**Description: Introduction to Educational Assessment**

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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>EDU</td>
<td>3323</td>
<td>44652</td>
<td>2, 2005</td>
<td>ONC</td>
<td>1.00</td>
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**Academic group:** FOEDU  
**Academic org:** FOE002  
**Student contribution band:** National Priority Teaching  
**ASCED code:** 070113

**STAFFING**  
Examiner: Linda Van Dorssen

**REQUISITES**  
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR or BPMU or BEPH or BEEH

**RATIONALE**  
Assessment is one of the most valuable tools available to teachers. In this course 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. 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.

**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. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

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

1. demonstrate an understanding of the nature of assessment and identify the assumptions that underlie valid educational assessment
2. demonstrate an understanding of basic measurement concepts
3. utilise assessment data in making educational decisions
4. understand the differences between norm referenced, criterion referenced, group and individual tests
5. demonstrate the ability to construct reliable and valid teacher-made achievement tests; specify the types of decisions pertinent in special education assessment
6. 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>
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<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>
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<td>2. Basic assumptions in assessment; types of assessment information to be considered</td>
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<td>3. An investigation of the kinds of assessment devices: group versus individual tests and norm-referenced versus criterion-referenced tests</td>
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<td>4. Basic measurement concepts and assumptions: reliability, validity and standard error of measurement</td>
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<td>5. Making sense of assessment data using basic descriptive statistics</td>
<td>10.00</td>
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<td>6. Item types in teacher-made tests: binary choice items, multiple-choice items, short answer responses, essay questions</td>
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<tr>
<td>7. Using teacher-made assessments to inform instructional decision-making</td>
<td>10.00</td>
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8. Assessment accommodations/special considerations for students with special needs 10.00
9. Making sense of standardised test scores 10.00
10. Assessment and the educational ascertainment process for students with disabilities 10.00

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).

Other materials as advised by lecturer.


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>
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<tbody>
<tr>
<td>Assessment</td>
<td>34.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>105.00</td>
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<tr>
<td>Lectures</td>
<td>13.00</td>
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<tr>
<td>Tutorials</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>TEST</td>
<td>50.00</td>
<td>25.00</td>
<td>19 Jul 2005</td>
</tr>
<tr>
<td>REPORT</td>
<td>25.00</td>
<td>25.00</td>
<td>19 Jul 2005</td>
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<tr>
<td>PROJECT</td>
<td>50.00</td>
<td>50.00</td>
<td>19 Jul 2005</td>
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NOTES

1. The examiner will advise the due dates for all assessment items.

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 for each assessment item.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment for each working day late may be applied.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for each assessment item.

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 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 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 twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University’s assignment extension policy (Regulation 5.6.1), 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. The Faculty will NOT accept submission of assignments by facsimile. 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.

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 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).

7 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.

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

9 Each assessment item must be submitted and passed.

10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect for this course.

2 Students are to use a recognised referencing system a specified by the examiner.

3 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT ‘BLUE CARD’. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.