



Australian Council *for* Educational Research

Graduate Certificate of Education
(Assessment of Student Learning)

Unit Overviews and References

TEQSA Provider Code PRV14014



Australian Council *for* Educational Research

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As outlined in this document, the Graduate Certificate of Education comprises four units, based on reading, discussion and projects in a relevant educational setting, such as a school. Assessment tasks are designed to meet the requirements of Level 8 of the Australian Qualifications Framework.

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ASL01 Assessment to promote learning

Credit Points	12.5
Time Commitment	10 hours each week, including attendance at online or face to face sessions, personal study, embedded research, and assessment tasks.
Delivery Mode	Online, Blended
Prerequisites	None
Corequisites	None
Assumed Knowledge / Exclusions	An approved degree and access to an educational setting for action research components
Aims	This unit focuses on the purpose and practice of assessing student learning
Outcomes	<p>Students will develop knowledge of:</p> <ul style="list-style-type: none"> the purpose and importance of assessment for learning; the need to ground assessment design in research-based theories of the nature of learning and conditions that support learning; design principles for a Learning Assessment System; the importance of empirically based learning domains for assessing student learning. <p>Students will develop expertise in:</p> <ul style="list-style-type: none"> the critical reading of reports of learning research and student assessment research; the practical skills of critically reviewing school and classroom assessment practices; the practical skills of proposing enhancements to school and classroom assessment practices.
Content	<ul style="list-style-type: none"> The purpose of assessing student learning The need for assessment reform Evolving theories of human learning Design principles for a Learning Assessment System Empirically based learning domains
Assessment	<p>Assessment tasks:</p> <ol style="list-style-type: none"> Written assignment, 1200 words (40%) Written assignment, 2100 words (60%)
Related Units	<p>ASL02 Assessment methods</p> <p>ASL03 Estimating student progress</p> <p>ASL04 Using assessment evidence to inform teaching and learning</p>
Coordinator	Dr Elizabeth Hartnell-Young
Contact	<p>Gayle Appleby</p> <p>ACER Institute</p> <p>t: 61-3-9277-5717</p> <p>e: courses@acer.edu.au</p>

Required Reading

The readings will be discussed during Unit sessions. Students are expected to read these prior to the Unit sessions to enable active participation in the sessions. Students should highlight key points, make annotations and list any questions they have related to the readings.

Note: References marked with an asterisk are not open access resources.

* Black, P.J. & William, D (1998, October). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-144. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=athens,uid&db=eric&AN=EJ575146&site=ehost-live>

Heritage, M. (2008). Learning progressions: Supporting instruction and formative assessment. Paper prepared for the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO). Retrieved from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) website: <http://www.cse.ucla.edu/products/misc.html>

Masters, G. N. (2013). Towards a growth mindset in assessment (ACER Occasional Essays – October 2013). Retrieved from Australian Council for Educational Research website: http://research.acer.edu.au/ar_misc/17

Masters, G. N. (2013). Reforming educational assessment: Imperatives, principles and challenges (*Australian Education Review No. 57*). Retrieved from Australian Council for Educational Research website: <http://research.acer.edu.au/aer/12/>

Organisation for Economic Co-operation and Development/Centre for Educational Research and Innovation. (2007). *Understanding the brain: The birth of a learning science: New insights on learning through cognitive and brain science*. Retrieved from <http://www.oecd.org/site/educeri21st/40554190.pdf>

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Note: Available to read online or a free PDF version is available to download from the National Academies website. Print in Library CALL NO. 370.1523 HOW [More info](#).

*Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106(6), 1047-1085. Retrieved from <http://www.tcrecord.org/library> ID Number: 11566
Note: Not available via remote access. Visit the Library to download the article or request a copy from the Library.

