CHC

UNIT INFORMATION

UNIT CODE	ES522
UNIT NAME	PEP 2 Curriculum, Assessment & Reporting (Primary)
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Teaching (Primary)
DURATION	One Semester
LEVEL	Level 8
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 160 - Master of Teaching (Primary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
- Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	**150 hours**

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

CE511PEP 1 Philosophy of Teaching for Learning (Primary)

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RATIONALE

Enduring Understanding:

Quality curriculum design is driven by a focus on accurate assessment and reflection of intended learning goals.

This unit relates to the professional responsibilities of the primary teacher to develop quality curriculum that meets the learning needs of students in the Years Prep-6 stages of learning. Australian Curriculum and QCAA curriculum and assessment imperatives, including the role of NAPLAN in assessing student learning against minimum national standards, will be investigated.

Pre-service teachers will engage with the processes and ethical considerations that are required for assessing, evaluating and reporting on the diverse learning needs of children in their care. Pre-service teachers will understand how to use assessment strategies (including informal, formal, diagnostic, formative, and summative approaches) as a means of obtaining data to gauge student learning and modify teaching practice. Pre-service teachers will understand the importance of providing timely and appropriate feedback to students to facilitate improvement in student outcomes.

Pre-service teachers will gain further theoretical and practical understandings of ACARA and QCAA curriculum for Years Prep-6 students. This will include opportunities to examine the nature and practices of curriculum within the Years Prep-6 context and how it is informed by philosophic beliefs and research. To enhance their understanding of Christ-centred, Bible-based Education, pre-service teachers will examine biblical principles and values that inform curriculum, assessment and reporting for Years Prep-6 learning contexts.

Primary pre-service teachers will evaluate and critically reflect on their understanding of, and engagement with, curriculum and assessment whilst teaching on their regular school visits and professional experience teaching block in a primary school context.

Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching program.

CONTENT

1. Curriculum orientations and the nature of curriculum for learning within the Years Prep-2 and Years 3-6 primary school contexts

2. Curriculum planning frameworks for the Years Prep–6 contexts such as:
    2.1. Understanding by design
    2.2. Universal design for learning
    2.3. Challenge based learning

3. Curriculum, assessment and reporting for the Years Prep–2 and Years 3-6 years in the contemporary Australian context including the role of QCAA and Australian Curriculum testing programs

4. Assessment as the foundation for Differentiation – content, process and product

5. Purposes of Assessment: As, of and for learning; diagnostic, formative and summative

6. Principles of Assessment: Validity, reliability, alignment, equity, authenticity

7. Developing Assessment Practices for the Years Prep-6 phases of learning:
    7.1. Assessment strategies and tools relevant to Years Prep-6
    7.2. The nature and use of standards-based assessment (rubrics)
    7.3. Meaningful reporting on learningto key stakeholders

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7.4. Providing meaningful and timely feedback to students for learning

7.5. Using data to shape teaching and learning: NAPLAN

7.6. Catering for learner needs through assessment

8. Legal and ethical responsibilities of teachers in assessment and reporting processes in Years Prep–6

9. Teacher 'duty of care' for safe and secure learning environments.

10. Progressive development of capacity and an integrated understanding of teaching practice through:

10.1. A commitment to continuous professional learning guided by the Australian Professional Standards for Teachers

10.2. Professional interaction with qualified practitioners and implementation of constructive feedback

10.3. School environmental contextualisation within an embedded professional experience block

11. Using Christ-centred, Bible-based worldview to plan and reflect on curriculum, assessment and reporting in Years Prep–6 learning contexts

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. critically reflected on personal, professional and Christ-centred, Bible-based worldview of educational theories of curriculum, assessment and reporting for Years Prep–6 learning contexts
   Graduate Teacher Standards: 2.1, 2.3, 2.5, 2.6, 3.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5
   Graduate Attributes: 1, 4, 7

2. designed curriculum, assessment and reporting plans, and materials (including the use of ICTs) that are coherent, logical, inclusive and motivating for primary learners
   Graduate Teacher Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4
   Graduate Attributes: 1, 4, 7

