



# EDSE20015 Assessment in Secondary Schools Informed by Educational Neuroscience Term 3 - 2022

Profile information current as at 27/04/2024 03:07 am

All details in this unit profile for EDSE20015 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

This unit enhances your capacity to make informed judgments and decisions about the quality of assessments, provide feedback and report student achievements. Additionally, this unit supports your development of professional skills to interpret student assessment data and use that to modify teaching practice to improve student learning. The unit also draws upon relevant literature, including educational neuroscience, theory, policy and good practice to enhance quality assessment and reporting knowledge and skills.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 3 - 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 Postgraduate 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. **Project (applied)**

Weighting: 40%

#### 2. **Project (applied)**

Weighting: 40%

#### 3. **Online Quiz(zes)**

Weighting: 20%

### 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 email and phone conversations

**Feedback**

Continue AT3 requiring successful completion of The Social Brain CPD short course

**Recommendation**

Continue AT3 requiring successful completion of The Social Brain CPD short course as part of the assessment requirements

## Unit Learning Outcomes

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

1. Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
2. Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
3. Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

- 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
1 - Project (applied) - 40%	•	•	•
2 - Project (applied) - 40%	•	•	•
3 - Online Quiz(zes) - 20%	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○		
5 - Self-management			
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership		○	
8 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

EDSE20015

#### Prescribed

#### Upgrade your teaching: Understanding by Design meets Neuroscience

(2019)

Authors: McTighe, J., & Willis, J.

ASCD

ISBN: 978-1-4166-2734-0

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

**Ken Purnell** Unit Coordinator

[k.purnell@cqu.edu.au](mailto:k.purnell@cqu.edu.au)

## Schedule

### Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Assess student learning and provide feedback to students on their learning (AITSL 5.1 & 2)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Introduction & Chapter 1	

### Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Assess student learning and provide feedback to students on their learning (AITSL 5.1 & 2)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Chapter 2	

### Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1 - Assess student learning and provide feedback to students on their learning (AITSL 5.1 & 2)

Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience*.  
Chapter 3

#### Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Make consistent and comparable judgements (AITSL 5.3)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Chapter 2	

#### Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Make consistent and comparable judgements (AITSL 5.3)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Chapter 5	<b>AT1: Beginning Teacher Resource: Assessing Student Learning and Moderation - Informed by Educational Neuroscience - worth 50% Due: Week 5 Wednesday (14 Dec 2022) 11:45 pm AEST</b>

#### Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Make consistent and comparable judgements (AITSL 5.3)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Chapter 6	

#### Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Feedback and reporting (AITSL 5.2 & 5.5)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . All chapters	

#### Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Feedback and reporting (AITSL 5.2 & 5.5)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . All chapters	

#### Week 9 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Feedback and reporting (AITSL 5.2 & 5.5)	Revision of Moodle resources for Modules 1 to 4 and our textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> .	

#### Week 10 - 23 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic

Completion of responses to AT2 and AT3.

**AT2: Beginning Teacher Resource: Interpret Student Data and Reporting - worth 35%** Due: Week 10 Monday (23 Jan 2023) 11:45 pm AEST  
**AT3: The Social Brain Certificate - worth 15%** Due: Week 10 Friday (27 Jan 2023) 11:45 pm AEST

#### Week 11 - 30 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 12 - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

1 AT1: Beginning Teacher Resource: Assessing Student Learning and Moderation - Informed by Educational Neuroscience - worth 50%

### Assessment Type

Project (applied)

### Task Description

## Assessment Task 1

50 marks (40 for your resource and 10 for your video)

### *Beginning Teacher Resource: Assessing Student Learning and Moderation*

### *- Informed by Educational Neuroscience*

Submit on or before **Monday, December 7**

**Create a resource for beginning teachers on *assessing student learning and moderation informed by educational neuroscience* of between 1,800 and 2,200 words using the APA (2020) writing style.**

Your resource is to draw upon relevant aspects of **modules 1 and 2** of our unit:

1. Assess student learning and provide feedback to students on their learning (AITSL 5.1 & 2), and
2. Make consistent and comparable judgements (AITSL 5.3)

As part of your resource, you are to provide a link to the URL of an **8-minute video** (plus or minus 90 seconds) that you create on **one aspect** of interest to you from module 1 *or* 2.

