

SS5759: EDUCATIONAL ASSESSMENT AND EVALUATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Educational Assessment and Evaluation

Subject Code

SS - Social and Behavioural Sciences

Course Number

5759

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key concepts and main elements of assessment in educational settings;	30	x	x	
2	Acquire skills and techniques in writing and constructing assessment items and tasks that can be used in the educational settings;	20	x	x	
3	Interpret scores generated from educational tests properly and evaluate assessment results critically; and	30		x	x
4	Adapt assessment to the needs of students with special educational needs and learning disabilities.	20		x	x

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 real-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.

Learning and Teaching Activities (LTAs)

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

2	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.	2, 3, 4	
3	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.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Quiz	1, 2, 3	50	-	No
2	Group presentation	1, 2, 3	20	For proof editing and design of PowerPoint	Yes
3	Individual paper	1, 2, 3, 4	30	For proof editing	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Quiz (50%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Familiarity with the concepts; understanding and application of the methods.

Excellent

(A+, A, A-) Strong evidence of familiarity with the concepts; understanding and application of the methods.

Good

(B+, B, B-) Good evidence of familiarity with the concepts; understanding and application of the methods.

Fair

(C+, C, C-) Fair evidence of familiarity with the concepts; understanding and application of the methods.

Marginal

(D) Limited evidence of familiarity with the concepts; understanding and application of the methods.

Failure

(F) Insufficient evidence of familiarity with the concepts; understanding and application of the methods.

Assessment Task

Group Presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Familiarity with the methods; original and critical thinking; collaboration and coordination.

Excellent

(A+, A, A-) Strong evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Good

(B+, B, B-) Good evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Fair

(C+, C, C-) Fair evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Marginal

(D) Limited evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Failure

(F) Insufficient evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Assessment Task

Individual Paper (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Excellent

(A+, A, A-) Strong evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Good

(B+, B, B-) Good evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Fair

(C+, C, C-) Fair evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Marginal

(D) Limited evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Failure

(F) Insufficient evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Assessment Task

Quiz (50%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Familiarity with the concepts; understanding and application of the methods.

Excellent

(A+, A, A-) Strong evidence of familiarity with the concepts; understanding and application of the methods.

Good

(B+, B) Good evidence of familiarity with the concepts; understanding and application of the methods.

Marginal

(B-, C+, C) Fair to limited evidence of familiarity with the concepts; understanding and application of the methods.

Failure

(F) Insufficient evidence of familiarity with the concepts; understanding and application of the methods.

Assessment Task

Group Presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Familiarity with the methods; original and critical thinking; collaboration and coordination.

Excellent

(A+, A, A-) Strong evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Good

(B+, B) Good evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Marginal

(B-, C+, C) Fair to limited evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Failure

(F) Insufficient evidence of familiarity with the methods; original and critical thinking; collaboration and coordination.

Assessment Task

Individual Paper (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Excellent

(A+, A, A-) Strong evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Good

(B+, B) Good evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Marginal

(B-, C+, C) Fair to limited evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Failure

(F) Insufficient evidence of familiarity with the literature; understanding and application of the methods; original and critical thinking; Writing skills.

Part III Other Information

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.

Reading List**Compulsory Readings**

Title	
1	Kubiszyn, T., & Borich, G. D. (2015). Educational testing and measurement: classroom application and practice (11th ed.). Hoboken, N.J.: Wiley.

Additional Readings

Title	
1	A. In general
2	Anderson, L.W. (2003). Classroom assessment: Enhancing the quality of teacher decision making. Mahwah, NJ: Erlbaum.
3	Bank, S. R. (2005). Classroom assessment: Issues and practices. Boston: Allyn & Bacon
4	Borich, G. D., & Tombari M. L. (2004). Educational assessment for the elementary and middle school classroom (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
5	Linn, R. L., & Miller, M. D. (2005). Measurement and assessment in teaching (9th ed.). Upper Saddle River, NJ: Prentice-Hall.
6	Payne, D. A. (2003). Applied educational assessment (2nd ed.). Singapore: Wadsworth/ Thomson.
7	Popham, W. J. (2005). Classroom assessment: What teachers need to know (4th ed.). Boston: Allyn & Bacon.
8	Stiggin R. J. (2005). Student-involved assessment for learning (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
9	Thorndike, R. M. (2005). Measurement and evaluation in psychology and education (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
10	B. In Special and/or Inclusive education
11	Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). Alternate assessment of students with disabilities in inclusive settings. Boston: Allyn and Bacon.
12	Cohen, L. G., & Spenciner (2003). Assessment of children and youth with special needs (2nd ed.). Boston: Allyn and Bacon.

13	Pierangelo, R., & Giuliani, G. (2006). <i>Assessment in special education: A practical approach</i> (2nd ed.). Boston: Allyn & Bacon.
14	Spinelli, C. G. (2002). <i>Classroom assessment for students with special needs in inclusive settings</i> . Upper Saddle River, NJ: Prentice-Hall.
15	Ysseldyke, S. (2006). <i>Assessment in special and inclusive education</i> (10th ed.). Boston: Houghton Mifflin.
16	C. In selected topics and special issues
17	Angela, L., & Angela, N-S. (2001). <i>Alternative approaches to assessing young children</i> . Baltimore, CA: Brooks.
18	Arter, J. A. (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance</i> . Thousand Oaks, Calif.: Corwin Press.
19	Blackwell, T., Autry, T., & Guglielmo, D. (2001). Ethical issues in disclosure of test data. <i>Rehabilitation Counseling Bulletin</i> , 44(3), 161-169.
20	Brookhart, S. M. (2004). <i>Grading</i> . Upper Saddle River, NJ: Prentice-Hall.
21	Taylor, G. R. (2003). <i>Informal classroom assessment strategies for teachers</i> . Lanham, Md.: Scarecrow Press,
22	Journals in Educational Assessment & Evaluation:
23	Assessment and evaluation in higher education (Bath: University of Bath, School of Education)
24	Assessment in education: principles, policy & practice (Carfax)
25	Assessment update (Jossey-Bass)
26	Educational assessment (Erlbaum)
27	International Journal of Testing (Erlbaum)
28	Journal of Educational Measurement (National Council on Measurement in Education)
29	Journal of Psychoeducational Assessment (Grune & Stratton)
30	Online Resources
31	Education Bureau, HKSAR http://www.edb.gov.hk/index.aspx?nodeID=2&langno=1
32	Hong Kong Examinations and Assessment Authority http://en.wikipedia.org/wiki/Hong_Kong_Examinations_and_Assessment_Authority