

Assessment Research Centre

2000 ANNUAL REPORT

Assessment Research Centre

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The report and other details of the Assessment Research Centre are available on the
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Table of Contents

INTRODUCTION.....	1
MISSION AND PHILOSOPHY	3
RESEARCH	3
PUBLICATION	3
DEVELOPMENT.....	3
TRAINING.....	4
PERSONNEL	5
CONSULTANTS AND CASUAL STAFF	6
RESEARCH PROGRAMS.....	7
1. VOCATIONAL ASSESSMENT PROJECTS	8
2. APPLIED MEASUREMENT PROJECTS.....	8
3. TEACHING, TRAINING AND SUPERVISION	8
1. VOCATIONAL ASSESSMENT RESEARCH.....	9
1.1 ASSESSMENT AND REPORTING OF VET COURSES IN SENIOR SECONDARY CERTIFICATES	10
1.2 AN INTEGRATED APPROACH TO ASSESSMENT OF HIGHER ORDER COMPETENCIES.....	12
1.3 STANDARDISED OUTPUT MEASURES FOR VOCATIONAL EDUCATION AND TRAINING - A PAIRWISE COMPARISON APPROACH	14
1.4 FACTORS INFLUENCING COMPLETION RATES OF NEW APPRENTICESHIPS AND TRAINEESHIPS	16
1.5 DEVELOPMENT OF PROFESSIONAL STANDARDS FOR VIETNAMESE PRIMARY TEACHERS.....	18
1.6 PERFORMANCE ASSESSMENT AND REPORTING INTEGRATED SYSTEM (PARIS).....	20

2. APPLIED MEASUREMENT RESEARCH	23
2.1 SOUTHERN AFRICAN CONSORTIUM FOR MONITORING IN EDUCATION QUALITY SACMEQ).....	24
2.2 PROBLEM SOLVING IN MATHEMATICS.....	26
2.3 GENERAL ABILITY, ENGLISH AND MATHEMATICS (GEM) TEST.....	28
2.4 NEW SOUTH WALES BILINGUAL/BILITERACY PROGRAM	30
2.5 SCHOOLS APTITUDE AND ACHIEVEMENT PROJECT.....	31
2.6 BENCHMARKS IN ASIAN STUDIES	32
2.7 TRANSFER OF PROFILES TO INTERNATIONAL SETTINGS.....	33
2.8 DETERMINANTS OF LITERACY AND NUMERACY AMONG PRIMARY SCHOOL CHILDREN IN VIETNAM	35
2.9 NUMERACY FOR INDIGENOUS STUDENTS IN SECONDARY SCHOOLS (INISSS).....	37
2.10 DEVELOPMENT OF THE COURSE EXPERIENCE QUESTIONNAIRE (CEQ).....	39
2.11 QUALITY ASSURANCE SYSTEM FOR FAMILY DAY CARE	41
2.12 PROFILING LITERACY AND NUMERACY FOR INDIGENOUS PRE SCHOOL CHILDREN.....	43
2.13 IMPROVING NUMERACY IN THE MIDDLE YEARS IN VICTORIAN SCHOOLS	44
3. TEACHING, TRAINING AND SUPERVISION.....	45
3.1 GRADUATE STUDENT SUPERVISION	46
3.2 AWARD TEACHING SUBJECTS	48
3.3 2000 NATIONAL ASSESSMENT AWARDS.....	50
2000 FINANCIAL STATEMENT	55

INTRODUCTION

The Assessment Research Centre (ARC) was established in 1989 at the Royal Melbourne Institute of Technology (RMIT) and relocated to the Faculty of Education at the University of Melbourne in November 1996. Since it began, the Centre has developed a strong research culture and an international reputation for its work in assessment research, development and teaching. In 1997, the Assessment Research Centre, in collaboration with the New South Wales TAFE Assessment Centre, was funded by the Australian National Training Authority (ANTA) to form the Centre for Vocational Assessment Research (CVAR). The Centre was formally recognised by the University of Melbourne and established as a university collaborative Centre in July 1997. From 1999, the links between the NSW TAFE Assessment Centre were relinquished and the Centre continued as an independent body outside the ANTA key centres framework.

The Centre's mission is to promote change and improvement in the fields of assessment, reporting and applied measurement. To achieve this mission, the centre undertakes research, consultancies, development projects, and participates in higher and vocational training in both award and non-award programs.

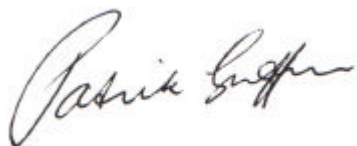
A national and international program of research, development and teaching has been pursued by the Centre with activities undertaken within Australasia, as well as within Europe, North America, Asia and Southern Africa. Projects have included many research and development studies in schools, higher education, vocational education and industry. Collaborative projects have been established with universities, research organisations and government departments in Australia (with organisations from Queensland, Western Australia, New South Wales, Victoria and Tasmania), New Zealand, France, Vietnam, Southern Africa and the United States, reflecting the truly national and international nature of the Centre's profile and emphasis. Nationally competitive projects were successfully won through competitive tender procedures and the Centre's status as a recognised provider of training for non-award courses was retained. The Centre secured two ARC SPIRT grants, in both applied measurement and vocational assessment as well as an additional national NREC research grant in the field of vocational assessment and several other competitive tender research projects in vocational assessment and applied measurement. In addition, the Centre proposed with the Centre for Program Evaluation (Department of Education Policy and

Management), the implementation of a new Masters Degree in Assessment and Evaluation. Within this degree the Centre was successful in securing competitive tendering for postgraduate project development (T&LM&ET grant). The funding was received by the Centre to place its interactive web-based program and the performance assessment subject within the new degree as an on-line subject.

