# Unit Outline

## Assessment and Evaluation: Refining Understandings & Practices

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>ED630</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td>$1,875</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Study Hours:</strong></td>
<td>Seminar, 3 hours per week (total = 36 hours) Private study, 10 hours per week (total = 120 hours)</td>
</tr>
<tr>
<td><strong>Learning Management System:</strong></td>
<td>Canvas (canvas.sheridan.edu.au)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Coordinator:</strong></th>
<th>Dr Natalie Leitão</th>
<th><strong>Phone:</strong></th>
<th>9221 8170</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:nleitao@sheridan.edu.au">nleitao@sheridan.edu.au</a></td>
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Introduction
Research into assessment and evaluation in education over recent decades has highlighted a paradigm shift in relation to theory and practice. Factors contributing to this shift include political and socio-cultural elements, and a greater understanding of the role of the student in their own learning. This unit is designed to help you think deeply about your own assessment and evaluation practices and to equip you to take steps to bring about an improved approach in your own class and/or school. It is expected you will be able to transmit your understandings and insights in order to challenge the thinking and practices of others and be better positioned to take on educational leadership opportunities.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).

A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
Assessment and Evaluation: Refining Understandings & Practices Unit Learning Outcomes (ULOs)

Upon completion of this unit, students will be able to:

1. Demonstrate a sound knowledge of key theoretical, practical and sociocultural problems in assessment for learning.
2. Critically evaluate current perspectives on assessment and evaluation in education including both theory and practice.
3. Recognise and articulate any shift that may have occurred in one’s own thinking (ie: a paradigm shift).
4. Apply knowledge of current theory to evaluate understandings and practices with regard to assessment and evaluation.
5. Demonstrate high levels of communication skills to propose a refinement of existing assessment and evaluation practices.

Graduate Attributes (GAs)

Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs do not necessarily follow in a direct line from Unit Learning Outcomes (ULOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>College Vision Statement</th>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</strong></td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...

1. **Lovers of truth who:**
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...

2. **Seekers of wisdom who:**
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...

3. **Innovative thinkers who:**
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.

4. **Effective communicators who:**
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

5. **Independent learners who:**
   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

6. **Servant leaders who:**
   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

**SAMPLE M. Ed. PROGRAM**

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldview Foundations in Education</td>
<td>Servant Leadership in Education (3cp)</td>
<td>Assessment and Evaluation: Refining Understandings and Practices (3cp)</td>
</tr>
<tr>
<td>(3cp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
<td>-</td>
<td>Leading Change (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</td>
<td>Action Research Project (continued in Trimester 3)</td>
<td>Action Research Project (6cp)</td>
</tr>
</tbody>
</table>

**Seminars**
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

**Private Study Expectations**
You should expect to spend an additional ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements.

Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

**Canvas**
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

**Consultation**
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit.

**IT Resources**
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Aberdeen Street campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.
Location
The unit will be taught at one of the following locations:

- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text


Prescribed Reading(s)


http://weaeducation.typepad.co.uk/files/blackbox-1.pdf


https://www.acer.edu.au/ozpisa

Recommended Reading


Gowrie Australia (2010), *Assessment in the early years: A resource from Gowrie Australia*. South Australia: Lady Gowrie Child Centre.


**Additional Resources**

http://www.oecd.org/pisa/
http://www.scsa.wa.edu.au/

Relevant journal articles may be found in the following journals:

- Assessment in Education: Principles, Policy & Practice
- Educational Measurement: Issues and Practice
- Journal of Teacher Education
- Theory Into Practice

**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**

Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
• journals with over 400 titles, both Australian and overseas publications
• e-journals
• government reports & conference proceedings
• bibliographic database of educational theses
• audio, video & CD-ROM material
• educational and psychological tests
• databases, directories and research discovery tools
• web documents & e-books


The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, course delivery (including andragogical methodologies).

