Description: Educational Assessment

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
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<th>Term</th>
<th>Mode</th>
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<td>FET</td>
<td>8603</td>
<td>10824</td>
<td>1, 2002</td>
<td>WEB</td>
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Academic Group: FOEDU
Academic Org: FOE003
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Mark Dawson
Moderator: Andrew Sturman

RATIONALE
The results of assessment provide valuable information to teachers/trainers/educators and their students. As this information is the basis on which many educational decisions rest, it is imperative that educators in all settings are able to understand and apply the principles of quality assessment. The information contained in this course will allow educators to develop and implement high quality assessment practices in their particular settings.

SYNOPSIS
This course deals with the theory and practice of educational assessment. While it is intended to instruct those students who will require skills in assessment in an open and distance educational environment, the course is based on the premise that no matter what that environment, there are principles, theories and recommended practice that govern assessment processes no matter what the educational environment is. As a consequence, the course begins with a definition of assessment and related concepts, a description of the domains of development in which assessment occurs, an overview of the purposes of assessment, and introduction to the concepts of validity, reliability and bias, and a statement of principles that should govern sound assessment practice. This is followed by a description of the different frames of reference that are used to interpret assessment information, such as norm-referenced, criterion-referenced and ipsative-referenced interpretation, as well as other frames which are best viewed as subsets of these, such as competency-based interpretation. The major methods used to assess are introduced at this stage. The assessment process is described in some detail and in doing so the concepts of validity, reliability and bias are re-visited in some detail, methods of constructing assessment instruments are addressed, the use of descriptive statistics to interpret assessment information is explained, and methods of recording and reporting assessment information are documented. The course concludes with examining assessment in two special educational environments. The first
examines issues to do with assessment in a competency-based education and training environment and the second examines assessment in an open and distance educational environment. Note: 1 This course (FET8603) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2 For details of the technical requirements and accessing Internet study materials, please consult the following URL: www.usq.edu.au/material/internet 3 Students enrolling in this course are required to have first-hand knowledge of and/or access to an actual instructional situation in school, post-compulsory, community education or industry training.

OBJECTIVES
On successful completion of this course learners should be able to:

- distinguish between assessment, evaluation, measurement, testing and reporting;
- distinguish between different domains of intellectual development for which assessment is used;
- understand the different purposes for which assessment information can be used;
- understand the concepts of validity, reliability and bias and how they apply to assessment;
- be aware of a set of principles that are generally viewed to guide sound assessment practice;
- distinguish between different frames of reference that are used to interpret assessment information;
- distinguish different methods of assessment;
- understand the processes involved in constructing assessment instruments;
- understand the basic principles of statistical analyses as they apply to the interpretation of assessment;
- have a general understanding of the principles of item analysis and item response theory;
- be aware of the different methods that are available to record and report assessment information;
- understand the special issues associated with assessment in a competency-based education and training environment; and
- understand the special issues associated with assessment in an open and distance education environment.

TOPICS

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<td>2. Types and Methods of Assessment</td>
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<td>3. The Assessment Process</td>
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<td>4. Assessment in Competency-Based Environment</td>
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<tr>
<td>5. Assessment in an Open and Distance Education Environment</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the ‘Book Search’ facility at http://bookshop.usq.edu.au by entering the author or title of the text.

There is no text 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.

As listed in the web materials.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY HOURS
Private Study 60

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. To receive a passing grade for this course, students must demonstrate satisfactory mastery of all learning objectives for the course.
2. Students must receive a passing grade for both the Take-Home Test and the Assessment Design to successfully pass the course as a whole.
3. All pieces of summative assessment in this course will be graded using one of the letter grades: HD, A, B, C, F, or Incomplete. Plus and minus may be used with each of these letter grades.
4. Final grades for this course will be calculated by aggregating the weighted grade for each summative assessment item.