*Dweck, C. (2012). Mindset and school achievement. In *Mindset: How you can fulfil your potential: Chapter 3. The truth about ability and accomplishment* [EBSCO eBook]. Retrieved from <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=705333>

Note: Use *eBook Full Text* link to read online or to save/email relevant chapter

Griffin, P., Care, E., Francis, M., Hutchinson, D., Arratia-Martinez, A. & McCabe, C. (2013). *Assessment and learning partnerships: The influences of teaching practices on student achievement*. Retrieved from University of Melbourne website: http://education.unimelb.edu.au/_data/assets/pdf_file/0009/809253/LP00991123_Teaching_Practices_Report.pdf

Hattie, J. (2003, October). *Teachers make a difference: What is the research evidence?* Paper presented at the Australian Council for Educational Research annual conference on *Building Teacher Quality*, Melbourne, Australia. Retrieved from [https://cdn.auckland.ac.nz/assets/education/hattie/docs/teachers-make-a-difference-ACER-\(2003\).pdf](https://cdn.auckland.ac.nz/assets/education/hattie/docs/teachers-make-a-difference-ACER-(2003).pdf)

Leahy, S., & Wiliam, D. (2011, April). Devising learning progressions. Paper presented in a Symposium on *How to Build Learning Progressions* at the annual meeting of the American Educational Research Association, New Orleans, LA. Retrieved from http://www.dylanwilliam.org/Dylan_Wiliams_website/Papers.html

Masters, G.N., & Forster, M. (1996). Developmental assessment. *Assessment Resource Kit (ARK)*. Melbourne, Australia: Australian Council for Educational Research.
Note: Check Library catalogue for print availability CALL NO. 371.26 MAS [More info](#).

Ministerial Council on Education, Employment, Training and Youth Affairs. (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Retrieved from http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Wiliam, D. (2006). Once you know what they've learned, what do you do next? Designing curriculum and assessment for growth. Retrieved from IOE EPrints website: <http://eprints.ioe.ac.uk/1172/>

Wilson, M. (2009, December). Assessment for learning and for accountability. Paper presented at the Exploratory Seminar: Measurement Challenges within the Race to the Top Agenda, Princeton, NJ. Retrieved from <http://www.k-12center.org/rsc/pdf/WilsonPresenterSession4.pdf>

ASL02 Assessment methods

Credit Points	12.5
Time Commitment	10 hours each week, including attendance at online or face to face sessions, personal study, embedded research, and assessment tasks.
Delivery Mode	Online, Blended
Prerequisites	ASL01
Corequisites	None
Assumed Knowledge / Exclusions	An approved degree and access to an educational setting for action research components
Aims	This unit focuses on the practice of collecting and recording evidence of student learning
Outcomes	<p>Students will develop knowledge of:</p> <ul style="list-style-type: none"> • the importance of selecting assessment methods to provide useful information about where learners are in their learning within domains; • considerations in developing domain-appropriate assessment tasks including: construct validity, reliability, objectivity, inclusivity and feasibility; • the essential importance of task rubrics for recording responses to, or performances on, assessment tasks; • key elements of rubric design including: task-specificity, hierarchical organisation and qualitatively defined categories. <p>Students will develop expertise in:</p> <ul style="list-style-type: none"> • the critical reading of reports of learning research and student assessment research; • the practical skills of analysing assessment data; • the practical skills of examining the strengths and limitations of different assessment methods; • the practical skills of implementing and critically evaluating 'new' assessment methods.
Content	<ul style="list-style-type: none"> • Selecting and developing domain-appropriate assessment methods • The importance of rubrics for recording observations • Characteristics of rubrics used in a Learning Assessment System
Assessment	<p>Assessment tasks:</p> <ol style="list-style-type: none"> 1. Open book short response task, 2100 words (60%) 2. Assignment, 1400 words (40%)
Related Units	<p>ASL01 Assessment to promote learning</p> <p>ASL03 Estimating student progress</p> <p>ASL04 Using assessment evidence to inform teaching and learning</p>
Coordinator	Dr Elizabeth Hartnell-Young
Contact	<p>Gayle Appleby</p> <p>ACER Institute</p> <p>t: 61-3-9277-5717</p> <p>e: courses@acer.edu.au</p>

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Australian Association of Mathematics Teachers (2008). *Position paper on the practice of assessing mathematics learning*. Adelaide: Author. Available at: <http://www.aamt.edu.au/Publications-and-statements/Position-statements>

Ma, Li Ping, (1999). *Knowing and teaching elementary mathematics: Teachers' understanding of fundamental mathematics in China and the United States*. New Jersey: Lawrence Erlbaum Associates.