The Centre's fourth annual National Assessment Awards, which recognise excellence in assessment practice, were conducted in November, 2000. Three National Assessment Awards were presented to entrants who developed exemplary assessment practices in, VET (RTOs), Workplace and Classroom (Schools) contexts.

During 2000, the Centre's teaching program attracted local postgraduate students as well as others from Australian states, Hong Kong, Vietnam and Indonesia. An intensive recruitment program was undertaken in cooperation with the Centre for Program Evaluation.

The Centre staffing increased to a total of nine research and administration staff and a new group of graduate research students joined the Centre. This increased the critical mass of the research staff and enabled some consolidation of the research agenda. Links with other research centres within the Faculty of Education (Centre for Program Evaluation and the Centre for Applied Educational Research) further strengthened the research culture of the Centre and negotiations also began with centres at the University of London and the University of Toronto to commence an international degree in assessment. A noteworthy addition to the associates of the Centre was the appointment of Professor Geoff Masters and Professor Ray Adams from the Australian Council for Educational Research (ACER) as Professorial Fellows. During 2001, the Centre and ACER will continue to explore ways of expanding the cooperative relationship between the two organisations. This, together with the internationalisation of the teaching programs of the Centre offers enormous potential for the coming years.



Professor Patrick Griffin

Director

MISSION AND PHILOSOPHY

The Centre focuses on improving assessment and reporting in education and learning through a four-step process of research, publication, development and training. These provide the framework for strategic planning by the Centre and guide the Centre's core business as well as its link to the university's mission. Research that leads to change, strategically affects change, or sets up the basis for change and improvement in assessment, forms the focus of the Centre's work. International transfer of the research output is regarded as the test of its theoretical strength.

Research

The Centre focuses on research either in or using assessment. All activities and projects have a research focus and emphasise assessment or evaluation models based on assessment. 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.

Publication

Through publishing the research outcomes in a variety of media to cater for a wide variety of audiences, the Centre is able to disseminate its ideas and procedures to assist the change process. Publications for each project are listed in this report.

Development

The development strategies employed by the Centre translate research outcomes into materials that practitioners can evaluate and use. The end user is one who can judge the practicality of research outcomes and their application potential. This is the basis of the change and improvement of practices. Therefore, the development of materials is also given priority in each project.

Training

Each project at the development stage plans a series of seminars, workshops, publications and other means of dissemination. Training also assists research and development to be disseminated. It makes research available for widespread use. This is the technology transfer of the Centre's work.

The Centre conducts a series of short course training programs in assessment research and related fields. Graduate supervision and teaching of award and non-award courses compliments the Centre's research program by having graduates actively participating in, or even managing, components of the Centre's research agenda.

Internal seminars provide graduate students and research associates with the opportunity to present and discuss their activities in an informal, collegial environment. The seminars involve a range of academic and industry/community/education speakers and are publicised outside the university.

PERSONNEL

Director & Chair of Education (Assessment)



Professor Patrick Griffin, B.Sc., M.Ed., T.S.T.C., Ph.D., F.A.C.E.

Centre Manager



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Administrative Assistant



Ms Sue Griffin

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M.Ed., Ph.D.

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Grad.Dip.(Applied Psychology)



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Grad.Dip (Computer Science),
Dip.Ed., M.Ed.

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Ms To Thi Thu Huong
Mr Low Chi Keen
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Ms Rosemary Jones
Ms Elisabeth Lundahl-Hegedus
Mrs Audrey Mason
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Dr Nguyen Phuong Nga
Mr Xuan Thanh Pham
Mr Keith Pigdon
Mr Geoff Poynter
Dr Patricia Smith
Professor Max Stephens
Ms Bettina Stevenson
Dr Manjula Wanganaike

RESEARCH PROGRAMS

The Centre conducts its activities in research and development as well as its teaching/administration programs. Each area has a co-ordinator responsible for project development, proposal preparation and project scheduling and outputs. Program areas are as shown below and details of each project are provided in following sections.

Research

1. Vocational Assessment Projects
2. Applied Measurement Projects

Teaching

3. Teaching, Training and Supervision

1. Vocational Assessment Projects

- 1.1. Assessment and Reporting of VET Courses in Senior Secondary Certificates
- 1.2. An Integrated Approach to Assessment of Higher Order Competencies
- 1.3. Standardised Output Measures for Vocational Education and Training –
A Pairwise Comparison Approach
- 1.4. Factors Influencing Completion Rates of New Apprenticeships and Traineeships
- 1.5. Development of Professional Standards for Vietnamese Primary Teachers
- 1.6. Performance Assessment and Reporting Integrated System (PARIS)