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

• VOCEDplus (www.voced.edu.au/journalbrowse)
• Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
• Directory of Open Access Journals (http://www.doaj.org/)
• Open Directory Project (http://www.dmoz.org/Reference/Education/Journals

Community Memberships
Community memberships are available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available as follows:

• Edith Cowan University $88 ($22 with concession)  
• Curtin University ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
• Murdoch University ($99) http://library.murdoch.edu.au/Our-services/Community-members/
• University of Notre Dame ($40)  
• UWA $99 ($50 with concession) http://www.is.uwa.edu.au/about/visitors-friends/visitors#community
• Vose Seminary ($50) http://www.vose.edu.au/view/library/joiningthelibrary/

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.
Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen Street campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical evaluation of the literature</td>
<td>20%</td>
<td>Weeks 2-6</td>
<td>1, 2, 3</td>
<td>1, 5</td>
</tr>
<tr>
<td>(minimum 1000 words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Essay</td>
<td>40%</td>
<td>Week 8</td>
<td>1, 2, 4</td>
<td>3</td>
</tr>
<tr>
<td>(3000 words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presentation</td>
<td>40%</td>
<td>Weeks 11-12</td>
<td>4, 5</td>
<td>2, 4</td>
</tr>
<tr>
<td>(1000 words)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the course requirements.

1. Critical evaluation of the literature
This assessment is a referenced online discussion. Post responses to the five questions listed below (one per week for seminars 2-6). These questions will require you to critically analyse, reflect on and synthesise complex information as presented in the literature and make links with your own practices. Each answer will need to be a maximum length of 200 words and completed prior to that week’s class. In addition to your own online posts to each of the five questions, you must contribute at least one reply per question to any of the posts of other participants to say if and how your own thinking has changed or been influenced (that is, a minimum of five replies). Replies may be just a sentence or two in length.

NB: your assignment result will be released upon completion of the above requirements.

Format: Online discussion
Length: 1000 words maximum (200 words maximum per question)
Weighting: 20% (4% per question)
Questions:
- What is meant by “high stakes” assessment and what effect does this have on teachers?
- What is the purpose of classroom assessment?
- How can teachers ensure assessment is “fair”?
- Why is feedback to students so powerful?
- How can grading be beneficial and how can grading be harmful?
**Critical Evaluation of the Literature Rubric**

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
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<tbody>
<tr>
<td><strong>Demonstrate a sound knowledge of key theoretical, practical and sociocultural problems in assessment for learning</strong></td>
<td>Limited or no evidence of understanding or analysis.</td>
<td>Demonstrates understanding supported with evidence from the literature characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis strongly supported with evidence from the literature.</td>
<td>Demonstrates pronounced understanding, analysis and reasoned judgment strongly supported with evidence from a wide range of literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively strongly supported with evidence from an extensive range of literature.</td>
</tr>
<tr>
<td><strong>Critically evaluate current perspectives on assessment and evaluation in education including both theory and practice</strong></td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a wide range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgments.</td>
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<td><strong>Recognise and articulate any shift that may have occurred in one's own thinking (ie: a paradigm shift)</strong></td>
<td>Limited or no evidence of understanding or analysis.</td>
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<td><strong>Clearly articulated definitions and evidence of an understanding of the concept.</strong></td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
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<td><strong>Links with own practice (where appropriate)</strong></td>
<td>Limited or no evidence of ability to ground reflection in personal experience.</td>
<td>Demonstrates ability to ground reflection in personal experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal experience.</td>
<td>Demonstrates a superior ability to ground reflection and analysis in personal experience and provide examples of professional growth.</td>
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**ULO**s addressed 1, 2, 3.
2. Essay

“Historically, assessment has often acted as a barrier rather than a bridge to educational opportunity” (Robertson, 2013).

Respond to this statement with reference to the literature and your own teaching experience.

Format: Essay
Length: 3000 words
Weighting: 40%

Part One: Essay (20%) Consider what is meant by assessment being “a barrier” and “a bridge”. With reference to the literature provide an overview of change that has taken place in the last two decades regarding the purpose and use of assessment and evaluation. (1 500 - 2000 words)

Part Two: Personal example (20%) With reference to your own assessment practices as a teacher, elaborate on one example of an assessment you have used that represented “a barrier” to educational opportunity and explain how it can be revised and improved to instead represent “a bridge”. (800 - 1000 words)

NB: Part Two may be written in the first person.

