement. Please note, a short answer test does NOT constitute a sufficient written component. Please discuss this with the unit coordinator if you are unsure.\*\***

**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).

**\*\*You could use data that you've accessed for previous professional placement units. Consult with the unit coordinator if there are issues associated with this.\*\***

PLEASE NOTE: YOU MUST USE PSEUDONYMS FOR THIS DATA BEFORE INCLUDING IT AS AN APPENDIX IN YOUR ASSIGNMENT.

### Summative written components to be submitted

#### A. Theoretical understandings and analysis of planning - 1000 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 (including diagnostic tools) of collecting evidence that would inform the teaching of this unit of work** (see template on Moodle site). **\*\*This matrix does not contribute to the word count for this section.\*\***

**Using the matrix as evidence, discuss the need to identify suitable data type and methods to collect evidence of learning** in order to establish the 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. Annotate the matrix to describe your thinking.**

**Identify 2 students of contrasting needs: 1 should be a high achieving students, the other should be a student who is not achieving at the required level.** Use these students as examples of the types of diverse learners you would have in your class.

**Describe how your understanding of these students (from your initial data collection) would inform how you would plan to teach the unit.** Describe how you would continue to collect and analyse data throughout the unit about these 2 students to inform 'in-the-moment' decision-making.

#### B. Practical examples of assessment for learning strategies + discussion - (3 tools + 750 words-max)

Prepare a **sample of selected tools** that you would use in this unit to engage students with understandings about quality and improvement and to gather evidence about student learning. You will describe how you would use these tools for formative purposes (i.e., gathering data on student learning and making adjustments to your teaching in response):

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. Write a paragraph describing the **differentiated pedagogical strategies** you could use to **engage the two focus learners with the exemplar and how you would gather evidence of their learning.** (250 words max, **not** including the exemplar)
2. **A formative assessment instrument (of any type) 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 based on the teaching you have done. Write a paragraph describing the next steps in teaching for the two focus learners if the data you gather through the use of the instrument demonstrates that one of them understands the concepts taught, and the other does not. (250 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. Write a paragraph describing how this tool would be used to assist students' working knowledge of quality criteria and the pedagogical strategies you would use to assist the two focus students to set goals and improve their work. (250 words max, **not** including the tool)

#### **Assessment Due Date**

Week 7 Monday (26 Apr 2021) 11:45 pm AEST

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.

#### **Return Date to Students**

Week 9 Monday (10 May 2021)

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**

45%

#### **Minimum mark or grade**

22.5/45

#### **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 7th Edition \(APA 7th edition\)](#)

#### **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
- 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

### 3 Formative Tasks (written assessment task 2) + Evidence for marks quiz

#### **Assessment Type**

Online discussion forum

#### **Task Description**

You have the opportunity to complete formative forum posts and receive feedback from your lecturer and your peers. Completing these tasks will gain you marks towards your overall grade in this unit.

**In order to get these marks, you will need to do the following:**

**Complete a formative activity by posting to the Formative Activities Forum and provide feedback to peers** in Week 8. The details of the task are on the *Formative Activities* forum (in the Assessment Block).

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

**Complete a quiz that provides evidence that you completed the forum posts, provided your peers with feedback, and took part in the moderation activity.** You will be asked to use a quiz format to provide information about when you completed the forum posts and which peers you provided with feedback. The quiz is located in the assessment block and should be completed before, or immediately after, submitting Assessment Task 2.

#### **Assessment Due Date**

Review/Exam Week Monday (7 June 2021) 11:45 pm AEST

Complete the quiz before, or immediately after, submitting Assessment Task 2.

#### **Return Date to Students**

Marks will be immediate upon completion of the quiz

#### **Weighting**

5%

#### **Minimum mark or grade**

2.5/5

#### **Assessment Criteria**

Completion of forum tasks and provision of feedback to peers as described

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- 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
- Critical Thinking
- Information Technology Competence

## 4 Written assessment task 2: Assessment and reporting package

#### **Assessment Type**

Written Assessment

#### **Task Description**

Your task is to create an assessment and reporting package for the unit of work you used as the basis of Assessment Task 1.

#### **Summative written components to be submitted**

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

#### **A. Design of assessment tasks**

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

**Design an instrument-specific marking criteria and standards rubric** for this task (based on the QCAA standards elaborations). If your focus class is in the Senior School, then you will include the appropriate ISMG).

**\*\*If you base your task sheet and/or criteria and standards rubric on an existing tool used by the school (or from the relevant Senior Syllabus) you MUST acknowledge this.\*\***

### **Reflection on task design**

**Annotate** both the task sheet and the rubric to point out features of both that demonstrate your thinking and decision-making about their design (this will apply whether you were able to change the task sheet/rubric or not [e.g., use of senior tasks/ISMGs]). If the task/rubric was based on the school's work (which you modified), **include in your annotations some details about what you changed on the original** in order to meet the requirements of the task. Write an accompanying statement where you refer to **key theories and the official curriculum** to reflect on the instruments' **validity** and the ways in which they adhere to the requirements of **quality assessment design** as outlined in the Moodle materials. In total, your statement should be 300-400 words.

### **B. Marking and Moderation**

Return to the the exemplar excerpt that you wrote for Assessment task 1 and expand on this to **create a student's full response to the culminating (summative) task.**

**Using the marking criteria and standards rubric, you will mark the student response to the task,** applying the relevant standards and criteria to inform your judgement of the quality of the work and award a grade (note - this does not have to be a response of any particular standard).

**Provide feedback to the 'student' on their work,** informed by the assessment criteria and aimed at informing student learning for further improvement. Write an accompanying statement (**not intended for the student**) that identifies **key theories about quality feedback for improvement and identify aspects of quality in the feedback you have provided for the student. What does this piece of student work demonstrate about your 'impact' on their learning?** Your statement should be approximately 300-400 words.

Provide **an explanation (think aloud, or cognitive commentary)** in which you justify 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 max)

**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 for Marks quiz). Provide a written statement in which you refer 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. (200-300 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 this student and their work. Use this marked final or culminating task, the feedback and the grade **to inform parents about:**

- a) how the needs of this student have been specifically targeted (based on data gathered for AT1 and the particular teaching strategies you employed as a result of data-gathering); and
- b) how the summative piece of assessment provides evidence of the student's learning; and
- c) how it 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 (7 June 2021) 11:45 pm AEST

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

**Return Date to Students**

Exam Week Friday (18 June 2021)

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

**Weighting**

45%

**Minimum mark or grade**

22.5/45

**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 7th Edition \(APA 7th edition\)](#)

**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 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