

## Course Outline

**Code: EDU300**

**Title: Assessing Learning**

<b>School:</b>	Education
<b>Teaching Session:</b>	Session 5
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Peter Grainger Email: peter.grainger@usc.edu.au
<b>Course Moderator:</b>	Dr Sharon Louth

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

This course engages you with principles of curriculum, pedagogy and assessment. You will use relevant Queensland and Australian Curriculum documents, for primary school aged and early years' learners to develop strategies for evaluating and designing curriculum, teaching and learning, and assessment. There is a focus on forms of assessment and determining and reporting students' achievement of learning. You will critique the theoretical basis of assessment design and you will explore assessment design of, for and as, learning, which is engaging, challenging, authentic and credible.

#### 1.2 Course topics

- Pedagogy and assessment strategies outlined in the Education Queensland P-12
- Learners, learning and assessment
- Assessment of, for and as learning
- Curriculum, assessment and reporting policies and Queensland school assessment (school-based assessment, moderation)
- Teaching and assessment methods
- Aligning curriculum, pedagogy and assessment
- Global and local perspectives on assessment, testing and reporting
- Approaches to assessment, testing and reporting that reflect an understanding of pedagogy
- Theoretical justifications for inclusive approaches to formative and summative assessment

### 2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program

### 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply knowledge and understanding of curriculum, pedagogy and assessment, testing and reporting processes giving due attention to ethical considerations	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Knowledgeable Ethical
Apply enhanced skills in making judgments about student learning and reporting such judgments to key stakeholders giving due attention to ethical considerations	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Creative and critical thinking ethical
Devise, organise and implement engaging and challenging assessment opportunities using relevant curriculum documents that are appropriate to the needs of learners	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Creative and critical thinking
Synthesise research literature on testing and reporting to critically evaluate an issue and to generate innovative assessment tasks and communicate clearly reasoned viewpoints.	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Knowledgeable

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Enrolled in AB101, AE304, ED304, ED303, ED315, SE303, UU301, UU302 or XU301

##### 5.2 Pre-requisites

N/A

##### 5.3 Co-requisites

N/A

##### 5.4 Anti-requisites

EDU211 or EDU221

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

##### 6.2 Details of early feedback on progress

Peer review activities will occur at an appropriate time

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Short answer test about principles of assessment	Individual	20%	1000 words	midnight 7 July 2019	Blackboard SafeAssign
2	Assessment artefacts	Individual	30%	1000 words)	Midnight July 19	Blackboard Safe Assign
3	Justification of artefacts	Individual	50%	2000 words	Midnight Friday 26 July	Blackboard Safe Assign

#### Assessment Task 1: Short answer test about principles of assessment

<b>Goal:</b>	The goal of this task is to be able to research, understand and explain concepts related to assessing learning: assessment of, for and as learning.
<b>Product:</b>	Short answer test
<b>Format:</b>	You are required to respond to short answer questions about the principles and practices of assessment in relation to assessing learning: assessment of learning; assessment for learning and assessment as learning.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of assessment principles related to the concepts of assessment of learning; assessment for learning and assessment as learning</li> <li>Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</li> </ul>

#### Assessment Task 2: Assessment artefacts

<b>Goal:</b>	The goal of this task is to demonstrate understanding of assessment literacy in relation to task design; design of grading tools and alignment of curriculum, pedagogy and assessment.
<b>Product:</b>	Assessment artefacts
<b>Format:</b>	Conceptualise an authentic assessment task, write a Learning Area specific assessment task sheet for students and write an accompanying criteria sheet. You have a choice of any Learning Area from the Australian Curriculum F-10 and any year level.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of assessment principles including alignment when designing assessment tasks and grading tools</li> <li>Academic literacies-including grammar, English expression, technical accuracy, referencing, grammar, punctuation</li> </ul>

#### Assessment Task 3: Justification of assessment artefacts

<b>Goal:</b>	The goal of this task is to demonstrate understanding of assessment literacy in relation to task design; design of grading tools and alignment of curriculum, pedagogy and assessment.
<b>Product:</b>	Justification of assessment artefacts
<b>Format:</b>	In task 2 you designed assessment artefacts. Using these artefacts, you will write an academic essay justifying your artefacts in terms of task authenticity, and assessment principles in relation to designing criteria sheets and alignment of curriculum, pedagogy and assessment with specific reference to a Learning Area. You must support this with references to literature. You must submit the assessment artefacts (student task sheet, criteria sheet) that you designed for Task 2, as an appendix to your justification.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of assessment principles and practices including alignment, when designing assessment tasks and creating grading tools</li> <li>Academic literacies-including grammar, English expression, technical accuracy, referencing, grammar, punctuation</li> </ul>

## 7. What are the course activities?

### 7.1 Directed study hours

A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

### 7.2 Course content

This course has three components: A Pre Face to face mode from 24 June to 14 July, a face to face mode from 15 July to 22 July and a Post face to face mode from 22 to 26 July 2019.

Date	F2F Lecture	F2F Tutorial	Key Focuses	Notes
Pre face to face mode 24 June-12 July	Not applicable	Not applicable	<ul style="list-style-type: none"> <li>Assessment principles</li> <li>Artefact creation</li> </ul>	Task 1 due midnight July 7
Day 1: Mon 15 July	10-12	2-4	Artefact creation and feedback	
Day 2: Tues 16 July	10-12	12-2	Artefact creation and feedback	
Day 3: Wed 17 July	10-12	12-2	Artefact creation and feedback	
Day 4: Thurs 18 July	10-12	12-2	Artefact justification preparation and feedback	
Day 5: Fri 19 July	10-12	12-2	Artefact justification preparation and feedback	Task 2 due midnight 19 July
Post face to face mode	Not applicable	Not applicable	Artefact justification	Task 3 due midnight 26 July

Please note course content is subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

This is a recommended text only. It is not required.

Author	Year	Title	Publisher
Readman, K. and Allen, W.	2013	Practical Planning and Assessment	Oxford University Press

### 8.2 Specific requirements

N/A

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the

[online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## **10. What administrative information is relevant to this course?**

### **10.1 Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### **10.2 Assessment: Additional requirements**

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.7 School specific information

Assessment Task	Australian Professional Standards for Teachers (Graduate)		
	Introductory	Developing	Graduate
Task 1: Short answer test about principles of assessment		1.2; 3.6; 5.1; 5.2; 5.3	
Task 2: Assessment artefacts		1.2; 3.6; 5.1; 5.2; 5.3	
Task 3: justification of Assessment artefacts		1.1; 1.2; 3.6; 5.1; 5.2; 5.3; 5.4	