



EDUC365

Educational Assessment

S2 External 2016

Dept of Education

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General Information

Unit convenor and teaching staff

Convener/lecturer

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Tutor

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Credit points

3

Prerequisites

39cp or admission to 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:

demonstrate consistent and sustained evidence of deep and critical understanding of the unit content;

demonstrate independent thought, insight and creativity when suggesting solutions to assessment related issues;

synthesise the principles of effective assessment from peer reviewed literature;

plan and undertake research in an ethical manner and report these findings in an appropriate format;

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

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

present a coherent argument supported by research-based evidence;

communicate effectively and apply appropriate academic conventions;

demonstrate a capacity for self-management and collaboration.

General Assessment Information

1. On Line Quizzes. Each quiz must be completed between 6am and 11pm on the Tuesday of the relevant week. There is a set time limit for each quiz and you can only access the quiz ONCE on the specified date. If you miss a quiz you will be awarded zero for that task.

It is important to complete the **Practice Quiz** early in the session to check your internet browser and to familiarise yourself with the quiz format.

2. Research Report. You must complete the 1-hour **academic integrity training** module before commencing your assignment. It is available through the iLearn site. Your assignment is submitted through Turnitin as a Word document. Your consent form should be uploaded as a PDF to a separate assignment dropbox.

Late assignments will be penalised. Assignments will not be accepted after assignment grades have been released.

3. Final examination. There is significant preparation given for the final examination in the last few tutorials.

Assessment Tasks

Name	Weighting	Due
<u>Task 1a</u>	10%	Tuesday week 7 ie 13/09/16
<u>Task 1b</u>	10%	Tuesday week 12 ie 1/11/16
<u>Task 2 - Major assignment</u>	40%	4/10/16 before 9 am (week 8)
<u>Task 3 - Final Exam</u>	40%	S2 Exam period

Task 1a

Due: **Tuesday week 7 ie 13/09/16**

Weighting: **10%**

10 questions in 20 minutes on all lectures /readings up to and including week 6. This is an individual task that must not be completed in groups.

On successful completion you will be able to:

- demonstrate consistent and sustained evidence of deep and critical understanding of the unit content;
- demonstrate independent thought, insight and creativity when suggesting solutions to assessment related issues;

Task 1b

Due: **Tuesday week 12 ie 1/11/16**

Weighting: **10%**

15 questions in 25 minutes on all lectures/readings up to and including week 11. This is an individual task that must not be completed in groups.

On successful completion you will be able to:

- demonstrate consistent and sustained evidence of deep and critical understanding of the unit content;
- demonstrate independent thought, insight and creativity when suggesting solutions to assessment related issues;

Task 2 - Major assignment

Due: **4/10/16 before 9 am (week 8)**

Weighting: **40%**

Interview of a classroom teacher and write up as research report. Further details are on iLearn

On successful completion you will be able to:

- demonstrate consistent and sustained evidence of deep and critical understanding of the unit content;
- demonstrate independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- plan and undertake research in an ethical manner and report these findings in an

- appropriate format;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;
- demonstrate a capacity for self-management and collaboration.

Task 3 - Final Exam

Due: **S2 Exam period**

Weighting: **40%**

The exam is a combination of short answers and extended responses.

There is 10 minutes reading time in addition to the 1.5 hours.

On successful completion you will be able to:

- demonstrate consistent and sustained evidence of deep and critical understanding of the unit content;
- demonstrate independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;
- demonstrate a capacity for self-management and collaboration.

Delivery and Resources

There is an iLearn site that you are expected to check regularly. All announcements will be made through iLearn. Lectures will be recorded through echo360 and available on the iLearn site shortly after the live lecture. Because of the Practicum requirements, **all classes begin in week 3**, so the first live lectures will be available after that.

There are two hours of lectures and two on campus days - August 20 and October 15. Attendance is expected and tutorial rolls will be taken. There is a tutorial workbook that you will use for the on campus sessions which will be sent to your listed postal address by the end of

week 1. A copy is also available on the iLearn site.

There are two short on line quizzes (see above) as part of the assessment regime so it is important that you check your browser to ensure you have no difficulty in access - there is a practice quiz to help you with this.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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

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

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

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 outcomes

- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

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

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

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

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

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

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

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

- synthesise the principles of effective assessment from peer reviewed literature;
- plan and undertake research in an ethical manner and report these findings in an appropriate format;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of

assessment plans and teaching/learning programs;

- present a coherent argument supported by research-based evidence;

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

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

- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;
- demonstrate a capacity for self-management and collaboration.

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

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

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

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

Changes from Previous Offering

On the basis of feedback the following changes have been made to the unit this year:

- The quiz questions have been reviewed
- Lectures have been redesigned into modules
- Peerwise has been integrated into tutorial activities rather than as a specific assessment task
- The major assignment word length has been reduced and the rubric redesigned
- The workbook activities have been revised

Changes since First Published

Date	Description
29/09/2016	Correction to Assignment Due Date