

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester B 2013/2014**

Part I

Course Title:	Educational Assessment and Evaluation
Course Code:	SS5759
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

The aim of the course is to enable students to develop a thorough understanding on concepts of educational testing and to develop practical skills in constructing classroom assessments, both in general and inclusive education settings.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Describe key concepts and main elements of assessment in educational settings;	30%
2.	Acquire skills and techniques in writing and constructing assessment items and tasks that can be used in the educational settings;	20%
3.	Interpret scores generated from educational tests properly and evaluate assessment results critically; and	30%
4.	Adapt assessment to the needs of students with special educational needs and learning disabilities.	20%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√			
CILO 2	√	√	√	
CILO 3	√	√	√	
CILO 4	√	√	√	

TLA1: Lectures

Major theories, key concepts and basic principles in assessment practice will be explained in the scheduled lectures. Examples related to their applications in general and inclusive educational settings will be presented to enhance students' understanding and learning.

TLA2: Workshops

Exercises on writing and constructing assessment items and tasks, interpretation of test scores and evaluation of assessment results are provided to deepen students' understanding on theories, concepts and principles explained in the lectures and to develop practical skills in assessment practice. Students are required to conduct a number of educational assessments in the workshops, interpret the scores and evaluate the findings.

TLA3: Assigned Readings

Through reading journal articles and in-class discussion, students will learn how the assessment and evaluation methods can be used in research and practice domains.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-4	AT1: Individual paper	40%	---
CILO 1-4	AT2: Group presentation	30%	---
CILO 1-4	AT3: Quiz	30%	---

AT1: Individual Paper (40%)

Students are required to work on specific topics within the course contents (such as designing an assessment plan, evaluating an existing assessment task/tool, and assessment adaptation for students with special educational needs) to demonstrate their understanding of main concepts and awareness of key issues in assessment practice and to apply them critically in educational settings.

AT2: Group presentation (30%)

Students are encouraged to cluster their individual papers into a major theme in assessment practice. In the group presentation, group members are required to present main ideas and key issues on the emerged theme. The presentation provides an arena for peer learning and to further enhance the quality of student's individual paper.

AT3: Quiz (30%)

Questions are set to assess students' abilities in mastering, applying and synthesising the theories, concepts and principles explained in the course.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus

Goals and objectives of assessment; validity and reliability; practical issues relating to testing; classroom tests and assessments; performance and product evaluation; grading processes; portfolio assessment; assessment procedures; selecting and using published achievement and aptitude tests; interpreting test scores and norms; taxonomy of educational objectives; assessment of children with special educational needs and learning disabilities; ethics and issues in assessment; principles of test development.

2. Recommended Reading

Text(s)

Essential Readings

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2006). *Measurement and assessment in Education*. Boston: Allyn and Bacon. (Chapter 15)

McMillan, J. H. (2004). *Classroom assessment: Principles and practices for effective instruction* (3rd ed.). Boston: Allyn & Bacon. (Chapter 11)

Supplementary Readings

A. *In general*

Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, NJ: Erlbaum.

Bank, S. R. (2005). *Classroom assessment: Issues and practices*. Boston: Allyn & Bacon

Borich, G. D., & Tombari, M. L. (2004). *Educational assessment for the elementary and middle school classroom* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Upper Saddle River, NJ: Prentice-Hall.

Payne, D. A. (2003). *Applied educational assessment* (2nd ed.). Singapore: Wadsworth/Thomson.

Popham, W. J. (2005). *Classroom assessment: What teachers need to know* (4th ed.). Boston: Allyn & Bacon.

Stiggin, R. J. (2005). *Student-involved assessment for learning* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Thorndike, R. M. (2005). *Measurement and evaluation in psychology and education* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

B. In Special and/or Inclusive education

Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston: Allyn and Bacon.

Cohen, L. G., & Spenciner (2003). *Assessment of children and youth with special needs* (2nd ed.). Boston: Allyn and Bacon.

Pierangelo, R., & Giuliani, G. (2006). *Assessment in special education: A practical approach* (2nd ed.). Boston: Allyn & Bacon.

Spinelli, C. G. (2002). *Classroom assessment for students with special needs in inclusive settings*. Upper Saddle River, NJ: Prentice-Hall.

Ysseldyke, S. (2006). *Assessment in special and inclusive education* (10th ed.). Boston: Houghton Mifflin.

C. In selected topics and special issues

Angela, L., & Angela, N-S. (2001). *Alternative approaches to assessing young children*. Baltimore, CA: Brooks.

Arter, J. A. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, Calif.: Corwin Press.

Blackwell, T., Autry, T., & Guglielmo, D. (2001). Ethical issues in disclosure of test data. *Rehabilitation Counseling Bulletin*, 44(3), 161-169.

Brookhart, S. M. (2004). *Grading*. Upper Saddle River, NJ: Prentice-Hall.

Taylor, G. R. (2003). *Informal classroom assessment strategies for teachers*. Lanham, Md.: Scarecrow Press,

Journals in Educational Assessment & Evaluation

Assessment and evaluation in higher education (Bath: University of Bath, School of Education)

Assessment in education: principles, policy & practice (Carfax)

Assessment update (Jossey-Bass)

Educational assessment (Erlbaum)

International Journal of Testing (Erlbaum)

Journal of Educational Measurement (National Council on Measurement in Education)

Journal of Psychoeducational Assessment (Grune & Stratton)

Online Resources

Education Bureau, HKSAR (<http://www.edb.gov.hk/index.aspx?nodeID=2&langno=1>)

Hong Kong Examinations and Assessment Authority
(http://en.wikipedia.org/wiki/Hong_Kong_Examinations_and_Assessment_Authority)