COURSE OUTLINE

EDU300 Assessing Learning

School: School of Education and Tertiary Access

2026 | Session 5

UniSC Sunshine Coast | BLENDED LEARNING | Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au 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 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous online learning materials.	4hrs	Week 1	5 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the intensive component of this course. The intensive component is synchronous using technology-enabled learning and teaching experience that involves compulsory on-campus engagement and application of learning materials for a period of 2 days.	8hrs	Week 3	Once Only
Tutorial/Workshop 2 – A zoom session each week post the intensive.	1hr	Week 4	5 times

1.3. Course Topics

- The purposes and principles of assessment, moderation and feedback;
- Assessment *for* learning, assessment *of* learning, assessment *as* learning;
- Constructive alignment;
- The various national and state contexts for assessing student learning;
- Designing assessment: Task-specific criteria and standards, grading tools and rubrics, backward mapping; sharing success criteria with students;
- Interpreting and using student assessment data for future planning;
- Setting and achieving goals *for* and *with* students;
- Standardised testing;
- The role and responsibility of teachers in reporting;
- Modifying assessment to cater for diversity and inclusion;
- Strategies to assess student learning including diagnostic, formative and summative assessments.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Apply knowledge and understanding of curriculum, pedagogy and assessment, testing and reporting processes giving due attention to ethical considerations	Knowledgeable Ethical	1.1, 1.2, 2.1, 2.3, 3.6, 5, 5.1, 5.2, 5.3, 5.4, 5.5
2 Apply enhanced skills in making judgments about student learning and reporting such judgments to key stakeholders giving due attention to ethical considerations	Creative and critical thinker Ethical	1, 1.1, 1.2, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5
3 Devise, organise and implement engaging and challenging assessment opportunities using relevant curriculum documents that are appropriate to the needs of learners	Creative and critical thinker	1, 1.1, 1.2, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5
4 Synthesise research literature on testing and reporting to critically evaluate an issue and to generate innovative assessment tasks and communicate clearly reasoned viewpoints.	Knowledgeable	1, 1.1, 1.2, 3.6, 5, 5.1, 5.2, 5.3, 5.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning

CODE	COMPETENCY
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: 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

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program AE304, ED303, ED304, ED315, SE303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU221 or EDU211 or EDU418

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Students will complete an online quiz prior to census date, thus providing early feedback

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	20 mins duration	Week 2	Online Test (Quiz)
All	2	Artefact - Professional, and Written Piece	Individual	50%	1800 word (or equivalent)	Week 5	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	1800 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The goal of this task is to assess your knowledge and understanding of the Australian F-10 Curriculum and of assessment processes and principles (both past and present).
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	Answer a series of online questions, part multiple choice, part true-false. More details will be provided on CANVAS in Week 1. This quiz must be done prior to census date.
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledge and understanding of the curriculum (Australian Curriculum F-10 or relevant ECE curriculum)	1
2	Knowledge and understanding of past and present assessment policy and practices	1

GENERIC SKILLS:	Problem solving, Information literacy

All - Assessment Task 2: Critical Evaluation of a unit–assessment & reporting

GOAL:	The goal of this task is to apply your understanding of curriculum, pedagogy, assessment and reporting to evaluate an existing unit of work and to devise some assessment and reporting opportunities.
PRODUCT:	Artefact - Professional, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	This task is completed in CADMUS and includes three sections. First, critically evaluate an existing unit of work for its constructive alignment. Next, design and justify a summative assessment task that could be used to assess and support student learning in this unit. Finally, describe and justify one “light-touch learning update” and one formal reporting strategy to communicate the learning that has occurred in this unit to parents/ caregivers. All sections should be supported by research literature
CRITERIA:	

No.		Learning Outcome assessed
1	Critically evaluates the extent to which the chosen unit’s assessment, teaching and learning, and intended learning outcomes are constructively aligned.	1 4
2	Designs and justifies a summative assessment opportunity relevant to the chosen unit of work.	3
3	Describes and justifies one “light-touch learning update” and one formal reporting strategy relevant to the chosen unit of work.	1 2
4	Communicates reasoned viewpoints with the support of research literature.	4

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Moderation -participation & evaluation

GOAL:	The goal of this task is to apply your skills in making judgements about student learning by participating in, and then reflecting on, an assessment moderation process. You will also provide targeted feedback for the parent/ care-giver of two students and describe adjusted instruction based upon assessment data.
PRODUCT:	Essay
AUTHORSHIP STATEMENT:	
FORMAT:	Students will participate in a group assessment moderation process during the second half of the course. They engage in professional conversations to make consistent judgements about student learning. Next, they individually write a critical reflection on the moderation process and on the assessment item, using research literature to support the reflection. Students also provide feedback for the parent/ care-giver of two students and consider future teaching implications based upon assessment data.
CRITERIA:	

No.		Learning Outcome assessed
1	Reflect upon participation in an assessment moderation process	2
2	Communicate clearly including appropriate use of spelling, grammar, syntax etc and synthesises research literature to reflect upon assessment processes	4
3	Engages in professional and ethical discussions with colleagues regarding judgements of student learning	2
4	Practices preparing targeted, timely and appropriate feedback to students and parents	2
5	Analyses student assessment data to evaluate teaching programs and to improve student learning	1

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

7. 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. Student workload is calculated at 12.5 learning hours per one unit.

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

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

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Linda Cranley,Genevieve Johnson,Wendy Harmon	2021	Assessment, Feedback and Reporting, 1st Edition	n/a	Cengage AU

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central