

EDUC6201: Educative Assessment for Instructional Leaders

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course introduces students to the research and development literature on educative forms of assessment. In particular, the course will outline major forms of assessment that have been identified in recent research as assisting the promotion of more intellectually challenging and relevant student learning. As part of this course, students will be introduced to recent developments in performance-based assessment and an analysis of the relationship between educative assessment and current state-based assessment procedures. In addition, the course will engage students in direct experiences to build their capability as instructional leaders to plan and deliver professional development of assessment practices.

Contact Hours **Online**
Online Activity
Online 2 hour(s) per Week for Full Term

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator **Professor Susan Ledger**
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Consultation: email for appointment

Teaching Staff Other teaching staff will be advised on the course Canvas

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COURSE OUTLINE

SYLLABUS

Course Content

- A detailed analysis of educative assessment theories and models and their relationship to improved student learning outcomes
- A focus on the role of assessment for improving student learning
- An introduction to and application of the professional development of educative assessment capabilities and practices that promote student learning
- An analysis of the implications of assessment procedures for curriculum and pedagogy

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Appraise educative assessment theories and models and their relationship to improved student learning outcomes.
2. Analyse the implications of assessment procedures for curriculum and pedagogy.
3. Show how assessment can be designed to improve student learning.
4. Plan professional development to enhance educative assessment capabilities and practices that promote student learning in classrooms and schools.

Course Materials

Required Reading:

- Cardno, C., Robson, J., Deo, A., Bassett, M., & Howse, J. (2018). Middle-level leaders as direct instructional leaders in New Zealand schools: A study of role expectations and performance confidence. *Journal of Educational Leadership, Policy and Practice*, 33(2), 32-37.
- Cole, P. (2012). Linking effective professional learning with effective teaching practice. *Australian Institute for Teaching and School Leadership*, 1-26.
- Harper, M. Gore, J., Harris, J. (2024). A New conceptual framework for understanding and implementing train-the-trainer professional development on a large scale.
- Heffernan, A., & Longmuir, F. (2019). 'A school full of instructional experts': Shared instructional leadership in rural schools. *Leading and Managing*, 25(2), 1-13.
- Lingard, B., Thompson, G., & Sellar, S. (Eds.). (2015). *National Testing in Schools: An Australian assessment*. Routledge.
<https://www.tandfonline.com/doi/pdf/10.1080/19415257.2024.2306992>
- Macqueen, S., Knoch, U., Wigglesworth, G., Nordlinger, R., Singer, R., McNamara, T., & Brickle, R. (2019). The impact of national standardized literacy and numeracy testing on children and teaching staff in remote Australian Indigenous communities. *Language Testing*, 36(2), 265-287.
- New South Wales. Dept. of Education and Training. (2004), *Quality teaching in NSW Public Schools: Continuing the discussion about assessment practice*. NSW Department of Education and Training. Professional Support and Curriculum Directorate, [Sydney]
- Pellegrino, J. W., DiBello, L. V., & Goldman, S. R. (2016). A framework for conceptualizing and evaluating the validity of instructionally relevant assessments. *Educational Psychologist*, 51(1), 59-81.
- Polesel, J., Rice, S., & Dulfer, N. (2014). The impact of high-stakes testing on curriculum and pedagogy: A teacher perspective from Australia. *Journal of Education Policy*, 29(5), 640-657.
- Quality Teaching Academy (2021), *Quality teaching: Assessment practice guide*. NSW Department of Education & The University of Newcastle.
- Santiago, P., Donaldson, G., Herman, J., & Shewbridge, C. (2011). *OECD reviews of evaluation and assessment in education: Australia*. Paris, France: OECD. Retrieved from <https://www.oecd.org/australia/48519807.pdf>
- Skedsmo, G., & Huber, S. G. (2018). Reliability, validity and fairness—key issues in assessing the quality of teaching, instructional leadership and school practice. *Educational Assessment, Evaluation and Accountability*, 30(4), 343-346.

