ED644

APPROACHES TO ASSESSMENT

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>ED644</th>
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<tbody>
<tr>
<td><strong>Unit name</strong></td>
<td>Approaches to Assessment</td>
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| **Associated higher education awards** | Graduate Certificate in Christian Education  
Master of Education |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit Coordinator** | Dr Paul Rumble |
| **Core/Elective** | Elective |
| **Weighting** | Unit credit points: 10 |
| | Total course credit points:  
Graduate Certificate in Christian Education - 40  
Master of Education - 80 |
| **Student workload** | Directed study hours: 90  
Personal study hours: 60  
Total workload hours: 150 |
| | Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week. |
| **Delivery mode** | External |
| **Pre-/Corequisites** | Prerequisite or corequisite:  
ED601 Applying Worldview Studies to Christian Education  
OR  
ED602 Philosophical Perspectives on Education |
| **Rationale** | Current assessment trends and practices at national and international levels will be examined and critiqued. This unit will ensure that students remain up-to-date with such changes and capable of critiquing underpinning philosophies which inform such changes. |
| **Learning outcomes** | On completion of this unit, students will have provided evidence that they have:  
1. defined, compared and contrasted the concepts of assessment and evaluation;  
2. identified various domains of intellectual development;  
3. demonstrated an ability to evaluate a variety of assessment methods;  
4. demonstrate understanding of construct, concurrent and predictive validity and reliability in assessment;  
5. justified various methods of recording and reporting assessment information; and  
6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation. |
### Content
- Assessment concepts and assumptions.
- Types and methods of assessment.
- Assessment processes, instruments, analysis and reporting.
- Authenticity in assessment.
- Reporting and recording assessment outcomes.

### Assessment tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Word length/Duration</th>
<th>Weighting</th>
<th>Learning outcomes</th>
<th>Assessed</th>
</tr>
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<tbody>
<tr>
<td>Task 1</td>
<td>Review of relevant literature</td>
<td>3000 words</td>
<td>50%</td>
<td>1-3, 6</td>
<td>Y - 2017, S - 1, W - 7</td>
</tr>
<tr>
<td>Task 2</td>
<td>Investigative report</td>
<td>3000 words</td>
<td>50%</td>
<td>1-6</td>
<td>Y - 2017, S - 1, W - 15</td>
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### Specialist resource requirements
- Nil

### Prescribed text(s)

### Recommended readings
**Journals and Periodicals**  
Australian Educational Leader  
Australasian Journal of Early Childhood  
Australian Journal of Education  
Australian Journal of Teacher Education  
Curriculum and Leadership Journal  
Professional Educator  
Literacy Learning: The Middle Years  
**Websites**  
http://www.acer.edu.au/research/publications/aer  
In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the *New International Version* (NIV) or the *New King James Version* (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. |
| **Unit summary** | This unit considers both the theory and the practice of assessment. Methods of assessment are considered as well as the differences between assessment, evaluation, measurement, testing and reporting. Norm-referenced, criterion referenced and ipsative-referenced interpretation are explored. |