The Future of Educational Assessment

Assessment in Schools Conference

Educational Assessment Australia

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What are the components of assessment?

What should good assessment practice look like?
Overview

PART A  Components of Assessment
PART B  Mr D on Assessment Practice
PART C  Teacher Assessment Competencies
PART D  Data Literacy
Components of Assessment

Validity
Reliability
Fairness
Authenticity & Connectedness
Mode
Type
Variety
Targeting
Assessment Frameworks (content v skills)
Measurement
Test Construction
Student Self-Assessment
Please complete the assessment component worksheet and discuss your findings at your table

(15 minutes)
TEACHER ASSESSMENT COMPETENCIES

Can we improve Mr D’s skills as an assessor?

What skill set do teachers of the future need for assessment?

Can we define a particular set of assessment competencies?
Teacher Assessment Competencies

Teachers should be skilled in:

1. developing high quality assessment items
2. administering & scoring assessment
3. measuring & interpreting student and item performance
4. providing meaningful feedback to stakeholders
5. taking informed actions from assessment
Developing High Quality Assessment Items

Teachers should develop high quality assessment items that:

- reflect the curriculum
- form coherent full assessment pieces from start to finish that are valid, reliable, authentic and fair
- are well targeted
- meet ethical considerations
Administering & Scoring Assessment

Teachers should:

- understand the purpose and nature of the assessment
- administer the assessment efficiently and fairly
- develop a tailored scoring rubric (criteria) for assessment pieces which allows for sufficient discrimination of student performance
- score the assessment without bias
Measuring & Interpreting Assessment Results

Teachers should:

- develop and/or use an effective set of performance standards
- accurately measure student performance
- accurately measure item performance
- accurately interpret the meaning of assessment results
Providing Meaningful Feedback to Stakeholders

Teachers should:

- provide meaningful and timely feedback to students
- provide meaningful and timely feedback to parents
- review both item performance and student performance
- encourage students to self review
Taking Informed Actions From Assessment

Based on assessment results, teachers should:

- provide targeted student intervention
- review the curriculum
- review the teaching and learning process
- review resourcing requirements
The ability to engage with data in all its forms to establish a clear understanding of current circumstance and decide on an appropriate course of future action
Examples of School Data Sets

- INTERNAL SCHOOL ACADEMIC REPORTS
- NAPLAN DATA
- ICAS DATA
- COMPETITION DATA
- BEHAVIOUR DATA
- ABSENCE DATA
- DEMOGRAPHIC DATA
- FINANCIAL DATA (Budgets)
- ANECDOTAL DATA
- STRATEGIC DATA (eg School Reviews)
Please complete the handout on teacher assessment competencies as they relate to data literacy

(20 minutes)
THE END