EDST8302

Educational Assessment

Session 1, Online-scheduled-weekday 2022

Macquarie School of Education

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Convener
Rauno Parrila
rauno.parrila@mq.edu.au
Contact via email
X5B 211

Credit points
10

Prerequisites
Admission to MTeach(Prim) or MTeach(Sec) or MEd or GradCertEd or MEdLead or MHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description
This unit is designed as an introduction to the technical dimensions of educational assessment, measurement, and evaluation. The aim of this unit is to equip teachers and higher education academics with assessment, measurement, and evaluative skills in order to meet the ever increasing demands on teachers and lecturers to use assessment data to enhance learning. Educators today are expected to collect, compile, and analyse assessment data in order to inform teaching, to facilitate the planning of syllabuses, and to evaluate programs of work. In order to meet these needs, this unit introduces the fundamental principles of assessment, the basic mathematics of educational measurement, and models of learning program evaluation.

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 of the technical dimensions of assessment to evaluate assessment tasks and strategies.

ULO2: Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.

ULO3: Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.

ULO4: Utilise current theoretical models of educational evaluation to strategically plan, facilitate and critically assess school learning programs using a variety of educational data.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption

according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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.

Requesting a re-assessment 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.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

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

- Grades are *standards referenced* and effort is NOT a criterion.

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

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

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 as k.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quizzes	20%	No	Multiple
Final Examination	40%	No	During the exam period
A written report in three parts using educational data (2500 words).	40%	No	Week 9

Quizzes

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **Multiple**
Weighting: **20%**

Fortnightly quizzes will be run online (in iLearn). The questions will be MC, short answer, and open-ended response. The quizzes will test knowledge and skills developed in the lectures and tutorials.

On successful completion you will be able to:
- Apply knowledge of the technical dimensions of assessment to evaluate assessment tasks and strategies.
- Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.
- Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.

- Utilise current theoretical models of educational evaluation to strategically plan, facilitate and critically assess school learning programs using a variety of educational data.

Final Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours
Due: **During the exam period**
Weighting: **40%**

Examination (2 hours) (MC, short answer, and open-ended response)

On successful completion you will be able to:
- Apply knowledge of the technical dimensions of assessment to evaluate assessment tasks and strategies.
- Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.
- Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.

A written report in three parts using educational data (2500 words).

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 30 hours
Due: **Week 9**
Weighting: **40%**

In this assignment students are required to write a report on a fictional school or Higher Education department using NAPLAN or Higher Education data. In part 1 (500 words) students will interpret, analyse and compare a data set with normative educational data. In Part 2 (1000 words), students will determine a specific issue which is identifiable in the data (e.g., poor attendance of students, boys not making benchmarks in reading etc.). Students will then review current empirical research on the factors relating to the chosen issue. In Part 3 (1000 words), students will outline a proposal (a list of recommendations) which are aimed at resolving the chosen issue and improving the outcomes of students. This will include an evaluation plan using the Logic Plan to assess the effectiveness of the plan to improve learning outcomes.

On successful completion you will be able to:

- Apply knowledge of the technical dimensions of assessment to evaluate assessment tasks and strategies.
- Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.
- Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.
- Utilise current theoretical models of educational evaluation to strategically plan, facilitate and critically assess school learning programs using a variety of educational data.

---

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

There is no set text for this subject. Readings are available through Leganto.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture.

Access and technical assistance

Information for students about access to the online component of this unit is available at

https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357 or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

· Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

· Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

· Uploading of assessment tasks to iLearn.

Structure

The unit comprises one two-hour lecture and a two-hour tutorial each week. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

Wk	Week Start	Lecture	Tutorial Topic	Reading
1	Feb 21	Introduction Principles of assessment	Principles of assessment/ current research and trends	1. Unit guide 2. Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29*(7), 4–14. 3. Elwood, J. & Klenowski, V. (2002). Creating communities of shared practice: The challenges of assessment use in learning and teaching. *Assessment & Evaluation in Higher Education, 27*(3), 243-256.
2	Feb 28	Mathematics of measure-ment 1	The basic mathematics of measurement theory and how it can be applied to educational data part 1.	1. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 2. 2. Wright, B. D. (1997). A history of social science measurement. *Educational Measurement: Issues & Practices*, 33 – 45.

3	March 7 **Quiz 1** **due Friday 11th March**	Mathematics of measure-ment 2	The basic mathematics of measurement theory and how it can be applied to educational data part 2.	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 6.
4	March 14	Reliability	Reliability of assessments for teachers	1. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 4. 2. Brookhart, S. M. (2005). Developing measurement theory for classroom assessment purposes and uses. Educational Measurement Issues and Practice, 22(4), 5 – 12. 3. 3. Heldsinger, S., & Humphry, S. M. (2010). Using the method of pairwise to obtain reliable teacher assessments. *The Australian Educational Researcher, 37*(2), 1 – 19.
5	March 21 **Quiz 2 due Friday 25th March**	Validity	Validity of assessments for teachers	1. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapters 5. 2. Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice, 22*(4), 13–25.
6	March 28	Standard-ised Testing	Standardised tests & testing/ NAPLAN	1. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 3. 2. Klenowski, V., & Wyatt-Smith, C. (2012) The impact of high stakes testing: the Australian story. *Assessment in Education: Principles, Policy & Practice, 19*(1), 65-79.
7	April 4 **Quiz 3 due Friday 8th April**	Quantitative & Qualitative Data	Interpreting and using quantitative and qualitative data	1. Shaddock, A. (2014). *Using data to improve learning*. ACER Press: Victoria. Chapter 3 & 8. 2. Matters, G. (2006). *Using Data to Support Learning in Schools Students, teachers, systems.* Australian Council for Educational Research. p. 1 – 14.
	April 11			Recess/ school holidays
	April 18			Recess/ school holidays

8	April 25	Evaluation and marking	Evaluation of educational programs/ Marks and grading	1. Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 11. 2. Frye, A. W., & Hemmer, P. A. (2012) Program evaluation models and related theories: AMEE Guide No. 67, *Medical Teacher, 34*(5), e288-e299, DOI: 10.3109/0142159X.2012.668637
9	May 2 **Major assign-ment due Sunday 8th May**	Test construction	Creating a classroom test	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapters 7.
10	May 9			Professional experience
11	May 16			Professional experience
12	May 23			Professional experience
13	May 30 **Quiz 4 due Friday 3rd June**	Review		

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for postgraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials 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.

Master of Teaching (Primary/Secondary) students

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional NESA accredited qualification. All MTeach students must meet 80% of this attendance requirement.

Activities completed during weekly tutorials or on campus days 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. 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

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

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops

- Chat with a WriteWISE peer writing leader

- Access StudyWISE

- Upload an assignment to Studiosity

- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support

- Accessibility and disability support with study

- Mental health support

- Safety support to respond to bullying, harassment, sexual harassment and sexual assault

- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience practiced inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Reflexive in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.

Responsive to students, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were *inspiring*. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.

Ready to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning. The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fits-

all affair. Teachers need to identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

Research engaged throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.