



CHRISTIAN HERITAGE COLLEGE

ES242

CURRICULUM, ASSESSMENT AND REPORTING (P-6)

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 code	ES242
Unit name	Curriculum, Assessment and Reporting (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Intermediate
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours Reading, study and assignment preparation 120hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<p><u>Enduring Understanding:</u> Curriculum, assessment and reporting in the primary classroom involves discovery, responsibility and communication between the teacher and their students, and also between the teacher and key stakeholders.</p> <p>This unit relates to the professional responsibilities of the primary teacher to assess, evaluate and report on the learning needs of children in their care in an ethical manner. The multifaceted nature of this process requires pre-service teachers to observe, plan and critique current assessment and feedback practices, considering ethical issues regarding these 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 primary pre-service teachers need to develop their communication skills in relation to these processes.</p> <p>This unit is designed to build pre-service teachers' knowledge and understandings of assessment, evaluation and reporting, as well as to assist them with planning, designing and producing authentic and ethical tools, tasks and strategies for Prep-Year 2 and Year 3-6 learners. The unit will focus on meaningful, authentic and integrated tasks that link assessment with learning.</p>
Prescribed text(s)	<p>Bartlett, J. (2015). <i>Outstanding assessment for learning in the classroom</i>. Abingdon, UK: Routledge.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>

<p>Recommended readings</p>	<p>Books</p> <p>Boyle, B., & Charles, M. (2014). <i>Formative assessment for teaching and learning</i>. Los Angeles, CA: SAGE.</p> <p>Brookhart, S.M. (2013). <i>How to create and use rubrics for formative assessment and grading</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p> <p>Earl, L.M. (2013). <i>Assessment as learning: Using classroom assessment to maximize student learning</i> (2nd ed.). Thousand Oaks, CA: Corwin Press.</p> <p>McAfee, O., & Leong, D.J. (2010). <i>Assessing and guiding young children’s development and learning</i> (5th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Marzano, R.J. (2010). <i>Formative assessment and standards-based grading</i>. Bloomington, IN: Marzano Research Laboratory.</p> <p>Mindes, G. (2011). <i>Assessing young children</i> (4th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Morrow, L.M. (2012). <i>Literacy development in the early years: Helping children read and write</i> (7th ed.). Boston, MA: Allyn & Bacon.</p> <p>Williams, D. (2011). <i>Embedded formative assessment</i>. Bloomington, IN: Solution Tree Press.</p> <p>Journals</p> <p><i>Australian Education Review</i></p> <p><i>Childhood Education</i></p> <p><i>Education</i></p> <p><i>Research and Practice in Assessment</i></p> <p>Websites:</p> <p>Assessment Training Institute http://ati.pearson.com/tools-resources/index.html</p> <p>Dylan Williams http://www.dylanwilliam.org/Dylan_Williams_website/Welcome.html</p> <p>Australia Curriculum and Reporting Authority (ACARA) http://www.acara.edu.au/</p> <p>Australian Curriculum http://www.australiancurriculum.edu.au/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible. New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Relationship between evaluation and assessment 2. Relationship between learning intention and success criteria 3. Purposes of assessing 4. Formative and summative assessment in primary contexts 5. Using curriculum in designing assessment tasks and guides for making judgements 6. Assessment strategies for Prep-Year 2 7. Assessment strategies for Year 3-6 8. Legal and ethical responsibilities in assessment and reporting

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. identified a broad range of assessment and reporting orientations, tools and strategies (including the use of ICTs) as applied to Prep-Year 2 and Year 3-6 contexts; 2. examined the assessment cycle and reporting process, taking into consideration learners, caregivers, and other professionals; 3. critically reviewed relevant Prep-Year 2 and Year 3-6 assessment processes and strategies and feedback tools including Christian worldview perspectives; 4. assessed the needs of children in Prep-Year 2 and Year 3-6 contexts and developed learning programs which respond to the assessment data; 5. designed and produced valid and reliable assessment and reporting plans and materials (which include the use of ICTs) that motivate Prep-Year 2 and Year 3-6 learners; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 										
Assessment tasks	<p>Task 1: Exposition/Planning</p> <p>Assessment task critique and construction</p> <p>Word Length/Duration: 1,500 words + constructed assessment tool</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 3-6</p> <p>Assessed: Week 6</p> <p>Task 2: Demonstration</p> <p>Moderating forum – processes for primary contexts</p> <p>Word Length/Duration: 500 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 4</p> <p>Assessed: Week 9</p> <p>Task 3: Demonstration/Planning/Exposition</p> <p>Assessment portfolio for primary contexts</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>										
Australian Professional Standards for Teachers (APST)	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students 3.4 Select and use resources 5.4 Interpret student data <p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1" data-bbox="384 1832 1442 2024"> <thead> <tr> <th colspan="2"><i>Graduate Teacher Standards</i></th> <th><i>Learning Outcomes</i></th> <th><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td>3.1</td> <td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td> <td>5</td> <td>3</td> </tr> </tbody> </table>			<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	5	3
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	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1-5	1, 3
	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1-3, 5	3
	5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 2, 4	2
	5.5	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.	1, 2	3
Unit summary	This unit relates to the professional responsibilities of the primary teacher to assess, evaluate and report on the learning needs of children in their care in an ethical manner. 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 for primary contexts.			

SAMPLE