1. **What is this course about?**

1.1 **Description**

In this course you learn about designing and implementing middle years teaching and learning with a particular focus on assessment of, for and as learning. You learn how to align learning outcomes, teaching and learning activities, formative and summative assessment and assessment Criteria. The theoretical justification for designing intellectually challenging, authentic, credible and engaging processes of assessment of, for and as learning for students in Years 4 – 10 is explored and critiqued with a view to developing your skills in making judgements and responding to students' needs.

1.2 **Course topics**

- Assessment of, for and as learning
- Curriculum, assessment and reporting policies for new times
- Teaching and assessment methods
- Middle phase as a site of reform for student engagement: 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
- The positioning of data use and benchmark testing
- Analysing standardised tests in literacy and mathematics for enhanced teaching and learning

2. **What level is this course?**

600 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

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

12 units
4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Apply knowledge of curriculum design and assessment and reporting to generate quality teaching and learning in the middle years.</td>
<td>Task 2; Task 3 In Class Practical Task</td>
<td>Knowledgeable. Creative and critical thinkers.</td>
</tr>
<tr>
<td>Synthesise research on assessment concepts in national and international contexts.</td>
<td>Task 1 Essay on assessment principles/concepts</td>
<td>Knowledgeable. Creative and critical thinkers.</td>
</tr>
<tr>
<td>Apply knowledge to complex problems to generate and justify a solution. Make high level, independent judgements in a specialist professional field.</td>
<td>Task 1 Essay on assessment principles/concepts Task 2 In Class Practical Task</td>
<td>Empowered.</td>
</tr>
</tbody>
</table>

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

This course is only available to students enrolled in ED604

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

EDU221

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

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 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay on assessment principles/concepts</td>
<td>Individual</td>
<td>50%</td>
<td>2750 words</td>
<td>Friday week 5 before 5pm</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>3</td>
<td>In class practical task (justification of assessment ‘artefacts’)</td>
<td>Individual</td>
<td>50%</td>
<td>2750 words inclusive of assessment artefacts</td>
<td>Week 9 in scheduled class time</td>
<td>In scheduled class time</td>
</tr>
</tbody>
</table>

100%
Assessment Task 1 Essay on assessment principles/concepts

Goal: The goal of this task is for you to demonstrate understanding and application of theoretical concepts and principles in relation to assessment in a relevant Learning Area in the middle years of schooling.

Product: 2750 word academic essay

Format: In this task you are required to research a variety of assessment related concepts to demonstrate an understanding of best practices in assessment in the middle years of learning in schools. You will also apply this knowledge to explain the relevance of each of these key concepts and related principles to your (Key) Learning Area. Specifically, you will research and address the following key concepts and related assessment principles:

- Assessment for learning
- Assessment of Learning
- Assessment as learning

You are required to use the readings provided on BB. You should include an appropriate mix of policy and non-policy literature when citing in text. You must provide a Reference List (not included in the word count). Further information will be provided in lectures and tutorials.

Criteria:

- Knowledge and understanding of assessment concepts and best practice principles
- Synthesis of research to justify application to Queensland system of school based assessment P-12
- Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

Generic skill assessed | Skill assessment level
------------------------|----------------------
Communication           | Specialised
Problem Solving         | Specialised

Assessment Task 2: In-Class Practical Task justification of assessment artefacts

Goal: The goal of this task is to write a Unit of Work (UoW) Overview with accompanying assessment plan (completed in tutorial); an authentic KLA focussed task (completed in tutorial) task sheet (completed in tutorial), accompanying task specific Criteria: sheet (completed in tutorial) and to justify these assessment ‘artefacts’ during an in invigilated in class ‘exam’.

Product: Written justification of UoW and supporting assessment artefacts, specifically:

- a Unit of Work ‘overview’ including assessment plan and
- accompanying Criteria: sheet for an assessment task identified in the UoW and

Format: You will firstly apply backward mapping concepts to create a Unit of Work ‘overview’ with assessment plan. Then you apply constructive alignment principles to create an accompanying Criteria: sheet for an assessment task identified in the UoW. Then you will justify these ‘artefacts’. The artefacts and the justification for your approach to creating these documents, together, will clearly evidence your understanding of assessment principles, including constructive alignment and backward mapping concepts and the decisions leading to your choices in conceptualising the task, the task sheet and generating a Criteria: sheet.

Further information will be provided in lectures and tutorials and on BB.

Criteria: You will be assessed on:

1. Knowledge and understanding of assessment concepts and best practice principles including backward mapping and constructive alignment when designing an assessment task, task sheet and Criteria: sheet for middle years
2. Written communication and academic literacies skills including grammar, English expression, and technical accuracy.

Generic skill assessed | Skill assessment level
------------------------|----------------------
Problem solving         | Specialised
Communication           | Specialised
7. **What are the course activities?**

7.1 **Directed study hours**
2 hour lecture, 2 hour tutorial

7.2 **Teaching semester/session(s) offered**
Sippy Downs: Semester 1

7.3 **Course content**

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>• Assessment: of, for, as learning;</td>
<td>Application of lecture content to discipline area</td>
</tr>
<tr>
<td>1</td>
<td>• General concepts and principles of assessment;</td>
<td>Activities related to lecture content and readings.</td>
</tr>
<tr>
<td></td>
<td>• Moderation Processes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Types of assessment-formative, summative, standardised testing;</td>
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<td></td>
<td>• Feedback;</td>
<td></td>
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<td></td>
<td>• Standards;</td>
<td></td>
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<td></td>
<td>• Marks and grades;</td>
<td></td>
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<tr>
<td></td>
<td>• Interpreting Australian Curriculum Achievement Standards;</td>
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<tr>
<td></td>
<td>• Issues in assessment:</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>• Aligning curriculum, pedagogy and assessment: Principles;</td>
<td>Application of lecture content to discipline area</td>
</tr>
<tr>
<td>2</td>
<td>• Backward Mapping concepts</td>
<td>Activities related to lecture content and readings.</td>
</tr>
<tr>
<td></td>
<td>• Assessing in the learning areas: Big ideas: Science, Maths, History, English, Languages etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Grading Tools: The purpose and use of rubrics – writing a rubric.</td>
<td></td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

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

8.1 **Prescribed text(s)**
Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readman and Allen</td>
<td>2013</td>
<td>Practical Planning and Assessment.</td>
<td>Oxford</td>
</tr>
</tbody>
</table>

8.2 **Required and recommended readings**
Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.3 **Specific requirements**
Nil
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
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:

10.6 **General Enquiries**

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au

10.7 **Faculty specific information**

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate):

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Essay on assessment principles/concepts</td>
<td>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td></td>
<td>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
</tr>
<tr>
<td></td>
<td>5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
</tr>
<tr>
<td></td>
<td>5.5: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
</tr>
<tr>
<td>Task 2: Creation and justification of assessment artefacts</td>
<td>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td></td>
<td>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
</tr>
<tr>
<td></td>
<td>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td></td>
<td>7.2: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</td>
</tr>
</tbody>
</table>