



Assessment Research Centre

**Department of Learning Assessment & Special
Education**

Faculty of Education

The University of Melbourne

Annual Report, 1997

1997

Assessment Research Centre
Department of Learning Assessment & Special Education
The University of Melbourne
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DRAFT

The Assessment Research Centre was established eight years ago and relocated to the Faculty of Education at The University of Melbourne in November 1996. Over the past eight years, the Centre has vigorously pursued a strong research culture and developed an international reputation for its work in assessment research and teaching. The centre has attracted post graduate students from other Australian states, Hong Kong, Vietnam, Ghana, China and the United States. The current post graduate student group places the Assessment Research Centre in the forefront of graduate teaching in this field.

Grants for research and development by the Centre have exceeded over three million dollars since it began operation. Projects have included many of Australia's leading research and development studies in schools, higher education, education systems and industry.

The Centre has also vigorously pursued an international program. Activities have been undertaken in Paris, the United States, Canada, China, Vietnam, Hong Kong, Ireland the United Kingdom and New Zealand.

The role of the Centre is to promote change and improvement in the fields of assessment and evaluation. In this process, the Centre staff undertake research, publications, consultancies and development projects and offer both post graduate and training programs. Its success is measured by the changes introduced in education systems and industry, both locally and globally.

1. Core Staff

- Professor Patrick Griffin, Director
- Anne Pitman, Manager
- Shelley Gillis, Principal Research Officer
- Karen Corneille, Research Assistant
- Elisabeth Lundahl-Hegedus, Research Assistant

2. Consultants & casual staff

Casual/short term staff

Ms Linda Bencic
 Mr Wilson Chuei
 Mr Colin Crawford
 Mrs Sue Griffin
 Mr Kelvin Lai
 Mr James Lewis
 Mrs Audrey Mason
 Ms Yakosa Mponda
 Mr Suryadi Nagawiguna
 Mr Bert Oxnam
 Mr Don Palmer
 Mr Ken Rowe
 Ms Charlotte Walsh
 Mr Maurice Walsh
 Mrs Gwenda West
 Mrs Pam Montgomery

Consultants

Mr Tom Brennfleck
 Ms Julie Buxton
 Professor Ralph Catts
 Dr Ian Falk
 Mr Dennis Fennessy
 Ms Pauline Flynn
 Ms Michelle Griffin
 Mr Phil Holmes Smith
 Dr John Izard
 Mr Graeme Jane
 Mr Peter Jeffery & Mrs Ruth Jeffery
 Mr Jack Keating
 Dr Tony Lee
 Mrs Margaret McGregor
 Dr Magdalena Mok
 Ms Yolanta Olszewski
 Associate Professor John Pollock
 Dr Patricia Smith
 Ms Bettina Stevenson
 Mr Marc Bowles

Professor Patrick Griffin, Director

QUALIFICATIONS: B.Sc., M.Ed. T.S.T.C. Ph.D.

MEMBERSHIP OF PROFESSIONAL ORGANISATIONS: M.A.C.E. M.A.C.E.A

Professor Patrick Griffin is the Director of the Assessment Research Centre, the Centre for Vocational Assessment Research and holds the Chair in Education (Assessment) at The University of Melbourne. He is an internationally recognised specialist in competency based assessment, literacy and English Profiles, their use and development. He is a specialist in evaluation and assessment, and has published widely on topics including competency and criterion referenced assessment, language proficiency assessment, industrial literacy, school literacy and numeracy, profile development, and portfolio assessment. Patrick has conducted research projects locally, nationally and internationally and has presented invited lectures at the United Nations, UNESCO and other world conferences.

Anne Pitman, Manager

Assoc. Dip. Social Science; Diploma of Community Services

Anne has worked in the area of research and analysis for over ten years has over 30 years experience in office management and business administration, data processing, coordinating and organising conferences, functions, etc. She is a trained Secretary, Social Welfare Officer, Counsellor and Facilitator. Anne has published several family histories and co-written research reports.

Shelley Gillis, Principal Research Officer

Qualifications BBSc, Grad Dip in Applied Psychology

Shelley Gillis is a researcher at the Assessment Research Centre, The University of Melbourne. Her major research activities are in the area of competency based assessment and system design. She has considerable experience with industry training advisory bodies in the design of standards, development of assessment protocols and the establishment and management of recording & monitoring systems. Shelley Gillis is currently undertaking her Ph.D. studies in the field of competency based assessment and her research examines factors influencing decision making processes in performance based assessments.

Karen Corneille, Research Assistant

B.A. (Statistics) Dip Ed. LaTrobe University

Karen's technical skills enable her to be able to work in many areas of assessment and evaluation. She has been involved in projects such as the evaluation of a classroom management package commissioned by the DSE in NSW, English proficiency test development for the Second Foreign Language Institute, Beijing, training needs analyses for the food and furniture industries, a longitudinal study of the destination of adult literacy students commissioned by DEET, and exam marking including item response analysis.

She has had experience in most aspects of a quantitative focused research project cycle including instrument development, sampling, interviewing, data entry, data analysis and report writing.

