Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	CURRICULUM ASSESSMENT AND REPORTING
Unit ID:	EDBED3027
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED4009)
ASCED:	070103

Description of the Unit:

This course will examine and apply theory to evaluate curriculum, teaching programs and student learning. Students will build an understanding of the practical application of strategies for evaluating and improving student learning. A range of assessment strategies will be investigated, including assessing student learning through diagnostic, formative (including peer and self-assessment) and summative assessment to inform teaching practice. Students will examine strategies for providing timely and appropriate feedback to students about their learning and strategies for reporting to parents and carers. The course explores approaches for keeping accurate and reliable records for reporting on student achievement.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	✔	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Identify a range of strategies that can be used to evaluate teaching programs to improve student learning.

K2. Demonstrate understanding of assessment strategies, including diagnostic, formative and summative assessment.

K3. Identify the purpose of providing timely and appropriate feedback to students about their learning.

K4. Understand moderation processes and the importance of providing consistent and comparable judgements of student learning.

K5. Examine strategies for the collection, interpretation, and use of a variety of student data and evidence to evaluate student learning and modify teaching practice.

K6. Review a range of reporting processes and strategies for keeping accurate and reliable records of student achievement.

Skills:

S1. Identify and incorporate suitable adjustments to teaching programs based on evidence to improve student learning.

S2. Select and use a range of assessment tools and practices, addressing fitness for purpose.

S3. Research, examine and use a range of strategies to provide feedback.

S4. Evaluate assessment resources for assessing achievements in a range of learning tasks.

S5. Identify and apply moderation procedures to support consistent and comparable judgements of student learning.

S6. Construct a clear and accurate report to parents/carers about student learning and achievement.

Application of knowledge and skills:

A1. Analyse the alignment among curriculum, teaching, learning and assessments.

A2. Provide evidence-based feedback to learners to inform self-assessment, goal-setting and to progress learning.

A3. Demonstrate the capacity to collect, organise and interpret assessment data to evaluate student learning and modify teaching practice.

A4. Implement differentiated teaching, learning and assessment based on ongoing student data gathering and analysis to meet the specific learning needs of students .

A5. Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

Unit Content:

- Understanding and critically examining assessment and feedback principles, policies, purposes and research.
- Investigation of various philosophic psychological and sociological perspectives which provide

frameworks for curriculum construction and assessment;
- Familiarisation with a wide variety of forms of assessment, evaluation and reporting, and their role in interpreting and modifying curriculum for student learning and teaching practices;
- Aligning learning intentions and curriculum objectives with success criteria and assessment approaches.
- Building a repertoire of effective feedback, assessment, moderation and its application to support consistent and comparable judgements of student learning, and record keeping strategies.
- Involving students actively in the process of learning through goal setting, metacognitive approaches, self and peer assessment.
- Interpreting different types of data including student work samples and school based performance data in order to make informed, consistent judgments and suggest possible action plans.
- Strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K3, K4, K5, K6, S3, S4, S5, S6, A2, A3, A5	AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K3, K4, K5, K6, S1, S3, S4, S5, S6, A1, A2, A3, A4, A5	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K3, K4, K5, K6, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, S3, S4, S6, A1, A2, A4, A5 APST 3.6, 5.1, 5.2, 5.4, 5.5	Design a unit of work within an area of the curriculum in which data and evidence of student learning is collected and analysed throughout, to inform differentiated next-step teaching and learning. Resources to provide explicit feedback for students about their learning need to be included within the unit of work, as well as strategies to collect accurate and reliable records of student achievement. Unit of work is accompanied with an in-depth reflection of the connections between published theory/research and teaching practice to improve student learning, as manifested by the unit of work.	Curriculum design and reflection	40-60%
K1, K2, K3, K4, K5, K6, S2, S3, S5, A1, A2, A3, A5 APST 3.6, 5.1, 5.3, 5.4, 5.5	Group Report: As a group, moderate a selection of student work samples. Report on how moderation procedures have been applied to support consistent and comparable judgements of student learning. Individual portfolio: Present a collection of annotated student work that provides evidence/data of student learning for a range of purposes including: (1) formative approaches to provide a) student with appropriate feedback and b) modify teaching practice; (2) summative approaches to assess and evaluate student learning; and (3) reporting student achievement to parents/carers.	Group report on moderation procedures and individual portfolio	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
	LANTITE Literacy Test (external)	Hurdle	S/UN
	LANTITE Numeracy Test (external)	Hurdle	S/UN

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
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.	Yes	Advanced
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
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.	Yes	Advanced