

Course Outline

Code: EDU766

Title: Assessing Learning

School of:	Education
Teaching Session:	Session 5
Year:	2019
Course Coordinator:	Peter Grainger Email: peter.grainger@usc.edu.au
Course Moderator:	Ken Young

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 focuses on the dynamic nature of curriculum, pedagogy and assessment for learning principles in the context of secondary schooling. The theory and practice of assessment is interrogated through research projects, including how to design intellectually challenging, authentic, credible, safe and engaging processes of assessment of, for and as learning for students. You will then apply specialised knowledge and skills to design, create and justify assessment artefacts, teaching and learning activities, formative and summative assessment and assessment criteria.

1.2 Course topics

- The nature of assessment in the secondary years - assessment for learning, assessment of learning, assessment as learning
- The changing nature of secondary schooling and the various contexts for assessing student learning from national and state contexts
- Designing assessment in secondary contexts: criteria and, standards, grading tools, backward mapping; aligning curriculum, pedagogy and assessment
- Assessing 'big picture' ideas in the Learning Areas
- Standardised testing
- Assessing in the Senior Phase
- Parent/teacher collaboration in educational processes in secondary years: parent/teacher interviews, reporting
- Modifying assessment to cater for diversity, inclusion and student safety

2. What level is this course?

700 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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Research, evaluate and critically reflect on assessment principles and concepts related to Assessment for Learning, Assessment of Learning, Assessment as Learning.	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Knowledgeable. Ethical. Creative and critical thinking.
Research and evaluate past and present assessment policy and practices in relevant secondary learning contexts.	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Creative and critical thinking. Ethical.
Apply deep knowledge and understanding of assessment processes and principles to design rigorous and authentic assessment products and associated teaching and learning sequences that promote learning, engage learners and provide credible assessment of standards.	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Knowledgeable. Creative and critical thinking. Ethical.
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning, and involve parents/carers in the educative process	Task 1: Short answer test about principles of assessment Task 2: Assessment artefacts Task 3: Justification of artefacts	Knowledgeable. Ethical.

Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

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 ED706 Master of Teaching (Secondary).

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

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 be undertaken at appropriate times early in the course.

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%	2000 words	midnight 7 July 2019	Blackboard (SafeAssign)
2	Assessment artefacts	Individual	30%	3 page unit overview in table format; 2 page assessment task sheet artefact and one page criteria sheet artefact	Midnight July 19	Blackboard (SafeAssign)
3	Justification of artefacts	Individual	50%	2500 words	Midnight Friday 26 July	Blackboard (SafeAssign)

Assessment Task 1: Short answer test about principles of assessment

Goal:	The goal of this task is for you to research and apply knowledge of assessment principles and practices in secondary schooling contexts that form the basis of your on-going professional learning to draw upon when making decisions about assessment during this course and professional experience contexts.
Product:	Short answer test: Assessment principles and practices in secondary schooling
Format:	You will demonstrate knowledge, understanding and application of assessment principles and concepts by researching and submitting responses to questions about assessment principles and practices relevant for a secondary school context and related to overarching concepts such as assessment for learning, assessment of learning, assessment as learning and related concepts including criteria and standards, summative assessment, formative assessment, reporting, feedback and moderation processes, and evaluating teaching programs to improve student learning.
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of assessment principles related to the key concepts of assessment of learning, assessment for learning and assessment as learning. 2. Critical evaluation of identified assessment principles and application to secondary teaching areas, using literature to link theory to practice. 3. Reflection on the impact of policies on teaching practice and student outcomes. 4. Written communication including grammar, English expression, APA referencing conventions and technical accuracy.

Assessment Task 2: Assessment artefacts

Goal:	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.
Product:	Assessment artefacts
Format:	Conceptualise an authentic assessment task, using a Backward Mapping framework and write a Learning Area specific assessment task sheet for students with an accompanying task specific criteria sheet. You have a choice of any Learning Area from the Australian Curriculum F-10 and any year level.
Criteria:	<ul style="list-style-type: none"> • Knowledge and understanding of assessment principles and curriculum design including Backward Mapping and curriculum alignment when conceptualizing and designing assessment tasks and grading tools • Academic literacies-including grammar, English expression, technical accuracy, referencing, grammar, punctuation

Assessment Task 3: Justification of Assessment artefacts

Goal:	The goal of this task is to justify the process of designing assessment artefacts in the in a secondary school setting. This task has been designed to allow you to identify and justify your assessment organisation and decision making.
Product:	Justification of Assessment artefacts
Format:	You are to design a unit plan overview for your teaching area evidencing backward mapping concepts with accompanying assessment artefacts: classroom ready assessment task sheet and task specific criteria sheet. You will justify all the design decisions you made in terms of the student cohort, assessment policy, curriculum alignment, assessment principles, and assessment concepts. You must support this with references to assessment literature. You must submit the assessment artefacts that you designed for Task 2, as an appendix to your justification.
Criteria:	<ol style="list-style-type: none"> 1. Application of knowledge and understanding of assessment and principles to design assessment products and inform professional practice, including development of learning goals and teaching and learning sequences. 2. Application of knowledge and understanding of assessment and principles to design assessment products 3. Justification of design decisions, using literature to link theory to practice. 4. Written communication including grammar, English expression, APA referencing conventions and technical accuracy.

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"> Assessment principles Artefact creation 	Task 1 due midnight July 7
Day 1: Mon 15 July	10-12	1-3	<ul style="list-style-type: none"> Artefact creation and feedback 	
Day 2: Tues 16 July	10-12	1-3	<ul style="list-style-type: none"> Artefact creation and feedback 	
Day 3: Wed 17 July	10-12	1-3	<ul style="list-style-type: none"> Artefact creation and feedback 	
Day 4: Thurs 18 July	10-12	1-3	<ul style="list-style-type: none"> Artefact justification preparation and feedback 	
Day 5: Fri 19 July	10-12	1-3	<ul style="list-style-type: none"> Artefact justification preparation and feedback 	Task 2 due midnight 19 July
Post face to face mode	Not applicable	Not applicable	<ul style="list-style-type: none"> 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.

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

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

10.7 Education Specific Information

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

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Short answer: Assessment principles and practices in secondary schooling	<p>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p>
Task 2: Assessment artefacts	<p>2.2: Organise content into an effective learning and teaching sequence.</p> <p>2.3: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>3.1: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.2: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3: Include a range of teaching strategies.</p> <p>3.4: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p> <p>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.</p>
Task 3: Justification of assessment artefacts	<p>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p> <p>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.</p>

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion
EDU713 Individual Learner Needs
EDU715 Literacy and Numeracy across the Curriculum
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
EDU766 Assessing Learning
EDU714 Professional Experience: Managing Learning Environments
Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning
EDU718 Teacher as Researcher
EDU719 Teacher as Global Practitioner
EDU720 Professional Experience: The Professional Teacher