3. integrated knowledge of practical approaches to teaching and learning in Years Prep–6 school contexts, including planning and assessment practices that inform differentiated approaches to teaching and learning
   Graduate Teacher Standards: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4
   Graduate Attributes: 1, 2, 3, 4, 5

4. critically analysed data collection processes to evaluate students' learning and modify teaching practice in Years Prep–6 learning contexts with particular attention to literacy and numeracy; and a range of strategies for reporting to students/carers, and the purpose of keeping accurate and reliable records of student achievement: curriculum design and assessment choices
   Graduate Teacher Standards: 2.5, 3.2, 3.5, 3.6, 5.1 ,5.2, 5.3, 5.4, 5.5
   Graduate Attributes: 1, 4, 5, 7

5. demonstrated autonomy, well-developed judgement, adaptability, responsibility (ethical and legislative, Professional Code of Conduct, administrative and organisational policies and processes), and an understanding of effective teaching skills and communications strategies (verbal and nonverbal) to support student engagement and competencies to an appropriate AITSL Graduate Teacher Standard
   Graduate Teacher Standards: 3.3, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 6.3, 7.1, 7.2
   Graduate Attributes: 1-7

6. progressive development of an integrated understanding of the teaching and learning processes through teaching practice, professional learning, professional interaction and feedback, and mentorship whilst on PEP; and

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Graduate Teacher Standards: 6.2, 6.3, 6.4, 7.1, 7.2
Graduate Attributes: 1-7

7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
Graduate Teacher Standards: 3.5, 4.2, 6.3
Graduate Attributes: 7

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- submit and PASS all assessment tasks
- achieve a summative exit grade of PASS or above
- attend compulsory activities, experiences, or briefings

A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute and ungraded pass and as such will not contribute to the calculation of the final unit grade.

TASK 1: UNIT PLAN AND RATIONALE

Create a 5 – 6 week unit plan for a single learning area or subject for a primary Years Prep-2 or Years 3-6 context The unit plan should be presented through an approved CHC template and includes the following elements:
- Rationale including pedagogical reasoning
- Learning sequences with associated resources
- Christian perspective integration
- Literacy and Numeracy
- Assessment including a summative task and grading rubric
- Parent/carer communication and reporting strategies

Word Length/Duration: 2,500 words
Weighting: 70%
Assessed: Week 9

Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.

TASK 2A: PROFESSIONAL EXPERIENCE FOLIO

Professional Experience Folio: PEP Reports, Planning Documentation, Reflections and AITSL Graduate Teacher Standards Goal-setting Tool and AITSL Graduate Teacher Standards Self -Audit Tool.

Word Length/Duration: 1,500 words
Weighting: Pass/Fail
Assessed: 1 week after PEP Block

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TASK 2B: CRITICAL REFLECTION

Identify the purposes and key elements of teacher engagement with curriculum, assessment, and reporting, including the National Assessment Program – Literacy and Numeracy (NAPLAN). Investigate the culture and practices at a selected school through professional discussions regarding curriculum planning, assessment, and moderation procedures, including the incorporation of NAPLAN data to inform practice. Critically reflect on the potential impact of these practices, and current professional readings related to curriculum, assessment, and reporting on student learning, teachers, and parents.

Word Length/Duration:	1,500 words
Weighting:	30%
Assessed:	1 weeks after PEP Block

A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute and ungraded pass and as such will not contribute to the calculation of the final unit grade.

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-4, 7	1, 2, 4, 5, 6, 7	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4	1-7
Task 2A	1-7	1, 2, 4, 5, 6, 7, 8, 9	3.3,3.5, 3.6, 4.2, 4.3, 4.5, 6.3, 7.1, 7.2	1-7
Task 2B	1, 4, 6,7	3, 4, 5, 7, 8, 9	3.6, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5	1, 4, 5, 7

ASSESSMENT ELABORATION

Task 1: Unit Plan and Rationale

Create a unit plan and provide a written rationale for a primary Years Prep-2 or Years 3-6 context. Your response must include:
- A 5 – 6 week unit plan utilising the current CHC unit plan template
- a 500 – 800 word rationale of the curriculum, teaching, assessment and reporting plan.

