

EDU300

Assessing Learning

School: School of Education and Tertiary Access

2023 | Semester 1

UniSC Sunshine Coast

UniSC Moreton Bay

UniSC Fraser 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 usc.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, 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with required/recommended course reading materials and activities accessed through Canvas and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – On-campus tutorial.	2hrs	Week 1	10 times
Seminar – 6 seminars of 1 hour throughout the course for ALL students enrolled	1hr	Week 1	6 times

1.3. Course Topics

- Pedagogy and assessment strategies outlined in the Education Queensland P-12
- Learners, learning and assessment across the range F-10
- Core concepts of Assessment of Learning, Assessment for Learning and Assessment as learning
- Curriculum, assessment and reporting policies and Queensland school based assessment including moderation
- Teaching and assessment methods including interpreting student data and providing strategies for providing feedback
- Aligning curriculum, pedagogy and assessment using Backward Mapping strategies
- Global and local perspectives on assessment, testing and reporting
- Approaches to assessment, testing and reporting that reflect an understanding of specific Learning Area pedagogies
- Theoretical justifications for inclusive approaches to formative and summative assessment
- Australian Professional Standards for Teachers related to assessment (APST Standard 5)

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

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 3	Online Test (Quiz)
All	2a	Artefact - Professional, and Written Piece	Individual	20%	500 words	Week 6	Online Assignment Submission with plagiarism check
All	2b	Artefact - Professional, and Written Piece	Individual	30%	500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The goal of this task is to assess your understanding of key syllabus components of the F-10 Australian Curriculum. in preparation for Task 2a.							
PRODUCT:	Quiz/zes							
FORMAT:	You will answer a series of online questions, part multiple choice, part true false. More details will be provided in week 1 tutorials and the first seminar in week 1. Session Offering: This quiz must be done prior to census date.							
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Knowledge and understanding of the F-10 Australian Curriculum</td><td>1</td></tr></table>	No.		Learning Outcome assessed	1	Knowledge and understanding of the F-10 Australian Curriculum	1	
No.		Learning Outcome assessed						
1	Knowledge and understanding of the F-10 Australian Curriculum	1						
GENERIC SKILLS:	Problem solving, Information literacy							

All - Assessment Task 2a: Assessment artefacts: Task Sheet

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 by designing a task sheet for students													
PRODUCT:	Artefact - Professional, and Written Piece													
FORMAT:	Conceptualise an authentic assessment task and write a Learning Area specific assessment task sheet for students. You have a choice of any Learning Area from the Australian Curriculum F-10 and any year level. This is to be submitted at the same time as Task 2b.													
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Knowledge and understanding of the mandated curriculum (Australian Curriculum F-10 or relevant ECE curriculum)</td><td>3 4</td></tr><tr><td>2</td><td>Ability to create an authentic and aligned assessment task and task sheet</td><td>2 3</td></tr><tr><td>3</td><td>Academic literacies including spelling, grammar, syntax and written presentation skills</td><td></td></tr></table>	No.		Learning Outcome assessed	1	Knowledge and understanding of the mandated curriculum (Australian Curriculum F-10 or relevant ECE curriculum)	3 4	2	Ability to create an authentic and aligned assessment task and task sheet	2 3	3	Academic literacies including spelling, grammar, syntax and written presentation skills		
No.		Learning Outcome assessed												
1	Knowledge and understanding of the mandated curriculum (Australian Curriculum F-10 or relevant ECE curriculum)	3 4												
2	Ability to create an authentic and aligned assessment task and task sheet	2 3												
3	Academic literacies including spelling, grammar, syntax and written presentation skills													
GENERIC SKILLS:	Communication, Problem solving, Organisation													

All - Assessment Task 2b: Guide to Making Judgments (GTMJ)

GOAL:	The goal of this task is to create a GTMJ that aligns with the Task Sheet you created in Task 1.										
PRODUCT:	Artefact - Professional, and Written Piece										
FORMAT:	You will create a GTMJ from a provided template which will be made available on Canvass. This is to be submitted at the same time as Task 2a										
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Ability to create a quality Guide to Making Judgments</td><td>2 3</td></tr><tr><td>2</td><td>Written communication skills</td><td></td></tr></table>	No.		Learning Outcome assessed	1	Ability to create a quality Guide to Making Judgments	2 3	2	Written communication skills		
No.		Learning Outcome assessed									
1	Ability to create a quality Guide to Making Judgments	2 3									
2	Written communication skills										
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy										

All - Assessment Task 3: Justification of 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:	Essay		
FORMAT:	<p>In task 1 and 2 you designed assessment artefacts. Using these artefacts, in 2000 words justify the authenticity and alignment of your artefacts. . Make reference to course readings and discipline specific literature to support your claims. More details will be provided during tutorials and seminars.</p> <p>Submit: Submission dates for the session offering as follows: Friday week 7 of the session offering (week 2 of semester 2)</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Justification of the assessment task as authentic and aligned to the Learning area	4
	2	Justification of assessment task sheet	4
	3	Justification of GTMJ	4
	4	Ability to reflect on the feedback received to articulate explicit changes to artefacts	4
	5	Academic literacies including spelling, grammar, syntax and use of literature	
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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Peter Grainger,Katie Weir	2020	Facilitating Student Learning and Engagement in Higher Education Through Assessment Rubrics	n/a	Cambridge Scholars Publishing

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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au