2. Applied Measurement Projects

- 2.1 Southern African Consortium for Monitoring in Education Quality (SACMEQ)
- 2.2 Problem Solving in Mathematics
- 2.3 General Ability, English and Mathematics (GEM) Test
- 2.4 New South Wales Bilingual/Biliteracy Program
- 2.5 Schools Aptitude and Achievement Project
- 2.6 Benchmarks in Asian Studies
- 2.7 Transfer of Profiles to International Settings
- 2.8 Determinants of Literacy and Numeracy among Primary School Children in Vietnam
- 2.9 Numeracy for Indigenous Students in Secondary Schools (INISSS)
- 2.10 Development of the Course Experience Questionnaire (CEQ)
- 2.11 Quality Assurance Measures for Family Day Care
- 2.12 Profiling Literacy and Numeracy for Indigenous Pre School Children
- 2.13 Improving Numeracy in the Middle Years in Victorian Schools

3. Teaching, Training and Supervision

- 3.1 Graduate Student Supervision
- 3.2 Award Teaching Subjects
- 3.3 National Assessment Awards – Workplace, VET(RTOs) and Classroom (Schools)

VOCATIONAL ASSESSMENT RESEARCH

The Vocational Assessment program comprises a suite of research projects that investigate the practices and processes of both industry based and VET based assessments. The aim of the program is to inform and improve policy and practice in the assessment of competencies and performances. Projects involve the examination of performance based assessment practices that occur within criterion referenced frameworks. They use either standards, profiles, benchmarks or outcome statements and require judgement as well as analysis of evidence.

1.1 Assessment and Reporting of VET Courses in Senior Secondary Certificates

Staffing

P. Griffin, S. Gillis, J. Keating, D. Fennessy

Summary

The Assessment Research Centre at the University of Melbourne was commissioned by the Australian National Training Authority to provide advice to ANTA MINCO and MCEETYA, ACACA Agencies and universities on ways of deriving differentiated performance data from VET courses within senior secondary certificates. The primary aim of the project was to further develop the understanding of the methods and practices that lead to both a normative score and competency based assessment and the issues raised together in bringing together the two different approaches.

Status

Complete

Funding Source

Australian National Training Authority

Publications

Gillis, S. (2000). Square Pegs for Round Holes or Best Fit Assessment: Grading Assessment of VET Courses within Senior Secondary Certificates. Paper presented at the VETNETWork 2000 Biennial Conference, 22-24th November 2000, Melbourne.

Griffin, P., Gillis, S., Keating, J., and Fennessy, D. (2000). Assessment and Reporting of VET Courses in Senior Secondary Certificates. Assessment Research Centre, The University of Melbourne.

1.2 An Integrated Approach to Assessment of Higher Order Competencies

Staffing

P. Griffin, S. Gillis, C. Weller, J. Connally

Summary

In collaboration with the Department of Defence, ACT and the Australian Emergency Management Institute (AEMI), the Assessment Research Centre is exploring an innovative approach to the assessment of higher order competencies in the public safety and public service industries by integrating developments in two fields of study: performance appraisals and psychometrics. The three year study will address a hitherto unresolved issue - how multiple sources of evidence about multiple components of competency judgements can be synthesised and used to inform holistic judgements of workplace competence. Two areas of investigation underpin this study. The first is identifying a method of obtaining and synthesising data from multiple observers and the second is the method of separating the components of competency. Neither of these has been adequately addressed in the Australian Vocational Education and Training System, but each is pertinent to almost every industry sector and in many instances to other forms of distance education. This study will explore how multiple sources of evidence can be synthesised and how components can be separated. It also will examine the influence of the source of evidence (eg. peer, self and supervisor judgements) on overall decisions of competence.

Status

On going

Funding Source

Australian Research Council Special Program for Industry Research Training (SPIRT);
Australian Emergency Management Institute and Department of Defence – Joint Education and
Training, Canberra

Publications

Griffin, P. (2000). National Assessment Forum: *Is competency assessment doomed in practice to be task based and entry level? Can we break the barriers?* Paper presented at the University of Melbourne's National Assessment Forum, November 9.

Griffin, P. and Gillis, S. (2000). *A multi source measurement approach to assessment of higher order competencies*. Paper presented at the British Education Research Association Annual Conference, Cardiff University, Wales, United Kingdom, September 7-9.

Griffin, P. and Gillis, S. (1999). *Assessing Higher Order Vocational Competencies: a multi source approach*. Referred paper presented at the AARE NZARE Conference, Melbourne, November.

Griffin, P. and Gillis, S. (1999). *Discussion Paper: The establishment of a competency based assessment system for emergency management*. Assessment Research Centre: The University of Melbourne.

1.3 Standardised Output Measures for Vocational Education and Training - A Pairwise Comparison Approach

Staff

P.Griffin, S.Gillis

Summary

The Assessment Research Centre at The University of Melbourne was contracted by the Australian National Training Authority (ANTA) to conduct a pilot research project that will test the feasibility of constructing a standardised output measure for Australia's vocational education and training system. This project involved an assessment by expert panels of the "difficulty" attributed to individual units of competency within a small number of training packages. The ratings of each expert panel member were collated and analysed using a statistical theory called "Pairwise comparison" or "Rasch modelling". The analysis determined a "difficulty" value for each unit of competency and provided the basis for determining a standardised output measure.

Status

Complete

Funding Source

Australian National Training Authority

Publications

Griffin, P. (1999). *Comparing Workplace Competencies: establishing a modelling process*. A commissioned discussion paper for the Australian National Training Authority. Assessment Research Centre: The University of Melbourne.