Unit Plan expectations:

This unit plan should be designed to enable students to meet a range of achievement standard descriptors for a single learning area or subject in a chosen year level. The plan will cover 5-6 weeks of classroom time. This unit plan is to be clearly focused on one core concept or enduring understanding related to a chosen learning area/subject. A Christian perspective should be considered to authentically develop your plan. This may be included in your Enduring Understanding, key elements, teaching and learning sequence, questioning, the assessment task and/or reflective assessment.

Your unit plan should:

a. Adhere to the structure and requirements of the CHC unit plan template.

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b. Address literacy and numeracy general capabilities.

c. Include a single summative assessment task.

d. Provide at least three (3) teaching/learning activities for each of the five phases of the teaching and learning sequence.

e. Develop a Christian perspective authentically in your plan through questioning, learning activities and the assessment task.

f. Scaffold students to develop skills and understanding to complete tasks/activities, e.g., 'I do, we do- you do' model and assessment for learning.

g. Include Key Questions throughout each activity.

h. Develop authentic and meaningful connections between the different phases and sections.

i. Include a Reference list (references used to produce this unit plan, not to deliver this unit plan)

j. Include an appendix identifying resources that were produced to support this plan including:

> Appendix A: A student task sheet for the summative assessment.
>
> Appendix B: A marking rubric for the summative assessment.
>
> Appendix C: Information letter to parents about the unit and assessment task.
>
> Appendix D: Examples of differentiated resources for one phase of learning.

Rationale requirements:

Justify the most significant elements of your:

- Curriculum design (curriculum elements, learning outcomes and ACARA and QCAA guidelines).
- Teaching and learning sequence (phases, teaching and learning activities, differentiation, and resources).
- Assessment (pre- and post-testing, formative, and summative assessment, rubric, and student feedback).
- Reporting (data collection, record keeping and reporting to stakeholders/parents).
- Inclusive practices for student developmental needs

Throughout the rationale refer to how a Christ-centered, Biblical-based worldview has shaped the design of the unit plan.

Task 2a: Professional Experience Folio

Professional Experience Folio: PEP Reports, Planning Documentation, Reflections and AITSL Graduate Teacher Standards Goal-Setting Tool and AITSL Graduate Teacher Standards Self-Audit Tool.

Read the Master of Teaching Professional Experience Handbook which is available for download on the STUDENT PEP Portal.

Please note that these requirements are different to PEP 1 due to PEP 2 being a four week-experience.

The Professional Experience Folio consists of three key components which are explained more fully below.

COMPONENT	DETAILS	WEIGHTING
Component I:	Mentor's Summative Report *(published on the Student PEP Portal)*	**Pass/Fail**
Component II	Lecturer's Report *(published on the Student PEP Portal)*	**Pass/Fail**
Component III:	Documentation *(templates published on the Student PEP Portal)*: • Goal-Setting Tool • Self-Audit Tool • 4-6 x Formal Observations on curriculum issues • 4 x Professional Discussions on unit assessment/reporting • 15 x whole lessons (lesson plans) • 1 x week continuous teaching (daily plans) • Reflections must appear on all planning documents	**Pass/Fail**

Collate your folio in your CHC OneDrive folder and share the link to the completed folder by uploading it to on the unit Moodle page Turnitin for Task #2 Part A.

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Students are strongly advised to progressively construct their Folio throughout the PEP block so that it can be quickly checked for completeness and submitted by the due date once PEP is over.

Component I: Mentor's Report

During your PEP block your mentor will complete two reports. These are a formative report at the end of the second week and a summative one at the end of the fourth week. You are only required to submit the fully signed summative report in the Folio.

