

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDSE14004 Assessment and Reporting in Secondary Schools Term 1 - 2022

Profile information current as at 18/01/2022 09:20 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.

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 - 2022

- 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 and DDLT

Feedback

Confusion over the purpose of the formative tasks

Recommendation

Formative tasks will be renamed so that it is clear that they contribute to the overall grade of the unit. All assessment tasks will be reviewed to ensure that instructions and descriptions of purpose are clear.

Feedback from SUTE

Feedback

The assessment was practical and logical

Recommendation

Continue implementing practice-based, authentic assessments in the unit.

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



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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes								
	1	2	3	4	5	6	7	8	9
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 Achievements^{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:

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.