She is competent in the use and management of an optical mark readable scanner (OpSCAN 5) which is readily used in the data entry phase of projects and for exam marking.

Her main area of expertise is in data analysis where she is skilled in using statistical software packages such as SPSS, MINITAB and item response (based on the rasch model) software QUEST & BIGSTEPS. Other software applications used are dBASE, EXCEL, FLIPS (OMR questionnaires) and KWALITAN (qualitative data analysis).

2. Mission and philosophy

The Assessment Research Centre uses a four-step process of research, publication, development and training. These provide the framework for strategic planning by the centre in its central mission to improve methods of assessment and evaluation. It also helps to ensure that the centre's core business fits within the university mission in that research will be oriented and applied to the real world. Research that leads to change, strategically affects change, or sets up the basis for change forms the focus of the centre's work.

3. Research

The centre focuses on research either in or using assessment and evaluation. It is not an assessment centre per se. All activities and projects must have a research focus and must emphasise assessment or evaluation. The centre's research program is the basic tool for educational change; assessment research is regarded as a way of testing ideas, of checking the theoretical and practical nature of theories, new approaches and ideas. Most research undertaken by staff is funded by external agencies. The development of research and project proposals is basic strategy for the centre's approach; for this reason, project proposal details are provided in this report.

4. Publication

Publishing has absolute priority. Publication in professional journals is a quality control process in which all staff in the centre are expected to participate and to which every project must contribute. It is a process that allows research peers to assess the quality of research work and the theoretical basis of the ideas included. It also maintains the centre's reputation as a research unit outside the political sphere of local influences. International publications in refereed journals is always the preferred method of dissemination, and support for academic publishing will always be considered a priority.

Publications are the basic product of the centre: they focus on the development of ideas and procedures that are expected to assist the change process. In accepting this, the centre has established an infrastructure for the dissemination of products and services arising from its work. Publications for each project are listed in this report.

5. Development

Development translates research into materials that practitioners can evaluate and use. This is a second quality control mechanism. The end user is one who can judge the practicality of research outcomes and their real-world emphasis. Materials are developed for each project.

6. Training

Training assists research and development to be disseminated. It takes the research out of the centre and makes it available for widespread use. It requires resources and support outside the centre, outside the university, and often outside the country. This is the technology transfer of the centre's work, achieved via teaching, higher degree supervision, training programs, seminars and visiting-fellow programs.

Graduate supervision and teaching of award and non-award courses complements the centre's research program by having graduates actively taking part in, or even control of components of the centre's research agenda. Teaching in award courses is also enhanced by illustrations of the procedures and the results of research being undertaken by the centre staff. These programs help to maximise the effect of the centre's work.

International transfer of the research output is regarded as the test of its theoretical strength. Acceptance locally is often parochial, and while this is important, it is necessary to establish that the research output of the centre is generic and can gain widespread acceptance. Each project at the development stage incorporates a series of seminars, workshops, publications and other means of dissemination.

The ARC holds internal seminars that provide research associates with the opportunity to present and discuss their activities in an informal, collegial environment. The seminars are free of charge and open to all. Provided the topic is related to the centre's research program, any faculty or university staff member may present an internal seminar as part of the program.

External seminars focus on contemporary issues in assessment research, involve a range of academic and industry/community/education speakers and are publicised outside the university. They can involve registration charges. While the target audience is external, university staff members are encouraged to participate and to use these opportunities to develop or renew contacts in the field.

The ARC holds an annual Assessment Institute offering a variety of workshops for participants from government departments and students & personnel from the education, training, employment and industry sectors.

7. Programs

The ARC conducts its activities in four program areas. Each area has a coordinator and is responsible for project development, proposal preparation and project scheduling and outputs. Program areas are as follows:

1. Test Development and Analysis
2. Competency Assessment
3. Adult Basic Skills
4. Assessment and Teacher Judgement

Other activities include:

- Teaching (Post Graduate Courses; Training; Workshops; Seminars)
- Services (scanning; program evaluation; qualitative & quantitative data analysis; questionnaire design & production)
- Publishing

2.1 Projects and grants maintain the work of the Centre and all staff have the responsibility to apply for grants. A system of project budgeting is being developed which involves charging everything to the project costs including office support, utilities and consumables. Projects undertaken or continued in 1997 were as follows:

2. Projects

A. Test Development

- Tasmanian Numeracy Assessment Testing Program (C)

B. Competency Based Assessment

Training

- AEMI, Mt Macedon (F)
- National Assessment Institute (F)

Projects

- Real Estate (F)
- Centre for Vocational Assessment Research (C)
- ANTA Decision Making (F)
- ICI Botany, NSW (C)
- National On line Reporting and Monitoring (C)
- Assessment Training Package
- School-to-Work Project

C. Adult Basic Skills Assessment

- .. **Pre Employment Assessment Kit (PEAK), Continuous Improvement Monitoring (CIM), Workforce Literacy and Numeracy Assessment Standards (WLNAS)**

Training

- SkillShare, NSW (F)
- .. **Longitudinal Adult Literacy Study: Impact of adult literacy programs**
 - Progress Report (March 1997) (F)
 - Final Report (F)