Component II: Lecturer's Report

Sometime during their PEP block, all students will have a lecturer observe them teach either in person, or via 'video recording' if a personal visit is not possible. These visits are arranged by the PEP Office and involve a range of full-time, part-time, and sessional lecturers. During the visit, the lecturer will:

- observe you teaching a lesson of between 30-40 minutes duration.
- engage you in a professional discussion (this may be by telephone for recorded lessons);
- complete a Lecturer's Report relating to the observed lesson and discussion.
- if possible, discuss your progress with your mentor (this may be by telephone for recorded lessons); and
- give you the Lecturer's Report or inform you when the completed document will be provided to you (usually within 24 hours of the visit).

You are required to include a fully signed copy of this report in your Folio.

Component III: Documentation

☐ ***Professional Standards Goal-Setting Tool*** *(download from Student PEP Portal)*

This document needs to be <u>completed prior to PEP</u> to identify professional and personal areas that you would like to direct your focus on during the PEP. You should discuss, refine, and monitor these goals with your mentor at the start of and throughout the PEP experience. This document needs to be signed by the student and mentor. You are required to submit a fully signed copy of the Tool in your Folio.

☐ ***Australian Professional Standards for Teachers Self-Audit Tool*** *(download from Student PEP Portal)*

By the time you graduate, you need to have attained the listed requirements of the Australian Professional Standards for Teachers (graduate level). In each PEP a specific Tool is provided as a checklist for you to personally reflect on and assess your learning against relevant standards. This document needs to be completed by you and signed by the mentor by the completion of the PEP. It should form part of the general professional discussions that you engage in with your mentor throughout PEP in relation to your progress. You are required to submit a fully signed copy of the Tool in your Folio.

☐ ***Observations, Professional Discussions, Planning and Reflections***

The Formal Observations and Professional Discussions to be included in your Folio must relate to the PEP focus of curriculum, assessment, and reporting. Templates to be used for these activities are available for download on the STUDENT PEP Portal. Please note that to get the most out of PEP you should be engaging in other observations and professional discussions in addition to what is required for your Folio.

There must be written evidence of reflections and mentor feedback throughout the planning documentation. Where mentor's comments are handwritten, you will need to scan these for inclusion in the Folio. If your mentor gives verbal feedback, you should take notes and confirm their accuracy with your mentor to include in your Folio.

Make sure that you include the required number of activities in your Folio, or include a document explaining any shortfall due to contextual circumstances beyond your control.

All documents in the OneDrive folder should have clear file names and be organised into folders for ease of navigation by the person marking the folio, for example:

🗁 *Lecturer and Supervisor Reports*

🗁 *Goal-Setting and Self-Audit Tools*

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🗁 *Week 1 Activities*

🗁 *Week 2 Activities*

🗁 *Week 3 Activities*

🗁 *Week 4 Activities*

Please note the outcomes regarding the submission of the Professional Experience Folio.

- Where there are minor omissions in the PEP documentation (e.g. missing signatures) <u>students receive an RP at Examiner's Meeting</u>, after which, it is their responsibility to obtain feedback on how they need to meet the requirements to obtain a result for the unit.

- Where there are entire documents missing, such as the Goal-Setting Tool or Self-Audit Tool, <u>students receive an RP at Examiner's Meeting</u>. It is the student's responsibility to follow up with the PEP Office to rectify the problem and obtain a result.

- Where there are other flaws in planning (e.g. some inconsistencies or omissions in the expression of learning goals, problems with successful linking to Curricular Intentions): If the problems are of a consistently recurring or substantial nature, <u>the student will not pass Component III</u> of the Professional Experience Folio.

Task 2b: Critical Reflection

Identify the purposes and key elements of teacher engagement with curriculum, assessment and reporting including the National Assessment Program – Literacy and Numeracy (NAPLAN). Investigate the culture and practices at a selected school through professional discussions regarding curriculum planning, assessment, and moderation procedures, including the incorporation of NAPLAN data to inform practice. Together, critically reflect on these discussions and review current professional readings on the potential impact of these practices as they relate to curriculum, assessment, and reporting and the impact on student learning, teachers, and parents.

