

Subject Title:	Curriculum and Assessment		
Subject Code:	EDU2CAA	Credit Points:	15
Teaching Period:		Mode:	Blended
Prerequisite:		Level:	7 (Year 2)
Subject Description:			
<p>In this unit students will develop introductory knowledge of curriculum theory and of social and political influences on the development of curriculum frameworks used in schools in Australia. Students will use the Australian and Victorian Curriculum frameworks as the basis for understanding the broad aims for designing curriculum and assessment programs. Students will use formal and informal data to diagnose and inform the effective teaching that underpins planning for teaching and learning. They will examine measurement of learning to recognise and develop teacher impact in professional experience. Theoretical frameworks for curriculum design and selection of assessment to support effective learning and planned teaching sequences will be implemented and supported by personal and professional goal setting to maximise student learning. The first stages of effective reporting on academic performance are explored.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Critically examine how educational, social and political trends influence curriculum development and how these inform equitable assessment practices to support student learning	5.3	
2	Examine and apply assessment and feedback strategies to be able to demonstrate informal and/or formal, diagnostic, formative and summative approaches to assess student learning.	5.1	
3	Critically analyse the different purposes and outcomes of consistent assessment and the role of the teacher in the planning and implementation of curriculum and assessment cycles to meet the needs of diverse learners.	5.2	
4	Apply data to inform planning for teaching to improve student-learning outcomes. Through analysis students will identify and modify teaching and develop set learning goals to meet diverse learner needs	5.4	
5.	Demonstrate research-based knowledge of the underlying principles and practices of report writing.	5.5	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Analysis of Data to Inform Instruction and Assessment	2000 or equivalent	50	5.1, 5.2, 5.3, 5.4, 5.5
2	Assessment Comparisons	2000 or equivalent	50	5.1, 5.2, 5.3, 5.4, 5.5
Assessment Details (including Assessment Criteria)				
1	<p>Assessment Comparisons</p> <p>Identify a selected focus area of a curriculum framework and clearly articulate the relationship between the learning intentions and assessment requirements.</p> <p>Design two different types of assessment tasks that address the same learning intentions and curriculum focus. Indicate how you will provide effective feedback for student achievement of identified goals</p> <p>Critical comparison of the two assessment tasks in terms of the information they provide about student learning, the gaps or types of information they do not provide and the ways in which they could be strengthened.</p> <p>Discuss and describe how this information can be used by the teacher for future planning. (2000 words or equivalent)</p> <p>MARKING CRITERIA GUIDE for Assessment 1: Comparison of Formative Assessment Tasks</p> <ul style="list-style-type: none">• Clarity of links between the identified curriculum focus, student learning goals and assessment tasks• Critical comparison of the two assessment tasks in relation to provision of information on student learning and for teacher planning of learning and assessment.• Design of assessment tasks to address the identified curriculum goals and to provide appropriate feedback on student achievement.• Clear written expression, logical structure and adherence to academic referencing.			
2	<p>Analysis of Data to Inform Instruction and Assessment</p> <p>Demonstrate the use of data to inform effective teaching practice. Identify and justify strategies for teacher impact and reporting on student learning.</p> <p>The Scenario:-</p> <p>The school you are teaching at has been underachieving in NAPLAN over the last few years. The principal has decided to implement a school wide focus on improving the NAPLAN results. As such, every teacher, no matter what the teaching area, must show the ways in which they are supporting the students in their class, to develop their mathematical abilities in at least one of the topic areas of number, measurement, statistics, probability, geometry or algebra.</p> <p>Using the Numeracy Class Data sheet provided:-</p> <ol style="list-style-type: none">1. Analyse your cohort: -<ul style="list-style-type: none">➤ What does the data tell you about the class?➤ What could the gaps in the data indicate?➤ What could you do to find out about those students?➤ What strategies could you put in place to support those students?2. Develop a class profile on the mathematical abilities of your students.3. Based on this analysis, how will you organise the class to support all learners?			

4. In terms of your discipline, outline 3 strategies that you could implement in class to support the students' skills and knowledge in mathematics.
5. Planning for the individual – create an Individual Learning Plan for a low achieving student in your class. (Note: You will not have access to an aid in your classroom.)
6. Explain how you might use this data to report on your students' progress in mathematical ability.

