



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	CURRICULUM ASSESSMENT AND REPORTING
<b>Course ID:</b>	EDECE3037
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED3027 and EDBED4009)
<b>ASCED:</b>	070103

## Description of the Course :

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, etc.)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory						

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Explore a range of strategies that can be used to evaluate teaching programs to improve student learning.
- K2.** Examine different purposes and strategies for assessing student learning through diagnostic, formative (including peer and self-assessment) and summative assessment.
- K3.** Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
- K4.** Consider processes for moderation and the importance of providing consistent and comparable judgements of student learning.
- K5.** Plan for the collection, interpretation and use of a variety of student data and evidence to evaluate student learning and modify teaching practice.
- K6.** Become familiar with a range of reporting processes and strategies for keeping accurate and reliable records of student achievement.

#### Skills:

- S1.** Identify 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 feedback strategies.
- S4.** Design assessment rubrics and construct explicit criteria for assessing achievements in a range of learning tasks.
- S5.** Identify moderation procedures to support consistent and comparable judgements of student learning.
- S6.** Identify a range of strategies to report to students and parents/caregivers.

#### 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.** Justify approach to collect, organise and interpret assessment data to support consistent and comparable judgements of student learning for reporting purposes.
- A4.** Implement differentiated teaching, learning and assessment for student learning on the basis of ongoing student data gathering and analysis.

#### Course Content:

Topics may include:

- 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

### Values:

- V1.** Design assessment and feedback strategies that are inclusive, fair and account for differences.
- V2.** Appreciate the importance of teaching practice that is informed by evidence-based research in teaching and learning to better understand practice, and its impact on students
- V3.** Value the rich prior knowledge and experience learners bring to each learning context
- V4.** Develop information and feedback that is valid, reliable, non-judgmental, constructive and respectfully expressed.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2 A1	Not applicable	AT1 AT2	Not applicable
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K5 S1 S2 S3 S4	Not applicable	AT1	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1	Not applicable	AT2	Not applicable

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3 S5 S6 A2 A3	Not applicable	AT2	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4 K6 A4	Not applicable	AT1	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, S3, S4, S6, A1, A2, A4 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 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%

**Adopted Reference Style:**

APA