In preparing your response for this task:

- Explore the ACARA's National Assessment Program website https://www.nap.edu.au/ for information concerning the purpose and key elements of NAPLAN.
- Collect information via professional discussions about your schools' culture and practices concerning curriculum planning, assessment and moderation procedures, including the incorporation of NAPLAN data to inform practice.
- Engage with academic literature and commentary.
- Consider the information and influence that the *My School* website has on the school, parents, and the community. https://www.myschool.edu.au/
- Utilise relevant information regarding NAPLAN implementation and advice as provided by QCAA at https://www.qcaa.qld.edu.au/p-10/naplan
- Incorporate a Christ-centred, Bible-based worldview into your research and reflections.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Bartlett, J. (2015). *Outstanding assessment for learning in the classroom.* Abingdon, UK: Routledge

The following text will be used in all PEP units:

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Cavanagh, M., & Prescott, A. (2021). *Your professional experience handbook: A guide for pre-service teachers*. (2nd edition). Frenchs Forest, NSW: Pearson Australia.

Pre-service teachers will need to access all relevant state and national curriculum documents through the ACARA and QCAA internet sites.

Australian Curriculum, Assessment and Reporting Authority (ACARA): http://www.australiancurriculum.edu.au

Queensland Curriculum and Assessment Authority (QCAA): https://www.qcaa.qld.edu.au

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Boyle, B., & Charles, M. (2014). *Formative assessment for teaching and learning.* Los Angeles, CA: SAGE.

Brady, L., & Kennedy, K. (2019). *Assessment and reporting: Celebrating student achievement.* (5th ed.) Frenchs Forest, NSW: Pearson Australia.

Brady, L., & Kennedy, K. (2019). *Curriculum construction.* (6th ed.). Frenchs Forest, NSW: Pearson Australia.

Ewing, R. (2013). *Curriculum and assessment: Storylines.* (2nd ed.). South Melbourne, VIC: Oxford.

Kruse, D. (2012). *Assessment strategies for the inquiry classroom.* Melbourne, VIC: Australian Curriculum Press.

McLachlan, C., Fleer, F., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment and implementation.* (3rd ed.). Cambridge University Press.

National Institute for Christian Education. (2019). *Transformation by design: crafting formational learning: a teaching resource for Christian schools.* Penrith, NSW.

Readman, K., & Allen, B. (2013). *Practical planning and assessment.* South Melbourne, VIC: Oxford.

Tomlinson, C. (2016). *The differentiated classroom: Responding to the needs of all learners.* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

JOURNALS

Australian Education Review
International Journal of Pedagogies and Learning
Issues of Teaching and Learning
Learning and Teaching
Research and Practice in Assessment

WEBSITES

Assessment Training Institute: http://ati.pearson.com/tools-resources/index.html

Australian Curriculum, Assessment and Reporting Authority: http://www.acara.edu.au/home_page.html

Australian Curriculum v8.3: http://www.australiancurriculum.edu.au

Australian Institute for Teaching and School Leadership: http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

Queensland Curriculum and Assessment Authority: https://www.qcaa.qld.edu.au

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OTHER

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).

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.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

