ES245

CURRICULUM, ASSESSMENT AND REPORTING (4-9)

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: Curriculum, Assessment and Reporting (4-9)

Unit Code: ES245

Award: Bachelor of Education (Middle Years)

Core/Elective: Core

Pre/co-requisites: Nil

Mode: Internal

Weighting: 10 credit points

Delivery/Contact hrs

| Class contact | 33 hours |
| Engagement with unit materials readings | 44 hours |
| Assignment preparation | 63 hours |

Total: 140 hours

Teaching Staff: Angela Pratt (Unit Coordinator) To be appointed

Unit Rationale:

Assessment and reporting are a core component of the professional responsibilities of all teachers, and as such, they form a key part of the curriculum work that teachers undertake.

The professional responsibilities of a middle years teacher include the ability to assess, evaluate and report on the learning needs of individual children. This is done on the basis of contextual analysis, philosophical judgement, syllabus requirements, program planning, resource evaluation, judgement of the quality of learning experiences and consideration of developmentally, culturally and socially appropriate practices. Therefore, preservice teachers need specific assessment skills to analyse and evaluate relationships between teaching and learning for each child and then to adjust learning programs to maximise individual outcomes.

The multi-faceted nature of this process requires preservice teachers to observe, plan and critique current practices. Healthy partnerships amongst parents, colleagues and representatives of professional agencies also need to be negotiated to ensure quality outcomes for each individual child, and middle years preservice teachers need to develop their participation and communication skills in these processes.

This unit is designed firstly to build preservice teachers’ knowledge and understandings of assessment, evaluation and reporting, and then to assist them with preparing and using authentic tools, tasks and strategies for Years 4-9 learners. The unit will focus on meaningful, authentic and integrated tasks that link assessment with learning.

Learning Outcomes:

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Understood a range of assessment and reporting orientations, tools and strategies as applied to Years 4-9 contexts.
2. Prepared, presented and used assessment and reporting plans and materials that are coherent, logical, useful and motivating for Years 4-9 learners and contexts.
3. Evaluated relevant P-9 curriculum documentation in terms of quality outcomes for individuals and groups of children and their families.
4. Assessed the learning needs of individuals and groups in Years 4-9 contexts and adjusted learning programs to meet the identified needs.
5. Appreciated the need to foster teamwork in and report effectively about the assessment and planning cycle, allowing a role for children, families, and other professionals.
6. Critically reflected on assessment and reporting issues from a Christian perspective.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Professional Standards for Queensland Teachers:

The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following Professional Standards for Queensland Teachers:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Create and maintain safe and supportive learning environments.

Successful completion of this unit will provide significant evidence about the following Professional Standards for Queensland Teachers:

5. Assess and report constructively on student learning.
6. Foster positive and productive relationships with families and the community.

Christian Teacher Practitioner Standards:

4.0 Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.
5.0 Evaluate assess and report on student learning in constructive, innovative and authentic ways.
7.0 Reflective professionals who are praxis oriented and committed to ongoing transformation, personal and professional renewal and development within their learning communities.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1-2  | **Curriculum orientations**  
- Curriculum, assessment and reporting in the contemporary Australian context  
- State and national developments in assessment - QCAR, NAPLAN and ACARA  
- Using assessment tools and processes for progress and diagnosis  
- Orientations for assessment and evaluation - Assessment as, for and of learning |
| 3    | **Foundations of assessment and reporting**  
- Authentic formal and informal assessment techniques: formative, summative and diagnostic assessment and evaluation  
- Creating learner-centred authentic assessment opportunities |
| 4    | **Using curriculum in designing assessment tasks and guides for making judgements**  
- Syllabus guidelines for assessment and reporting  
- Monitoring and assessment strategies: making observations; anecdotal and running records; using checklists and multimedia tools to record observations; student profiles and portfolios |
| 5-7  | **Strategies for the middle phase (7-9)**  
- Creating real-world, integrated, authentic tasks: preparing explanations and marking schema  
- National and/or state syllabuses for guiding learning and teaching in the middle phase  
- Literacy and numeracy indicators across key learning areas in Years 7-9  
- Effective feedback for middle phase |
| 8-10 | **Strategies for the middle phase (4-7)**  
- Authentic and achievable tasks  
- Developing portfolios  
- Assessment and reporting in later primary and beyond  
- Collaborating with specialist personnel in assessing learners |
| 11   | **Legal and ethical responsibilities in assessment and reporting**  
- Reporting to parents and carers: assessing and reporting on development and progress  
- Preparing reports - Legal and ethical issues and responsibilities |

Students will need to access all relevant state and national curriculum documents through the ACARA and QSA internet sites.

**Recommended Readings:**


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>CTPC</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>Present a comparative analysis of curriculum orientations in alternative middle phase syllabuses for the KLAs.</td>
<td>1-7</td>
<td>5p1; 5p3; 5p5; 5p6; 5p7; 5p8; 5p9; 5k1; 5k2; 5k3; 5k5; 5k6; 5k7; 5k8; 5k9 5k10; 8p2; 8k2; 8k5; 8k9</td>
<td>4.1; 4.2; 4.3; 4.5; 4.6; 5.3; 5.6; 7.6</td>
<td>Weeks 3-8</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
<td>Using a variety of authentic assessment tools and strategies, compile a portfolio profiling the current development and learning achievements and needs of an individual student in Years 4-9.</td>
<td>1-7</td>
<td>5p1; 5p3; 5p5; 5p6; 5p7; 5p8; 5p9; 5k1; 5k2; 5k3; 5k5; 5k6; 5k7; 5k8; 5k9 5k10; 8p2; 8k2; 8k5; 8k9</td>
<td>4.3; 5.1; 5.3; 5.4; 5.6; 5.7; 5.9; 7.4</td>
<td>Week 9</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Task Critique</td>
<td>Select an assessment task designed for a specific Year 4-9 year level, different from the year level of the student studied in the Assessment Portfolio task. Identify the task’s suitability for the intended year level and required teaching and learning, then redesign to improve the task.</td>
<td>1-7</td>
<td>5p3; 5p5; 5p8; 5k1; 5k2; 5k3; 5k5; 5k6; 5k8; 5k9; 5k10; 8k5; 8k9</td>
<td>4.3; 5.1; 5.2; 5.3; 5.4; 5.6; 5.7; 5.9</td>
<td>11</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Unit Overview:**

This unit relates to the professional responsibilities of the middle years teacher to assess, evaluate and report on the learning needs of individual children. This is done on the basis of contextual analysis, philosophical judgement, program planning, resource evaluation, judgement of the quality of learning experiences and consideration of developmentally, culturally and socially appropriate practices. The unit aims to assist preservice teachers to investigate partnerships amongst parents, colleagues and representatives of professional agencies to negotiated learners’ quality outcomes.