Griffin, P. (1999). *Valuing Vocational Education and Training Outputs: a standardised output measure*. A paper prepared for the Australian National Training Authority. Assessment Research Centre: The University of Melbourne.

Griffin, P. and Gillis, S. (2000). *Valuing Vocational Education & Training Outputs: Standardised Output Measure: Pairwise Comparison Project*. Assessment Research Centre: The University of Melbourne.

1.4 Factors Influencing Completion Rates of New Apprenticeships and Traineeships

Staffing

P.Griffin, S.Gillis, H. Coates

Summary

The Assessment Research Centre at The University of Melbourne was commissioned by the National Centre for Vocational Education Research (NCVER) to investigate the influence of the home, workplace and training environments on apprentice and trainee attrition and retention rates in three industry sectors: hospitality, electronics and automotive. The pilot study was undertaken over a 10 month period and identified factors influencing attrition, retention and completion rates amongst apprenticeships and traineeships in hospitality, automotive and electrical/electronic industries. It also identified strategies to determine 'at risk' trainees/apprentices.

Status

Complete

Funding Source

National Research Evaluation Committee, National Centre for Vocational Educational Research.

Publications

Griffin, P. and Gillis, S. (1999). *Factors Influencing Completion Rates of New Apprenticeships: Interim Report*. Assessment Research Centre: The University of Melbourne.

Griffin, P., Gillis, S. and Coates, H. (2000). Factors Influencing Completion Rates of New Apprenticeships Programs: A pilot project. Assessment Research Centre: The University of Melbourne.

1.5 Development of Professional Standards for Vietnamese Primary Teachers

Staff

P. Griffin, G. Poynter, Nguyen Phuong Nga

Summary

This project funded by the World Bank is one of eight being undertaken in the World Bank Primary Education Project in Vietnam. The project sought to develop professional standards for primary teachers in Vietnam and then develop guidelines for their implementation. The process included a mixture of surveys and workshops throughout Vietnam. Workshops were held with policy makers, academics, researchers, teachers and school principals. Visits to schools were also conducted to ascertain the acceptance by teachers in the school setting. A competency assessment protocol has been developed and trialled with school principals and Ministry officials. Assessor training and action research program is currently underway to ascertain the feasibility of the change process.

Status

Current

Funding Source

World Bank, Primary Education Co-ordination Unit, Ha Noi

Publications

Griffin, P. (2000). *Handbook for Teachers and Assessors on Primary Teacher Competency Assessment. Frequently Asked Questions and Answers*. World Bank in Vietnam Human Development Section: Hanoi.

Griffin, P., Poynter, G., et al. (2000). *Development of Prototype Teaching Standards for Primary Teachers in Vietnam*. World Bank Primary Education Project Management Unit: Ministry of Education and Training: Hanoi, SR Vietnam.

1.6 Performance Assessment and Reporting Integrated System (PARIS)

Staffing

P. Griffin, S. Gillis, K. Pigdon

Summary

This project is developing Web and CD-ROM based materials to be used in post graduate programs in assessment offered by the Faculty of Education (eg. the Post Graduate Diploma in Assessment & Evaluation and the Masters of Assessment & Evaluation). The PARIS will be designed to provide students with quality skill development at a post graduate level. The intention is to develop a group of specialists who can, in turn, train others in assessment procedures and practices. Post Graduate students of assessment will have an opportunity to combine theory with practice in the field of performance assessment using workplace exercises. It will also enable them to obtain immediate feedback about the technical qualities of their work and take appropriate action based on this feedback. This will be achieved via mixture of an online teaching and learning system with classroom and field work projects that allow direct observation assessment to be combined with traditional methods to be implemented in teaching at university level.

Status

On-going

Funding Source

Teaching & Learning (Multimedia & Educational Technologies) Committee, The University of Melbourne.

Publications

- Gillis, S. (1996). *Internet-based: Australia's on-line recording and monitoring system for industry competency based assessment*. Paper presented at the Comprehensive Adult Student Assessment System Summer Institute on Assessment, San Diego, Ca.
- Gillis, S. and Griffin, P. (1996). *Workplace Assessor Training: Introduction*. Assessment Research Centre, The University of Melbourne: Melbourne.
- Gillis, S. and Griffin, P. (1996). *Internet-based: On-line recording and monitoring of competency assessments assisting industry penetration*. Assessment Research Centre, The University of Melbourne: Melbourne.
- Gillis, S. and Griffin, P. (Eds.). (1996). *Workplace Assessor Training: Reading Guide*. Assessment Research Centre, The University of Melbourne: Melbourne.
- Griffin, P. (2000). *Students! Take Your Marks, Get Set! Learn!* Outcomes based assessment in an online context. Keynote address to the Queensland Department of Education Assessment Conference, Griffith University, July.
- Griffin, P. (2000). *ARC Learning Profiles*. A reporting framework for performance assessment. computer software for reporting purposes.
- Griffin, P. (2000). 'Intervention and Readiness to Learn'. *Learning Matters*, 5(3):pp.18-19. Catholic Education Office Victoria.
- Griffin, P. (2000). *Assessment of Higher Order Competencies*. Key Note Address at the Australian Council for Educational Administration NSW State Conference. April 28.
- Griffin, P. (2000). *Assessment and Reporting in a Standards Referenced Framework*. Paper presented to the Assessment Conference for the New South Wales Association of Independent Schools. Sydney, October 23.