- Swain, K., Pendergast, D., & Cumming, J. (2018). Student experiences of NAPLAN: Sharing insights from two school sites. *The Australian Educational Researcher*, 45(3), 315-342.
- Webster S. & Ryan, A. (2019). Assessing What We Value. In *Understanding Curriculum: The Australian Context [Second Edition]*. pp.195-211.
- Wiliam, D. (2011). What is assessment for learning?. *Studies in Educational Evaluation*, 37(1), 3-14.
- Wiggins, G., McTighe, J. (2005). *Understanding by Design*. United States: Association for Supervision and Curriculum Development.
- Willis, J., & Klenowski, V. (2018). Classroom assessment practices and teacher learning: An Australian perspective. In *Teacher learning with classroom assessment* (pp. 19-37). Springer, Singapore.
- Xu, Y., & Brown, G. T. L. (2016). Teacher Assessment Literacy in Practice: A Reconceptualization. *Teaching and Teacher Education*, 58, 149-162.

Recommended Reading:

- Laveault, D., & Allal, L. (Eds.). (2016). *Assessment for learning: Meeting the challenge of implementation* (Vol. 4). Springer.
- Johnson, G., & Dempster, N. (Eds.). (2016). *Leadership in diverse learning contexts* (Vol. 22). Springer.
- Townsend, T. (Ed.). (2019). *Instructional Leadership and Leadership for Learning in Schools: Understanding Theories of Leading*. Springer Nature.
- Australian Government. Senate Education and Employment References Committee. Effectiveness of the National Assessment Program – Literacy and Numeracy Final report March 2014.

Weekly Schedule

Week	Week Begins	Topic	Required Viewing, Reading, Doing	
0	19 th Feb	Formative Task	<ul style="list-style-type: none"> • Complete formative assessment task prior to course Assignment 1A: Quiz 1 (Before), Due Friday 23rd Feb *	Quiz
1	26 Feb	A Snapshot of Educational Assessment in Australia Teachers' Assessment and Evaluation Strategies	<ul style="list-style-type: none"> • View – Assessment for, as, of learning • View – NSW Assessment approaches • Read – Xu & Brown (2016) Teacher assessment literacy in practice; Santiago et al (2011) OECD Reviews of Evaluation and Assessment in Education; Webster & Ryan (2019). <i>Assessing What We Value</i>. • Do – Introduce yourself to the class in discussion 	Zoom and Tutorial seminar
2	4 Mar	Instructional Leadership in Assessing Student Learning	<ul style="list-style-type: none"> • View – http://www.aitsl.edu.au/leading-voices • Read – Willis & Klenowski (2018) Classroom assessment practices (chapter 2) & Qld Govt (2022) Spotlight on instructional leadership • Do – Assignment 1 	Zoom and Tutorial seminar
3	11 Mar	Validity/ Confidence in Assessment and Evaluation	<ul style="list-style-type: none"> • View - Validity & Reliability; Variables & Measurement; Confidence Intervals; Assessment validity • Read - Skedsmo & Huber (2018) Reliability, validity and fairness; Pellegrino et al (2016) A framework for conceptualizing and evaluating • Do - Evaluate yourself with LOs & reflect on the Announcement page (3 Domains & Value what we measure) 	Zoom and Tutorial seminar
4	18Mar	Debates Assessment in Australia	<ul style="list-style-type: none"> • View - The Rise and Rise of Teaching and Assessment • Assessment types • Read - Lingard et al (2016) National testing in schools • Do - Brainstorm Assessment debates from different countries 	Zoom and Tutorial seminar

