



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5104: Educational Assessment and
Measurement

Semester 1

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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 Bidjigal 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 and Measurement (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jihyun Lee
Office Location: John Goodsell 112
Email: jihyun.lee@unsw.edu.au
Phone: 9385 1940
Availability: By appointment via email

3. COURSE DETAILS

Course Name	Educational Assessment and Measurement
Credit Points	6 units of credit (uoc)
Workload	Involves 24 hours of class contact time.
Schedule	
Lecture	Thu 19-21 (w1-4,5-12, Gold G03)

Summary of Course

This course will cover the essential theory of educational measurement and assessment. It will show how the theory is used to guide practice in assessment and testing programs. It will cover the development, administration and marking of assessment tasks and tests, as well as approaches to summarizing and reporting student achievement.

Aims of the Course

This course aims to:

- Provide teachers and other educational professionals with an understanding of the essential theory and practices in Assessment and Measurement;
- Enable the participants to improve their own practices, and the practices of others, when measuring, assessing and reporting student outcomes.

The main ways in which the course has changed since last time as a result of student feedback

Students will have the opportunity to present in class (i.e., student presentation is added this year per students' requests). Students will be provided with more hands-on activities during the class.

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
1	An understanding of the nature and functions of measurement, testing, assessment and reporting; and interrelated nature of curriculum, teaching, and assessment	1, 2, 3
2	An understanding of key terms and concepts of validity and reliability and their role in the construction, selection, interpretation, and use of assessments instruments;	1, 2, 3
3	An appreciation of the relative strengths and limitations of different item types;	1, 2, 3
4	An understanding of how to construct sound and effective tests and other assessment instruments;	1, 2, 3
5	An understanding of sound practices in administering assessment instruments/tests and scoring student responses;	1, 2, 3
6	An understanding of different approaches to summarising and reporting student achievement;	1, 2, 3

Program Learning Outcomes

		Assessment/s
	Advanced disciplinary knowledge and practices	
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, 3
	Research-based learning	
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, 3
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	Ethical and responsible professional practice	
5	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

It is important that educators understand and appreciate the essential principles and practices of educational assessment and measurement. To achieve this, 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 utilised. Students will meet, investigate and discuss the essential theory, practices and techniques involved in educational assessment and measurement.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	
Week 1 3 March	<ul style="list-style-type: none"> Introduction to the Course & Assessment 	<ul style="list-style-type: none"> <i>Millar et al. Chapters 1 & 2</i> <i>Popham, Chapter 1</i>
Week 2 10 March	<ul style="list-style-type: none"> Different Types of Assessment 	<ul style="list-style-type: none"> <i>Millar et al. Chapters 2 & 3</i> <i>Popham, Chapters 2 & 12</i>
Week 3 17 March	<ul style="list-style-type: none"> Validity 	<ul style="list-style-type: none"> <i>Millar et al. Chapter 4</i> <i>Popham, Chapter 4</i>
Week 4 24 March <Assessment 1 Due>	<ul style="list-style-type: none"> Reliability 	<ul style="list-style-type: none"> <i>Millar et al. Chapter 5</i> <i>Popham, Chapter 3</i>
31 March School Break – No Class		
Week 5 7 April	<ul style="list-style-type: none"> Assessment Item Types 	<ul style="list-style-type: none"> <i>Millar et al. Chapters 6 to 13</i> <i>Popham, Chapters 6 to 9</i>
Week 6 14 April <Assessment 2 Due>	Student Presentation	
Week 7 21 April	<ul style="list-style-type: none"> National Assessment: NAPLAN 	
Week 8 28 April	<ul style="list-style-type: none"> Item Analysis – Classical Test Theory Approach 	<ul style="list-style-type: none"> <i>Millar et al. Chapter 14</i> <i>Popham, Chapter 11</i>
Week 9 5 May	<ul style="list-style-type: none"> Summarizing & Interpreting Student Assessment 	<ul style="list-style-type: none"> <i>Millar et al. Append C</i>
Week 10 12 May <Assessment 3 Due>	<ul style="list-style-type: none"> Situational Judgment Test (SJT) for Australia's Teacher Selection 	<ul style="list-style-type: none"> <i>Christian et al. (2010)</i> <i>Patterson et al. (2012a)</i> <i>Patterson et al. (2012b)</i>
Week 11 19 May	<ul style="list-style-type: none"> Grading and Reporting 	<ul style="list-style-type: none"> <i>Millar et al. Chapter 15</i> <i>Popham, Chapter 16</i>
Week 12 26 May	In-class Test	

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* (5th Ed.).

