



## School of Education

EDST5104: Educational Assessment

Semester 1, 2018

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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-outm2BT/F3> **9ou**

## **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:



#### 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)	< Introduction to the Course & Assessment	< <i>Millar et al. Chapters 1 &amp; 2</i> < <i>Popham, Chapter 1</i>
2 (March 8)	< Different Types of Assessment	< <i>Millar et al. Chapters 2 &amp; 3</i> < <i>Popham, Chapters 2 &amp; 12</i>
3 (March 15)	< Validity	< <i>Millar et al. Chapter</i> < <i>Popham, Chapter 4</i>





## **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>&lt; Demonstrate a clear understanding of the assessment concepts</li> <li>&lt; Use of appropriate assessment terminology</li> <li>&lt; 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>&lt; Clear demonstration of making appropriate arguments</li> <li>&lt; 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>&lt; Use of relevant research literature to support intended actions</li> <li>&lt; Inclusion of at least two citations from relevant professional and research literature or textbooks to support the arguments</li> <li>&lt; Appropriateness of the citations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>&lt; Presenting the ideas clearly</li> <li>&lt; Presenting the ideas in logical and coherent order</li> <li>&lt; 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>&lt; Use of language with clarity and coherence</li> <li>&lt; Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization)</li> <li>&lt; Appropriate sentence structure</li> <li>&lt; Appropriate paragraph structure</li> <li>&lt; 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%



