



COURSE OUTLINE

EDU766 Assessing Learning

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2021 | Session 5

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS LOCATIONS			
Lecture	2hrs	Not applicable	Not Yet Determined
Tutorial/Workshop	2hrs	Not applicable	Not Yet Determined

1.3. Course Topics

- The nature of assessment and feedback in the F-10 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
- 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?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Research, evaluate and critically reflect on assessment principles and concepts related to Assessment for Learning, Assessment of Learning, Assessment as Learning.	Knowledgeable Creative and critical thinker Ethical
2	Research and evaluate past and present assessment policy and practices in relevant secondary learning contexts.	Creative and critical thinker Ethical
3	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.	Knowledgeable Creative and critical thinker Ethical
4	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	Knowledgeable Ethical

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. Pre-requisites

Enrolled in Program ED706

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Peer review activities will be undertaken at appropriate times early in the course.

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	Artefact - Professional	Individual	25%	1000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional	Individual	30%	1500 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	45%	3000 words	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Assessment Artefact: Task and Task Sheet

GOAL:	The goal of this task is for you to research and apply knowledge of assessment principles and practices in order to conceptualise an authentic and to develop an accompanying task sheet for students.	
PRODUCT:	Artefact - Professional	
FORMAT:	You are required to conceptualise an authentic assessment task from a Learning Area of your choice and year level of your choice (Australian curriculum: F10). A template will be provided on BB for you to use. Further details will be made available in Week 1. Submit: Submission dates for the session offering will be advised on Blackboard	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of assessment principles related to the concepts of assessment of learning or assessment for learning or assessment as learning.
	2	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4
	3	Knowledge and understanding of the Australian Curriculum

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

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:	Artefact - Professional	
FORMAT:	In task 1 you created a task sheet for students. in this task you will create an accompanying GTMJ artefact that aligns with this artefact. More information will be provided in Week 1. Submit: Submission dates for the session offering will be advised on Blackboard	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of the mandated curriculum
	2	Ability to create a usable and aligned GTMJ that explicitly discriminates standards
	3	Academic literacies including spelling, grammar, syntax and presentation skills

All - Assessment Task 3: Justification of assessment artefacts

GOAL:	The goal of this task is for you to research and apply knowledge of assessment principles and practices in secondary schooling contexts to justify the assessment artefacts created in Task 1 and 2.	
PRODUCT:	Essay	
FORMAT:	Using the assessment artefacts you created for Task 1 and 2, you will write an academic essay, justifying your artefacts in terms of task authenticity, principles in relation to designing criteria sheets and alignment of curriculum, pedagogy and assessment. You must support this with assessment related literature from the readings provided on BB. You must also identify all the feedback you received in Task 1 and 2 and reflect on it to provide explicit explanations, with examples, of how you would modify this in the real world to create a better product. Submit: Submission dates for the session offering will be advised on Blackboard	

CRITERIA:	No.	Learning Outcome assessed
	1	Justification of the assessment task as authentic and aligned to the Learning area
	2	Justification of assessment task sheet
	3	Justification of GTMJ
	4	Ability to reflect on value of feedback to provide modifications to future practice
	5	Academic literacies including spelling, grammar, syntax and use of literature

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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Introduction: The nature of assessment -assessment for learning, assessment of learning, assessment as learning; principles of assessment; Tutorial activities: Preparation for submission of Task 1
Week 2	Principles of assessment: Criteria, standards, feedback, moderation (continued) Discussion of lecture concepts and readings from BB; Preparation for submission of Task 1
Week 3	Principles of assessment: Criteria, standards, feedback, moderation (continued) Tutorial activities: Preparation for submission of Task 1
Week 4	Principles of assessment: Criteria, standards, feedback, moderation (continued) Tutorial: Backward Mapping activities;
Week 5	Assessing in the Learning Areas: Big ideas: Science, Maths, HASS (History and Geography), English, Languages, The Arts, Technology Tutorial: Creating assessment artefacts; Feedback on assessment artefacts
Week 6	Aligning curriculum, pedagogy and assessment; Backward Mapping concepts (Part 1) Activity: Creating assessment artefacts; Feedback on assessment artefacts
Week 7	Aligning curriculum, pedagogy and assessment; Backward Mapping concepts (Part 2): Creating assessment artefacts Activity: Creating assessment artefacts; Feedback on assessment artefacts
Week 8	Designing assessment artefacts: the GTMJ Task 2 due midnight Friday Week 8 Activity: Preparing for Task 3 justification
Week 9	Issues in assessment: standardised testing; the place of marks; senior secondary assessment; Activity: Preparing for Task 3 justification
Week 10	Course review: preparation for Task 3 Preparing for Task 3 justification
The above sequence is open to change	n/a

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 Blackboard 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	PUBLISHER
Required	Grainger, P and Weir, K	2019	Facilitating Student Learning and Engagement in Higher Education through Assessment Rubrics	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 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:

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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **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, 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