



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5104: Educational Assessment

Semester 1, 2018

## Contents

1.	LOCATION .....	2
2.	STAFF CONTACT DETAILS .....	2
3.	COURSE DETAILS .....	2
	Summary of Course .....	2
	Important Information.....	2
	Student Learning Outcomes .....	2
	Program Learning Outcomes .....	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH <b>Error! Bookmark not defined.</b>	
5.	TEACHING STRATEGIES.....	4
6.	COURSE CONTENT AND STRUCTURE .....	4
7.	RESOURCES .....	5
8.	ASSESSMENT .....	6

### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5104 Educational Assessment (6 units of credit)  
Semester 1, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor Jihyun Lee  
Office Location: John Goodsell 112  
Email: [jihyun.lee@unsw.edu.au](mailto:jihyun.lee@unsw.edu.au)  
Phone: 9385 1940  
Availability: By appointment via email

## 3. COURSE DETAILS

<b>Course Name</b>	Educational Assessment and Measurement
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Involves 24 hours of class contact time.
<b>Lecture Schedule</b>	Thu 17-19 (w1-5,6-12, Gold G01)

### *Summary of Course*

In this course you will learn the essential classical theory of educational measurement and assessment. You will learn how the theory is used to guide practice in both school and state-wide assessment and testing programs. This course will give you the opportunity for you to familiar with the development, administration and marking of assessment tasks and tests, as well as approaches to summarizing and reporting student achievement. The course will introduce the concepts of validity and reliability as well as investigating the relative strengths and limitations of different item types.

Student feedback will be sought at the end of this course by completing a survey. Student responses are reviewed and analyzed by the course lecturer and at the school level to see where improvement may be needed.

For example, feedback in the past included the issues such as:

- Having the opportunity to present in class
- Being provided with more hands-on activities

In response to these comments,

- Student presentation has been added in this course; and
- Assessment 2 was introduced to provide a real-life example.

### *Important Information*

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### Student Learning Outcomes

Outcome	Assessment/s
CLO 1 Describe the nature and functions of measurement, testing, assessment and reporting	1
CLO 2 Apply concepts of validity and reliability to the construction, selection, interpretation, and use of assessments instruments	1
CLO 3 Construct sound and effective tests and other assessment instruments	2
CLO 4 Administer assessment instruments/tests and score responses	2
CLO 5 Summarise and report on student achievement	1

### Program Learning Outcomes

	Assessment/s
<b>Advanced disciplinary knowledge and practices</b> 1 Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
<b>Research-based learning</b> 2 Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1, 2
<b>Cognitive skills and critical thinking</b> 3 Demonstrate advanced critical thinking and problem solving skills	1, 2
<b>Communication, adaptive and interactional skills</b> 4 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
<b>Ethical and responsible professional practice</b> 5 Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

### AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard	Assessment/s
5.1.2	1, 2
5.1.3	1, 2
5.1.4	1, 2
5.3.2	1, 2
5.3.3	1, 2
5.3.4	1, 2
5.4.2	1, 2
5.4.3	1, 2
5.4.4	1, 2
5.5.2	1, 2
5.5.3	1, 2
5.5.4	1, 2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students will be introduced to essential theory as well as developing an understanding of how to plan, prepare, administer and score assessment instruments. The areas to be addressed include summarizing and reporting student achievement and using data to improve the quality of the assessment instrument.

#### 5. TEACHING STRATEGIES

In this course, lecture, seminars and group discussions are utilized. Students will meet, investigate and discuss the essential theory, practice and techniques involved in educational assessment and measurement. It is important that educators understand and appreciate the essential principles and practices of educational assessment and measurement.

#### 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	
1 (March 1)	<ul style="list-style-type: none"> <li>Introduction to the Course &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapters 1 &amp; 2</li> <li>Popham, Chapter 1</li> </ul>
2 (March 8)	<ul style="list-style-type: none"> <li>Different Types of Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapters 2 &amp; 3</li> <li>Popham, Chapters 2 &amp; 12</li> </ul>
3 (March 15)	<ul style="list-style-type: none"> <li>Validity</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapter 4</li> <li>Popham, Chapter 4</li> </ul>
4 (March 22)	<ul style="list-style-type: none"> <li>Reliability</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapter 5</li> <li>Popham, Chapter 3</li> </ul>
5 (March 29)	<ul style="list-style-type: none"> <li>National Assessment: NAPLAN</li> </ul>	[Guest lecturer: Goran Lazendic]
6 (April 12)	<b>Student Presentation</b>	<i>Students will select one real-life assessment or report card and present to class (about 5 to 10 minutes).</i>
7 (April 19)	<ul style="list-style-type: none"> <li>Assessment Item Types</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapters 6 to 13</li> <li>Popham, Chapters 6 to 9</li> </ul> [Guest lecturer: John Bennett]
8 (April 26)	<ul style="list-style-type: none"> <li>Item Analysis – Classical Test Theory Approach</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapter 14</li> <li>Popham, Chapter 11</li> </ul>
9 (May 3)	<ul style="list-style-type: none"> <li>Summarizing &amp; Interpreting Student Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Append C</li> </ul>
10 (May 10)	<ul style="list-style-type: none"> <li>Situational Judgment Test (SJT) for Australia's Teacher Selection</li> </ul>	<ul style="list-style-type: none"> <li>Christian et al. (2010)</li> <li>Patterson et al. (2012a)</li> <li>Patterson et al. (2012b)</li> </ul> [Guest lecturer: Tracy Durksen]
11 (May 17)	<ul style="list-style-type: none"> <li>Grading and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Millar et al. Chapter 15</li> <li>Popham, Chapter 16</li> </ul>
12 (May 24)	<b>In-class Test (Self-Assessment)</b>	<i>Students will take a test in this class at the end of the course. Class discussion will follow and answers will be provided during the class.</i>

