**Course Specification**

**Description: Advanced 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>
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<tbody>
<tr>
<td>EDU 8317</td>
<td>24907</td>
<td>24907</td>
<td>2, 2003</td>
<td>EXT</td>
<td>1.00</td>
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**Academic Group:** FOEDU  
**Academic Org:** FOE002  
**HECS Band:** 1  
**ASCED Code:** 070113

**STAFFING**

Examiner: Don Rice  
Moderator: Barry Fields

**PRE-REQUISITES**

Pre-requisite: EDU 8316

**OTHER-REQUISITES**

Pre-requisites: EDU 8316 / 88084 / equivalent

**RATIONALE**

This course is designed for educational professionals whose roles call for high levels of competence in assessment of all domains relevant to school learning and adjustment. These areas include diagnostic assessment in academic achievement, developmental assessment, and assessment of behaviour, adaptive behaviour, and cognitive abilities. The emphasis in this course is on developing an understanding of assessment as a problem-solving process, underpinned by a sound theoretical knowledge of measurement principles, and applied to a range of educational settings. Assessment is presented as a systematic process for generating reliable and valid information to support educational decisions for students.

**SYNOPSIS**

The early work in this course advances the theoretical understandings presented in course EDU8316 Educational Measurement and Assessment. The legal and ethical conditions pertaining to assessing students in school settings are presented. One module of study addresses the assessment of cognitive abilities with particular attention to the Wechsler Intelligence Scale for Children (3/e). The other domains to be addressed include developmental assessment, and assessment of behaviour, including adaptive behaviour. In the conduct of assessment procedures, and in the presentation of oral and written reports students are encouraged to develop a systematic, hypothesis-testing approach. Notes: The
assignments in this course involve working with children and young people in schools and require access to educational tests. Students must observe professional ethical standards in the conduct of their practical work. Attendance at the Residential School for Course 88085 is required to pass this course.

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

- Demonstrate an understanding of the nature of assessment and how assessment data are used in educational decision making.
- Apply knowledge of legal and ethical standards to assessment practices in educational settings.
- 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 domains: cognitive, social-emotional with particular reference to adaptive behaviour, literacy, numeracy.
- Conduct an assessment procedure from initial referral, clarification of reason for referral, selection and administration of any rests required, interpretation of results, synthesis of available data, and reporting.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. The Role of Assessment in Educational Decision Making</td>
<td>10.00</td>
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<tr>
<td>2. The Processes of Assessment</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Legal and Ethical Practice in Assessment</td>
<td>10.00</td>
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<tr>
<td>4. Basic Concepts of Measurement</td>
<td>10.00</td>
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<tr>
<td>5. Developmental Assessment and the Assessment of Cognitive Abilities</td>
<td>10.00</td>
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<tr>
<td>6. The Assessment of Behaviour</td>
<td>10.00</td>
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<tr>
<td>7. Assessment in the Social-Emotional Domain</td>
<td>10.00</td>
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<tr>
<td>8. Reporting and Report Writing</td>
<td>10.00</td>
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<tr>
<td>9. Other topics in assessment eg, Computerised Assessment Instruments,</td>
<td>10.00</td>
</tr>
<tr>
<td>Authentic Assessment, Vocational Assessment, Portfolio Assessment,</td>
<td></td>
</tr>
<tr>
<td>Developmental Assessment</td>
<td></td>
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<tr>
<td>10. Developing a Consultative Approach to Assessment - NOTE: The course</td>
<td>10.00</td>
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<tr>
<td>does not include training in the administration of restricted tests.</td>
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</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSSED:
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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Directed Study</td>
<td>80</td>
</tr>
<tr>
<td>Private Study</td>
<td>45</td>
</tr>
<tr>
<td>Residential Schools</td>
<td>20</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ASSIGNMENT</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>20 Aug 2003</td>
</tr>
<tr>
<td>REPORT 1</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>03 Oct 2003</td>
</tr>
<tr>
<td>REPORT 2</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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</table>

NOTES:
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Letter grades will be used in this course and displayed in the Notes Section

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 (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 approval the lecturer may decline to assess the assignment, or if the assignment is assessed a penalty may apply.

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 (the examination and assignments).

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 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

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

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

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

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

6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

7 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.

8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time
may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

9 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.

10 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

11 All assessment items must be attempted/submitted and passed.