D. Assessment and Teacher Judgement

- Outcomes Based Education Workshop (F)
- Outcomes Based Education Papers & Publication (F)
- States Comparability Project (F)
- ELLA Project (F)
- Benchmarks Project (F)
- Dean's Inaugural Lecture (F)

E. International Projects

- Vietnam (C)
 - UNESCO, Paris (F)
- United States (C)

F. Service Projects

- Nursing (C)
- Learning Technology Survey (C)
 - Data Analysis(C)
 - Scanning (C)
 - Longitudinal data base (F)
 - Test analysis (C)
 - Questionnaire development using FLIPS (C)

3. Teaching

- Master of Education program x 3 subjects
- Research Students (seven international students)
 - a. Doctor of Philosophy - 10 students
 - b. Master of Education 3 x Research; 2 x Coursework
- 1 x PhD graduate
- 1 x Master of Education by Coursework graduate

4. Publications

The Assessment Research Centre publishes a wide range of reports, books, monographs, book chapters and articles.

5. Visitors to the Centre

- Peter Tham, Wong Sau Ping, Education Department of Hong Kong
- Dr Paul Morris, The University of Hong Kong
- Dr John Tibbits & Mr James Williams, United States of America
- Roger Peddie, New Zealand
- Bernadette Brown, SCOTVEC
- ESRA delegation
- Jeremy Whitehead, Telstra

- Andrew Smith & Rosemary Callingham, Office for Educational Review, Tasmania
- Lindsay Cotton, Director, Barbara Bloch, CVAR, NSW
- Jack Keating, RMIT
- Magdalena Mok, Macquarie University, NSW
- Dr Ian Falk, Director, Centre for Research & Learning in Rural Areas, Tasmania
- Professor Ralph Catts, University of Central Queensland, Rockhampton
- Joan Warhurst, ACSA, Canberra
- Andrew Scobie, David Admans, Ian Colley, ADROIT, Sydney
- Brigid Freeman, Harris Van Beek, ASTF, Sydney
- Ken Ross, UNESCO, Paris

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The ARC holds an annual National Assessment Institute that offers workshops in a variety of assessment areas. In 1997 national assessment awards were introduced to acknowledge the contribution of work of assessors, institutions and systems in the area of assessment development and training.

Program 1 Test Development and Analysis

Project 1: Year 9 Numeracy Assessment and Monitoring Program, Tasmania

Staffing

Griffin, P., Corneille, K. & Lundahl Hegedus, E.

Summary

Proposal

Funding \$60,000.00

Publications

Callingham, R. A. (1997). Assessing Student Performance vis the Internet. AARE Conference, Brisbane, Office for Educational Review, Tasmania & Assessment Research Centre, The University of Melbourne.

Griffin, P. (1997). Achievement Monitoring in Tasmania: Report to the Office for Educational Review. Hobart, Assessment Research Centre: The University of Melbourne.

Griffin, P. (1997). The Dimensions of a Numeracy Test. AARE Conference, Brisbane, Assessment Research Centre, The University of Melbourne.

Griffin, P. (1997). A new assessment of the numeracy standards of Tasmanian students has come up with a positive result.

Griffin, P. (1997). Numeracy Assessment & Monitoring Program. Year 9 Task 1: Unassisted Task; Task 2: Calculator Assisted Task; Task 3: Constructed Response; Task 4: Extended Task: An analysis of a Daily Newspaper; Teachers' Manual. Office for Educational Review. Hobart, Assessment Research Centre & Office for Educational Review.

Griffin, P. and R. Callingham (1997). Dimensions of Numeracy in a large scale testing program. Annual Conference of the Australian Association for Research in Education, Brisbane.

Griffin, P. and R. Callingham (1997). Use of the ARC Learning Profile Scales (ALPS) Software & Reports. Hobart, DECCD: Office for Educational Review.

Griffin, P. and R. Callingham (1997). Using the APLS Software. Hobart, Office of Educational Review: Department of Education, Community and Cultural Affairs.

Griffin, P., K. Corneille, et al. (1997). Student Numeracy Outcomes in the Tasmanian Year 9 Assessment and Monitoring Program. Melbourne, Assessment Research Centre: The University of Melbourne.

John, B. (1997). Numbers stack up well for teachers. Mercury. Hobart, Tasmania: 3.

Griffin, P. (1997). Year 9 Numeracy Assessment & Monitoring Program. Hobart, Tasmania.

Griffin, P. (1997). Assessment of Numeracy Investigative Task (Grade 9 numeracy program). Annual Meeting of the Tasmanian Mathematical Association, Burnie, Tasmania.

Griffin, P., Pollock, J., Corneille, K., Fitzpatrick, M. (1997). The Impact of Adult Literacy Classes. Melbourne, Assessment Research Centre: The University of Melbourne.

Project 2: Vietnam: Development of Vietnamese National Assessment Centre

Staffing

Griffin, P.

Summary

Proposal

Funding

World Bank

Publications

Nguyen, P.N. (1997). "The Standards of Tests and Tests in Vietnam." The Tertiary and Vocational Education, Ministry of Higher Education and Training, Hanoi, Vietnam No. 2.