## 7. RESOURCES

### Required Readings

Popham, W. J. (2013). *Classroom Assessment: What Teachers Need to Know* (7th Ed., Pearson New International Edition or similar edition), United Kingdom: Pearson Education Limited.

Millar, M. D., Linn, L. R., & Gronlund, N. E. (2013). *Measurement and Assessment in Teaching* (11th Ed., Pearson New International Edition, or similar edition), Singapore: Pearson Education.

### Further Readings

Ebel, R., & Frisbie, D. (1991). *Essentials of Educational Measurement* (5<sup>th</sup> Ed.).

Mehrens, W., & Lehmann, I. (1991). *Measurement and Evaluation in Education and Psychology* (4<sup>th</sup> Ed.).

### Further Readings (Journal Articles)

Topics	Journal Articles
Educational Assessment for Teachers	<ul style="list-style-type: none"> <li>▪ Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i>, 29, 4-14.</li> <li>▪ Tittle, C. K. (1994). Toward an educational psychology of assessment for teaching and learning: Theories, contexts, and validation arguments. <i>Educational Psychologist</i>, 29, 149-162.</li> </ul>
Examples on Reliability Reporting	<ul style="list-style-type: none"> <li>▪ Amabile, T. M., Conti, R., Coon, H., Lazenby, J., &amp; Herron, M. (1996). Assessing the work environment for creativity. <i>The Academy of Management Journal</i>, 39(5), 1154-1184.</li> <li>▪ Luszczynska, A. et al. (2004). Measuring one component of dispositional self-regulation: attention control in goal pursuit. <i>Personality and Individual Differences</i>, 37, 555-566.</li> <li>▪ Pelletier, L. G et al. (1995). Toward a New Measure of Intrinsic Motivation, Extrinsic Motivation, and Amotivation in Sports: The Sport Motivation Scale (SMS). <i>Journal of Sport and Exercise Psychology</i>, 17, 35-53.</li> </ul>
Validity	Moss, P. A. (2007). Reconstructing validity, <i>Educational Researcher</i> , 36(8), 470-476.
Grading	McMillan, J. H. (2001). Secondary Teachers' Classroom Assessment and Grading Practices. <i>Educational Measurement: Issues and Practice</i> , 20, 20-32.
Noncognitive Constructs	<p>Lee, J., &amp; Shute, V. (2010). Personal and social-contextual factors in K-12 academic performance: An integrative perspective on student learning. <i>Educational Psychologist</i>, 45(3), 185-202.</p> <p>Kyllonen, P., Walters, A. M., &amp; Kaufman, J. C., (2005). Noncognitive constructs and their assessment in graduate education: A review. <i>Educational Assessment</i>, 10, 153-184.</p>
SJT	Christian, M.S., Edwards, B. D., & Bradley, J. C. (2010). Situational judgment tests: Constructs assessed and a meta-analysis of their criterion-related validities. <i>Personnel Psychology</i> , 63, 83-117.
SJT	Patterson, F., Ashworth, V., Zibarras, L., Coan, P., Kerrin, M., O'Neill, P. (2012). Evaluations of situational judgement tests to assess non-academic attributes in selection. <i>Medical Education</i> , 46, 850-868.
SJT	Patterson, F., Lievens, F., Kerrin, M., Zibarras, L., & Carett, B. (2012). Designing selection systems for medicine: The importance of balancing predictive and political validity in high-stakes selection contexts. <i>International Journal of Selection and Assessment</i> , 20, 486-496.