Griffin, P. (1998). *Critical Success Factors for Assessing Learning Competency*. Paper presented at the Performance Measure for Training, The Stamford Plaza, Melbourne, 30 -31 March.

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 (AREA),1996 Conference, Melbourne, pp.11-26.

Griffin, P. and Gillis, S. (1999). *Evaluation of Vocational Assessment Processes and Practices*. Referred paper presented at the AARE NZARE Conference, Melbourne, November.

Griffin, P. and Gillis, S. (1997). *The Evaluation of Assessment Processes and Practices*. Paper presented at the NCVET Research Conference. The University of Melbourne: Melbourne.

Griffin, P. and Gillis, S. (1996). *Workplace Assessor Training: Workbook*. Assessment Research Centre, The University of Melbourne: Melbourne.

Griffin, P. and Gillis, S. (1996). *Workplace Assessor Training: Primer*. Assessment Research Centre, The University of Melbourne: Melbourne.

Griffin, P. and Gillis, S. (1996). *Workplace Assessor Training: Workshop Guide*. Assessment Research Centre, The University of Melbourne: Melbourne.

Griffin, P., Gillis, S. and Jane, G. (1998). *CompAssess: an Overview*:
<http://www.compassess.com.au/compassess/>

Griffin, P. and Smith, P. (2000). An application of profiles in a context of change. In P. Smith (Ed.) *Talking Classrooms*. Newark, NJ. International Reading Association. pp. 121-140.

APPLIED MEASUREMENT RESEARCH

This program involves a range of research development and teaching projects. These focus on psychometrics, test development, performance and competency assessment as they are applied in schools, higher education, TAFE and workplaces. Projects are undertaken at local, state, national and international levels. The goal of the program is to identify ways of improving assessment that involves instrument development and measurement theory.

2.1 Southern African Consortium for Monitoring in Education Quality (SACMEQ)

Staffing

P. Griffin (with K. Ross [UNESCO IIEP, Paris]; N. Postlethwaite [Hamburg]; F. Voigts [UNESCO, Harare])

Summary

The project established procedures to link the literacy assessments in five Southern African nations - Zimbabwe, Zanzibar, Mauritius, Namibia and Zambia. A training project was offered to participants in the UNESCO International Institute for Educational Planning in Paris. Subsequent data analysis led to further UNESCO projects in Santiago and South Africa. A second stage of the project is currently underway and data collection is almost complete. A national Research Co-ordinators meeting to discuss analysis is planned for 2001 and a CD of data and instruments will be released during the year.

Status

Current

Funding Source

UNESCO

Publications

Griffin, P. (2000). *A Global Analysis of Achievement in Developing Nations*. UNICEF: New York.

Griffin, P. (2000). *A Global Analysis of Achievement in Developing Nations*. Report prepared for UNICEF. Education for all: UNICEF, Dakar, Senegal.

Griffin, P. (1998). *An Introduction to the Rasch Model*. Report prepared for the Latino Americano de Evaluacion de la calidad de la Education. Santiago, Chile.

Griffin, P. (1997). *Introduction to the Rasch Model*. A report for the Latin American Assessment Project. Assessment Research Centre, The University of Melbourne: Melbourne.

Griffin, P. (1997). *Introduction to the Rasch Model: developing equivalent scores from a common item pool*. UNESCO-International Institute for Educational Planning, Paris.

Griffin, P. (1997). Monitoring is an International Phenomenon. *Directions in Education*, 6(7), p.3.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Pupil reading test (Form A)*. IIEP: Paris.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Pupil reading test (Form B)*. IIEP: Paris.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Teacher reading test*. IIEP: Paris.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Pupil mathematics test (Form A)*. IIEP: Paris.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Pupil mathematics test (Form B)*. IIEP: Paris.

The Southern Africa Consortium for Monitoring Educational Quality. (1998). *Grade 6 study of reading and mathematics. Teacher mathematics test*. IIEP: Paris.

2.2 Problem Solving in Mathematics

Staffing

K. Lai, P. Griffin, J. Connally

Summary

The project is undertaken in collaboration with the North Shore Development and Coaching Centre (NSDCC) and its colleges. Items along the strands of Numeration, Measurement, Space, Chance and Data were designed by the Assessment Research Centre to test the problem-solving skills of pupils at years 3, 4 and 5 in both Melbourne and Sydney. The items assessed the pupils' performance in different key steps in the problem-solving process in situations familiar and also unfamiliar to the pupils; these items were then scored by the Assessment Research Centre. Reports on the performance together with constructive feedback were given to each participant after the competition. The project was supported by an ARC Special Program for Industry Research Training (SPIRT) grant partnered by the NSDCC Limited.

Status

On-going

Funding Source

Australian Research Council Special Program for Industry Research Training (SPIRT)
North Shore Development and Coaching Centre

Publications

Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group A (Level 3)*. North Shore Development and Coaching Centre: Sydney.