(1500 -2000 words)

MARKING CRITERIA GUIDE for Assessment 2: Analysing Classroom Assessment Data

Based on the Numeracy Class Data sheet provided: -

1. A clear and logical analysis of the cohort's numeracy abilities including information about what the data is saying about the class; what the gaps in the data indicate; ways in which you could find out about those students and what strategies you could use to assist those students.
2. Justified development of a class profile based on the analysis of moderated data that indicates mathematical abilities of the students.
3. A clear explanation of three (3) justifiable teaching and learning strategies including an Individual Learning Plan for low achieving students, that you could implement in your subject discipline to support student skills, impact student learning and knowledge development in mathematics.
4. Demonstrated understanding of how student data can be used in reporting student achievement to students and their carers

Learning Resources	
Required Texts	
1	Australian Curriculum and Assessment Authority http://www.acara.edu.au/default.asp ACARA, 2015
2	Brady & Kennedy, 2012 <i>Assessment and Reporting: celebrating student achievement</i> . Pearson.
3	Brady & Kennedy, 2012. <i>Embedding Formative assessment: Practical Techniques for F-12 Classrooms</i> . Pearson.
4	William & Leahy (2014). <i>Embedding Formative assessment: Practical Techniques for F-12 Classrooms</i> . Hawker Brownlow
5	<i>Victorian Curriculum F-10</i> http://victoriancurriculum.vcaa.vic.edu.au/ VCAA, 2015
6	Victorian Curriculum and Assessment Authority (VCAA) website: www.vcaa.vic.edu.au VCAA, 2014
Recommended Reading	
1	Churchill et al, (2011). <i>Teaching: Making a Difference</i> . Wiley, QLD
2	Curriculum Services Australia, (2014). <i>Assessment For Learning</i> website: www.assessmentforlearning.edu.au
3	Curriculum Services Australia, (2014). <i>Teaching and Learning exchange: The NSW gateway to Primary, Secondary and TAFE teaching resources</i> website: www.tale.edu.au .
4	<p>Library Reading List</p> <p>Working Inside the Black Box: Assessment for Learning in the Classroom - Black, Paul Harrison, Christine Lee, Clare Marshall, Bethan William, Dylan, Sep 2004</p> <p>NAPLAN 2016: Parent says school asked student to sit out exam</p> <p>Manipulating the data: teaching and NAPLAN in the control society - Greg Thompson, Ian Cook, 2014-01-02</p> <p>Say No to NAPLAN</p> <p>Assessment and reporting: celebrating student achievement - Laurie Brady, Kerry Kennedy, 2012. Chpt 8: The National Curriculum and NAPLAN ch. 4, Assessing the learner - Gayle Gregory, Carolyn Chapman</p> <p>Chapter 4: Tools for assessing p.55-80</p> <p>Assessment for Education: A Guide for Students, Teachers and Researchers – Val Klenowski, Claire Wyatt-Smith, 2013</p> <p>High School Assessments – 2012 NAPLAN NAP Webpage</p> <p>A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning - Susan M. Butler, Nancy D. McMunn, Ebook Library, 2011 Chapters 8 and 9</p> <p>Assessment for Learning: Putting It All Together - Education Services Australia</p> <p>Audio-visual document</p> <p>What teachers need to know about assessment and reporting - Phil Ridden, Sandy Heldsinger, 2014</p> <p>Content, Then Process: Teacher Learning Communities in the Service of Formative Assessment - Hawker Brownlow Education, 2012</p> <p>Audio-visual document</p> <p>Assessment for teaching – 2014. Chapter 11: Interpreting Data to Evaluate Progress</p>

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1.	What is curriculum and how does it inform student learning?	<p>Module will cover:</p> <ul style="list-style-type: none"> What are the purposes and functions of curriculum in education? Introduction to key curriculum constructs Key international issues and trends influencing curriculum development
2.	Australian school curriculum frameworks	<p>Module will cover:</p> <ul style="list-style-type: none"> Social and political context for Australian curriculum frameworks National and state frameworks Vocational education frameworks International frameworks used in Australian schools Comparisons and contrasts
3	Context for assessment and Reporting	<p>Module will cover:</p> <ul style="list-style-type: none"> Educational policies influencing assessment and reporting Outcomes of schooling Economic, equality and social contexts Accountability <p>Learning Activity 1): Students create a visual representation of their understandings of Assessment, using Wordle.</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 1. pp. 1-13</i> (Other references and resources- see Library Reading List for this subject.)</p>
4	Principles of assessment for learning	<p>Module will cover:</p> <ul style="list-style-type: none"> Educational purposes of assessment and reporting The role of assessment in relation to curriculum goals and standards Types of assessment and their purposes Contexts for using different assessments General principles for assessment and reporting <p>Learning Activity 2): Online Quiz- match the tool for the purpose</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 2. pp. 14-29</i> (Other references and resources- see Library Reading List for this subject.)</p>
5	Assessment and teaching- providing feedback to enhance learning	<p>Module will cover:</p> <ul style="list-style-type: none"> Key concepts and issues for assessment Evaluation, measurement, assessment and research Designing valid, reliable and fair assessment Educational values underpinning assessment and reporting External contexts influencing assessment and reporting <p>Learning Activity 3): Using the provided Primary or Secondary assessment rubric, analyse it in regards to the criteria of being valid/fair/flexible and reliable. Use evidence to support your analysis. Suggest ways it could be improved.</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 3. pp. 30-42.</i> (Other references and resources- see Library Reading List for this subject.)</p>
6	Analysing Student Data	<p>Module will cover:</p> <ul style="list-style-type: none"> What do teachers need to know about student learning and how can they know ?

