



UNSW
SYDNEY

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University



EDST2062

Assessment as Practice

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dennis Alonzo	d.alonzo@unsw.edu.au	Tuesday and Thursday 9:00 -1:00pm	Rm 138 John Goodsell Building	9385 9506

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

Subject Area: *Education*

This course is designed for you to learn about theories and practices of assessment. It introduces you to general concepts of assessment and measurement that are applicable in classroom, more generally educational, settings. It will describe the theories and techniques that teachers and test developers can use to guide and design their assessment and teaching practices. Specific topics covered include preparation of assessment tasks, roles of teacher feedback in student learning, assessment moderation, teacher judgements of student learning as well as how to score, interpret, and report on student achievement and assessment results.

At the conclusion of this course the student will be able to

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

Teaching Strategies

Lectures present fundamental concepts. Tutorials will be used for students to gain deeper understanding of the concepts learned during lectures, by doing hand-calculations, reading, reflection, reviewing relevant web-sites, and group discussions, including peer feedback. These activities will extend basic knowledge to practical applications. Students will meet, investigate and discuss concepts, practices and techniques involved in educational assessment and measurement.

Understanding assessment results has become a “basic” skill for modern-day citizens. Techniques and concepts in assessment and measurement are applicable to all types of skills requiring interpretation of any given datasets. Content and activities in this course will provide students with the opportunity to understand and appreciate what assessment is and how it can be used to best design assessment tasks given a particular setting. To achieve this, students will learn fundamental concepts and applicable techniques in preparation, administration and scoring of assessment results.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

National Priority Area Elaborations

Priority Areas	Elaborations
A - Aboriginal and Torres Strait Islander Education	8
B - Classroom Management	
C - Information and Communication Technologies	12
D - Literacy and Numeracy	9,15,18
E - Students with Special Education Needs	2,6
F - Teaching Students from Non-English Speaking Backgrounds	3,5

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Design an Assessment Booklet	40	1,2,3,4,5,6,7	1.1.1,1.2.1,1.5.1,3.6.1,5.1.1,5.2.1,5.3.1	A: 8 C: 12 D: 9,15,18 E: 2,6 F: 3,5	27/08/2018 06:02 AM
In-class Test	10	1,2,3,4,5,6,7	1.1.1,1.2.1,1.5.1,3.6.1,5.1.1,5.4.1,5.5.1		Not Applicable
Reflection on Assessment One	50	1,2,3,4,5,6,7	1.1.1,1.2.1,1.5.1,3.6.1,5.1.1,5.4.1,5.5.1	A: 8 C: 12 D: 9,15,18 E: 2,6 F: 3,5	15/10/2018 06:04 AM

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

Assessment Details

Assessment 1: Design an Assessment Booklet

Start date:

Details: Task 1 - Project - 3000 words Students will receive written feedback within three weeks of submission.

Assessment 2: In-class Test

Start date:

Details: Task 3 - Test Students will receive written feedback within three weeks of submission. This is the final assessment.

Additional details:

On-going short quizzes

Assessment 3: Reflection on Assessment One

Start date:

Details: Task 2 - Reflection Essay - 2500 words Students will receive written feedback within three weeks of submission.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST2062

Assessment Task: Design an Assessment Booklet

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved •					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST2062

Assessment Task: In-class Test

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST2062

Assessment Task: Reflection on Assessment One

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Resources

Prescribed Resources

- Ridden, P. and Heldsinger, S. (2014) *What teachers need to know about assessment and reporting* Camberwell: ACER

Recommended Resources

- Readman, K. and Allen, B. (2013) *Practical Planning and Assessment* South Melbourne: OUP
- Greenstein, L. (2012) *Assessing 21st Century Skills*. California: Corwin
- 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.

Course Evaluation and Development

Image Credit

Synergies in Sound 2016

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