ULOs addressed 1, 2, 4.

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<tr>
<td><strong>Apply knowledge of current theory to evaluate understandings and practices with regard to assessment and evaluation</strong></td>
<td>Limited or no evidence of ability to ground reflection in personal experience.</td>
<td>Demonstrates ability to ground reflection in personal experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal experience.</td>
<td>Demonstrates a pronounced ability to ground reflection and analysis in personal experience and provide examples of professional growth.</td>
<td>Demonstrates a superior ability to ground reflection and analysis in personal experience and provide examples of professional growth and possibilities for further development.</td>
</tr>
<tr>
<td><strong>Ability to compare and contrast traditional views on assessment and evaluation with current thinking</strong></td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
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3. **Presentation**

*Format:* PowerPoint with notes

*Length:* 10 – 15 slides

Notes to be a maximum 1000 words

(this is effectively your presentation “script”)

*Weighting:* 40%

Using the title “How schools can achieve excellence in assessment and evaluation” prepare a 20-25 minute presentation to share with at least one colleague at your school. This should include a 15 minute PowerPoint presentation (with notes) followed by a 5-10 minute discussion time. The aim of the presentation is to challenge the thinking of your colleague/s regarding an aspect of assessment and evaluation. For example, how to carry out authentic assessment in the classroom or how to interpret NAPLAN results in a way that informs whole school direction. Where possible provide guidelines to help your colleagues reflect on and revise their own practices; include common misconceptions and potential pitfalls and give suggestions for whole school strategic planning regarding assessment and evaluation.

Presentations will be shared in seminars 11 - 12 and students will have the opportunity to provide and receive feedback prior to delivering the presentation to their colleague/s. (In the event a student is unable to deliver the presentation to their colleague/s, an alternative audience will be arranged in consultation with the student).

NB Peer review guidelines as follows:

*As a member of the audience to what extent were you …*

- challenged in your thinking? low – medium - high
- able to discern a gap or need thereby justifying the topic of the talk? low – medium - high
- motivated to change your thinking or practice? low – medium - high
- satisfied your questions were answered? low – medium – high

*ULOs addressed 4, 5.*
### Presentation Rubric

<table>
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<td><strong>Demonstrate high levels of communication skills to propose a refinement of existing assessment and evaluation practices</strong></td>
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<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively strongly supported with evidence from an extensive range of literature.</td>
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<tr>
<td><strong>Development of a framework for improving classroom practice with regard to assessment and evaluation</strong></td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates understanding supported with evidence from the literature characterised by accurate description.</td>
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<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td><strong>Participation in peer review</strong></td>
<td>No</td>
<td>Yes</td>
<td></td>
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<table>
<thead>
<tr>
<th>#</th>
<th>Unit Content</th>
<th>Readings to be completed prior to the seminar</th>
</tr>
</thead>
</table>
| 1  | **Overview of connections between classroom assessment, learning and motivation theory and research, and technical and measurement issues (Part 1).**  
- Watch the you tube clip *Get Service* found at http://www.youtube.com/watch?v=LvVeSIewbgk  
Discuss the concept of a paradigm and a “paradigm shift” and relate this to education. Investigate the traditional views of assessment and evaluation including definitions, origins and key theoretical frameworks, specifically, Empiricism, Rationalism and Socioculturalism. Compare these with own perceptions and journal current stance regarding assessment and evaluation. (Store journal entry safely so it may be retrieved for a follow up activity in week 12).  
- In Chapter 1 of the text McMillan (2013) identifies six reasons why research into Classroom Assessment (CA) is needed. Discuss these reasons, consider if there are others and come up with a justification for further research in this area.  
- Create a graphic to depict the factors identified by Andrade in Chapter 2 of the text (McMillan, 2013) with regard to what hinders and what helps learning. Discuss, and where appropriate, draw on personal experiences.  
- Refer to Table 3.3 in Chapter 3 of the text (McMillan, 2013). Use the information to respond to the statement “... the agency for learning resides with the student” (Brookhart, 2012, p. 43). | McMillan (2013) Chapters 1-2  
Optional extra Chapter 3                                                                                                                               |
| 2  | **Overview of connections between classroom assessment, learning and motivation theory and research, and technical and measurement issues (Part 2).**  
- Read Chapter 1 of Gibbs (2002) *Beyond Testing: Towards a theory of educational assessment.* Identify the changes that have occurred in the last two decades in relation to assessment and evaluation in education (including what is now considered “high stakes” assessment in Australia and the My School website).  
- Chapter 5 of the text (McMillan, 2013) identifies assessment mandates in the US. Compare these with Australian standards for # 5 “Assess, provide feedback and report on student learning.” Note the similarities and differences between the two sets of standards. Could the AITSL standards for assessment be improved?  
http://ncme.org/resource-center/code-of-professional-responsibilities-in-educational-measurement/  
- Document and discuss *thoughts about common misunderstandings regarding child assessment.* View the video clip “What are the common misunderstandings about?” | McMillan (2013) Chapters 4-5                                                                                                                        |
3. **Aspects of technical measurement principles and topics that help assure the quality of research on classroom assessment (Part 1).**