		<ul style="list-style-type: none"> • Data as evidence of learning • Examples of student data – quantitative and qualitative? • How to read what the data is telling you • Practical activities in analysing data <p>Learning Activity 4): Have a look at the 3 sets of student data provided (3 for Primary/ 3 for Secondary). Respond to the following questions:</p> <ol style="list-style-type: none"> 1. What is the data telling you about the student/students? (Interpreting student data.) 2. What assumptions can you make about the student learning? (Evaluating student data.) 3. How will you modify your teaching practice to cater for this student? <p><i>Griffin, P., Robertson, P., Hutchinson, D. (2014). Interpreting data to evaluate progress. In Griffin, P., (Ed). Assessment For Teaching. pp. 212-233.</i></p>
7	Strategies for assessing student achievement	<p>Module will cover:</p> <ul style="list-style-type: none"> • Traditional and authentic assessment • Strategies for assessing “hard to measure” skills/ knowledge/ attributes • Strategies for self-and peer assessment • Benefits and challenges of self and peer assessment <p>Learning Activity 4): Examine one of the assessment tasks you’ve set in a previous/current teaching professional experience. Analyse your task in regards to the benefits and limitations of the task within the parameters of the purpose of the assessment.</p> <p>Learning Activity 5): Complete a Self-Reflection 3/2/1 activity based on the learning from this module:</p> <p>3: What has been the most significant element from this module for my own learning?</p> <p>2: What has been the most significant element from this module in relation to the students in my class?</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 4. pp.43-75. Chapter 5. pp.76-87. (Other references and resources- see Library Reading List for this subject.)</i></p>
8	Records and Reporting of Assessment	<p>Module will cover:</p> <ul style="list-style-type: none"> • Recording, monitoring student progress and assessment • The Importance of keeping records • Methods of keeping records – use of ICT • Reporting to students, parents/ carers • Ethical concerns in assessment and reporting <p>Learning Activity 6): Give a brief outline of some of the advantages and disadvantages of using technology-based approaches to recording the outcomes of assessment.</p> <p>Create a Pinterest board (https://au.pinterest.com) and collect at least 10 ‘pins’ relating to reporting student achievement.</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 6. pp.88-98, Chapter 7. pp.99-120.</i></p>
9	NAPLAN Testing and Reporting	<p>Module will cover:</p> <ul style="list-style-type: none"> • Background

		<ul style="list-style-type: none"> Assessment and reporting NAPLAN Assessment and Reporting Using and analysing class data Alternative views to the NAPLAN test. <p>Learning Activity 8): Respond to the scenario Scenario: A parent of one of your students has decided to withdraw their child from the NAPLAN test. What explanation will you give the parent to explain why the child should be included?</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 8. pp.121- 131</i> (Other references and resources- see Library Reading List for this subject.)</p>
10	<i>The National Assessment Plan (NAP) and external assessment for Australian Students</i>	<p>Module will cover:</p> <ul style="list-style-type: none"> External assessment in Australia- back ground information PISA, TIMMS, PIRLS Australian students performance in International Assessments. <p>Learning Activity 9): Explore Australian students achievements in these International tests. Write a short summery about achievement levels either at the Primary or Secondary level and what this may mean for future directions in curriculum development.</p> <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter 9. pp. 132-143</i> (Other references and resources- see Library Reading List for this subject.)</p>
11	Cases of Assessment and Reporting Practice	<p>Module will cover:</p> <ul style="list-style-type: none"> Various cases studies of assessment practices <p><i>Brady, L., Kennedy, K. (2012). Assessment and Reporting: Celebrating Student Achievement. (4th ed.). Chapter10. pp. 144-155.</i> (Other references and resources- see Library Reading List for this subject.)</p>
12	<i>Educational leadership and using data to guide whole school planning.</i> Being a change agent- Sustainable assessment cultures	<p>Module will cover:</p> <ul style="list-style-type: none"> School Effectiveness Research How do we increase teacher Quality <p><i>Masters, G., Reforming Educational Assessment: Imperatives, principles and Challenges. pp. 57-64.</i> http://research.acer.edu.au/cgi/viewcontent.cgi?article=1021&context=ar Wiliam, D., (2011). Embedded Formative Assessment. USA: Solution Tree Press. pp. 3-26 (Other references and resources- see Library Reading List for this subject.)</p> <ul style="list-style-type: none"> Analysis of Classroom practice Using data to have impact and be an agent of change within your school. <p>http://research.acer.edu.au/cgi/viewcontent.cgi?article=1021&context=ar <i>Masters, G., Reforming Educational Assessment: Imperatives, principles and Challenges. pp.1-7</i></p>