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- Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group B (Level 4)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group C (Level 5)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group D (Level 6)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group E (Level 7)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition: Group F (Level 8)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 3 & 4 (A)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 3 & 4 (B)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 5 & 6 (A)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 5 & 6 (B)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 7 & 8 (A)*. North Shore Development and Coaching Centre: Sydney.
- Lai, K. (2000). *North Shore Creative Problem Solving Competition Practice Tests: Levels 7 & 8 (B)*. North Shore Development and Coaching Centre: Sydney.

2.3 General Ability, English and Mathematics (GEM) Test

Staffing

K. Lai, P. Griffin, J. Connally

Summary

Tests have been designed to measure General Ability, English and Mathematics (GEM test). They are administered early in March each year and initially to students in years 4, 5 and 6, in colleges run by the North Shore Development and Coaching Centre based in Melbourne, Sydney and Brisbane. Each year the tests attract a number of students not enrolled in the North Shore Development and Coaching Centre. The aim of the tests are to monitor student progress in the three subject areas. The items in the tests have been designed by the Assessment Research Centre and are in the multiple choice formatting. The Assessment Research Centre then scores these items. Reports containing overall individual performance in each subject is given to each participant after the competition, including basic statistics on inter-student and intra-student comparisons. Constructive feedback is also given to the student.

Status

On-going

Funding Source

North Shore Development and Coaching Centre

Publications

Lai, K. (2000). *North Shore GEM Trial Test: English Level 4*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: English Level 5*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: English Level 6*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: Mathematics Level 4*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: Mathematics Level 5*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: Mathematics Level 6*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: General Ability Level 4*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: General Ability Level 5*. North Shore Development and Coaching Centre: Sydney.

Lai, K. (2000). *North Shore GEM Trial Test: General Ability Level 6*. North Shore Development and Coaching Centre: Sydney.

2.4 New South Wales Bilingual/Biliteracy Program

Staffing

K. Lai, P. Griffin, H. Coates

Summary

The Curriculum Support Unit of the New South Wales Department of Education has commissioned the Assessment Research Centre at the University of Melbourne to analyse data collected from 1998, 1999 and 2000 cohorts. The data have been collected using English, Vietnamese and Chinese tests on students in schools in New South Wales. The students are undertaking different language programs and from different ethnic backgrounds. The data will be analysed using item response theory. Multi-level modelling will also be used to examine the variance components from the hierarchical structures in the data and to explore the effects of the different explanatory variables on student performance. Reports on the analysis will be sent to the Department of Education and Training in New South Wales.

Status

Current

Funding Source

New South Wales Department of Education and Training

2.5 Schools Aptitude and Achievement Project

Staffing

K. Lai, P. Griffin, J. Connally

Summary

The Assessment Research Centre at the University of Melbourne has been commissioned by Robert Allwell & Associates Pty. Ltd. to set up an item bank for the purpose of monitoring students' progress in mathematics from year 4 to year 10. Items along the strands of numbers, measurement, data/chance, space and relations are being designed to measure the mathematics ability of the students at key learning stages. The tests are of two main types. The first type is an achievement test, meant for the general student population of a particular year level. The second, is a test with more difficult items meant for the top 15% of the student population. There are common items in tests of adjacent year levels for the purpose of test equating. The students will be calibrated with data provided by Robert Allwell & Associates Pty. Ltd.

Status

Current

Funding Source

Robert Allwell & Associates Pty. Ltd.

Publications

Lai, K. (2000). *Mathematics Tests: Year 6 Advanced*. Allwell & Associates Pty. Ltd: Sydney.

Lai, K. (2000). *Mathematics Tests: Year 6 Achievement*. Allwell & Associates Pty. Ltd: Sydney.

Lai, K. (2000). *Mathematics Tests: Year 8 Achievement*. Allwell & Associates Pty. Ltd: Sydney.

Lai, K. (2000). *Mathematics Tests: Year 10 Achievement*. Allwell & Associates Pty. Ltd: Sydney.

2.6 Benchmarks in Asian Studies

Staffing

P. Griffin, H. Coates

Summary

This project aims to develop for the Asian Education Foundation, a series of instruments to assess knowledge and attitudes related to Asian culture and to establish benchmarks at a national level for those studies.

Status

Current

Funding Source

DETYA and Asian Education Foundation

2.7 Transfer of Profiles to International Settings

Staffing

P. Griffin, P. Smith (RMIT)

Summary

This project investigates the transportability of the Literacy, English as a Second Language (ESL) and Interview test of ESL as profiling mechanisms to the international contexts. In addition, the program aims to extend the work of the 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 who have 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 USA school system. The second edition of the Profiles Handbook, the computer reporting software and a manual have been prepared and are all due for release during 2001.

Status

Current

Funding Source

Core Funding

Publications

Griffin, P. (1998). *The ARC Learning Profile Scales (ALPS): A computer based developmental assessment reporting program*. Assessment Research Centre, The University of Melbourne: Melbourne.

Griffin, P. (1998). *Profiles and reporting in a developmental assessment framework*. IARTV: Melbourne.

Griffin, P. (1998). *Profiles, origins and development*. Paper presented at the National Developmental Assessment Conference, Melbourne.

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

Griffin, P. and Callingham, R. (1997,1998). *Using the APLS Software*. Office of Educational Review, Department of Education, Community and Cultural Affairs: Hobart.

Griffin, P. and Smith, P. (2000). An Application of Profiles in a Context of Change. In P. Smith (Ed.) *Talking Classrooms*. Newark, NJ.: International Reading Association. pp.121-140.

