EDSE14004 *Assessment and Reporting in Secondary Schools*
Term 1 - 2024

Profile information current as at 09/05/2024 10:12 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 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 - 2024

- 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
Re-format the task sheet to improve clarity

Recommendation
The task specifications will be reviewed and re-formated.

Feedback from SUTE

Feedback
Review task information across the unit and ensure consistency

Recommendation
The Moodle site and teaaching resources will be reviewed to ensure that task information is consistent.

Feedback from SUTE

Feedback
Word count on AT1 not sufficient to provide depth

Recommendation
Review word counts on all tasks.

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
5. Demonstrate broad knowledge of planning, teaching and assessment strategies used to evaluate teaching programs to improve student learning.

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	5
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	5
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					

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
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Contexts for assessment	Chapter 1, Brady and Kennedy Looney, A., Cumming, J., van Der Kleij, F., & Harris. K. (2017) Reconceptualising the role of teachers as assessors: teacher assessment identity. *Assessment in Education: Principles, Policy & Practice*, DOI: 10.1080/0969594X.2016.1268090 Stobart, G. (2014). *Expert Learner.* Maidenhead: McGraw-Hill Education. Retrieved from http://ebookcentral.proquest.com.ezproxy.cqu.edu.au/lib/cqu/detail.action?docID=1630542 Willis, Jill & Cowie, Bronwen (2014) Assessment as a Generative Dance : Connecting Teaching, Learning and Curriculum. In Wyatt-Smith, Claire, Klenowski, Valentina, & Colbert, Peta (Eds.) *Designing Assessment for Quality Learning.* Springer Netherlands, pp. 23-37. Wyatt-Smith, C. M., & Gunn, S. (2009). Towards theorising assessment as critical inquiry. In C. Wyatt-Smith & J. Cumming (Eds.), Educational assessment in the 21st century: Connecting theory and practice (pp. 83–102). Dordrecht, The Netherlands: Springer International.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Principles of assessment | Chapter 2, Brady and Kennedy
ACSA. (nd). *Principles of Student Assessment.* Retrieved from: https://www.acsa.edu.au/pages/images/principles.pdf
Assessment Reform Group. (1999). *Assessment for learning: Beyond the Black Box.* University of Cambridge School of Education.
Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice, 5*(1), 7-74. doi: 10.1080/0969595980050102
Manitoba Education, Citizenship and Youth. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning.* Retrieved from http://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf

Masters, G. (2014). *Reforming Educational Assessment-The purpose of assessment.* Retrieved from https://www.acer.org/cari/videos/the-purpose-of-assessment | |

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Alignment of curriculum, pedagogy and assessment	McTighe, J., & Wiggins, G. (nd.). *Understanding by Design.* Retrieved from: https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf Wiliam, D. (2006). *Assessment for learning: why, what and how*. Cambridge Assessment Network Conference, University of Cambridge. Wyatt-Smith, C., & Bridges, S. (2006). Assessment for learning: An Australian study in middle schooling. *Assessment in an Era of Rapid Change: Innovations and Best Practices.* Singapore Examinations and Assessment Board (SEAB).	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Data, accountability and improvement	Chapter 8, Brady and Kennedy Merrett, R. (2015.) *How data analysis boosted the performance of Queensland school students.* CIO. Retrieved from: http://www.cio.com.au/article/568935/how-data-analysis-boosted-performance-queensland-school-students/ Readman, K. & Allen, B. (2013). *Practical Planning and Assessment.* Melbourne, Oxford. Victorian Curriculum and Assessment Authority. (2013). *Using NAPLAN data diagnostically-an introductory guide for classroom teachers.* Retrieved from http://www.vcaa.vic.edu.au/Documents/naplan/teachersguide-usingnaplandata.pdf	**Forum Post (week 4) and Feedback Task (weeks 5-6) (preparation for Written Assessment Task 1) + Evidence for Marks Quiz (due week 7)** Due: Week 4 Monday (25 Mar 2024) 11:45 pm AEST

