



EDUC365

Educational Assessment

S2 Day 2014

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Rod Lane

rod.lane@mq.edu.au

Contact via rod.lane@mq.edu.au

Credit points

3

Prerequisites

39cp or admission to GDipEd or BEd(Sec)

Corequisites

Co-badged status

Unit description

Measurement and assessment are central to education as they inform students, parents, teachers and the community of the processes and outcomes of teaching and learning. Australia, as elsewhere, has witnessed the increase in the use of outcomes and standards over the last decade, which is manifest in curriculum, pedagogy, assessment and reporting. This unit provides students with an understanding of how to use assessment information to make informed decisions about curriculum design, the process of teaching and learning, and student progress.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Consistent and sustained evidence of deep and critical understanding of the unit content
- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to synthesise the principles of effective assessment from peer reviewed literature
- An ability to plan and undertake research an ethical manner and report these findings in an appropriate format

An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

An ability to apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs

An ability to present a coherent argument supported by research-based evidence

An ability to communicate effectively and apply appropriate academic conventions

A capacity for self-management and collaboration

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	25%	Weeks 7 and 12
<u>Assessment 2</u>	10%	Week 10
<u>Assessment 3</u>	35%	Week 8
<u>Assessment 4</u>	30%	Exam period

Assessment 1

Due: **Weeks 7 and 12**

Weighting: **25%**

The quiz tasks are designed to help you check your understanding of the material covered in the lectures and key readings.

On successful completion you will be able to:

- Consistent and sustained evidence of deep and critical understanding of the unit content
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

Assessment 2

Due: **Week 10**

Weighting: **10%**

Students are awarded 10% for generating multiple-choice each week and reviewing the work of others.

On successful completion you will be able to:

- Consistent and sustained evidence of deep and critical understanding of the unit content
- An ability to synthesise the principles of effective assessment from peer reviewed

literature

- An ability to communicate effectively and apply appropriate academic conventions
- A capacity for self-management and collaboration

Assessment 3

Due: **Week 8**

Weighting: **35%**

In this task you will conduct your own mini research project. You will interview a teacher using the interview script provided and write a structured research report describing your findings.

On successful completion you will be able to:

- Consistent and sustained evidence of deep and critical understanding of the unit content
- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to synthesise the principles of effective assessment from peer reviewed literature
- An ability to plan and undertake research an ethical manner and report these findings in an appropriate format
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- An ability to present a coherent argument supported by research-based evidence
- An ability to communicate effectively and apply appropriate academic conventions
- A capacity for self-management and collaboration

Assessment 4

Due: **Exam period**

Weighting: **30%**

The rationale of the exam is to evaluate by a rigorous format your overall knowledge of the curriculum, assessment and reporting principles covered in this unit.

On successful completion you will be able to:

- Consistent and sustained evidence of deep and critical understanding of the unit content
- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to apply knowledge and understanding of key assessment principles to

evaluate assessment practice in real school contexts

- An ability to apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs
- An ability to present a coherent argument supported by research-based evidence
- An ability to communicate effectively and apply appropriate academic conventions

Delivery and Resources

UNIT OFFERING

- This unit is offered both internally and externally in Session 2
- Tutorial and on-campus day attendance is compulsory
- External students must attend two On Campus Days for the full day. It is imperative that you attend as these workshops replace the weekly tutorials that are completed by internal students.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU DO NOT ENROL IN UNITS WITH CLASHING ON-CAMPUS SESSIONS.

COMPLETING THIS UNIT SATISFACTORILY

All assessment tasks must be completed and submitted on time in order to satisfy course requirements. You must meet all unit outcomes to pass the unit overall. Tutorial and on-campus day attendance is compulsory and a requirement of the unit.

UNIT REFERENCES

Required text:

Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Thomson Social Science Press, Southbank Victoria

All additional readings are available through the Macquarie University Library e-Reserve

<https://www.library.mq.edu.au/borrowing/>

[ereserve.php?command=searchCourse&coursenotes=0&exams=0&ereadings=0&course=EDUC365](https://www.library.mq.edu.au/borrowing/ereserve.php?command=searchCourse&coursenotes=0&exams=0&ereadings=0&course=EDUC365)

CHANGES IN RESPONSE TO STUDENT FEEDBACK

On the basis of the feedback supplied by students the following changes have been made to this unit for this year:

- The quiz questions have been reviewed in response to student feedback;
- Formative feedback is now available for all quiz questions and the allocated time has been extended;
- The rubric for the major assignment has been redesigned to make it easier to interpret;
- The workbook activities have been revised.

