

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester B 2018/2019**

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**Part I Course Overview**

<b>Course Title:</b>	_____ Educational Assessment and Evaluation _____
<b>Course Code:</b>	_____ SS5759 _____
<b>Course Duration:</b>	_____ One semester _____
<b>Credit Units:</b>	_____ 3 _____
<b>Level:</b>	_____ P5 _____
<b>Medium of Instruction:</b>	_____ English _____
<b>Medium of Assessment:</b>	_____ English _____
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	_____ Nil _____
<b>Precursors:</b> <i>(Course Code and Title)</i>	_____ Nil _____
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	_____ Nil _____
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	_____ Nil _____

## Part II Course Details

### 1. Abstract

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.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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%		✓	✓
		100%			

*A1: Attitude*

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

*A2: Ability*

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

*A3: Accomplishments*

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
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.	✓	✓	✓	✓	
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.		✓	✓	✓	
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.		✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Quiz	✓	✓	✓		30%	
Group presentation	✓	✓	✓		30%	
Individual paper	✓	✓	✓	✓	40%	
Examination: 0% (duration: , if applicable)						
					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz (30%)	Familiarity with the concepts; understanding and application of the methods; analytical and critical thinking	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Group Presentation (30%)	Familiarity with the methods; original and critical thinking; collaboration and coordination	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
3. Individual Paper (40%)	Familiarity with the literature; understanding and application of the	Strong evidence of original thinking; good organization, capacity to analyse	Evidence of grasp of subject, some evidence of critical capacity	Student who is profiting from the university experience;	Sufficient familiarity with the subject matter to enable the student to progress without	Little evidence of familiarity with the subject matter; weakness in critical

	methods; original and critical thinking; Writing skills	and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	understanding of the subject; ability to develop solutions to simple problems in the material.	repeating the course.	and analytic skills; limited, or irrelevant use of literature.
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

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. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Kubiszyn, T., & Borich, G. D. (2015). <i>Educational testing and measurement: classroom application and practice</i> (11th ed.). Hoboken, N.J.: Wiley.
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

**A. In general**

1.	Anderson, L.W. (2003). <i>Classroom assessment: Enhancing the quality of teacher decision making</i> . Mahwah, NJ: Erlbaum.
2.	Bank, S. R. (2005). <i>Classroom assessment: Issues and practices</i> . Boston: Allyn & Bacon
3.	Borich, G. D., & Tombari, M. L. (2004). <i>Educational assessment for the elementary and middle school classroom</i> (2 <sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
4.	Linn, R. L., & Miller, M. D. (2005). <i>Measurement and assessment in teaching</i> (9 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
5.	Payne, D. A. (2003). <i>Applied educational assessment</i> (2 <sup>nd</sup> ed.). Singapore: Wadsworth/ Thomson.
6.	Popham, W. J. (2005). <i>Classroom assessment: What teachers need to know</i> (4 <sup>th</sup> ed.). Boston: Allyn & Bacon.
7.	Stiggin, R. J. (2005). <i>Student-involved assessment for learning</i> (4 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
8.	Thorndike, R. M. (2005). <i>Measurement and evaluation in psychology and education</i> (7 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

## B. In Special and/or Inclusive education

1.	Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). <i>Alternate assessment of students with disabilities in inclusive settings</i> . Boston: Allyn and Bacon.
2.	Cohen, L. G., & Spenciner (2003). <i>Assessment of children and youth with special needs</i> (2 <sup>nd</sup> ed.). Boston: Allyn and Bacon.
3.	Pierangelo, R., & Giuliani, G. (2006). <i>Assessment in special education: A practical approach</i> (2 <sup>nd</sup> ed.). Boston: Allyn & Bacon.
4.	Spinelli, C. G. (2002). <i>Classroom assessment for students with special needs in inclusive settings</i> . Upper Saddle River, NJ: Prentice-Hall.
5.	Ysseldyke, S. (2006). <i>Assessment in special and inclusive education</i> (10 <sup>th</sup> ed.). Boston: Houghton Mifflin.

## C. In selected topics and special issues

1.	Angela, L., & Angela, N-S. (2001). <i>Alternative approaches to assessing young children</i> . Baltimore, CA: Brooks.
2.	<u>Arter, J. A.</u> (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance</i> . Thousand Oaks, Calif.: Corwin Press.
3.	Blackwell, T., Autry, T., & Guglielmo, D. (2001). Ethical issues in disclosure of test data. <i>Rehabilitation Counseling Bulletin</i> , 44(3), 161-169.
4.	Brookhart, S. M. (2004). <i>Grading</i> . Upper Saddle River, NJ: Prentice-Hall.
5.	Taylor, G. R. (2003). <i>Informal classroom assessment strategies for teachers</i> . Lanham, Md.: Scarecrow Press,

## Journals in Educational Assessment & Evaluation:

1.	<b>Assessment and evaluation in higher education</b> (Bath: University of Bath, School of Education)
2.	Assessment in education: principles, policy & practice (Carfax)
3.	<b>Assessment update</b> (Jossey-Bass)
4.	Educational assessment (Erlbaum)
5.	International Journal of Testing (Erlbaum)
6.	Journal of Educational Measurement (National Council on Measurement in Education)
7.	Journal of Psychoeducational Assessment (Grune & Stratton)

## Online Resources

1.	Education Bureau, HKSAR <a href="http://www.edb.gov.hk/index.aspx?nodeID=2&amp;langno=1">http://www.edb.gov.hk/index.aspx?nodeID=2&amp;langno=1</a>
2.	Hong Kong Examinations and Assessment Authority <a href="http://en.wikipedia.org/wiki/Hong_Kong_Examinations_and_Assessment_Authority">http://en.wikipedia.org/wiki/Hong_Kong_Examinations_and_Assessment_Authority</a>