- With reference to Chapter 6 of the text (McMillan, 2013) discuss validity: What is it? Why is it important? How can it be achieved?

- Towards the end of Chapter 6 of the text (McMillan, 2013) Bonner identifies “five principles for valid teacher inferences based on classroom assessments”. Select one principle and think about how it could be explained to a colleague. Present the explanations.

- With reference to Chapter 7 of the text (McMillan, 2013) discuss reliability: What is it? Why is it important? How can it be achieved?

- With reference to Chapter 7 of the text (McMillan, 2013) and the article by Moss (2003) *Reconceptualizing validity for classroom assessment* consider what is meant by “reconceptualising reliability”? Provide an example.

- Use actual school data samples* to assess validity and reliability. Discuss findings.
  * eg: NAPLAN data or results from a classroom maths test.

4. **Aspects of technical measurement principles and topics that help assure the quality of research on classroom assessment (Part 2).**

- Use Wordle to generate a word cloud from information in Chapter 8 of the text (McMillan, 2013) regarding “Fairness in classroom assessment”. Compare and discuss. Make changes if desired.

- Think of a time when assessment in the classroom was observed to be unfair. Discuss what happened and how it should have been different.

- Discuss the notion of “culture fair assessment” in light of the online reading. The reading cites a statement by Berlack (2001) that “students from a non-dominant culture experience testing as a form of cultural intimidation.” Respond to this statement and identify what action can be taken in the short and longer terms.

- Read *Assessment and Classroom Learning* (Black & William, 1998) and discuss in light of the online reading of *Inside the Black Box: Raising Standards Through Classroom Assessment* (Black & William, 1998). Reflect on what is described by the authors as five deceptively simple factors that can improve student achievement. Although this is not a recent publication do you agree these factors apply today? Why or why not? Are there any additional factors you think need to be included? Complete the reading activity hand out supplied. Discuss responses.
### Formative assessment: theoretical perspectives, considerations of gathering evidence, giving feedback to students, and instructional correctives.

- With reference to Chapters 10-13 of the text (McMillan, 2013) identify and evaluate the strengths and pitfalls of using formative assessment methods.

- Read Assessment in the early years: A resource from Gowrie Australia (Gowrie Australia, 2010) and Assessment as learning: blurring the boundaries of assessment and learning for theory, policy and practice (Dann, 2014). Compare and contrast the concepts of “assessment for learning”, “assessment as learning” and “assessment of learning”. Describe a learning experience for each of the three assessment types. Share, evaluate and discuss.

- Read The power of feedback (Hattie & Timperley, 2007). Identify at least two strategies you already employ and two you wish to adopt. Share with the group.