Unit Schedule

Please refer to the iLearn page for information regarding the sequence of lectures for this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

EXTENSIONS

Extensions will be granted only in special circumstances only by the convenor, Dr Rod Lane. There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments or work commitments). **All extension requests must be accompanied by appropriate supporting**

evidence. Work pressures and professional experience are not acceptable reasons for the granting of an extension.

Unless an extension has been granted PRIOR TO THE DUE DATE, a late penalty will be applied. One sub-grade per day will be deducted for each day the assignment is outstanding. This will be reflected in you final overall mark at the end of the unit.

If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must complete the relevant form and forward it to the unit convenor prior to due date. Supporting evidence must be attached. E-extension requests must be made through: ask.mq.edu.au.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a failure grade being awarded.

You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

NOT AVAILABLE FOR THE EXAM?

You are advised that it is Macquarie University policy *not to set early examinations for individuals or groups of students*. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period. **All requests for EARLY examinations are disallowed.**

You can appeal against the grade given for an assignment if you feel that your work has not been graded appropriately. The appeal process is as follows:

- a. An initial appeal must be made to the unit convenor **within one week** of the marked assignment being returned.
- b. The unit convenor will discuss the assignment/class test with you, informing you of errors and shortcomings of the work.
- c. If you wish for the assignment to be remarked you must provide a **clean copy** of your assignment together with an **annotated copy of the marking grid indicating how the assigned grade is inconsistent with the quality of work submitted**. Your case must make **explicit reference to the published criteria**.
- d. If you are not satisfied, you may appeal to the Head of Department.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Advice for students with disabilities/ health conditions

The Disability Support Unit provides support and assistance to students with a disability/ health condition to enable them to achieve their academic potential. Service provision is tailored to individual need following an interview and the provision of supporting documentation.

Students who are enrolled at Macquarie University can register with the Disability Support Unit by downloading and returning an Advice of Disability/Health Condition form from www.registrar.mq.edu/academic-index.htm and making an appointment to see a Disability Advisor.

Annual registration with the Disability Support Unit is required for all disability/health conditions.

Some key contacts

Nicole Saunders, Administration Co-ordinator, Student Well-Being

Tel: 02 9850 6494 fax: 02 9850 6063 TTY: 02 9850 6493 email: disability@mq.edu.au

In person: Level 2, Lincoln Building (C8A), Macquarie University

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

TECHNOLOGY USED AND REQUIRED

This unit has an iLearn webpage and uses TURNITIN. You will need access to a computer and the internet. There are a number of computers in the Computer Labs, C5C Rooms 211, 213 and 217. Most local libraries are also now linked to the Internet.

The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MQ/> The lecture slides can be found on the iLearn page. You will also need to complete the online quizzes on this site.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- A capacity for self-management and collaboration

Assessment tasks

- Assessment 2
- Assessment 3

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- An ability to plan and undertake research an ethical manner and report these findings in an appropriate format
- A capacity for self-management and collaboration

Assessment tasks

- Assessment 2
- Assessment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Consistent and sustained evidence of deep and critical understanding of the unit content
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- An ability to apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Consistent and sustained evidence of deep and critical understanding of the unit content
- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to synthesise the principles of effective assessment from peer reviewed literature
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- An ability to synthesise the principles of effective assessment from peer reviewed literature
- An ability to plan and undertake research an ethical manner and report these findings in an appropriate format
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- An ability to apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs
- An ability to present a coherent argument supported by research-based evidence
- A capacity for self-management and collaboration

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

Assessment tasks

- Assessment 1
- Assessment 3
- Assessment 4

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- An ability to present a coherent argument supported by research-based evidence
- An ability to communicate effectively and apply appropriate academic conventions

Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Independent thought, insight and creativity when suggesting solutions to assessment related issues
- An ability to plan and undertake research an ethical manner and report these findings in an appropriate format

Assessment tasks

- Assessment 3

- Assessment 4

Information for Externals

External students must attend two On Campus Days for the full day. It is imperative that you attend as these workshops replace the weekly tutorials that are completed by internal students. Please consult the Handbook of Undergraduate Studies for the current dates for on-campus days.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU DO NOT ENROL IN UNITS WITH CLASHING ON-CAMPUS SESSIONS.

Changes since First Published

Date	Description
23/07/2014	Changes made to weighting of assessment tasks to align with iLearn quizzes.