Smith, P. (1997). *Down the track with profiles*. Reading Association of Ireland Conference, Dublin, Ireland, September.

Profiles web page at - <http://www.educationprofile.com.au>

2.8 Determinants of Literacy and Numeracy among Primary School Children in Vietnam

Staffing

N. Postlethwaite (Hamburg), P. Griffin (Melbourne), K. Ross (UNESCO-IIEP, Paris)

Summary

This project investigates the school, home and community factors influencing literacy and numeracy of Vietnamese primary school children. Tests in mathematics and Vietnamese language have been developed for children in years 3 and 5. Samples have been drawn from 5 provinces (Ha Noi, Hien Bai, Thanh Hon, Quang Nam and Vinh Long). Questionnaires were developed for head teachers, teachers and students. Tests of mathematics (number, chance, problem solving and measurement) and Vietnamese (reading, language structure and writing) were linked across years 3 and 5 to estimate growth. The project is the first phase of a longitudinal project that aims to monitor achievement levels and provide policy advice to the Ministry of Education and Training, within the World Bank Primary Education Project. In 2000 the project was extended with data collection planned for 2001 in all 60 provinces and a sample of almost 80,000 students.

Status

Current

Funding Source

World Bank, Primary Education Project Co-ordination Unit, Ha Noi

Publications

Griffin, P. (2000). *Vietnam Primary School Monitoring Report*. National Institute for Education and Science. Hanoi, SR Vietnam.

Griffin, P. (1998). *Vietnamese national study of student achievement in mathematics and Vietnamese*. National Institute for Education and Science: Hanoi.

National Institute for Education and Science (2000). *Report of Phase 2 of the Vietnam Monitoring Project*. NIES: Hanoi.

Tran, Kieu and Griffin, P. (1999). *The determinants of achievement in Vietnam primary schools*. Paper presented at the annual conference of the International Council for School Effectiveness, Institute of Education, Hong Kong, January.

2.9 Numeracy for Indigenous Students in Secondary Schools (INISSS)

Staffing

R. Callingham (University of Tasmania), V. Nicholson (Tasmanian Education Department),
P. Griffin, K. Cornelle (Assessment Research Centre)

Summary

The major objective of the INISSS program in Tasmania is to improve numeracy outcomes for all students (particularly Aboriginal students) in the middle years of schooling through a program of intensive teacher professional development. The professional development is based around the use of Mathematical Problem Solving Task Centres that had been successfully used with indigenous students elsewhere. Student assessment tasks had a degree of open-endedness, provided concrete materials for manipulation and all held the possibility of further exploration.

To examine the effectiveness of the program, both qualitative and quantitative focussed strategies were used to measure students' numeracy outcomes. Teachers from the nineteen participating high schools assessed student performance on the tasks; over 1900 students were involved. OMR sheets were used to record students' scores. OMR Questionnaires were also distributed to teachers and students to ascertain learning environments and attitudes; whereby links between these measures and performance can be examined more closely.

The Assessment Research Centre was involved in the study design, data processing and analysis. Further phases of the project will be carried out in 2001.

Status

Current

Funding Source

Aboriginal Education Unit, Tasmania Education Department
(Indigenous Education Strategy Implementation Program)

Publications

Callingham, R. and Griffin, P. (2000). *Towards a Framework for Numeracy Assessment*. Mathematics Education Research and Development: Adelaide.

Callingham, R. and Griffin, P. (1999). *Developing performance assessment task in mathematics: a case study*. In J.M. Truran & K.M. Truran (Eds.), *Making the Difference*. Proceedings of the 22nd Annual Conference of the Mathematics Education Research Group of Australasia. MERGA: Adelaide, SA, 4-7 July, pp.135-142.

Callingham, R., Griffin, P. and Corneille, K. (1999). *Using performance assessment tasks to assess numeracy outcomes: the INISSS project assessment process*. Paper presented at the annual conference of the Australian Association for Research in Education, November.

Griffin, P. (2000). *Assessment in a Standards Reference Framework*. Assessment and Reporting for the High School Certificate. NSW Association of Independent Schools: Sydney.

Griffin, P. (2000). *Competency Based Assessment of Higher Order Competencies*. NSW State Conference of the Australian Council for Educational Administration, Mudgee, NSW, April.

Griffin, P. (2000). *INISSS: Its impact and significance*. Keynote Address at the INISSS Annual Conference, Launceston, December 1.

Griffin, P. (1999). *Paper and pencil tests: A discussion paper*. Australian Association of Mathematics Teachers Internet Forum.

2.10 Development of the Course Experience Questionnaire (CEQ)

Staffing

P. Griffin, H. Coates (Assessment Research Centre); C. McInnis, R. James (Centre for the Study of Higher Education)

Summary

The CEQ measures student satisfaction with the quality of university teaching and learning and has been conducted on a national basis for the past six years. In response to concerns expressed within the higher education sector this project was commissioned to identify broader aspects of the student experience that the CEQ might measure to compliment the existing instrument.

