

Unit Outline (Higher Education)

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| 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 course 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. 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:

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 | <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"/> |
| Advanced | <input type="checkbox"/> | <input type="checkbox"/> |

Learning Outcomes:

On successful completion of the course pre-service teachers will demonstrate their capacity to:

Knowledge:

- K1.** Critically examine the political, social and cultural forces surrounding school assessment procedures and policies.
- K2.** Identify the links between principles of effective assessment, policy and teaching 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.

Skills:

- S1.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice and experience.
- S2.** Research, use and examine a range of timely feedback and assessment strategies.
- S3.** Design assessment rubrics and construct explicit criteria for assessing achievements in a range of learning tasks.
- S4.** Interpret student performance data, make judgements about students' learning, identify needs and plan next steps for teaching.
- S5.** Use moderation processes to ensure consistent and comparable judgements.
- S6.** Collect and examine data from schools related to assessment, record keeping and reporting processes.
- S7.** Use language in positive ways to motivate and encourage learners in assessment and feedback contexts.

Application of knowledge and skills:

- A1.** Describe student progress based on formative and summative assessment tasks.
- A2.** Complete moderation processes to analyse and evaluate student work.
- A3.** Engage in report writing processes detailing student progress.
- A4.** Identify strategies and approaches for involving parents.

Unit Content:

- Reflecting on personal experiences related to assessment and feedback in educational settings and

identifying the impact on learning, emotions and attitudes.

- Understanding and critically examining assessment and feedback principles, policies, purposes and research.
- Examining the nature of effective formative and summative assessment approaches, with a particular focus on the power of feedback.
- Aligning learning intentions and curriculum objectives with success criteria and assessment approaches.
- Building a repertoire of effective feedback, assessment, moderation 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 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#) |
| 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. | K5, S7, | AT1, AT2 |
| 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 | K2; K3; K4; K5; K8; S2; S3; S4; ASPT 5.3 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|--|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 3 Critical Thinking and Creativity | <p>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:</p> <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 | K4; K5; K6; K8; S1; S2; S3; S5; S7; APST 5.4, APST 5.4 | AT1, AT2 |
| FEDTASK 4 Digital Literacy | <p>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:</p> <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 | K7; S1; S3; S4; S5, S6 , APST 5.5 | AT1, AT2 |
| FEDTASK 5 sustainable and Ethical Mindset | <p>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:</p> <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. | K4; K5; K6; K8; S1; S2; S3; S5; S7; APST 5.5 | AT1 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---------------------------------------|-----------|
| K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S7, A1, A2 APST: 5.1, 5.2, 5.3, 5.4 | Use evidence collected on professional placement to construct an interpretive narrative related to the formative and summative assessment of three diverse students including knowledge of the students' backgrounds; description of students' progress based on formative assessment; description of the summative task and its learning intentions and assessment criteria; description of the moderation process undertaken; analysis and evaluation of students' work; written feedback given to students; a description of next steps; and connections with contemporary research related to assessment. | Interpretive Assessment Narrative | 50-70% |
| K1, K3, K7, K8 S6, A2, A3, A4 APST: 5.5 | Develop and present a case study outlining a school's reporting practices, processes (oral and written), support provided for teachers, record keeping approaches and strategies used for involving parents and students. In pairs compare, contrast and critically analyse two case studies before engaging in a process of peer moderated assessment. | Peer Moderated Comparative case study | 30-50% |

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 | | |
| 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 | Introductory |
| 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 | Introductory |
| 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 | Introductory |
| 5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | Yes | Introductory |
| 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 | Introductory |