



The University of Southern Queensland

## Course specification

<b>Description: Assessment: Principles and Practices</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	8603	58330	3, 2006	WEB	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Mark Dawson

### RATIONALE

Assessment of learning provides valuable planning and evaluation information to teachers/trainers and their clients. As this information constitutes the basis on which many education/training decisions are built, it is imperative that educators in all settings are able to understand and apply the principles of quality assessment. The content and activities of this course enable participants to experience a range of assessment strategies, and will require them to apply such strategies in developing and implementing quality, authentic assessment in their particular educational setting.

### SYNOPSIS

This course engages participants in a constructivist approach to learning in a web-based environment. The two parts of the course address the theory and practice of assessment. In Part 1 participants gain an understanding of the principles, theories and recommended practices that govern quality assessment, and the domains of development in which assessment occurs. Participants explore methods of assessment and distinguish between assessment, evaluation, measurement, testing and reporting. The purposes of assessment and the different frames of reference for interpreting assessment information, including norm-referenced, criterion referenced and ipsative-referenced interpretation are explored. Participants are introduced to methods of recording and reporting assessment information, and the use and interpretation of descriptive statistics. Part 2 of the course engages participants in scoping and designing an authentic assessment tool to meet learner and stakeholder needs in their professional context, justifying the methods selected for reporting results. Reflective dialogue and peer review allow a synthesis of the theory, principles and practices of quality assessment during a 3-week peer conference. The course concludes with a reflection on the learning journey from novice to expert. Students enrolling in this course are required to have first-hand knowledge of and access to an actual instructional situation in school, post-compulsory, community education or training context. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component

(professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course learners should be able to:

1. define the concept of assessment and distinguish it from related concepts (Assessment 1)
2. distinguish between different domains of intellectual development and implications for assessment practices (Assessment 1)
3. identify the different purposes for which assessment information can be used (All assessment items)
4. demonstrate understanding of the concepts of validity, reliability and bias and their application to assessment Assessments 1 and 2)
5. demonstrated understanding of a set of principles that are generally viewed to guide sound assessment practice (All assessment items)
6. distinguish between different frames of reference that are used to interpret assessment information (Assessments 1 and 2)
7. distinguish different methods of assessment (All assessment items)
8. demonstrate understanding of the issues associated with assessment in academic and competency-based education and training environments (Assessment 1)
9. scope, design and justify an authentic assessment instrument relevant to specific learning environments, which demonstrates the above understanding (Assessments 2 and 3)
10. justify various methods used to record and report assessment information (Assessments 2 and 3)
11. construct and justify authentic assessment instruments relevant to specific learning environments, which demonstrate the above understanding (Assessments 2 and 3)
12. utilise and justify various methods used to record and report assessment information. (Assessments 2 and 3)

## TOPICS

	Description	Weighting (%)
1.	An introduction to assessment concepts	15.00
2.	Types and methods of assessment	15.00
3.	Assessment process and instruments, analysis and reporting	30.00
4.	Designing assessment for academic and competency-based environments	10.00
5.	Authenticity in assessment	20.00
6.	Reporting assessment	10.00

## **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There are no prescribed texts for this course.

## **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

All recommended reference materials are referred to in the Online materials.

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessment	40.00
Directed Study	60.00
Private Study	60.00

## **ASSESSMENT DETAILS**

Description	Marks out of	Wtg(%)	Due date
ASSESSMENT 1	100.00	40.00	22 Dec 2006
ASSESSMENT 2	100.00	40.00	25 Jan 2007
ASSESSMENT 3	100.00	20.00	02 Feb 2007

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- 4 Requirements for student to be awarded a passing grade in the course:

To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **OTHER REQUIREMENTS**

- 1 Students enrolling in WEB courses **MUST** have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
  - 2 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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