Nguyen, P. N. (1997). Tests at the Foreign Languages Colleges, Vietnam National University and Test Analysis. Test Design & Item Bank Conference, Foreign Languages College, Vietnam National University, Hanoi, Vietnam.

Project 3: UNESCO, Paris

Staffing

Griffin, P.

Summary

Proposal

Funding

World Bank

Publications

Griffin, P. (1997). Introduction to the Rasch Model: Developing Equivalent Scores from a Common Item Pool. Paris, UNESCO-International Institute for Educational Planning.

Griffin, P. (1997). Monitoring is an International Phenomenon. Directions in Education: Newsletter of the Australian Council for Education Administration. **6**: 3.

Project 4: ELLA

Staffing

Griffin, P. & Consortium of ASBER

Summary

Proposal

Funding

World Bank

Publications

Mok, M., Lee, T., & Griffin, P. (1997). A Pilot Study of the New South Wales English Language and Literacy Assessment (ELLA) Test. Australia, CASBER Consortium.

Project 5: Comparability

Staffing

Griffin, P. & Consortium of ASBER

Summary

Proposal

Funding

World Bank

Publications

Andrich, D., I. Falk, et al. (1997). A plan for the development of nationally comparable school student learning outcomes through the establishment of equivalences between state and territory tests. Sydney, Macquarie University.

Griffin, P., Falk, I. (1997). Relationship between draft benchmarks and current state and territory assessment programs in literacy and numeracy. Melbourne, Assessment Research Centre: the University of Melbourne.

Project 6: Benchmarks

Staffing

Griffin, P., P. Smith, J. Pollock & P Montgomery

Summary

Proposal

Funding

World Bank

Publications

Project 7: Exemplary

Staffing

Griffin, P, P. Nix, C. Kelly, P. Flynn

Summary

Proposal

Funding

World Bank

Publications

Griffin, P. (1997). Trial and Calibration of Exemplary Assessment Items in SOSE and English Key Learning Areas: A Report to the Victorian Board of Studies. Melbourne, Victorian Board of Studies.

Griffin, P. (1997). "Double marking." Directions in Education: Newsletter of the Australian Council for Education Administration 6(8): 4.

Griffin, P. (1997). "Reliability and VCE moderation." Directions in Education: Newsletter of the Australian Council for Education Administration 6(9): 3.

Griffin, P. (1997). "Testing and Assessment Monitoring Now a Global Trend." Directions in Education 6:7(May 1997): 3-4.

Griffin, P. (1997). "Testing in Schools." Directions in Schools. Australian Council for Educational Administration(March 1997).

Griffin, P. (1997). Literacy Testing in Australia. World Bank Study Tour, Visiting delegation to Department of Education,, Melbourne.

Program 2: Competency Based Assessment

Project 1: The Examination of the Theoretical Underpinning of Assessment

Staffing

S. Gillis, P.Griffin, R. Trembath, P.Ling

Summary

This project investigated the theoretical underpinnings of assessment. Factors influencing decision making processes in competency based assessment were explored across both industrial and vocational education and training settings. This project involved a national survey of workplace assessors and VET Trainers who were actively participating in competency based assessment. The study explored and tested a theoretical model of decision making and revealed significant differences in the use of interpretative frameworks, influences of assessor bias in predicting workplace assessment, organisational influences, the assessment and reporting process, the complexity of relationships among stakeholders and the perceived consequences associated with the assessment outcomes among workplace assessors and VET Trainers. The outcomes of the report include eight measures of factors influencing decision making and the findings have direct implications for assessor selection, training and monitoring.

Proposal

P.Ling, R.Trembath, P.Griffin,

Funding

\$50,000 Australian National Training Authority - Research Advisory Council

Publications

Gillis, S., Griffin, P., Trembath, R., Ling, P (1997). *The Theoretical Underpinnings of Assessment*. The University of Melbourne and the Royal Melbourne Institute of Technology: Melbourne.

Gillis, S., Griffin, P., Trembath, R., Ling, P. (1997). *The Theoretical Underpinnings of Assessment*. Melbourne, Assessment Research Centre: The University of Melbourne. Second Edition

Presentations

Gillis, S. Factors influencing Decision making in competency based assessment. Presented at the *Centre for Vocational Assessment Research National Launch*, NSW TAFE, Sydney, May 5th, 1997.

Gillis, S. G., P. (1997). Factors influencing decision making in competency based assessments. AARE Conference, Brisbane, Assessment Research Centre, The University of Melbourne.

Griffin, P. and S. Gillis (1997). The Evaluation of Assessment Processes and Practices. NCVET Research Conference, The University of Melbourne, Centre for Vocational Assessment Research/ Assessment Research centre, The University of Melbourne.

Gillis, S. (1997) What factors influence the quality of judgements of competence? Presented at the Post Graduate colloquium, November 1997

Complete

Project 2: International English Language Testing Project

Staffing: P. Griffin, S. Gillis

Summary:

This was an international investigation of language tests and the influence of culture on Item Behaviour. Rasch analyses of the IELTS's Receptive test items (Reading and Listening test components) enabled cross - national analyses of item behaviour and the establishment of an international calibration of test items. Comparisons of European and Australasian data illustrated slightly different response patterns. Implications for Australian Higher Education institutions accepting international students were drawn from the data analyses.

