Description: Assessment: Principles and Practices

<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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<tr>
<td>FET</td>
<td>8603</td>
<td>38153</td>
<td>3, 2004</td>
<td>WEB</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Janice Jones
Moderator: 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 addresses the theory and practices of assessment. While the mode of delivery is in a web-based open and distance educational environment, the course is based on the premise that irrespective of the learning environment, there are principles, theories and recommended practices that govern quality assessment processes. Authentic practices of assessment are modelled throughout the course as a basis of demonstrating and analysing such processes. The course addresses definitions and concepts related to assessment, domains of development in which assessment occurs, the purposes of assessment, concepts of validity, reliability and bias, and principles that should govern sound assessment practices. This is followed by an analysis of the different frames of reference that are used to interpret assessment information, norm-referenced, criterion-referenced and ipsative-referenced interpretation, as well as other frames which are best viewed as subsets of these, eg competency-based interpretation. The major methods of assessment are introduced. 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 analysed.
The course concludes with examining assessment in two particular educational environments;
assessment in a competency-based education and training environment, and assessment in
flexible learning environments. 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: http://usqconnect.usq.edu.au 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:

1. distinguish between assessment, evaluation, measurement, testing and reporting;
2. distinguish between different domains of intellectual development and implications
   for assessment practices;
3. identify the different purposes for which assessment information can be used;
4. demonstrate understanding of the concepts of validity, reliability and bias and their
   application to assessment;
5. demonstrated understanding of a set of principles that are generally viewed to guide
   sound assessment practice;
6. distinguish between different frames of reference that are used to interpret
   assessment information;
7. distinguish different methods of assessment;
8. demonstrate understanding of the basic principles of statistical analyses as they
   apply to the interpretation of assessment;
9. demonstrate a general understanding of the principles of item analysis and item
   response theory;
10. demonstrate understanding of the issues associated with assessment in a
    competency-based education and training environments;
11. demonstrate understanding of the special issues associated with assessment in an
    open and distance education environment;
12. construct and justify authentic assessment instruments relevant to specific learning
    environments, which demonstrate the above understanding; and
13. utilise and justify various methods used to record and report assessment information.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. An Introduction to Assessment Concepts</td>
<td>15.00</td>
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<tr>
<td>2. Types and Methods of Assessment</td>
<td>15.00</td>
</tr>
<tr>
<td>3. Assessment Process and Instruments, Analysis and Reporting</td>
<td>30.00</td>
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<tr>
<td>4. Assessment in Competency-Based Environments</td>
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<tr>
<td>5. Assessment in an Flexible Learning Environments</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Authenticity in Assessment</td>
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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:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tr>
<td>ASSESSMENT 1</td>
<td>100.00</td>
<td>30.00</td>
<td>17 Dec 2004 (see note 1)</td>
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<tr>
<td>ASSESSMENT 2</td>
<td>100.00</td>
<td>30.00</td>
<td>14 Jan 2005</td>
</tr>
<tr>
<td>ASSESSMENT 3</td>
<td>100.00</td>
<td>40.00</td>
<td>11 Feb 2005 (see note 2)</td>
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NOTES:
1. Refer to assessment details in the course material for due dates of each task.
2. Refer to assessment details in the course material for due dates of each task.

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 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. * As stated in Assessment 2.

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.

ASSESSMENT NOTES

1 NB: Successful completion of this course requires experience in educational setting/s.