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment for Learning Part 1	Chapter 3, Brady and Kennedy ACER. (2014). *Action Research Episode 1: Peer assessment in Mathematics.* Retrieved from: https://soundcloud.com/teacher-acer/action-research-episode-1-peer-assessment-in-mathematics Education Services Australia. (ND). *Assessment for Learning website.* http://www.assessmentforlearning.edu.au/default.asp?id=912 Stobart, G. (2006) Validity in formative assessment. In Gardner, J. (ed), A*ssessment and Learning.* London, UK: Sage Publications, Ltd. Wiggins, G. (2012). *13 Concrete Examples Of Better Feedback For Learning. Teachthought.* http://www.teachthought.com/pedagogy/assessment/13-examples-of-better-feedback-for-learning/	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment for Learning Part 2	Chapter 5, Brady and Kennedy Brooke, G., & Andrade, H. (2013). *Student-centered assessment: Peer assessment.* Retrieved from: http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/ Clarke, S. (2005). *Formative Assessment in the Secondary Classroom.* Abingdon, Hodder Murray. Hattie, J. (ND) *3 Hattie's Visible Learning in 7 minutes revised.* Retrieved from: http://tmsydney.wikispaces.com/file/view/Hattie%E2%80%99s+visible+learning+in+7+minutes.pptx Nieves, K. (2017). *Compare and contrast exemplar annotations.* Retrieved from: https://www.youtube.com/watch?v=IN2fNQQgTTo Rowland, D. (nd). *Exploring the typical features and structure of an argumentative essay with a simple example.* Learning Hub, UQ. Retrieved from: http://uq.edu.au/student-services/pdf/learning/annotated-argumentative-essay.pdf Tognolini, J. (2005) Using online assessment to inform teaching and learning in primary and secondary schools. *ACER Research Conference.* Retrieved from; http://www.acer.edu.au/workshops/conferences.html Wiliam, D. (2015). *Ten feedback techniques that make students think*, Retrieved from: http://www.dylanwiliamcenter.com/practical-ideas-for-classroom-formative-assessment/	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Designing quality assessment tasks | Chapter 4, Brady and Kennedy
Graham, L.J., Tancredi, H., Willis, J., & McGraw, K.. (2018). Designing out barriers to student access and participation in secondary school assessment. *Australian Educational Researcher, 45*, (pp.103–124). https://doi.org/10.1007/s13384-018-0266-y
QCAA. (2014). *QCAA Assessment Glossary.* Retrieved from: https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/assessment-policy
QCAA (ND). *Senior assessment instrument evaluation.* Retrieved from: https://www.qcaa.qld.edu.au/downloads/approach2/qual_assur_snr_assess_tool.docx | **Written assessment task 1: Planning for assessment** Due: Week 7 Monday (22 Apr 2024) 11:45 pm AEST |

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Alignment in assessment: from outcomes to rubrics	CRO Dargusch, J. (2014). Teachers as mediators: Formative practices with assessment criteria and standards. Australian Journal of Language and Literacy 37(3), pp. 192-204. McCurry, D. (2013). Overview of Senior Assessment and Tertiary Entrance in Australia and other countries. Retrieved from: http://research.acer.edu.au/qld_review/5 QCAA. (2018). Australian Curriculum Sample Assessments. Retrieved from: www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/sample-assessments QCAA. (nd). Senior Subjects. https://www.qcaa.qld.edu.au/senior/senior-subjects	

Week 9 - 06 May 2024

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

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Moderation and reporting	Chapters 6 and 10, Brady and Kennedy DET. (nd). *Reporting to Parents.* Retrieved from: http://education.qld.gov.au/curriculum/framework/p-12/docs/policy-reporting.doc Grainger, P. R., & Adie, L. (2014). Title: How do Preservice Teacher Education students Move From Novice to Expert Assessors? *Australian Journal of Teacher Education*, *39*(7). http://dx.doi.org/10.14221/ajte.2014v39n7.9 QCAA (2014). *Assessment Glossary.* QCAA: Brisbane.	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Written assessment task 2: Assessment and reporting package Due: Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Forum Post (week 4) and Feedback Task (weeks 5-6) (preparation for Written Assessment Task 1) + Evidence for Marks Quiz (due week 7)

Assessment Type
Online discussion forum

Task Description
You have the opportunity to complete forum posts and receive feedback from 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 Forum activity (including a post and feedback to your peers) in Week 4. The details of the task are on the 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 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 Written Assessment Task 1

Assessment Due Date
Week 4 Monday (25 Mar 2024) 11:45 pm AEST
Complete forum activity in Week 4. Complete feedback activity in Weeks 5-6. Complete the quiz before, or immediately after, submitting Written Assessment Task 1

Return Date to Students

Students will access the peer feedback provided to them on the forum activity in Week 4. Marks will be immediate upon completion of the quiz.

Weighting
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
No submission method provided.

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

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.

Preparation for the Task
In preparation for the task you must:
1. **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 w 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.