Proposal

Alderson, C. The development of IELTS. A British Council / IDP Project.

Funding

British Council Grant \$500.

Publications

Griffin, P. and S. Gillis (1997). Results of trials: A cross national investigation. Constructing and Trialling the IELTS Test. C. Clapham and J. C. Alderson. Cambridge, University of Cambridge Local Examinations Syndicate.

Griffin, P. & Gillis, S. A Cross-National Investigation of Language Tests: The International English Language Testing System in Europe and Australasia, Annual Conference of the Australian Association for Research in Education, Newcastle, November, 1994.

Project 3: Real Estate Industry Assessment Project

Staffing

P. Griffin and Y. Mponda

Summary

This project involved the development of assessment policies and guidelines, and competency-based workplace based assessments for traineeships that lead to nationally recognised credentials. The project which was part of the federally-funded Real Estate Industry National Transition Project, aimed to convert existing traineeship training into competency-based training and work-based assessment through the use of national competency standards. The assessment instruments were trialled and calibrated using trainees from five states.

Proposal

Funding

Project 3: Workplace Assessor Training

Staffing : P. Griffin, S. Gillis

Summary

The Assessment Research Centre is recognised, under the National Framework for the Recognition of Training (NFROT), as a private provider of assessor training. The ARC has developed curriculum and training manuals that reflect findings from current research activities and developments. The ARC has delivered customised industry assessor training to the Skillshare and AEMI trainers, as well as participants at the National Assessment Institute. Trainers from the NSA have been licensed to deliver training on behalf of the ARC under quality assurance procedures. These trainers deliver the course and provide evaluation of the training delivered. An Assessment Review Board (comprising of industry representatives and ARC personnel) has been established to examine appeals, to moderate assessment decision and to evaluate the training delivered.

Proposals**Funding**

Assessor Training

SkillShare, Taree

AEMI

National Assessment Institute

Assessment technical materials

Publications

Project 5: Development and implementation of a National On line Recording and Monitoring System for industries.

Staffing: S. Gillis, P. Griffin & G. Jane

Summary

The Assessment Research Centre, in consortium with 11 National Industry Training Advisory Bodies, is developing a national on-line recording and monitoring CBA system for industries. The system will be developed and piloted by the ARC in collaboration with the relevant ITABs, and will eventually be maintained and monitored by the National ITABs. It will be a decentralised system where data entry occurs at the local level and it will have procedures for implementing quality assurance. The overall product will be an online interactive database where policy makers, researchers, program managers, instructors, trainers and assessors could read about, and react to, competency based assessment and training practices.

Proposal

Project 4: Training Package

Project 5: School – to – Work

Mackenzie, P. and P. Griffin (1997). Basic competencies and the transition from school to work. Annual Conference of the British Education Research Association, University of York: York, UK.

Project 6: Centre for Vocational Assessment Research (CVAR)

Publications

(1997). <http://www.edfac.unimelb.edu.au/LASE/files/ARC/institute.html>. 1997 National Assessment Institute web page. The University of Melbourne, Assessment Research Centre.

(1997). <http://www.tafensw.edu.edu.au/cvar/>. CVAR web page. C. f. V. A. research. Sydney, CVAR.

Dickson, M. (1997). *Assessment Works: A Study of Workplaces with Experience in Assessment*. Sydney, NSW, CVAR.

Gordon-Smith, P., Hoggard, L. & Spark, C. (1997). *Making Learning Real - An Investigation into unpaid workplacements*. Sydney, NSW, CVAR.

Program 3: Assessment and Teacher Judgement

Project 1 Profiles of Learning

Staffing : P. Griffin, P. Smith

Summary

This project aims to investigate the transportability of the Victorian literacy profile scales to the USA context and to develop new material in response to findings. This work also aims to inform the Victorian literacy profiles scales. The program also aims to extend the work of the Victorian Literacy Profile Scales and develop ways of reporting usefully to stakeholders, especially parents, in a multicultural society and to facilitate the reporting process providing a useful account of how literacy is developing in a school. Profiles for Special Learners are being developed to assist teachers with children with reading difficulties and with Reading Recovery programs in particular. This project also proposes to develop scales for children in ESL and to publish for the US school system.

Proposals

P. Griffin, P. Smith Proposal for the development and publication of profiles in literacy, ESL and reading recovery reporting on ALPS. Proposal to R. Andersen Publishers, Melbourne.

Funding

Publications

Griffin, P. (1997). The ARC Learning Profiles. Melbourne, The Assessment Research Centre, University of Melbourne.

Project 2: Outcomes Based Education**Staff****Summary****Proposal****Funding****Publications**

Griffin, P. (1997). Assessing and monitoring outcomes-based education. The Curriculum Agenda: 1997 and beyond. Curriculum Corporation's fourth annual conference, Landmark Parkroyal Hotel, Potts Point, Sydney.