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Masters, G. & Forster, M. (1996). *ARK Products*. Melbourne: Australian Council for Educational Research.

Van de Walle, J., Karp, K.S. & Bay-Williams, J.M. (2010). *Elementary and middle school mathematics: Teaching developmentally (7th Edition)*. Boston, MA: Allyn and Bacon.

William, D. (2006). *Assessment for learning: Why, what and how?* Talk presented for the Cambridge Assessment Network. Available online at: http://www.dylanwilliam.org/Dylan_Wiliams_website/Papers.html

ASL03 Estimating student progress

Credit Points	12.5
Time Commitment	10 hours each week, including attendance at online or face to face sessions, personal study, embedded research, and assessment tasks.
Delivery Mode	Online, Blended
Prerequisites	ASL01
Corequisites	None
Assumed Knowledge / Exclusions	An approved degree and access to an educational setting for action research components
Aims	This unit focuses on the purpose and practice of assessing student learning
Outcomes	<p>Students will develop knowledge of:</p> <ul style="list-style-type: none"> • the importance of moderation and triangulation of data sources • the principles of valid and reliable student progress estimates • the challenges to making accurate and consistent judgements of progress • ways to reduce potential biases in teacher judgement <p>Students will develop expertise in:</p> <ul style="list-style-type: none"> • using appropriate criteria to select and judge evidence of progress • employing appropriate ways to reduce potential teacher biases in teacher judgement • providing evidence that supports judgements about student learning progress
Content	<ul style="list-style-type: none"> • The use of empirical maps of learning progress • The process of inferring where students are in their learning • Reaching on-balance conclusions
Assessment	<p>Assessment tasks:</p> <ol style="list-style-type: none"> 1. A presentation (15%) 2. Peer review of others' presentations (10%) 3. Project, 3000 words (75%)
Related Units	<p>ASL01 Assessment to promote learning</p> <p>ASL02 Assessment methods</p> <p>ASL04 Using assessment evidence to inform teaching and learning</p>
Coordinator	Dr Elizabeth Hartnell-Young
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ACER Research Conference 2009 *Assessment and Student Learning: Collecting, Interpreting and using data to inform teaching*. Available at:
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http://www.qsa.qld.edu.au/downloads/publications/research_qscs_assess_report_4.pdf

Stephanou, Andrew; Meiers Marion; and Forster, Margaret, *Constructing Scales for Reporting Growth in Numeracy: The ACER Longitudinal Literacy and Numeracy Study' (2000)*. *Monitoring Learning*. Online version available at:
http://research.acer.edu.au/monitoring_learning/7

New South Wales Department of Education and Training, *Consistent Teacher Judgement* Available online at:
http://www.curriculumsupport.education.nsw.gov.au/consistent_teacher/index.htm

Models of rubrics, annotated work samples available online at:
<http://www.assessmentforlearning.edu.au/default.asp>

Wyatt-Smith, Claire , Klenowski, Val and Gunn, Stephanie(2010) 'The centrality of teachers' judgement practice in assessment: a study of standards in moderation', *Assessment in Education: Principles, Policy & Practice*, 17: 1, 59 — 75

ASL04 Using assessment evidence to inform teaching and learning

Credit Points	12.5
Time Commitment	10 hours each week, including attendance at online or face to face sessions, personal study, embedded research, and assessment tasks.
Delivery Mode	Online, Blended
Prerequisites	ASL01
Corequisites	None
Assumed Knowledge / Exclusions	An approved degree and access to an educational setting for action research components
Aims	This unit focuses on the purpose and practice of assessing student learning
Outcomes	<p>Students will develop knowledge of:</p> <ul style="list-style-type: none"> • research based ideas related to the effective use of assessment information to inform teaching practice • the importance of accurate, constructive and timely two-way feedback in the teaching and learning cycle • the importance of building student self assessment and peer assessment capability <p>Students will develop expertise in:</p> <ul style="list-style-type: none"> • using evidence to inform teaching and learning decisions • monitoring and reporting on student progress to identify next steps in learning • integrating timely and constructive feedback in teaching and learning programs • providing evidence of students' self assessment and peer assessment
Content	<ul style="list-style-type: none"> • Using assessment conclusions as starting points for action • Monitoring learning progress • Creating a learning culture • The importance of feedback • Supporting students to monitor their own learning
Assessment	<p>Assessment tasks:</p> <ol style="list-style-type: none"> 1. Compilation of a portfolio of evidence, submitted over time as: <ol style="list-style-type: none"> a. one artefact (20%) b. complete portfolio (80%)
Related Units	<p>ASL01 Assessment to promote learning ASL02 Assessment methods ASL03 Estimating student progress</p>
Coordinator	Dr Elizabeth Hartnell-Young
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http://www.qtu.asn.au/profmag2010_klenowski_.pdf
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http://works.bepress.com/juliette_mendelovits/ Retrieved February 12, 2010.
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<http://dx.doi.org/10.1787/eag-2011-en> Retrieved September 23, 2011.
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- Stiggins, R (2007), *Assessment through the student's eyes*, *Educational Leadership*, 64(8), 22-26.
Retrieved August 23, 2011.

<http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx>

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http://www.acer.edu.au/documents/TIMSS_2007InformingMathsPedagogyreport.pdf

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ASL01 Assessment to Promote Learning [Online Version]

Overview

Week	Sessions / Events	Description	Possible Dates
0 Week	Pre-Course Survey	Survey Monkey – Current Assessment Theories and Practices	Due: Week 1, Monday, 5.00 pm
	Course Introduction (20 mins)	Welcome and introduction to course Expectations and overview Presenter: Course facilitator -----	Day & time - TBC
	Technology Introduction 1 (90 mins)	Introduction to LMS & wiki Introduction to e-tivities Presenter: Technical facilitator	
	E-tivities 1 & 2		Due: Prior to Tech Intro 2
	Technology Introduction 2 (90 mins)	Review of LMS & wiki navigation/entries Review of e-tivities Presenter: Course facilitator with Technical facilitator	Day & time - TBC
1	Session 1 (90 mins)	The purpose of assessing student learning Introduction to course What do we mean by assessment? Purpose and importance of assessment	Day & time - TBC

	Session 2 (90 mins)	The need for assessment reform Historical perspective (national & international) Pressures for reform Towards a unified theory of assessment Design principles for a Learning Assessment System	Day & time - TBC
	E-tivity 3		Due: Week 2, Monday, 5.00 pm
2	Session 3 (90 mins)	Evolving theories of human learning – overview Variability in student learning Learning as constructing meaning The progressive nature of learning The role of emotions in learning	Day & time - TBC
	Session 4 (90 mins)	Empirically based learning domains Vertical and horizontal structure of a domain Implications for curriculum design and teaching and learning Implications for assessment	Day & time - TBC
	E-tivity 4		Due: Week 3, Monday, 5.00 pm
3	Session 5 Support Seminar (60 mins)	What is a critical review? Presenter: Dr Elizabeth Hartnell-Young, Director, ACER Institute	Day & time - TBC
	Session 6 Expert Q&A (60 mins)	Towards a growth mindset in assessment Presenter: Professor Geoff Masters, CEO, ACER	Day & time - TBC
4	E-tivity 5		Due: Week 5, Monday, 5.00 pm
5	Assessment 1	Critical review of current assessment practices, 1250 words (40%)	Due: Week 5, Monday, 5.00 pm

6	E-tivity 6		Due: Week 7, Monday, 5.00 pm
7	Session 7 Seminar and Expert Q&A (60 mins)	Evolving theories of human learning Presenter: Dr Mike Timms, Director Assessment and Reporting Division, ACER and Education Researcher, Science of Learning Research Centre <ul style="list-style-type: none"> • Pre-recorded online presentation (30 mins) • Scheduled online Q&A (30 mins) 	Day & time to be confirmed
8	Session 8 Seminar and Expert Q&A (60 mins)	Evolving theories of human learning Presenter: To be confirmed, Neuroscience Researcher, Science of Learning Research Centre <ul style="list-style-type: none"> • Pre-recorded online presentation (30 mins) • Scheduled online Q&A (30 mins) 	Day & time to be confirmed
9	E-tivity 7		Due: Week 10, Monday, 5.00 pm
10	Assessment 2	Write a proposal recommending enhancements to current assessment practices, 2250 words (60%)	Due: Week 11, Monday, 5.00 pm