2. **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 STUDENT DATA BEFORE INCLUDING IT AS AN APPENDIX IN YOUR ASSIGNMENT.

Summative written components to be submitted
A. Theoretical understandings and analysis of planning – **1000-1300 words (excluding the matrix)**

Begin this section 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. **Discuss the purpose of keeping accurate and reliable data records** to inform teaching decisions. 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.

Identify 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. Use these students as examples of the types of diverse learners you would have in your class. Describe how **your understanding of these students and the whole class (from your initial data collection) will 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 (and the whole class) to inform 'in-the-moment' decision-making.

B. Practical examples of assessment for learning strategies + discussion - (3 tools + 750-900 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. Describe the pedagogical strategies you will draw on in using these tools with your focus learners and the whole class for formative purposes (i.e., gathering data on student learning and making adjustments to your teaching in response):

   1. **A model response of the final/culminating (summative task) the students are asked to complete.** This model response is to be used to demonstrate features of quality performance. Annotate the model response, pointing out key aspects of the work to show how it is a quality example of this type of writing. Write a paragraph describing the differentiated pedagogical strategies you could use to engage the two focus learners with the model response and how you would gather evidence of their learning. (Paragraph - 250-300 words, not including the model response)
   The model response does not need to be the whole summative task that you will ask students to complete, but it should be long enough to demonstrate to students what they are required to do in (at least) one section of their summative task.

   2. **A formative assessment instrument (of any type)** designed to find out about students' understanding at a key point in the unit of work. Write a paragraph that describes your assumptions about how ready the students are to proceed in their learning based on the teaching you have done. You will describe 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. (Paragraph - 250-300 words, 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. (Paragraph - 250-300 words, not including the tool).

Assessment Due Date
Week 7 Monday (22 Apr 2024) 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
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

3 Forum Post (week 8); Moderation Task (weeks 11-12) (preparation for Written Assessment Task 2) + Evidence for Marks Quiz (due week 13)

Assessment Type
Online discussion forum

Task Description
You have the opportunity to complete forum posts and receive feedback from 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 Forum activity (including a post and feedback to your peers) in Week 8. The details of the task are on the 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 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 Written Assessment Task 2.

Assessment Due Date

Complete forum activity in Week 8. Complete moderation activity in Weeks 11-12. Complete the quiz before, or immediately after, submitting Written Assessment Task 2

Return Date to Students

Marks will be immediate upon completion of the quiz

Weighting
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

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 Written 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 model response that you wrote for Written Assessment Task 1. Remove the annotations that you wrote on Written Assessment Task 1 as part of your pedagogical strategy. This model sample will now be used as an example student response that you will now mark.

Making judgements and providing feedback
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). *Please note – because the student response is only an excerpt of the summative task (not the full summative task), you may not be able to use all individual criteria on the rubric. Only use those criteria that are applicable to that part of the task when you are marking.**

Provide an explanation (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)

Provide feedback to the 'student' on their work, informed by the assessment criteria and aimed at informing student learning for further improvement. This feedback will take the form of comments written on both the student

response and the marked criteria and standards rubric.

W**rite an accompanying statement (not intended for the student) that uses key theories about quality feedback** for improvement and identifies aspects of quality in the feedback you have provided for the student. Your statement should be approximately 250-300 words.

Moderation and Reporting
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.
Discuss the range of strategies that you would draw on for reporting to students and parents/carers.
Describe the purpose of keeping accurate and reliable records of student achievement and how you would do this. (250-300 words)

Impact and Evaluation
Reflect on the work you completed in Written Assessment Task 1 (preparing specific strategies to support your students) and the marked and moderated student response in Written Assessment Task 2 to demonstrate your impact on this student's learning. In particular you will discuss:

     a)   how the summative piece of assessment provides evidence of your impact on the student's learning
     b)   how the needs of this student were specifically targeted (based on data gathered for AT1 that informed your planning and the particular teaching you employed)
     c)   how you evaluated your planning, teaching and assessment strategies during the unit of work in order to adjust your teaching to improve this student's learning
     d)   how successful these strategies were (based on the student's response to the assessment task)
     e)   how this evidence will inform next steps in teaching and learning. (300-400 words)

Assessment Due Date
Review/Exam Week Monday (3 June 2024) 11:45 pm AEST
Upload to unit Moodle site.

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
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
- Demonstrate broad knowledge of planning, teaching and assessment strategies used to evaluate teaching programs to improve student learning.

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