5	25 Mar	High Stakes Testing	<ul style="list-style-type: none"> • View - Standardised and high stakes testing • American example • Read - Swain et al (2018) Student experiences of NAPLAN • MacQueen et al (2019) The impact of national standardized literacy • Do - Assessment 1 Part B AI Key Terms & Lived Experiences 	Zoom and Tutorial seminar
ASSESSMENT Assignment 1B: AI Key Terms & Lived Experiences. Due: Friday 29th March				
6	1 Apr	Assessment for Learning	<ul style="list-style-type: none"> • View - Assessment for, as, of learning • Read - William (2011) What is assessment for learning • Do - Construct assessments of, for and as learning 	Zoom and Tutorial seminar
7	8 April	Educative Assessment: Elements	<ul style="list-style-type: none"> • View - Educative assessment • Read - Porticus (2019) Measuring the whole child; Wiggins & McTighe (2005). Chapters 1 to 4. • Do - Assignment 1A Quiz 2 (During) Due: Friday 12th April ** 	Zoom and Tutorial seminar
Monday 15th - Friday 26th April - MID TERM BREAK				
8	29 April	Educative Assessment: Design	<ul style="list-style-type: none"> • View - Understanding by Design • Read - Wiggins & McTighe (2005). Chapters 5 to 7. • Do - Design features of UbD - linking assessment to authentic tasks. Practice 	Zoom and Tutorial seminar
9	6 May	Educative Assessment: Applications and Implications	<ul style="list-style-type: none"> • View - Applications • Read - Wiggins & McTighe (2005). Chapters 8 - 11. Twist, L. (2021) Changing Times, Changing Assessment: International Perspectives • Do - Start Draft Assignment 	Zoom and Tutorial seminar
10	13 May	Educative Assessment: Changing the System	<ul style="list-style-type: none"> • View - Rethinking Assessment in Education: A Case for Change • Read - Wiggins & McTighe (2005). Chapters 12- 13 • Do - Discuss <i>Assessment should do no harm</i> 	Zoom and Tutorial seminar
11	20 May	Educative Assessment Leadership	<ul style="list-style-type: none"> • View - Quality Teaching Model (Jennifer Gore) • Read - New South Dept. of Education and Training (2006) Quality teaching in NSW Public Schools and Review Qld Dept of Ed (instructional leadership) • Do - Complete Assignment 2 and submit 	Zoom and Tutorial seminar
ASSESSMENT Assignment 2: DUE: Friday 24th				
12	27 May	Educative Assessment Review	<ul style="list-style-type: none"> • View - • Read - Heffernan & Longmuir (2019) A school full of instructional experts • Do - Cardno et al (2018) Middle level leaders 	Zoom and Tutorial seminar
ASSESSMENT Assignment 1A Quiz 3 (After) Due Friday 31st May Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 - 50% Part A: Formative Quizzes <ul style="list-style-type: none"> • Week 0 (Before) 5% • Week 7 (During) 5% • Week 12 (After) 20% Part B: Key words – AI & Personal Exemplars	1A Quiz Before (23 rd Feb) During (12 th April) After (29 th May) 1B AI Task 29 th Mar	Individual	50%	1, 2, 3
2	Assignment 2 - 50% Professional Development plan, presentation and program of work	2 Instructional Leadership 24 th May	Individual	50%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1 50%

Assessment Type Part A Quiz 30%
Part B Written Assignment 20%

Description

Part A: Formative Quiz

Students will respond to three online formative quizzes throughout the course. These quizzes will capture: prior knowledge, developing knowledge and applied knowledge. Each quiz will be backmapped against EDUC6201 course outcomes.

Formative Quizzes will need to be completed before the course begins, during and after.

- Before (23rd Feb) 5%
- During (12th April) 5%
- After (29th May) 20%

Part B: Key Concepts in Assessment

The following terms are key assessment related concepts or terms: evaluation; assessment; measurement; procedural knowledge; formative, summative, diagnostic, assessment of learning; assessment for learning; assessment as learning; validity; reliability; and fairness.

1. Use CoPilot (UoN equivalent to ChatGPT) to organise these terms in a series of paragraphs that demonstrate your understanding of these concepts. Cite relevant sources that support your understanding of these terms. Add an additional 7 terms that you think are also key assessment concepts missing from this list. Mark them in bold in your submission [approx. 30 words per concept]

2. Provide your own contextual examples of each of the above concepts (approx 20 words)

Total 1000 words [20 concepts x 50 words]

Weighting 50%

Due Date Part A: Friday 11.59pm – End of Week 0, Week 7, Week 12
Part B: Week 6 Friday 29th March

Submission Method Online via Canvas Turnitin portal.

