



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	FEEDBACK ASSESSMENT AND REPORTING
<b>Course ID:</b>	EDMAS6046
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Course :

This course is designed to enhance knowledge and skills related to feedback, assessment and reporting in schools. It begins with the exploration of personal assessment experiences in schools and builds critical understandings of assessment and feedback principles, policies, purposes and research. PST's 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, etc.)

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:

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 learning, of learning 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.** Critically examine contemporary research and practice related to assessment, the purpose of providing timely and appropriate feedback and data collection approaches and create a bank of effective strategies related to summative assessment, formative assessment, peer and self-assessment.
- A2.** Construct an interpretive narrative related to the formative and summative assessment of three diverse students including knowledge of the students' backgrounds, needs and strengths; 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; and a description of next steps for teaching.
- A3.** In pairs compare, contrast and critically analyse two schools' reporting processes including policies and procedures, support provided for teachers, record keeping approaches, and processes for involving parents and students.

**Course 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.

### Values:

- V1.** Design assessment and feedback strategies that are inclusive, fair and account for differences.
- V2.** Appreciate the importance of creating a supportive environment where assessment and feedback processes are respectfully and meaningfully implemented.
- V3.** Value the rich prior knowledge and experience learners bring to each learning context.
- V4.** Develop information and feedback that is ethical, accurate, non-judgmental, useful 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.	K1; K2; K3; K4; K5; K6; K7; K8; S1; S2; S3; S4 ; S6; A1; A2; A3	A	AT1; AT2; AT3	A
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.	K7; S1; S3; S4; A1; A2	A	AT1; AT2	A

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 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.	K2; K6; K8; S5; S7; A1; A2	A	AT1; AT2	A
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.	K4; K5; K6; K8; S1; S2; S3; S5; S7; A1; A2; A3	A	AT1; AT2; AT3	A
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.	K2; K3; K4; K5; K8; S2; S3; S4; A1; A2; A3	A	AT1; AT2; AT3	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, A1 APST: 5.1, 5.2	Critically examine contemporary research and practice related to assessment, the purpose of providing timely and appropriate feedback and data collection approaches and create a bank of effective strategies related to summative assessment, formative assessment, peer and self-assessment.	Review	30-40%
K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S7, A2 APST: 5.1, 5.2, 5.3, 5.4	Construct an interpretive narrative related to the formative and summative assessment of three diverse students including knowledge of the students' backgrounds, needs and strengths; 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; and a description of next steps for teaching.	Interpretive Assessment Narrative	30-40%
K1, K3, K7, K8 S6, A3 APST: 5.5	In pairs compare, contrast and critically analyse two schools' reporting processes including policies and procedures, support provided for teachers, record keeping approaches, and processes for involving parents and students.	Comparative case study	20-30%

### Adopted Reference Style:

APA

**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