Description: Educational Measurement and Assessment

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Don Rice
Moderator: Barry Fields

RATIONALE
Assessment data is widely used in making educational decisions. It is therefore essential that professional educators are knowledgeable about measurement and assessment concepts and principles and skilled in the selection and administration of appropriate instruments and procedures. This requires a foundation of theoretical knowledge integrated with practical applications in a range of relevant areas. The focus for this course is assessment in the classroom and as such is designed to meet the needs of teachers in special and regular education, and those in or aspiring to various support roles, including advisory teachers, guidance officers, and school psychologists. This course is a prerequisite for 88085 Advanced Educational Assessment.

SYNOPSIS
The first modules in this course build a foundation of knowledge in measurement concepts such as standardisation, norms, reliability, validity, and standard error. The subsequent modules address specific approaches to assessment in three key learning areas: reading, mathematics, and written language. In these modules different approaches will be presented such as, curriculum based measurement (CBM), criterion referenced instruments, and standardised norm-referenced tests. The design and use of teacher-made tests will be examined, together with the reporting of results of all assessment approaches. A module on the assessment of cognitive abilities raises several important topics related to intelligence testing. Note: The assignments in this course involve working with children or young people, and require access to educational tests. Students must observe professional ethical standards in the conduct of their practical work. Guidance will be given in this regard.
OBJECTIVES

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

- Demonstrate an understanding of the nature of assessment and how assessment data is used in educational decision making.
- Demonstrate an understanding of basic measurement concepts in the selection of instruments and the interpretation of assessment results;
- Demonstrate knowledge and skill in assessment in the following areas: literacy: - reading and written language, and numeracy;
- Demonstrate competence in the practical administration and interpretation of formal and informal procedures for assessing academic achievement in literacy and mathematics.
- Demonstrate competence in reporting the results of assessment, including the use of results in making educational decisions affecting students.

TOPICS

<table>
<thead>
<tr>
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<th>Weighting (%)</th>
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<tr>
<td>1. The role of assessment in educational decision making</td>
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<td>2. The processes of assessment</td>
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<td>3. Basic concepts of measurement; reliability and validity</td>
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<td>4. Test scores and what they mean; assessment bias</td>
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<td>5. Assessment of achievement in literacy</td>
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<td>6. Assessment of mathematics achievement</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.


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.


Venn, J.J 2000, Assessing Students with Special Needs, 2nd edition, Prentice Hall, Columbus, OH.
STUDENT WORKLOAD REQUIREMENTS

ACTIVITY                  HOURS

Assessment                30
Directed Study           80
Private Study             45

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>35.00</td>
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<td>65.00</td>
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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be graded.
4. Course Grades will be calculated by aggregating the weighted result for each summative assessment item.
5. All assessment items must be attempted and submitted. Each Assessment item must be passed.
6. If assignments are submitted after the due date without an approved extension of time, a penalty may apply for each day late.