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

Further Readings (Journal Articles)

Topics	Journal Articles
Educational Assessment for Teachers	<ul style="list-style-type: none"> ▪ Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i>, 29, 4-14. ▪ 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.
Examples on Reliability Reporting	<ul style="list-style-type: none"> ▪ Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. <i>The Academy of Management Journal</i>, 39(5), 1154-1184. ▪ 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. ▪ 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.
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., & 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., & 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
- The ACARA web site
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 OEC
<http://www.oecd.org/pisa/>

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1	1,000 words approx. (excluding references)	20%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Week 4 24 March 5:00 PM
Assessment 2	15 minutes presentation	10%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Week 6 14 April (in class)
Assessment 3 (Final Paper)	1,300 words approx. (excluding references)	50%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Week 10 12 May 5:00 PM
Assessment 4 (In-class test)	30 items (paper-and-pencil test) 75 minutes	20%	1, 2, 3, 4, 5, 6	1, 2, 3	Week 12 26 May 5:00 PM

Important Note: Students are required to submit all three 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 Details

Assessment 1: Different Types of Assessments

1. About criterion-referenced assessment
 - a. Present a definition of criterion-referenced assessment
 - b. Provide TWO "real-life" examples of criterion-referenced assessment. Such examples can be drawn from any countries.
 - c. Explain why your example assessments are criterion-referenced assessments

2. About standards-referenced assessment
 - a. Present a definition of standards-referenced assessment
 - b. Provide TWO “real-life” examples of standards-referenced assessment. Such examples can be drawn from any countries.
 - c. Explain why your example assessments are standards-referenced assessments

3. About norm-referenced assessment
 - a. Present a definition of norm-referenced assessment
 - b. Provide TWO “real-life” examples of norm-referenced assessment. Such examples can be drawn from any countries.
 - c. Explain why your example assessments are norm-referenced assessments

Assessment 2: Student Presentation

Students will present what they have done in Assessment 1. In particular, they will present TWO “real-life” examples that they described in Assessment 1. Students will use PPT slides for their presentation.

Assessment 3: Assessment Critique (Final Paper)

Review your own assessments that you have used previously in your classroom or other well-known assessments from existing testing programs (e.g., NAPLAN, HSC, or PISA). Choose an assessment that you would like to explore further and make some changes of (e.g., Year 12 Biology HSC). It could be one of the assessments that you described for Assessment 1.

Part 1. Description of the Assessment

- 1) Describe purposes and learning objectives of this assessment
- 2) Who will be (or have been) tested by this assessment?
- 3) What types of assessment is it (e.g., criterion-referenced assessment, standards-referenced assessment, norm-referenced assessment, etc.)?
- 4) Which item types are included in this assessment (e.g., multiple-choice, open-ended)?
- 5) What does this assessment intend to measure (i.e., constructs, e.g., mathematics, critical thinking, English ability, etc.)

Part 2. Critique of the Assessment

- 6) Are the item types suitable for the assessment purposes and learning objectives of this assessment? In other words, how do you judge the links between 1) and 4) of this assessment?
- 7) Provide your evaluation of this assessment, i.e., whether you judge that this assessment fits its purposes. You can take either position:
 - o Demonstrate and argue why this assessment is optimal for the particular purposes and learning of this assessment; or
 - o Demonstrate and argue why the current form of assessment may not be the most optimal for this assessment and how you would like to modify this assessment. In what ground can you argue that your revision is better than the current form?

Present a hard-copy of both (a) your paper and (b) the actual assessment that you used for your critiques. Provide at least 2 citations (most likely from but not limited to textbooks) to support your argument.

Assessment 4: In-class test

Students will undertake a written test of 75 minutes duration consisting of objective and short response items covering the content of the course. While Assessments 1 and 2 ask about practical aspects of assessments and knowing about the existing real-world assessment programs, this in-class test is used for students to demonstrate if they have understood fundamental concepts in Assessment and Measurement. Content of this test will be heavily drawn from the earlier parts of the lectures, Week 1 to Week 7, so that students can start preparing the test for several weeks before the test.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5104 EDUCATIONAL ASSESSMENT AND MEASUREMENT

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

Student No.:

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

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

Date Weighting: 25%

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 3**

Student No.:

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

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

Date
Weighting: 50%

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

Assessment Task	Feedback Mechanism	Feedback Date
Assessment 1	Written feedback	21 April, Week 7 (within 3 weeks of submission)
Assessment 2 (Student presentation)	Instructor's feedback will be given right after student presentation in class	14 April, Week 6 (in class)
Assessment 3 (Final Paper)	Written feedback	26 May, Week 12 (after test, within 2 weeks of submission)
Assessment 4 (In-class test)	In-person, by appointment after the class ends	10 of June (within 2 weeks)