### Recommended Websites

- The NSW Board of Studies web site  
[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- The ACARA web site  
[www.acara.edu.au](http://www.acara.edu.au)
- The NSW Department of Education and Training's Curriculum Planning, Programming, Assessing & Reporting to parents K-12  
<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/index.htm>

- Australian Institute for Teaching and School Leadership  
<http://www.teacherstandards.aitsl.edu.au/>
- Teacher Standard on Assessment Knowledge  
<http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards>
- The *Research Publications* Collections of Australian Council for Educational Research  
<http://research.acer.edu.au/publications/>
- Programme for International Student Assessment (PISA) by OECD  
<http://www.oecd.org/pisa/>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards for Teachers	Program Learning Outcomes Assessed	Due Date
Assessment 1 (Critique)	2,000 words approx.	40%	1, 2, 5	5.1.2; 5.1.3; 5.1.4; 5.3.2; 5.3.3; 5.3.4; 5.4.2; 5.4.3; 5.4.4; 5.5.2; 5.5.3; 5.5.4;	1, 2, 3, 4, 5	29 March 5:00 PM
Assessment 2 (Instrument Design)	4,000 words approx.	60%	3, 4	5.1.2; 5.1.3; 5.1.4; 5.3.2; 5.3.3; 5.3.4; 5.4.2; 5.4.3; 5.4.4; 5.5.2; 5.5.3; 5.5.4;	1, 2, 3, 4, 5	28 May 5:00 PM

**Important Note: Students are required to submit all Assessments to pass the course.**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

### Assessment 1: Assessment Instrument Critique (40%)

Several "real-life" examples of report cards will be presented to you to choose from and critique.

- Describe a report card that you have chosen for this assessment.
  - What is being assessed in this assessment (i.e., constructs such as mathematics, critical thinking, English ability)?
  - What level (grade) of students are assessed in the report card?
  - Describe objectives of the report card from the assessor's point of view
  - Which item types are included in the report card?
- Critique the report card
  - You can critique any parts or aspects of the report card.
    - You can critique whether the report card fits its purposes.
    - You can critique if the report card supports the intended learning outcomes.
    - In the past many students critiqued item types in the assessment itself (e.g., multiple-choice), but you don't have to. If you choose to critique item types, you can describe whether the item types are suitable for the purposes and objectives of the report card.
  - You can take either position in your critique.
    - Demonstrate and argue why the report card may not be optimal (e.g., in terms of item type, particular purposes of learning, validity or reliability); OR
    - Demonstrate and argue why the current form of the report card may be optimal.

## **Assessment 2: Assessment Instrument Re-design (60%)**

In this final assessment, you are asked to re-design the report card based on your critique in Assessment 1 or based on your new ideas that you did not include in Assessment 1. You can include the following points:

- Which aspects of the report card do you see as being in need for revision?
- On what grounds do you claim that the modification can/should be made?
- How would you like to modify the report card?
- Modify the report card, according to your critique
- On what grounds can you argue that your revision of the report card is better than the original form?

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5104 EDUCATIONAL ASSESSMENT AND MEASUREMENT

Student Name:  
 Assessment Task: **Assessment 1**

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of the assessment concepts</li> <li>• Use of appropriate assessment terminology</li> <li>• Accuracy in description of the report card</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Clear demonstration of making appropriate arguments</li> <li>• Understanding of advantages and disadvantages of different aspects of the report card</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Use of relevant research literature to support intended actions</li> <li>• Inclusion of at least two citations from relevant professional and research literature or textbooks to support the arguments</li> <li>• Appropriateness of the citations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Presenting the ideas clearly</li> <li>• Presenting the ideas in logical and coherent order</li> <li>• Excellent flow of the overall structure and writing</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Use of language with clarity and coherence</li> <li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization)</li> <li>• Appropriate sentence structure</li> <li>• Appropriate paragraph structure</li> <li>• Appropriate use of headings and subheadings</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
**Recommended:**     /20     (FL PS CR DN HD)

**Date**  
**Weighting:**     20%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5104 EDUCATIONAL ASSESSMENT AND MEASUREMENT

Student Name:  
 Assessment Task: **Assessment 2**

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of the assessment concepts</li> <li>• Use of appropriate assessment terminology</li> <li>• Accuracy in description of the report card</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Clear demonstration of making appropriate arguments</li> <li>• Understanding of advantages and disadvantages of different aspects of the report card</li> <li>• Presenting well thought-out, concrete arguments for why the report card is optimal (or not)</li> <li>• Presenting strategies that can improve quality of the report card</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Use of relevant research literature to support intended actions</li> <li>• Inclusion of at least two citations from relevant professional and research literature or textbooks to support the arguments</li> <li>• Appropriateness of the citations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Presenting the ideas clearly</li> <li>• Presenting the ideas in logical and coherent order</li> <li>• Excellent flow of the overall structure and writing</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Use of language with clarity and coherence</li> <li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization)</li> <li>• Appropriate sentence structure</li> <li>• Appropriate paragraph structure</li> <li>• Appropriate use of headings and subheadings</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
**Recommended:**     /20     (FL PS CR DN HD)

**Date**  
**Weighting:**     60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

*Feedback*

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment 1 (Critique)	Written feedback in Moodle	08 April (within 2 weeks of submission)
Assessment 2 (Instrument Design)	Written feedback in Moodle	04 June (within 1 week of submission)