Griffin, P. (1997). Assessing and reporting outcomes. Outcomes Based Education: Issues and Strategies for Schools. p. Griffin and P. Smith. Canberra, Australian Curriculum Studies Association: 11-25.

Griffin, P. (1997). Assessment and Reporting in an Outcomes Based Approach to Instruction. Curriculum Corporation National Conference, Sydney.

Griffin, P. (1997). Assessment principles for OBE. Outcomes Based Education: Issues and Strategies for Schools. p. Griffin and P. Smith. Canberra, Australian Curriculum Studies Association: 26-31.

Griffin, P. (1997). Criterion Referenced assessment. National Workshop on Outcomes based education, The University of Melbourne, Australian Curriculum Studies Association: Canberra.

Griffin, P. (1997). Outcomes and profiles: Changes in Teachers' Assessment Practices. Annual Conference of the Australian Curriculum Studies Association, University of Sydney, Assessment Research centre, The University of Melbourne.

Griffin, P. (1997). An Interactive On Line Assessment System for Outcomes Based Assessment for Special Educators. Learning Difficulties, Disabilities and Resource Teaching. Selected papers from the Australian Resource Educators Association 1996 Conference. D. D. G. P. Jeffery. Melbourne, AREA: 11-26.

Griffin, P. (1997). The Impact of Adult Literacy Classes: The Characteristics and Activities of Clients. Melbourne, Assessment Research Centre, The University of Melbourne.

Griffin, P. (1997). Hindering and facilitating factors in OBE. Outcomes Based Education: Issues and Strategies for Schools. p. Griffin and P. Smith. Canberra, Australian Curriculum Studies Association: 48-50.

Griffin, p. and P. Smith (1997). Changing the Focus: Teachers introducing Profiles to Move Towards Outcomes Based Education. Canberra, Australian Curriculum Studies Association.

Griffin, P. and P. Smith, Eds. (1997). Outcomes-based Education: Issues and Strategies for Schools. Canberra, Australian Curriculum Studies Association.

Smith, P. and P. Griffin (1997). The impact of outcomes based education on teachers' work. Annual Conference of the Australian Association for Research in Education, Brisbane.

Program 4: Adult Basic Skills**Project 1: Longitudinal Adult Literacy Study: Impact of Adult Literacy Programs**

Staffing: P. Griffin, K. Corneille, Fitzpatrick, M and Pollock, J.

Summary:

The study is a longitudinal investigation of the impact of literacy classes on adult participants in their education, work, community and social lives. The relationships between these and the impact on personal outlook, activity levels and contextual factors have been included. Subjects were sampled from four Australian states. An initial sample of 540 cases was drawn and face to face interviews conducted. Subsequent data collections were undertaken by telephone interview in phases two and three and in the fourth year of data collection, a mail out survey was used together with telephone follow up of non respondents. At the mid phase four data collection more than 60% of the original sample had responded.

Proposal:

Griffin, P., Pollock, J. Neeson, S. ad Casey, S. (1991) Destinations of adult literacy students. A proposal for a five year longitudinal study. Submitted to the Department of Employment, Education and Training, 1992. This project is a continuing one and is funded by DEET over a period of five years.

Funding.

\$335,000. (total over 5 years) - funding for 1997- \$26,076.00

Publications:

Griffin, P., J. Pollock, et al. (1997). *Skilling Me Softly: The Impact of Adult Literacy Classes*. Melbourne, The University of Melbourne.

Griffin, P., Pollock, J., Fitzpatrick ,M., Corneille, K., Casey, S. & Neeson, S. Annual report for the advisory committee, 1992.

Griffin, P., Pollock, J., Fitzpatrick, M., Corneille, K., Casey, S. & Neeson, S. Annual report to the advisory committee 1993.

Griffin, P., Pollock, J., Fitzpatrick, M., Corneille, K. Casey, S. and Neeson, S. Annual report to the advisory committee 1994.

Fitzpatrick M. 1994, 'The National Five Year Longitudinal Study of Adult Literacy Students Phase 2', *Fine Print*, vol.16, no.2, pp.30.

Corneille, K. and Griffin, P. (1994) Attitude and other scales for adult learners. Assessment Research Centre.

Fitzpatrick M. 1994, 'NLLIA Adult and Child Literacy and ESL Network Research Fair, Sydney - A report', *Fine Print*, vol. 16, no.3, pp.iv.

Fitzpatrick M. 1994, 'Voices in the Literacy Field'. *Aris Bulletin*, vol.5, no.1, March, pp. 14.

Griffin, P., Fitzpatrick, M. & Pollock, J. 1994, *Case Studies in Adult Education: A Methodological Approach to a Longitudinal Study*, Assessment Research Centre, Royal Melbourne Institute of Technology, April.

Fitzpatrick M. Literacy at Work, A Case Study from the National Longitudinal Study on Adult Literacy, Australian Council for Adult Literacy, National Conference, Perth, July.

Fitzpatrick M. Poster Presentation. The National Longitudinal Study on Adult Literacy, Phases 1 & 2, The NLLIA Adult and Child Literacy and ESL Networks Research Fair, Sydney, July.

