# EDST8302

## Educational Assessment

Session 2, Online-scheduled-weekday 2024

*Macquarie School of Education*

## Contents


| | |
|---|---|
| General Information | 2 |
| Learning Outcomes | 2 |
| General Assessment Information | 3 |
| Assessment Tasks | 5 |
| Delivery and Resources | 7 |
| Unit Schedule | 8 |
| Policies and Procedures | 10 |
| The 5Rs Framework | 12 |

# General Information

Unit convenor and teaching staff
Convenor, Lecturer, Tutor
John Ehrich
john.ehrich@mq.edu.au
Contact via email
Room 656 25 WW
9 am - 4 pm Monday - Friday

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

- Students should be aware of and apply the University policy on academic honesty
- (see: https://policies.mq.edu.au/document/view.php?id=3)
- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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.

### 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. For Professional Experience (PEx) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

| 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. Does not report content or ideas generated by third parties or AI sources. |
| **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. Does not report content or ideas generated by third parties or AI sources. |
| **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. Does not report content or ideas generated by third parties or AI sources. |
| **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. Does not report content or ideas generated by third parties or AI sources. |

| | |
|---|---|
| **F**<br><br>(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.<br><br>Reports content or ideas generated by third parties or AI sources. |

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.*

If you are considering withdrawing from this unit, please seek academic advice via https://ask.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 your course progression.

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 https://ask.mq.edu.au

Do not use artificial intelligence (AI) (such as Chat GTP) in any assessment tasks involving written work in this subject. Ensure all written work does not report content or ideas generated by third parties or AI sources.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| A written report in three parts using educational data (2500 words). | 40% | No | 23:55 6/10/24 |
| Quizzes | 20% | No | 23:55 9/8/24; 23:55 23/8/24; 23:55 13/9/24; 23:55 1/11/24 |
| Final Examination | 40% | No | TBA |

## 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: **23:55 6/10/24**
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.

## Quizzes

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **23:55 9/8/24; 23:55 23/8/24; 23:55 13/9/24; 23:55 1/11/24**
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: **TBA**
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.

---

[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 required textbook for this subject. All readings are provided via the LEGANTO system in iLearn.

**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, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in online mode are especially 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 and/or are available in the Active Learning Tool.

**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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2024/ In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

**The weekly program for the course with the accompanying readings/preparation is available on the following pages and on the unit iLearn site. Students are required to listen to the respective weekly pre-recorded lectures, do the set readings, and participate in one tutorial every teaching week (and contribute to the online discussions where specified).**

# Unit Schedule

### Unit Schedule

| Wk | Week Start | Lecture | Tutorial Topic | Reading |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1 | 22th July | Introduction<br><br>Principles of assessment | Principles of assessment/current research and trends | Unit guide<br><br>Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29*(7), 4 – 14.<br><br>Elwood, J. & Klenowski, V.<br><br>(2002). Creating communities of shared practice: The challenges of assessment use in learning and teaching. *Assessment & Evaluation in Higher Education,*<br><br>*27*(3), 243-256. |
| 2 | 29th July | Mathematics of measurement 1 | The basic mathematics of measurement theory and how it can be applied to educational data part 1. | Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 2.<br><br>Wright, B. D. (1997). A history of social science measurement. *Educational Measurement: Issues & Practices*, 33 – 45. |
| 3 | 5th August<br><br>**QUIZ 1**<br><br>**9th August** | Mathematics of measurement 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.<br><br>Chapter 6. |
| 4 | 12th August | Reliability | Reliability of assessments for teachers | Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 4.<br><br>Brookhart, S. M. (2005). Developing measurement theory for classroom assessment purposes and uses. *Educational Measurement Issues and Practice, 22*(4), 5 – 12. 3. |
| 5 | 19th August<br><br>**Quiz 2**<br><br>**23rd August** | Validity | Validity of assessments for teachers | Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapters 5.<br><br>Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement:Issues and Practice, 22*(4), 13–25. |
| 6 | 26th August | Standardised Testing | Standardised tests<br><br>& testing/<br><br>NAPLAN | Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US. Chapter 3.<br><br>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 | 2nd September | Quantitative & Qualitative Data | Interpreting and using quantitative and qualitative data | Shaddock, A. (2014). *Using data to improve learning*. ACER Press: Victoria. Chapter 3 & 8.<br><br>Matters, G. (2006). *Using Data to Support Learning in Schools Students, teachers, systems.* Australian Council for Educational Research. p. 1 – 14. |

| | | | | |
|---|---|---|---|---|
| 8 | 9th September<br>**Quiz 3**<br>**13th September** | Evaluation and marking | Evaluation of educational programs/ Marks and grading | Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education.* Pearson: US.<br>Chapter 11.<br>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 |
| | 16th September | | | Recess |
| | 23rd September | | | Recess |
| 9 | 30th September<br>**Major Assignment**<br>**6th October** | 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 | 7th October | | | Professional experience |
| 11 | 14th October | | | Professional experience |
| 12 | 21st October | | | Professional experience |
| 13 | **28th October**<br>**Quiz 4**<br>**1st November** | Review | | |
| | 4th - 25th November | EXAM PERIOD | | |

# 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.

# 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 Advocacy provides independent advice on MQ policies, procedures, and processes

## 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.

# The 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*** practised 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.

---

Unit information based on version 2024.03 of the Handbook