



The University of Southern Queensland

## Course specification

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	90857	2, 2009	ONC	1.00	Toowoomba

**Academic group:**

FOEDU

**Academic org:**

FOEDUC

**Student contribution band:**

National Priority Teaching

**ASCED code:**

070199

## STAFFING

Examiner: Mark Dawson

Moderator: Trevor Black

## 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 teacher, 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. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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. 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 and Assignment 2)
2. demonstrate awareness of the differences between assessment of and for learning (Assignment 1 and Assignment 2)
3. plan for the alignment of curriculum, pedagogy and assessment (Assignment 2)
4. construct a range of assessment tasks with appropriate rubrics to assess student achievement (Assignment 2)
5. provide informative, evidence-based reports and feedback to students, parents, systems and other legitimate stakeholders. (Assignment 2)
6. understand the role and nature of norm-referenced benchmark testing in education (Assignment 1 and Assignment 2)
7. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies. (Assignment 1 and Assignment 2)
8. articulate an example of how the key concepts encountered in this course can be applied in an educational setting (Assignment 1 and Assignment 2)
9. demonstrate knowledge, understanding and application of appropriate ICT uses for teaching, learning, assessment and reporting processes (Assignment 1 and Assignment 2)
10. 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
10.	Benchmarks and other forms of mandated 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 There is no textbook for this course - All materials via the web.

## 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

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
Directed Study	70.00
Independent Study	70.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
ASSIGNMENT 1	50.00	50.00	11 Sep 2009	1, 2, 3, 7, 9, 10	U1, U2, U7	3, 3, 3
ASSIGNMENT 2	50.00	50.00	30 Oct 2009	All	U3, U9	3, 3

## GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Advanced (Level 3)
Problem Solving (Skill U2)	Advanced (Level 3)
Academic & Professional Literacy (Skill U3)	Advanced (Level 3)
Cultural Literacy (Skill U7)	Advanced (Level 3)
Creatvty, Initiative & Entrprse (Skill U9)	Advanced (Level 3)

## 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. It is the student's responsibility to attend and participate appropriately in the residential school.
- 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:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 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/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to UConnect 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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