Notes:

- o You **must use the AT1 template** provided on our unit's Moodle website for your response.
- o Be **audience focused** throughout your response to the assessment requirements.
- o You may refer to your **experiences** and **other relevant resources** if you wish beyond modules 1 and 2.
- o View the **Video Tips** video at <https://loom.com/share/1d8986c0509c4e1bbe9029fb45092a95>
- o **Post the URL for your video** in our '**AT1 Videos Due December 7**' forum on or before Monday of Week 5.
- o Submit in Moodle a **Word document** as your response to AT1 on or before Wednesday of Week 5 on our Moodle website in the *Assessment* section '**Submit AT1 December 7**.'
- o Ensure that your resource provides information at the **Graduate** Level teacher.

## Assessment Due Date

Week 5 Wednesday (14 Dec 2022) 11:45 pm AEST

Submit as one Word document.

## Return Date to Students

Week 7 Friday (6 Jan 2023)

Following moderation.

## Weighting

40%

## Assessment Criteria

## Marking Guide

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail), your feedback is a **video or audio specific to the qualities of your assessment response.**

		AT1/2Video10	AT1Written40	AT1Written25	AT3Quiz15
<b>High Distinction</b> <i>CQU (2020) descriptor in italics</i>	<i>85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well-read or scholarly. That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and <b>highly insightful understanding and very high-quality application.</b> · <b>The content and use of the APA writing style is outstanding and virtually flawless with any errors being trivial.</b> · <b>The response clearly addresses all aspects of the task requirements.</b> · <b>The response addresses the audience throughout in a very engaging manner.</b> · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.</b></i>	9-10	34-40	22-25	20- CQU Digital Badge
<b>Distinction</b>	<i>75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows <b>significant insights and high-quality application.</b> · <b>The content and use of the APA writing style is excellent and has almost no or very few errors.</b> · <b>The response clearly addresses all aspects of the task requirements.</b> · <b>The response addresses the audience throughout in an engaging manner.</b> · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced.</b></i>	8	30-33	19-21	N/a
<b>Credit</b>	<i>65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight. That is, the response to the assessment task is superior to a Pass and typically shows <b>originality and insight.</b> · <b>The content and use of the APA writing style is very good and may have some minor errors.</b> · <b>The response clearly addresses all aspects of the task requirements.</b> · <b>The response addresses the audience in an engaging manner.</b> · <b>In AT2, the use of CQU marker feedback from AT1 is adequate.</b></i>	7	26-29	16-18	N/a
<b>Pass</b>	<i>50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit. That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and <b>satisfactorily meeting the relevant unit learning outcomes.</b> · <b>The content and use of the APA writing style is reasonable but may have several errors.</b> · <b>The response adequately addresses the task requirements.</b> · <b>The response addresses the audience to an acceptable standard.</b> · <b>In AT2, the use of CQU marker feedback from AT1 may be patchy or errors noted in AT1 re-appear.</b></i>	5-6	20-25	12-15	N/a
Unsatisfactory(Fail)	Requires further work to Pass and one resubmit <b>may</b> be offered <b>if assessment responses overall are close to a Pass standard.</b> If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-4	0-19	0-11	0 - No Digital Badge

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit in Moodle as one document in Word.

## Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
- Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

## 2 AT2: Beginning Teacher Resource: Interpret Student Data and Reporting - worth 35%

### Assessment Type

Project (applied)

### Task Description

## Assessment Task 2

35 marks (25 for your resource and 10 for your video)

### *Beginning Teacher Resource: Interpret Student Data and Reporting*

Submit on or before **Monday, January 23**

**Using your feedback from AT1 and the General AT1 feedback video, create a resource for beginning teachers on *Interpret Student Data and Reporting* of between 1,500 and 1,800 words using the APA (2020) writing style.**

Your resource is to draw upon relevant aspects of **module 3** of our unit:

3. Interpret student data and report on student achievement (AITSL 5.4 & 5)

As part of your resource, you are to provide a link to the URL of an **8-minute video** (plus or minus 90 seconds) that you create on **one aspect** of interest to you from module 3.

*Notes:*

- o You **must use the AT2 template** provided on our unit's Moodle website for your response.
- o Be **audience focused** throughout your response to the assessment requirements.
- o You may refer to your **experiences** and **other relevant resources** if you wish beyond module 3.
- o View the **Video Tips** video at <https://loom.com/share/1d8986c0509c4e1bbe9029fb45092a95>
- o **Post the URL for your video** in our '**AT2 Videos Due January 23**' forum on or before Wednesday of Week 9.
- o Submit in Moodle a **Word document** as your response to AT2 on or before Monday of Week 9 on our Moodle website in the *Assessment* section '**Submit AT2 January 23**'.
- o Ensure that your resource provides information at the **Graduate** Level teacher.

### Assessment Due Date

Week 10 Monday (23 Jan 2023) 11:45 pm AEST

Submit as one Word document.

### Return Date to Students

Week 12 Friday (10 Feb 2023)

Following moderation.

### Weighting

40%

### Assessment Criteria

undefined

## Marking Guide

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail), your feedback is a **video or audio specific to the qualities of your assessment response**.

		AT1/2Video10	AT1Written40	AT1Written25	AT3Quiz15
<b>High Distinction</b> <i>CQU (2020)</i> <i>descriptor in italics</i>	85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well-read or scholarly. That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and <b>highly insightful understanding and very high-quality application</b> . · <b>The content and use of the APA writing style is outstanding and virtually flawless with any errors being trivial</b> . · <b>The response clearly addresses all aspects of the task requirements</b> . · <b>The response addresses the audience throughout in a very engaging manner</b> . · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced</b> .	9-10	34-40	22-25	20 - CQU Digital Badge
<b>Distinction</b>	75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows <b>significant insights and high-quality application</b> . · <b>The content and use of the APA writing style is excellent and has almost no or very few errors</b> . · <b>The response clearly addresses all aspects of the task requirements</b> . · <b>The response addresses the audience throughout in an engaging manner</b> . · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced</b> .	8	30-33	19-21	N/a
<b>Credit</b>	65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight. That is, the response to the assessment task is superior to a Pass and typically shows <b>originality and insight</b> . · <b>The content and use of the APA writing style is very good and may have some minor errors</b> . · <b>The response clearly addresses all aspects of the task requirements</b> . · <b>The response addresses the audience in an engaging manner</b> . · <b>In AT2, the use of CQU marker feedback from AT1 is adequate</b> .	7	26-29	16-18	N/a
<b>Pass</b>	50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit. That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and <b>satisfactorily meeting the relevant unit learning outcomes</b> . · <b>The content and use of the APA writing style is reasonable but may have several errors</b> . · <b>The response adequately addresses the task requirements</b> . · <b>The response addresses the audience to an acceptable standard</b> . · <b>In AT2, the use of CQU marker feedback from AT1 may be patchy or errors noted in AT1 re-appear</b> .	5-6	20-25	12-15	N/a
Unsatisfactory(Fail)	Requires further work to Pass and one resubmit <b>may</b> be offered <b>if assessment responses overall are close to a Pass standard</b> . If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-4	0-19	0-11	0- No Digital Badge

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit in Moodle as one document in Word.

### Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
- Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

## 3 AT3: The Social Brain Certificate - worth 15%

### Assessment Type

Online Quiz(zes)

### Task Description

## Assessment Task 3:

## The Social Brain Digital Badge from Online Quiz

AT3 is worth 15 marks

Submit on or before **Friday, January 27**

AITSL 1.2, 3.1, 3.5, 4.1

The Social Brain short course and quiz are available at

<https://bedifferent.cqu.edu.au/course/view.php?id=2469>

The quiz has 20 items from a bank of items, and you are allowed multiple attempts to do the quiz. Once you achieve 16 items correct or more out of 20 then you are eligible for the CQU Professional Development Certificate of 20 hours that is produced electronically for you in *The Social Brain* short course. Submit in Moodle a Word document or PDF your **Digital Badge** for AT3 on or before Friday, January 27 in the *Assessment* section '**Submit AT3 January 27**'.

Note: You should have received an email from Credly with an invitation to claim your Digital Badge and Certificate. However, these are sometimes caught by CQU's TASAC systems and delayed. Please visit [https://www.credly.com/users/sign\\_in](https://www.credly.com/users/sign_in) and create an account using your email. Once you login your badge invitation should appear on the dashboard. Download the CQU CPD instructions to access your certificate for *The Social Brain* [here](#)

### Number of Quizzes

### Frequency of Quizzes

### Assessment Due Date

Week 10 Friday (27 Jan 2023) 11:45 pm AEST

### Return Date to Students

Week 10 Friday (27 Jan 2023)

Immediate score out of 20 with online computer marking. Converted to a mark out of 15 for our unit.

### Weighting

20%

### Assessment Criteria

## Marking Guide

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail), your feedback is a **video or audio specific to the qualities of your assessment response**.

		AT1/2Video10	AT1Written40	AT1Written25	AT3Quiz15
<b>High Distinction</b> <i>CQU (2020) descriptor in italics</i>	<i>85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well-read or scholarly. That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and <b>highly insightful understanding</b> and <b>very high-quality application</b>. · <b>The content and use of the APA writing style is outstanding and virtually flawless with any errors being trivial</b>. · <b>The response clearly addresses all aspects of the task requirements</b>. · <b>The response addresses the audience throughout in a very engaging manner</b>. · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced</b>.</i>	9-10	34-40	22-25	20 - CQU Digital Badge
<b>Distinction</b>	<i>75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows <b>significant insights</b> and <b>high-quality application</b>. · <b>The content and use of the APA writing style is excellent and has almost no or very few errors</b>. · <b>The response clearly addresses all aspects of the task requirements</b>. · <b>The response addresses the audience throughout in an engaging manner</b>. · <b>In AT2, the use of CQU marker feedback from AT1 is clearly evidenced</b>.</i>	8	30-33	19-21	N/a

Credit	65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight. That is, the response to the assessment task is superior to a Pass and typically shows <b>originality</b> and <b>insight</b> . · <b>The content and use of the APA writing style is very good and may have some minor errors.</b> · <b>The response clearly addresses all aspects of the task requirements.</b> · <b>The response addresses the audience in an engaging manner.</b> · <b>In AT2, the use of CQU marker feedback from AT1 is adequate.</b>	7	26-29	16-18	N/a
Pass	50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit. That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and <b>satisfactorily meeting the relevant unit learning outcomes.</b> · <b>The content and use of the APA writing style is reasonable but may have several errors.</b> · <b>The response adequately addresses the task requirements.</b> · <b>The response addresses the audience to an acceptable standard.</b> · <b>In AT2, the use of CQU marker feedback from AT1 may be patchy or errors noted in AT1 re-appear.</b>	5-6	20-25	12-15	N/a
Unsatisfactory(Fail)	Requires further work to Pass and one resubmit <b>may</b> be offered <b>if assessment responses overall are close to a Pass standard.</b> If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-4	0-19	0-11	0No Digital Badge

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your Digital Badge received from CQU CPD as a PDF.

### Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.

## 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