Assessment	
Assessment Task No.	Description of task:
1	Comparison of two different types of assessment (formative and one other
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1 5.2, 5.3 5.4	<ul style="list-style-type: none"> Identify a selected focus area of a curriculum framework and clearly articulate the relationship between the learning intentions and assessment requirements. Design two different types of assessment tasks that address the same learning intentions and curriculum focus. Indicate how you will provide effective feedback for student achievement of identified goals Critically compare of the two assessment tasks in terms of the information they provide about student learning, the gaps or types of information they do not provide and the ways in which they could be strengthened. Discuss how this information can be used by the teacher for future planning. (2000 words or equivalent) <p>MARKING CRITERIA GUIDE for Assessment 1: Comparison of Formative Assessment Tasks</p> <ul style="list-style-type: none"> Clarity of links between the identified curriculum focus, student learning goals and assessment tasks Design of assessment tasks to address the identified curriculum goals and to provide appropriate feedback on student achievement Critical comparison of the two assessment tasks in relation to provision of information on student learning and for teacher planning of learning and assessment.
5.2	<p>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>Taught: Modules 1, 2, 3, 5, 6 and 8 and Learning activities included within the modules.</p> <p>Practiced: Students will demonstrate their understanding of formative assessment strategies used to assess and enhance student learning.</p> <p>Assessed: Assessment Task 1 . (Criterion 1,2,3,5,6,7)</p>
5.3	<p>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p> <p>Taught: Modules 1, 2, 3, 5, 6 and 8 and Learning activities included within the modules.</p> <p>Practiced: Students will demonstrate their understanding of formative assessment strategies used to assess and enhance student learning.</p> <p>Assessed: Assessment Task 1 (Criterion 2,3, 6)</p>
5.4	<p>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>Taught: Modules 2,3,5, 6 and 8 Learning activities 3,4,5.</p> <p>Practiced: Students will practice interpreting assessment data to evaluate student learning through learning activities 4 and 5. Also through the assessment task, analysing On Demand classroom data, using the analysis to construct planning for future learning; a individual learning plan and grouping students for a supportive learning environment.</p> <p>Assessed: Assessment Task 1 (Criterion 4, 6 & 7)</p>

Assessment Task No	Description of task:
2	Analysis of Classroom Assessment Data to Inform Instruction Demonstrate the use of data to inform effective teaching practice. Identify and justify strategies.
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
5.1 5.4 5.5	MARKING CRITERIA GUIDE for Assessment 2: Analysing Classroom Assessment Data Based on the Numeracy Class Data sheet provided: - <ol style="list-style-type: none"> 1. A clear and logical analysis of the cohort's numeracy abilities including information about what the data is saying about the class; what the gaps in the data indicate; ways in which you could find out about those students and what strategies you could use to assist those students. 2. Logical and justified development of a class profile on the mathematical abilities of the students. 3. A class plan, consistent with class profile findings, clearly outlining support for all learners based on your analysis. 4. Based on this cohort, a clear explanation of three (3) justifiable teaching and learning strategies that you could implement in your subject discipline to support student skills and knowledge in mathematics. 5. An Individual Learning Plan created for a low achieving student in your class, based on the assessment data, your knowledge of the curriculum, teaching and learning support, to assist this student to develop their mathematical skills. 6. Demonstrated a 2nd Year level of literacy in a professional document: Spelling, grammar and referencing. 7. Evidence of online learning activity interaction used to support your report.
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning Taught: Modules 1,2, 3, 5, 6 and 8 and Learning activities included within the modules. Practiced: Students will demonstrate their understanding of formative assessment strategies used to assess and enhance student learning. Assessed: Assessment Task 2. (Criterion 1,2,3,5,6,7)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. Taught: Modules 2,3,5, 6 and 8 Learning activities 3,4,5. Practiced: Students will practice interpreting assessment data to evaluate student learning through learning activities 4 and 5. Also through the assessment task, analysing On Demand classroom data, using the analysis to construct planning for future learning; a individual learning plan and grouping students for a supportive learning environment. Assessed: Assessment Task 2 (Criterion 1,3, 4, 5,& 6)
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. Taught: Modules 1, 3, 4, 5, 6, 7 and Learning activities included within the modules. Practiced: Students will demonstrate their understanding of assessment strategies used to assess student learning, by completing the assessment task, analysing a set of classroom numeracy data, creating a plan for supporting students learning. Assessed: Assessment 2 (Criterion 12,3,4,5,6)