### Summative assessment, grading and data literacy.


- Unpack the six assessment principles identified by the School Curriculum Standards Authority (SCSA) and respond to the “reflection” points of each principle. http://k10outline.scsa.wa.edu.au/Resources/download (click to open the document “Assessment Principles”)

- Research one of the following areas of assessment (individually or in small groups), then have a whole group discussion:
  
  On-entry Assessment Program (Department of Education WA)
  
  file:///E:/My%20Documents/Downloads/Key%20messages%20for%20Pre-primary%20parents%20-%202013.pdf
  

  National Assessment Program Literacy and Numeracy (NAPLAN)
  
  http://www.scsa.wa.edu.au/internet/Years_K10/NAPLAN

  Western Australian Monitoring Standards in Education (WAMSE)
  
  http://www.scsa.wa.edu.au/internet/Years_K10/WAMSE
  
  http://www.det.wa.edu.au/educationalmeasurement/detcms/navigation/wamse/
**Western Australian Certificate of Education (WACE)**  
http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE

**Online Literacy and Numeracy Assessment (OLNA)**  
http://www.scsa.wa.edu.au/Senior_Secondary/OLNA

NB: the intention is to have at least one person researching each area of assessment.

- With reference to readings such as DeLuca & Bellara (2013), explore the concept of “data literacy”. What does this mean for the average classroom teacher? (eg: enhancing student learning). What does this mean for school leaders? (eg: making decisions regarding school priorities). Create a written summary of these points (this could be a document, a chart or a PowerPoint). NB: make reference to the AITSL standards for assessment #5.

| 7 | **Methods of classroom assessment: different types of items and tests.** | McMillan (2013)  
Chapters 16-19 |
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<tr>
<td>7.1</td>
<td>- Individually or in small groups each take one of the six case studies as presented in Chapter 10 of Brady and Kennedy (2012). Prepare responses to the set of questions at the end of the case study. Share responses with the whole group. Discuss and debate.</td>
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</tbody>
</table>
| 7.2 | - Visit the My School website http://www.myschool.edu.au/  
Select two comparable schools and use the statistical information to compare and contrast their performances. Consider each school’s resources. What recommendations could be made for each school? |
| 7.3 | - Revise set of “dos and don’ts” for good PowerPoint presentations.  

Chapters 20-22 |
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<tr>
<td>8.1</td>
<td>- Write a rationale for or against the use of performance assessments. Share and discuss.</td>
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<tr>
<td>8.2</td>
<td>- Examine assessment samples (may be sourced from local schools or selected from samples available on the Australian Curriculum website). Consider if each sample is a fair assessment. Justify responses in light of the literature, identifying strengths and vulnerabilities of each assessment type.</td>
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<tr>
<td>8.3</td>
<td>- Select from the following groups: Kindergarten / Preprimary, Years 1-2, Years 3-4, Years 5-6, Years 7-8, Years 9-10, Years 11-12. Prepare a succinct explanation to present to the students in your chosen group concerning the importance of peer assessment and how it should be done effectively. Hear each other’s explanations. Provide feedback.</td>
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<tr>
<td>8.4</td>
<td>- Consider the social and emotional attributes needed to ensure optimum learning takes place in the classroom. Prepare a diagram to convey this information.</td>
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</tbody>
</table>
9 **Self-assessment and assessment for differentiated instruction, special needs students, and different subjects, including mathematics, reading, writing, social studies, and science.**


NB: Refer to Chapter 5 of Brady and Kennedy (2012) and the journal article by Andrade and Valtcheva (2009).

- Select one of the following: differentiated instruction; special needs students; mathematics; social studies; science; writing. Imagine you are presenting a 10 minute slot at a staff meeting to promote assessment in this particular area. What key points would you cover?

- In the Code of Ethics (ECA) statement V.5 says educators should “Provide ongoing constructive feedback and assessment that is fair and equitable.” In seminar 6 we noted the 3rd Assessment Principle according to the School Curriculum and Standards Authority is “Assessment should be fair.” Do some further research and explore what is meant by assessment that is fair and equitable. Then reconsider your 10 minute presentation (above) and identify any additional key points to ensure fair assessment is one of the key points addressed. Are there any other ethical considerations to include?

10 **Program for International Student Assessment (PISA)**

- Explore the PISA website and locate the data at http://www.oecd.org/pisa/keyfindings/PISA-2012-results-snapshot-Volume-I-ENG.pdf

What conclusions can be made and what recommendations would you offer to Australian teachers?

