Description: Introduction to Educational Assessment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>3323</td>
<td>24787</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
<td>TWMBA</td>
</tr>
</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Don Rice
Moderator: Barry Fields

RATIONALE
Assessment is one of the most valuable tools available to teachers. Assessment is conceptualised as a series of systematic, hypothesis driven, goal oriented processes which employ both formal and informal methods to generate reliable and valid information. The course is designed for student teachers who are assumed to have only basic knowledge of classroom organization and curriculum planning. Applied skillfully, assessment provides the data for improving the quality of teaching and evaluating the progress of students. This course introduces student teachers to assessment practices that may be used in both regular and special education with a focus on classroom, rather than clinical, applications. The approach followed in presenting this course is to relate assessment practices to relevant measurement theory and to encourage students to be constructively critical in how they apply assessment techniques in their own teaching. The main emphasis will be on assessment of academic achievement and to a lesser extent, personal traits such as intelligence. A selection of test instruments commonly used in Australian schools will be examined together with examples of informal teacher-made tests. Students will apply measurement theory to the construction of various items appropriate for inclusion in teacher-made achievement tests. The use of such tests in evaluating the extent to which educational objectives have been met are a feature of the practical work required for successful completion of this course. In the context of test applications and administration, the issue of accommodations for students with special educational needs will also be addressed.

SYNOPSIS
On the completion of this introductory course, students will understand how sound assessment can enhance all aspects of their educational practice. Particular emphases will include: (a) the nature of assessment (b) basic assumptions underlying measurement in education (c) essential measurement concepts such as standard error, variance etc (d) how
assessment underpins and informs educational decision making (e.g., the Ascertainment process in Queensland) (e) principles of item writing and teacher-made test construction, and (e) accommodations / special considerations for students with special needs. Where appropriate, these topics will be related to current assessment guidelines outlined in the Curriculum Framework for Education Queensland Schools Years 1-10. This document asserts that for classroom assessment to be effective it needs to incorporate the following principles (1) reflect social justice, (2) be authentic, (3) be sensitive to issues of gender, disability, culture, background language, socio-economic status, and geographical location, (4) accommodate the diverse needs of individual students, (5) develop student capacity to self-monitor progress, (6) reflect current knowledge of child and adolescent development, and (7) take place as close as possible to the place of learning. Notes: The assignments in this course may involve working with students in schools. Students must observe professional ethical standards in the conduct of their practical work.

OBJECTIVES
On completion of this course students will be able to:

- Demonstrate an understanding of the nature of assessment and identify the assumptions that underlie valid educational assessment.
- Demonstrate an understanding of basic measurement concepts.
- Utilise assessment data in making educational decisions.
- Understand the differences between norm referenced, criterion referenced, group and individual tests.
- Demonstrate the ability to construct reliable and valid teacher-made achievement tests. Specify the types of decisions pertinent in special education assessment.
- Specify the types of accommodations/special considerations that enhance the reliability and validity of assessments of students with special educational needs.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is assessment? The types of decisions made and verification of problem areas precipitated by assessment. The role of assessment in educational decision-making.</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Basic assumptions in assessment; types of assessment information to be considered.</td>
<td>10.00</td>
</tr>
<tr>
<td>3. An investigation of the kinds of assessment devices: group versus individual tests and norm-referenced versus criterion-referenced tests.</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Basic measurement concepts and assumptions: reliability, validity and standard error of measurement.</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Making sense of assessment data using basic descriptive statistics.</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Item types in teacher-made tests: binary choice items, multiple-choice items, short answer responses, essay questions.</td>
<td>10.00</td>
</tr>
<tr>
<td>7. Using teacher-made assessments to inform instructional decision-making.</td>
<td>10.00</td>
</tr>
</tbody>
</table>
8. Assessment accommodations/special considerations for students with special needs.
10. Assessment and the educational ascertainment process for students with disabilities.

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.
Other materials as advised by lecturer.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>34</td>
</tr>
<tr>
<td>Directed Study</td>
<td>100</td>
</tr>
<tr>
<td>Lectures</td>
<td>13</td>
</tr>
<tr>
<td>Tutorial</td>
<td>13</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>22 Jul 2003 (see note)</td>
</tr>
<tr>
<td>REPORT</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
<tr>
<td>PROJECT</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
</tbody>
</table>

NOTES:

. Students will be advised by Course Examiner of due dates of assessments. Letter grades will be used in this course and displayed in the Notes Section.

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior consent of the lecturer, the lecturer may decline to mark the assignment, or apply a penalty.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.

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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

**ASSESSMENT NOTES**

1 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

2 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

3 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

4 The Faculty will NOT accept submission of assignments by facsimile.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
8 All assessment items must be attempted/submitted and passed.