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RUBRIC

TASK 1: UNIT PLAN AND RATIONALE

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 2, 3, 4	**Rationale** Justification of curriculum, teaching, assessment, and reporting from a professional and Christ-centred, Bible-based worldview; and inclusive practices for student developmental needs	Highly perceptive and succinct justifications of all required elements	Justifications effectively and succinctly consider all required elements	Justifications effectively consider all required elements	Justifications appropriate and consider most of the required elements	Justifications are unclear or there is limited engagement with all the required elements
2, 3	**Curriculum Elements and Learning Outcomes** Learning outcomes reflect content descriptors, general capabilities and cross curricular priorities chosen to meet selected achievement standard descriptors.	• Insightful and high order learning outcomes accurately link to a wide range of curriculum elements, including general capabilities and cross curriculum priorities. • Clear connection between learning outcomes and achievement standards.	• High order learning outcomes accurately link to a range of curriculum elements, including general capabilities and cross curriculum priorities. • Clear connection between learning outcomes and achievement standards.	• High order learning outcomes adequately link to a range of curriculum elements, including general capabilities OR cross curriculum priorities. • Some learning outcomes reflect the achievement standards.	• Learning outcomes adequately link to a range of curriculum elements and the selected year level and subject. • Some learning outcomes reflect the achievement standards.	Difficulties in links between learning outcomes, curriculum element, selected year levels and achievement standards of the Australian Curriculum.
2, 3	**Teaching and Learning Sequence** Selection of engaging activities, resources, and experiences to maximize learning and cater for the needs of a diverse range of learners.	Effective sequence and engaging experiences and resources that motivate a diverse range of students, develop higher order thinking, and reflect the learning outcomes.	Clear sequence of engaging experiences and resources suitable for a diverse range of students, to develop higher order thinking, and reflect the learning outcomes.	A range of engaging experiences and suitable for a diverse range of students, that reflects the learning outcomes.	A range of suitable experiences and resources and suitable for a range of students and reflects the learning outcomes.	Some suitable resources and experiences that reflect the learning outcomes with difficulties catering for diverse learners
2, 3, 4	**Assessment, Data and Reporting** Assessment design embraces ACARA and QCAA advice to reflect achievement standards and produces accurate data for reporting.	Assessment task, rubric and stakeholder communication: • reflect ACARA & QCAA advice. • accurately addresses achievement standards. • Clear, concise and effective communication of explanations,	Assessment task, rubric, and stakeholder communication: • reflect ACARA & QCAA advice. • clearly addresses achievement standards. • Clear and effective communication of explanations, connections	Assessment task, rubric, and stakeholder communication: • reflect ACARA & QCAA advice. • addresses achievement standards. Clear communication of explanations, connections	Assessment task, rubric, and stakeholder communication: • reflect ACARA & QCAA advice. • addresses achievement standards. Some communication of explanations, connections	Assessment task, rubric, and stakeholder communication: • unclear connection to ACARA & QCAA advice. • Unclear addressing of achievement standards. Some communication of explanations, connections

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LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
		connections and processes that unpack the task	and processes that unpack the task	and processes that unpack the task	and processes that unpack the task	and processes that unpack the task may be unclear or have some crucial details missing
2, 3, 4, 1	**Curriculum Design: Consistency and Christian Perspectives** Consistency of the unit plan and integration of Christian perspectives and Bible-based world view.	Creative, effective, and internally consistent unit plan concerning learning outcomes and meaningful integration of Christian perspectives and Bible-based world view.	Effective and internally consistent unit plan concerning learning outcomes and meaningful integration of Christian perspectives and Bible-based world view.	Consistent unit plan concerning learning outcomes and integration of Christian perspectives and Bible-based world view.	Unit plan provides learning outcomes demonstrating an integration of Christian perspectives and Bible-based world view.	Unit plan provides learning outcomes and some Christian perspectives or Bible-based world view.
7	**Communication** Communicated at an appropriate tertiary standard: with special attention to design elements, grammar usage, logical relations, style, referencing and presentation	Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor inconsistencies	Few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources with minor inconsistencies	Some lapses in controlling the conventions of academic writing. Adequate referencing of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing

COMMENT:

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RUBRIC

TASK 2A: PROFESSIONAL EXPERIENCE FOLIO (Note: all components must receive a passing grade to pass the task)

A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute and ungraded pass and as such will not contribute to the calculation of the final unit grade.