Assessment Criteria	Part A: Responses to Quiz questions based on what is known about assessment, what is to be learned and what was learnt from EDU6201. Part B: Ability to utilise coPilot (ChatGTP). Clarity in demonstrating understanding of 13 + 7 concepts; specificity in referencing and citation of relevant and supporting sources. Evidence of authentic and personal examples from professional discussions; and quality of writing.
Return Method	Online
Feedback Provided	Online

Assessment 2 - Assignment 2 - 50%

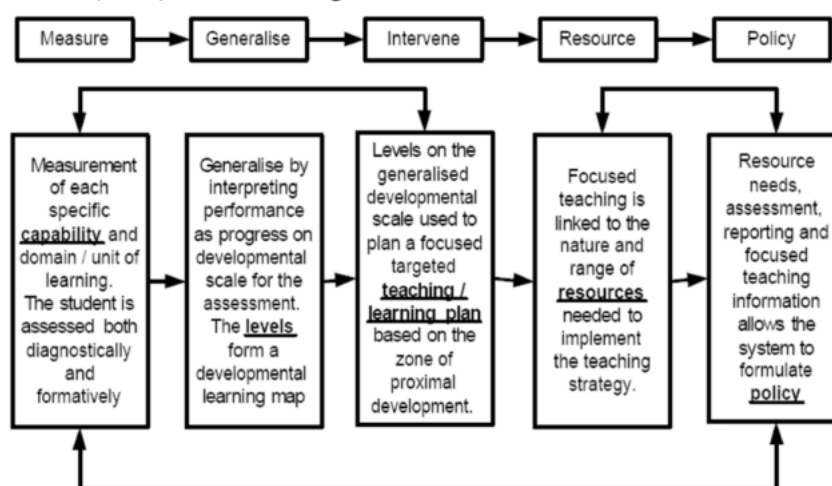
Assessment Type	Written Assignment
Description	Professional assessment leadership

In this task, you will demonstrate your capacity to develop an instructional leadership plan that demonstrates the principles of educative or productive assessment as they relate to this course's discussion of Educative Assessment and Assessment for Learning. This activity will provide an opportunity to apply important learning to assessment practice, as an instructional leader.

There are multiple components to this task outlined in detail below:

Part 1. Identify a specific assessment issue relating to the important theoretical and pragmatic assessment topics raised in this course. Provide a rationale for the professional development plan to improve the assessment of staff learning to inform their teaching and elaborate on contextual conditions of the assessment that address equity issues. Outline your professional development plan for staff using Griffin's (2007) five steps: Measure, Generalise, Intervene, Resource and Policy (700 words and a corresponding powerpoint presentation of 5 slides).

Griffin's (2007) Model of change



Part 2. Use the Understanding by Design template to generate a program of work based on your identified assessment issue that targets a specific student, subject or school. (see samples – 500 words)

UbD Template 2.0

Stage 1 Desired Results			
ESTABLISHED GOALS <type here>	Transfer		
	<i>Students will be able to independently use their learning to...</i> <type here>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">UNDERSTANDINGS <i>Students will understand that...</i> <type here></td> <td style="width: 50%; vertical-align: top;">ESSENTIAL QUESTIONS <type here></td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>
UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>		
Acquisition			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"><i>Students will know...</i> <type here></td> <td style="width: 50%; vertical-align: top;"><i>Students will be skilled at...</i> <type here></td> </tr> </table>		<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>
<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>		
Stage 2 - Evidence			
Evaluative Criteria <type here>	Assessment Evidence		
<type here>	PERFORMANCE TASK(S): <type here>		
<type here>	OTHER EVIDENCE: <type here>		
Stage 3 – Learning Plan			
<i>Summary of Key Learning Events and Instruction</i>			
<type here>			

- Weighting** 50%
- Length** 1500 words
- Due Date** Friday 24th May
- Submission Method** Online via Canvas Turnitin portal
- Assessment Criteria** see rubric on Canvas site
- Return Method** Online
- Feedback Provided** Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:
Integrated Learning Session (Method of recording: Attendance/participation will be recorded in the following components:
- Online Activity (Method of recording: collaborate and canvas discussion)

It is important the online students participate in weekly Canvas contact sessions and discussion activities.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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