



EDUC365

Educational Assessment

S1 Day 2018

Department of Educational Studies

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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/lecturer

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Contact via email

X5B356

Lecturer

John Ehrich

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Contact via email

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Credit points

3

Prerequisites

(39cp at 100 level or above) 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:

apply a deep and critical understanding of the unit content;

apply 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;

General Assessment Information

1. On Line Quizzes. Each quiz must be completed between 6am Tuesday and 9am 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>

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-------------------------|-----------|--------|-------------------|
| Task 1a | 10% | No | 10th April week 7 |

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|-----------------------------|
| <u>Task 1b</u> | 10% | No | 29th May week 12 |
| <u>Task 2 - Major assignment</u> | 40% | No | 22nd May Week 11 Before 9am |
| <u>Task 3 - Final Exam</u> | 40% | No | S2 Exam period |

Task 1a

Due: **10th April week 7**

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:

- apply a deep and critical understanding of the unit content;

Task 1b

Due: **29th May week 12**

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:

- apply a deep and critical understanding of the unit content;

Task 2 - Major assignment

Due: **22nd May Week 11 Before 9am**

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:

- apply a deep and critical understanding of the unit content;
- apply 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;

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:

- apply a deep and critical understanding of the unit content;
- apply 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;

Delivery and Resources

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

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) Module 1: The assessment context <ul style="list-style-type: none"> · Defining assessment · The national agenda · Types and purposes of assessment | Tutorial: Introduction to unit including PeerWise and the content free test |
| 2 | Killen (2005) Ch. 4 (Norm, standards, criterion ref.) | Module 2: The principles of effective assessment Fit for purpose – uses and forms of assessment (continued) 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. | Tutorial: The National Agenda and assessment context |

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|----|--|--|--|
| 3 | Shepard (2000) | Linking learning theory and assessment (Shepard table) Overview of the major assignment | Tutorial: Preparing for the major assignment |
| 4 | Killen (2005) Ch. 1 (QTF), Ch.2 (OBE) | Linking quality teaching, OBE principles and assessment | Tutorial: Outcomes based education |
| 5 | Chan, Tsui, Chan, Hong, (2002) – (SOLO) Killen Ch. 6 (SOLO) | Knowing what we are assessing Taxonomies: Cognitive (Blooms/AK/SOLO), Affective, Psychomotor Knowing how to assess | Tutorial: The Quality Teaching Framework and effective assessment |
| 6 | Killen (2005) Ch. 4 (Reliability) | Ensuring reliability in assessment | Tutorial: Exploring reliability - Standards-referenced marking simulation |
| 7 | Killen (2005) Ch. 4 (Validity), Ch. 7 (Alignment) Biggs (2003) | Constructive alignment and validity in assessment | Tutorial: Alignment and validity |
| | | Mid semester break and professional experience block | |
| 10 | Nicol & Macfarlane-Dick (2006) Hattie & Timperley (2007) (Feedback) | Principles of effective feedback | Tutorial: Effective feedback and the principles of assessment for learning |

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|----|--|--|--|
| 11 | Black, Harrison, Lee, Marshall & William (2004) (AFL) Adnum & Hingston (2012) | Module 3: Applying the principles of effective assessment. Designing an assessment for learning task <ul style="list-style-type: none"> · Targets for deep understanding · Developing indicators · Identify appropriate strategies · Write up task instructions | Tutorial: Building an Assessment for Learning Task |
|----|--|--|--|

| | | | |
|----|--|---|--|
| 12 | Black, Harrison, Lee, Marshall & William (2004) (AFL) Adnum & Hingston (2012) | Designing an assessment for learning task <ul style="list-style-type: none"> · Design opportunities for assessment AS learning · Building marking scales · Generating model responses · Distributing task and communicating expectations | Tutorial: Building an Assessment for Learning Task |
|----|--|---|--|

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.**)

Undergraduate 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p)

[olicy-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 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](#).

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

Special Considerations

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- 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.

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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.

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.

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

- apply 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

- apply a 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

- apply a deep and critical understanding of the unit content;
- apply 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;

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

- apply 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 |
|------------|------------------------|
| 24/01/2018 | Correct error |
| 24/01/2018 | Correct a policy error |