Fitzpatrick M & Griffin P, The National Longitudinal Study on Adult Literacy, Quantitative and Qualitative Approaches, National Conference on Communicative Practices in the Workplace, Sydney, November.

Fitzpatrick M, Poster Presentation, The National Longitudinal Study on Adult Literacy, Phases 1 & 2, VALBEC State Adult Literacy Conference, Melbourne, November.

Griffin P, A Five Year Study of Adult Literacy Students, Annual Conference of the Adult Basic Skills Action Coalition, Sydney, November.

DRAFT

Griffin, P. The Destinations of Adult Literacy Students, Annual Conference of the Australian Association for Research in Education, Newcastle, November.

Griffin P, Adult Literacy Assessment in a Family Literacy Program, Address to the Family Literacy Centre, Sodus School District, Rochester, NY, July .

Project 2: Literacy Issues with Early School Leavers

Staffing: Griffin , P. and Pitman, A.

Summary

In collaboration with Maryborough Regional Education and Training Services, and funded by the Department of Business and Employment, the project examines the characteristics of early school leavers in rural Victoria. The study examined the reasons why early school leavers experienced prolonged unemployment. 100 typical cases were identified in Skillshare agencies and youth training centres throughout the state. Interviews were conducted with youth and representative employers. The study was confined to youth in the rural areas of the State of Victoria.

Proposal

Favero, J. Literacy difficulties of early school leavers. Submitted to the Department of Business and Employment, Victorian Government.

Funding

Favero J, Literacy Assessment - Rural Early School Leavers, with the Maryborough Regional Education and Training Services, Department of Business and Employment.

Publications

Pitman, A. and P. Griffin (1997). Early school leavers in rural Victoria. Melbourne, Assesment Research Centre, The University of Melbourne.

. , Pitman, A Griffin, P. Favero, J and Kelly, C. (1995) Labour Market Programs and Early School Leavers in Rural Areas. Report submitted to the Department of Business and Employment. Government of Victoria.

Favero, J. and Giffin, P. (1995) Early School Leavers: A study of unemployment and the role basic skills. Paper presented at the Annual conference of the Australian Association for Research in Education, Hobart. November 25, 1995.

Pitman, A. An Evaluation of the Literacy Skills of Early School Leavers in Rural Areas. Address to Department of Industry Education Adult Literacy Trainers. 5 July 1995

Program 5: Teaching, Training and Seminars

1997 National Assessment Institute & Awards

1997 NAI Courses included:

- Pre Employment Assessment
- Assessment of Cognitive Skills
- Assessment of Attitudes in the Workplace
- Workplace Competency Based Assessment
- Evaluation of Competency Training
- Program Evaluation
- Item Response Theory
- Multi level Analysis of Statistical Data
- Assessment & Dual Recognition in schools and industry
- Causal Modelling of Statistical Data
- Introductory Statistics for Assessment Programs
- Benchmarks and OB Learning & Teaching
- VCE Assessment and Moderation
- Multi Media Approaches of Assessment
- Training Assessors
- RPL Assessment in the Workplace
- Key Competencies in schools and industry

Home Page established

(1997). <http://www.edfac.unimelb.edu.au/LASE/files/ARC/index.html>. Assessment Research Centre web page. The University of Melbourne, Assessment Research Centre.

Newspaper articles acknowledging award winners, assessment & training

Courier, B. (1997). Andrea wins training award. Ballarat Courier. Ballarat, Victoria.

Review, C. (1997). Ballarat strikes gold with award. Campus Review. Sydney, NSW.

Review, E. (1997). Community links win the day. Education Review. Sydney, NSW: 5.

TAFE, K. B. I. o. (1997). RPL Recognised in Inaugural Assessment Awards. Recognition & Assessment: 1.

Townsend, T. (1997). Brochure promotes assessment centre. Ballarat Courier. Ballarat, Victoria.

Wridgway, S. (1997). Excellence in School Assessment practices rewarded. UniNews. Melbourne: 3.

Wridgway, S. (1997). Uni sets assessment 'rules'. Melbourne UniNEWS. Melbourne: 5.

Graduate Students

The following students have enrolled in research degrees under the supervision of the Assessment Research Centre.

Doctorate of Philosophy

1. Shelley Gillis (Acquisition and Maintenance of Higher Order Competencies as a function of Training and Experience)
2. Chan Pong Lai (The Application of the Rasch Model to a Multi Component Mathematics Problem)
3. Peter Nix (The influence of Assessment and Reporting on Parent Participation in Victorian Primary Schools)
4. Lynette Martin (Factors affecting the implementation of Primary School Language Other Than English Programs)
5. Phuong Nga Nguyen (Washback Effects of the IELTS in Vietnam)

6. To Thi Thu Huong (Predictive validity of the IELTS in Vietnam)
7. Peter Carton (Will identify & document whether world best practice competency based training and development strategies have impacted upon frontline, middle management skills and performance)
8. Bernadette Pierce (Gifted underachieving boys in secondary school – knowledge rich domain)
9. Ha Tak Shing (Assessing problem solving skills in physics)
10. Phil Holmes Smith (Instrumentation and Structure of Level of Use)