Following preliminary research and stakeholder consultation, a pilot survey was developed and locally tested. Modification of this instrument was guided by psychometric analyses, and the item pool was refined for subsequent national trialling. The project Advisory Committee gave permission for the Assessment Research Centre to conduct on site in addition to mailout data collection. The ARC is currently undertaking analyses of trial data and in collaboration with the Centre for Study of Higher Education (CSHE) is making final decisions regarding the nature of the instrument. In addition to a number of new items and scales for use with the current CEQ, a project report and a series of journal articles will be produced.

Status

Current

Funding Source

Commonwealth Department of Education, Training and Youth Affairs (DETYA)

Publications

McInnis, C., Griffin, P., James, R. and Coates, H. (2000). *Development of the Course Experience Questionnaire*. Australian Government Publishing Service: Canberra.

2.11 Quality Assurance System for Family Day Care

Staffing

G. MacNaughton, E. Care, M. Waniganayake, S. Campbell, P. Griffin

Summary

The project developed a Quality Assurance Measurement tool and an implementation model for the Family Day Care quality assurance system. The overall goals of the assignment were to develop a model or mapped process for the implementation of the quality assurance system. This process drew on the outcomes of a recently completed cost effectiveness study. It also prepared a quality assurance measurement tool for coordination units to use for their self-assessment against the goals of a new quality assurance system. The tool was validated using psychometric measures. The rationale for the process drew on a literature review of current research and theory concerning quality assurance in services for young children and on consultations with key Family Day Care stakeholders.

Status

Complete

Funding Source

Department of Family and Community Services, Commonwealth of Australia

Publications

Care, E., Wanganayaka, M., MacNaughton, G. and Campbell, S. (2000). *Evaluating for Excellence: Report 2, Self Evaluation in a quality assurance process for Australian Family Day Care*. Department of Family and Community Services: Canberra.

Care, E., Wanganayaka, M., MacNaughton, G. and Campbell, S. (2000). *Evaluating for Excellence: Report 2, SER Technical Guide, SERC, SERCU*. Department of Family and Community Services: Canberra.

MacNaughton, G., Care, E., Wanganayaka, M. and Campbell, S. (2000). *Journeys to Excellence: the implementation of quality assurance system for Australian Family Day Care: Report 1*. Department of Family and Community Services: Canberra.

Wanganayaka, M., MacNaughton, G., Care, E. and Campbell, S. (2000). *Voices for Excellence: stakeholder perspectives on a quality assurance system for Australian Family Day Care: Data Report*. Department of Family and Community Services: Canberra.

2.12 Profiling Literacy and Numeracy for Indigenous Pre School Children

Staffing

B. Raban, P. Griffin, H. Coates

Summary

The Preschool Literacy and Numeracy Profile was piloted in four States: Tasmania, Victoria, Western Australia and Queensland. Teachers undertook a large amount of additional work to provide the data for the profiles developed by Professor Bridie Raban.

The profile returns yielded a large amount of data and also provided a snapshot of teacher responses and reflections. The Profiles clearly discriminated on the basis of literacy and numeracy across age location groups.

Status

Complete

Funding Source

DETYA, Indigenous Education Branch

Publications

Raban, B., Griffin, P. and Coates, H. (2000). *Pre School Profile*. DETYA Indigenous Education Branch: Canberra.

2.13 Improving Numeracy in the Middle Years in Victorian Schools

Staffing

D. Siemon (RMIT), M. Stephens (VBOS), P. Griffin (ARC)

Summary

The project aimed to identify intervention strategies for teachers of numeracy in the middle years and to evaluate effectiveness of intervention.

Status

Current

Funding Source

Department of Education and Training, Victoria

Publications

Siemon, D. and Griffin, P. (2000). *Researching Numeracy in the Middle Years*. Mathematics Education Research and Development Australia: Adelaide.

TEACHING, TRAINING AND SUPERVISION

3.1 Graduate Student Supervision

Doctorate

1. Shelley Gillis Decision making in workplace competency assessment
2. To Thi Thu Huong Predictive validity of the IELTS in Vietnam
3. Bernadette Pierce Gifted underachieving boys in secondary school – knowledge rich domain
4. Nick Stone Constructing variables and scales for intercultural effectiveness
5. Ian Hood Assessing electro-technology competencies using remote procedures
6. Maurice Curwood The effect of implementation of competency based assessment in industry
7. Wally Fung Assessment of beginning teacher competencies
8. Phillip Holmes Smith Investigating the use component of the concerns-based adoption model (CBAM): Developing a level of use questionnaire (LOUQ)
9. Rosemary Callingham Aspects of numeracy in secondary school
10. Nguyen Thi Kim Cuc Relationships between family and peers on school drop outs in Vietnam
11. Hilary Timma Assessment and the individual in the workplace
12. Sugiarto Predictors of workplace competence using school and work placement assessment
13. Margaret Wu Modelling problem solving

Masters Degree (Research)

- | | |
|--------------------|---|
| 1. Susan Casey | The development and validation of a language placement test |
| 2. Peter Congdon | Rater reliability in performance assessment |
| 3. Deborah Hann | Models of competency assessment |
| 4. Craig Dullard | Assessment of accelerated progress students in high school |
| 5. Justin Connally | Integrated approach to competency assessment |

Masters Degree (Coursework)

- | | |
|----------------------|---|
| 1. Pham Xuan Thanh | Quality assessment in higher education in Vietnam |
| 2. Thi Kim Thoa Dinh | Assessment in early childhood in Vietnam |
| 3. