

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Feedback, Assessment and Reporting

Unit ID: EDMAS6046

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This unit is designed to enhance knowledge and skills related to feedback, assessment and reporting in schools. It begins with opportunities to reflect on and evaluate personal assessment experiences in schools. PSTs develop an understanding of assessment and feedback principles, policies, purposes and research. They use current research to critique policies and practices, and the cultural, social and political influences on assessment and reporting in schools. PSTs learn how to make informed, consistent judgements about students' performances and how to use this knowledge to inform next steps in teaching. PSTs learn a range of strategies for effectively assessing students' learning, providing relevant, constructive feedback and for reporting on students' progress to parents and carers.

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

Work Experience:

No work experience

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Critically examine the political, social and cultural forces surrounding school assessment procedures and policies.
- K2.** Analyse the links between research, principles of effective assessment, policy and reporting practices.
- K3.** Understand the critical role assessment plays as, of and for learning.
- K4.** Identify a range of effective diagnostic, formative (including peer and self-assessment) and summative assessment approaches
- K5.** Articulate the importance of providing timely, constructive and appropriate written and oral feedback to students about their learning.
- K6.** Understand processes for moderation and the importance of providing consistent and comparable judgements of student achievements.
- K7.** Examine school and system-wide collection and analysis of data and the notion of building "data wise" learning communities.
- K8.** Compare and contrast a range of assessment and reporting processes, strategies for involving parents and students, and record keeping strategies.
- K9.** Interrogate government and regulatory assessment and reporting policies and guides.

Skills:

- S1.** Critically evaluate research and make thoughtful connections between theory, practice and personal experiences related to assessment and reporting.
- S2.** Analyse and make recommendations for principles of effective assessment, policy and reporting practices
- S3.** Design assessment tasks and rubrics and construct explicit criteria for assessing achievements in various learning tasks.
- S4.** Interpret student performance data, make judgements about students' learning, identify needs and plan next steps for teaching.
- S5.** Use and justify moderation processes to ensure consistent and comparable judgements.
- S6.** Collect and examine data from schools related to assessment, record keeping and reporting processes.
- S7.** Employ and examine a range of timely feedback and reporting strategies.

Application of knowledge and skills:

- A1.** Develop and present a comparative analysis outlining a school's assessment and reporting practices, processes of feedback (oral and written), and the support provided for teachers.
- A2.** Examine strategies used for involving parents and students in formal written reporting and oral reporting and make recommendations about your own and a school's future assessment and reporting practice.
- A3.** Use evidence collected on professional placement to construct a case study related to the formative and summative assessment of diverse students.

- A4.** Present a justification of the moderation process including evidence of comparable judgments made; written feedback given to students; a description of next steps.
- A5.** Present a case study, using contemporary research, in an oral examination and respond to questions and challenges posed.

Unit Content:

1. Cultural, social, and political influences on assessment and reporting in schools.
2. Personal experiences related to assessment and feedback in educational settings and identifying the impact on learning, emotions and attitudes.
3. Assessment and feedback principles, policies, purposes and research evidence for assessment practices.
4. Observations of assessment and reporting policies and practices within schools.
5. The purpose of assessment, as of and for learning.
6. Pitching an introductory lesson at the appropriate level and aligning learning objects with assessment and reporting practices based on what students currently know.
7. Responsive teaching with a focus on formative assessment, identifying students' prior knowledge and skills, and adjusting instruction.
8. Designing summative assessment tasks and developmental rubrics, including the use of moderation processes, to assess the level of mastery attained.
9. The nature of specific, honest, constructive, and clear, effective feedback and how it supports learning.
10. Interpreting different types of data, including student work samples and school-based performance data to make informed, consistent judgments and suggest possible action plans.
11. Students focused on strategies for reporting to and involving 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations. 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and 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, K3, K7, K8, S6, A1, A2	In pairs, compare schools' assessment and reporting processes and policies with educational policy and literature. Individually, develop and present a comparative analysis outlining a school's assessment and reporting practices, processes of feedback (oral and written), and the support provided for teachers. Examine strategies used for involving parents and students in formal written reporting and oral reporting. Make recommendations about your own and a school's future assessment and reporting practice.	Written Comparative Report	30-50%
K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S7, A3, A4, A5	Use evidence collected on professional placement to construct a case study related to the formative and summative assessment of diverse students including knowledge of the students' backgrounds; justification of students' progress based on formative assessment; analysis of the summative task and its learning intentions and assessment criteria and the student responses. Present a justification of the moderation process including and evidence of comparable judgments made; written feedback given to students; a description of next steps. PSTs present their case study in an oral examination and respond to questions and challenges posed. PSTs evaluate the findings of their case study using contemporary research into assessment, and observations of the social, political and cultural context that impacts assessment in schools.	Oral Examination Based on a Case Study	50-70%

Adopted Reference Style:

APA ()

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

 Fed Cite - [referencing tool](#)