



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Assessing and Reporting

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	4005	67117	2, 2007	WEB	1.00	Toowoomba

Academic group:

FOEDU

Academic org:

FOEDUC

Student contribution band:

National Priority Teaching

ASCED code:

070199

STAFFING

Examiner: Mark Dawson

Moderator: Catherine Arden

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Assessment of students' learning is of fundamental importance to teachers' effective planning, curriculum implementation and teaching. A deep understanding of the principles and practices of authentic assessment is imperative with the increased socio-cultural diversity among students in our schools at a time when governments increasingly require teachers to provide benchmark data in such areas as literacy and numeracy. Valid and authentic assessment requires data collection in a variety of ways from a range of sources. The results of students' assessment will inform teachers' work, students, parents, education systems and employers.

SYNOPSIS

In this course students will explore the theories and practices of a range of authentic assessment procedures. They will be exposed to the concepts of authenticity, reliability, validity and consistency in selecting, using and interpreting approaches to and methods of assessment. They will critically analyse the suitability of such assessment practices for their own educational contexts. Students will be required to demonstrate competence in constructing and implementing assessment activities and procedures for the educational program in which they are involved. Students will collect evidence of student learning progress, including student work samples, and apply this evidence to inform their on-going teaching and in reporting on student progress to appropriate audiences. The course provides for a nominal 15 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the

school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. understand and demonstrate a range of inclusive and authentic assessment processes to cater for the full range of students' learning styles and other aspects of diversity (Assignment 1, Professional Attachment, Presentation)
2. understand the differences between assessment of and for learning (Assignment 1, Professional Attachment, Presentation)
3. plan for the alignment of curriculum, pedagogy and assessment (Professional Attachment, Presentation)
4. construct a range of assessment tasks with appropriate rubrics to assess student achievement (Professional Attachment, Presentation)
5. provide informative, evidence-based reports and feedback to students, parents, systems and other legitimate stakeholders. (Professional Attachment, Presentation)
6. understand the role and nature of norm-referenced benchmark testing in education (Professional Attachment, Presentation)
7. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies. (Professional Attachment, Presentation)
8. apply an understanding of assessing and reporting in the professional attachment (Professional Attachment, Presentation)
9. articulate an example of how the key concepts encountered in this course can be applied in an educational setting (Assignment 1, Professional Attachment, Presentation)
10. demonstrate knowledge, understanding and application of appropriate ICT uses for teaching, learning, assessment and reporting processes (Assignment 1, Professional Attachment, Presentation)
11. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (all assessment items).

TOPICS

	Description	Weighting (%)
1.	Application of social justice principles to assessment issues	10.00
2.	Applying student assessment to teacher planning via reflective practice	10.00
3.	Formative and summative assessment	10.00
4.	Principles of authentic, valid assessment	10.00
5.	Designing assessment tasks	10.00
6.	Differentiating and negotiating assessment	10.00
7.	Identifying assessment criteria and creating rubrics	10.00
8.	Administering assessment, marking and reporting	10.00
9.	Introduction to diagnostic assessment	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

GDE4005 USQ Resource Package

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Brady, L & Kennedy, K 2005, *Celebrating student achievement: assessment and reporting*, 2nd edn, Prentice Hall, Frenchs Forest, NSW.

Killen, R 2005, *Programming and assessment for quality teaching and learning*, Thomson Learning, Southbank, VIC.

Marsh, C 2004, *Becoming a teacher: knowledge, skills and issues*, 3rd edn, Pearson Education, Frenchs Forest, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Private Study	80.00
Residential Schools	20.00
Workshops	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGN 1- PART1: PROPOSAL	10.00	10.00	17 Aug 2007
ASSIGN 1- PART 2: PRESENTATION	40.00	40.00	12 Nov 2007
PROFESSIONAL ATTACHMENT	50.00	50.00	24 Nov 2007 (see note 1)

NOTES

1. Due dates for Professional Attachment to be advised.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:

- It is the student's responsibility to attend and participate appropriately in the residential school and other scheduled learning activities (such as on-campus workshops and web-based activities) scheduled for them. Students must complete 7.5 days of professional attachment at an identified school site.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available.
 - 3 Penalties for late submission of required work:
Students who fail to submit assignments by the due date without prior approval must apply to the course examiner for deferred assessment. The course examiner will consider each such application on its individual merits.
 - 4 Requirements for student to be awarded a passing grade in the course:
In order to gain a passing grade in the course, students must complete and submit all of the summative assessment items, achieve at least 50% for the Professional Attachment and achieve at least 50% of the total weighted marks for the academic assignments. Should a student fail to achieve 50% of the Professional Attachment and 50% of the total weighted marks for the academic assignments, they may be assigned additional work to allow them to demonstrate to the Examiner that they have achieved the objectives assessed by that assessment component. Where students are assigned additional work, the maximum grade they may receive for the course shall be C.
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
There is no examination in this course.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet a limited number of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up).
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grades may be awarded: IDM (Incomplete Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All students must successfully pass the professional attachment as well as the academic component to successfully complete the course.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 2 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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