- For the first time in 2012 PISA assessed student performance in creative problem solving to measure “students’ capacity to respond to non-routine situations in order to achieve their potential as constructive and reflective citizens.” Locate the data at http://www.oecd.org/pisa/keyfindings/PISA-2012-PS-snapshot-performance.pdf

What conclusions can be made and what recommendations would you offer to Australian teachers?

- Debate the topic “PISA results should have an impact on curriculum and teaching in Australia.”

11 **Being advocates of authentic assessment and meaningful evaluation.**

- Students deliver their presentations and engage in constructive feedback (ie: peer reviews).

12 **Plenary**

- Final thoughts and discussion. Compare current stance regarding assessment and evaluation with journal entry recorded in the first seminar.

McMillan (2013) Chapter 23 and one other chapter from 24-28


https://www.acer.edu.au/ozpisa
and with the personal philosophy as recorded in Assignment Three. Note any shift in thinking and possibly practice.

- Create a framework for the ongoing improvement of classroom practice and/or creation of a framework for whole school strategic planning and assessing (eg: design a tool for teachers to use to evaluate the effectiveness of their assessment methods). Share and discuss.

- Complete a review of the unit.

**Seminar Materials**

Materials used during the seminars will include literature from textbooks, journals and websites along with video clips and data samples. On the following page is a copy of the reading activity hand out to be used in seminar 4.
Reading activity
Based on the summary of research by Paul Black and Dylan Wiliam (1998)

Reflect on what Black and Wiliam (1998) describe as the five deceptively simple factors that can improve student achievement.

In thinking about your own assessment practice how do you incorporate the following factors?

➢ The provisions of effective feedback to students.

➢ The active involvement of students in their own learning.

➢ Adjusting teaching to take into account results of assessment.

➢ A recognition of the profound influence assessment has on the motivation and self-esteem of students.

➢ The need for students to be able to assess themselves and understand how to improve.
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used in accordance with APA levels of headings.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. An APA guide has been uploaded to Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor no later than one week before the due date and provide documentation from a medical practitioner or the student counsellor as to why you cannot adhere to the stated due date. Your instructor may then approve a new due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- All assignments must be submitted to assignments@sheridancollege.com.au.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation

- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome, introduction to the unit, explanation of assessments. Part One: Overview of connections between classroom assessment, learning and motivation theory and research, and technical and measurement issues in light of key theoretical frameworks.</td>
<td>McMillan (2013) Chapters 1-2 and chapter 3 (optional)</td>
<td>Critical Evaluation of the Literature #1</td>
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<tr>
<td>3</td>
<td>Part One: Aspects of technical measurement principles and topics that help assure the quality of research on classroom assessment.</td>
<td>McMillan (2013) Chapters 6-7</td>
<td>Critical Evaluation of the Literature #2</td>
</tr>
</tbody>
</table>
| 4    | Part Two: Aspects of technical measurement principles and topics that help assure the quality of research on classroom assessment. | McMillan (2013) Chapters 8-9  
Online  
http://weaeducation.typepad.co.uk/files/blackbox-1.pdf | Critical Evaluation of the Literature #3 |
|      | In-Trimester Study Week | | |
Brady & Kennedy (2012) Chapter 8  
Online  
| 9    | Self-assessment and assessment for differentiated instruction, special needs students, and different subjects, including mathematics, reading, writing, social studies, and science. | McMillan (2013) Chapter 23 and one other from chapters 24-28  
Online  
<table>
<thead>
<tr>
<th>Week</th>
<th>Program/Activity</th>
<th>Location/Details</th>
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<tbody>
<tr>
<td>10</td>
<td>Program for International Student Assessment (PISA)</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.acer.edu.au/ozpisa">https://www.acer.edu.au/ozpisa</a></td>
</tr>
<tr>
<td>11</td>
<td>Being advocates of authentic assessment and meaningful evaluation.</td>
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<tr>
<td>12</td>
<td>Being advocates of authentic assessment and meaningful evaluation (continued).</td>
<td>Plenary</td>
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<tr>
<td></td>
<td>Pre-Exam Study Week</td>
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<tr>
<td>13</td>
<td>There is no examination for this unit.</td>
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