LO	PEP FOLIO COMPONENT		PASS	FAIL
2 3 5 6	Component I – Mentor Report Remember to familiarise yourself with the Mentor and Lecturer Reports published on the STUDENT PEP Portal		The preservice teacher has: • met the professional responsibilities AND • engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better	The preservice teacher has: • not met the professional responsibilities OR • not engaged with the assessable Graduate level descriptors resulting in progress Below for one or more of the descriptors
2 3 5 6	Component II – Lecturer Report Remember to familiarise yourself with the Mentor and Lecturer Reports published on the STUDENT PEP Portal		The preservice teacher has: • met the professional responsibilities AND • engaged with the assessable Graduate level descriptors to demonstrate Developing knowledge/skills or better	The preservice teacher has: • not met the professional responsibilities OR • not engaged with the assessable Graduate level descriptors resulting in progress Below for one or more of the descriptors
1 5 6	Component III – Documentation ☐ Goal – Setting Tool		Goals submitted AND Fully signed	Not submitted OR Not fully signed
1 5 6	☐ Self-Audit Tool		Self-Audit submitted AND Fully signed	Not submitted OR Not fully signed
4 5	☐ Formal Observations	4-6	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
4 5 6	☐ Professional Discussions	4	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
1-7	☐ Lesson Plans & Reflections	15	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate
1-7	☐ Daily Plans & Reflections	5	Appropriate number submitted (valid explanation for any shortfall) AND Complete with reasonable detail correctly included and reflections	Substantial shortfall without valid explanation OR Incomplete and/or one or more elements inadequate

Unit Outline: ES522 PEP2 Curriculum, Assessment & Reporting (Primary)
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CRICOS Provider Number: 01016F

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COMMENT:

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TASK 2B: CRITICAL REFLECTION

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
4	Identification of NAPLAN and other data collection sources in PEP related school: data purposes and key elements	Accurate and complete identification of ACARAs and other data collection sources purposes. Insightful and alternative purposes as proposed by educational literature or commentary.	Accurate identification of most of ACARAs and other data collection sources' purposes. Additional purposes as proposed by educational literature or commentary.	Accurate identification of some purposes for data collection. Additional purposes as proposed by educational literature or commentry.	Accurate identification of some purposes of data collection sources.	Listing of some data collection processes and their purposes with unclear connections.
4	Critical reflection on curriculum planning, assessment, data collection and moderation processes for student learning	Insightful and validated identification of impact on student learning across year levels and individually. Clear links drawn demonstrating causal effect of culture AND practices in the school.	Validated identification of impact on student learning across year levels and individually. Clear links drawn demonstrating causal effect of culture AND practices in the school.	Impact on student learning (year level or individual) supported by anecdotal evidence. Position is supported by references to culture AND practice in the school.	Impact on student learning supported by anecdotal evidence. Position is supported by references to the schools culture or practices.	Claim on impact on student learning made with reference to culture or practice with limited evidence to support comments
4	Critical reflection on impact of NAPLAN and other data collection for teachers, parents and the community	Insightful identification of impact of NAPLAN or other data collection (preparation, testing, reporting) on teachers AND parents and what it means for these stakeholders. Position on these is strongly supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection (preparation, testing, reporting) on teachers AND parents and what it means for these stakeholders. Position on these is strongly supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection on teachers AND parents and what it means for these stakeholders. Position on these is supported with academic references.	Reasonable identification of impact of NAPLAN or other data collection on teachers AND parents and what it means for these stakeholders.	Limited identification of impact of NAPLAN or other data collection on teachers and/or parents and what it means for these stakeholders.
1	Application of Christ-centred, Bible-based worldview in critical reflection	Insightful identification of multiple elements and/or issues regarding NAPLAN and other data collection sources and the consistencies AND tensions with a Christ-centred, Bible-based worldview.	Identification of multiple elements and/or issues regarding NAPLAN and other data collection sources and the consistencies AND tensions with a Christ-centred, Bible-based worldview.	Identification of how NAPLAN and other data collection sources have consistencies AND tensions with a Christ-centred, Bible-based worldview.	Identification of how NAPLAN and other data collection have consistencies or tensions with a Christ-centred, Bible-based worldview.	Christ-centred, Bible-based worldview referenced in response.
6	Communication with special attention to design elements, grammar usage, logical relations, style and referencing	Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing across a comprehensive range of sources	Controls conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor inconsistencies	Very few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources with minor inconsistencies	Some minor lapses in controlling the conventions of academic writing. Adequate referencing of sources with some inconsistencies	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing

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