Masters Of Education (Research)

1. Susan Casey (Adult Literacy Classes - Do they make a difference? An examination of their impact from the participants viewpoint)
2. Jillian Favero (Early school leavers and employability in rural Victoria)
3. Duong Mong Ha (University Entrance Requirements in Victoria)

Masters Of Education (Coursework)

1. Nguyen Thi Bich Ngoc (graduated Thursday 18th December 1997)
2. Le Thi Kim Anh (Minor thesis: Examination practices in Vietnam)

Post Graduate Students Completing in 1997

Phuong Nga Nguyen (Washback Effects of the IELTS in Vietnam)
 Chan Pong Lai (The Application of the Rasch Model to a Multi Component Mathematics Problem)

Teaching Subjects

In 1997 the Centre had enrolled a range of course work students. These were distributed as follows.

M.Ed Coursework	M.Ed Research	D.Ed	Ph.D.	CBA 3day	CBA 5day	CBA VET	Total
MC	MR.		P	C3	C5	V	Course Key

In the Masters Degree by course work, specific subjects are taught by the Centre staff. The subjects offered and their outlines are as follows: The courses to which they are relevant are indicated at the end of each summary outline using the key in the bottom row of the table above.

Seminars

The Following Seminars were hosted and chaired by The Assessment Research Centre

May 30

Dr John Tibbits, American Institute for Research, Washington.
'Linking Professional Development to Student Learning'

June 20

Bernadette Brown, Scottish Qualifications Authority (formerly SCOTVEC), Scotland
'Assessment Driven Training'

September 18

Faculty of Education Dean's Lecture Series 1997

Griffin, P. (1997). Developing Assessment in Schools and Workplaces. Melbourne, University of Melbourne.

Program 6: Services and Publishing

Project 1: School Entrant Health Questionnaire (SEHQ)

Staffing

K. Corneille, P. Griffin

Summary

This project involved the development of a comprehensive health questionnaire to be administered to all preparatory children in Victoria under the Human Services (Victoria) School Nursing Program. The questionnaire (SEHQ) will assist the school nurse with identification of health and well being concerns that require an intervention. This will include concerns relating to psychosocial matters, behaviour, development, disabilities, parenting and family stress, in addition to physical health and sensory deprivation.

Staff at the Assessment Research Centre advised on the methodology and undertook the questionnaire design, data entry, data analysis and scale development components of the project.

Funding

\$25,000: Human Services Victoria

Publications

Ballard, S., Edgecombe, G. & Jovanovska Dushanka (1997). Development of a parent-report child health questionnaire for Victoria's School Nursing Program. 'Parallel Pathways Towards a Common Goal'

2nd National School Nurses' Conference, Hilton of the Park, Melbourne.

Edgecombe, G. A., Avent, K., Griffin, P. and Corneille, K. (1997). School Nurses Manual for the School Health Questionnaire. Melbourne, Department of Human Services.

Edgecombe, G. A., K. Avant, et al. (1997). Development and testing of a parent-report questionnaire for assessing the health needs of first grade children. Society for Research in Child Development Biennial Meeting, Washington, Department of Human Services.

Edgecombe, G. A., K. Avant, et al. (1997). Development of a parent report questionnaire as an adjunct to school nursing practice. 6th International Nursing Practitioner Conference: Working Together, Carlton Crest Hotel: Melbourne, Department of Human Services.

Edgecombe, G. A., K. Avant, et al. (1997). "Development of the school entrant health questionnaire." Journal of Nursing Measurement.

Edgecombe, G. A., K. Avant, et al. (1997). Manual for the School Entrant Health Questionnaire. Melbourne, Department of Human Services.

Edgecombe, G. A., K. Avant, et al. (1997). "The school health questionnaire (SEHQ): Increasing effectiveness of school nurses in the primary school setting." Colegian: Journal of the Royal College of Nursing.

Edgecombe, G. A., K. Avant, et al. (1997). "School nursing practice in primary schools: An analysis of school entrant health questionnaire data." International Journal of Nursing Practice.

Status

Complete

Project 2: Learning Technologies Survey

Staffing: K. Corneille & P. Griffin

Summary

The development, printing, scanning, analysis and reporting of instruments and data for the Learning Technologies Survey.

Funding \$3,800.00

Scanning services

The Centre scans data sheets for clients using the Opscan 5 optical mark reader.

Subject evaluation

The Centre has developed a questionnaire for evaluating subject outcomes for university teaching staff and scans the results of this for interested teachers, departments etc and provides a summary outcome of the data analysis.

Data Analysis

The Centre has a large range of powerful statistical data analysis packages and provides this service to interested researchers and organisations.

6.2. Catalogue of Publications

A revised catalogue of the publications and prices of the Assessment Research Centre has been prepared. The catalogue includes papers and reports on projects as well as occasional papers arising from the publication sub program.

7.0 Financial Statement.

Income and expenditure Report here.

7.1 Assets.

Asset acquired in report year list here , shelf life, replacement schedule...