



# EDUC3650

## Educational Assessment

Session 1, Infrequent attendance, North Ryde 2020

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor/lecturer/tutor

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29 WW X5B room 239

Credit points

10

Prerequisites

130cp at 1000 level or above

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:

**ULO1:** Apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts.

**ULO2:** Apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs.

**ULO3:** Synthesise the principles of effective assessment from peer reviewed literature.

**ULO4:** Plan and undertake research in an ethical manner and report these findings in an

appropriate format.

## Assessment Tasks

### Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

## General Assessment Information

1. On Line Quizzes. Each quiz must be completed on Wednesday 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.

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

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

**Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays).** You are reminded that submitting even just 1 day late could be the difference between passing and failing

a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### Special Considerations

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

### Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades

are standards referenced and effort is NOT a criterion.

## Delivery and Resources

### Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: [https://ask.mq.edu.au/account/pub/display/unit\\_status](https://ask.mq.edu.au/account/pub/display/unit_status)

There are two hours of lectures and a weekly tutorial. Attendance is expected and tutorial rolls will be taken.

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.

There are two short online 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.

## Unit Schedule

### Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: [https://ask.mq.edu.au/account/pub/display/unit\\_status](https://ask.mq.edu.au/account/pub/display/unit_status)

### Unit Schedule

LECTURE SCHEDULE			
Week	Reading (on Multisearch MQ Lib)	Lecture Topic	Tutorial Topic
1	Haladyna et al. (2002) (MC design)  BOSTES – Rules for Multiple Choice Design (iLearn)  Cooney (2006) Ch. 2	Watch the unit overview video before this lecture (YouTube video through iLearn)  <b>Module 1: The assessment context</b> <ul style="list-style-type: none"> <li>· Defining assessment</li> <li>· The national agenda</li> <li>· Types and purposes of assessment</li> </ul>	Tutorial: Introduction to unit including PeerWise and the content free test

2	Killen (2005) Ch. 4 (Norm, standards, criterion ref.)	<p><b>Module 2: The principles of effective assessment</b></p> <p><b>Fit for purpose – uses and forms of assessment (continued)</b></p> <p>Ensuring that assessment is fit for purpose – the nature, forms and purposes of educational assessment. Formal/informal, structured/unstructured, criterion, norm, standards, assessment for, of and as learning.</p>	Tutorial: The National Agenda and assessment context
3	Shepard (2000)	<p><b>Linking learning theory and assessment (Shepard table)</b></p> <p><b>Overview of the major assignment</b></p>	Tutorial: Preparing for the major assignment
4	Killen (2005) Ch. 1 (QTF), Ch.2 (OBE)	<b>Linking quality teaching, OBE principles and assessment</b>	Tutorial: Outcomes based education
5	Chan, Tsui, Chan, Hong, (2002) – (SOLO) Killen Ch. 6 (SOLO)	<p><b>Knowing what we are assessing</b></p> <p>Taxonomies: Cognitive (Blooms/AK/SOLO), Affective, Psychomotor</p> <p><b>Knowing how to assess</b></p>	Tutorial: The Quality Teaching Framework and effective assessment
6	Killen (2005) Ch. 4 (Reliability)	<b>Ensuring reliability in assessment</b>	Tutorial: Exploring reliability - Standards-referenced marking simulation
7	Killen (2005) Ch. 4 (Validity), Ch. 7 (Alignment) Biggs (2003)	<b>Constructive alignment and validity in assessment</b>	Tutorial: Alignment and validity
<b>Mid semester break and professional experience block</b>			
11	Nicol & Macfarlane-Dick (2006) Hattie & Timperley (2007) (Feedback)	<b>Principles of effective feedback</b>	Tutorial: Effective feedback and the principles of assessment for learning
12	Black, Harrison, Lee, Marshall & Wiliam (2004) (AFL) Adnum & Hingston (2012)	<p><b>Module 3: Applying the principles of effective assessment. Designing an assessment for learning task</b></p> <ul style="list-style-type: none"> <li>· Targets for deep understanding</li> <li>· Developing indicators</li> <li>· Identify appropriate strategies</li> <li>· Write up task instructions</li> </ul>	Tutorial: Building an Assessment for Learning Task

13	Black, Harrison, Lee, Marshall & William (2004) (AFL)  Adnum & Hingston (2012)	<b>Designing an assessment for learning task</b> <ul style="list-style-type: none"> <li>· Design opportunities for assessment AS learning</li> <li>· Building marking scales</li> <li>· Generating model responses</li> <li>· Distributing task and communicating expectations</li> </ul>	Tutorial: Building an Assessment for Learning Task
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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Attendance for undergraduate units

All tutorials begin in the first week of classes.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

## Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- In order to receive a passing grade in this unit, you need to meet the following criteria:
- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
- Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

## Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.



## 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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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.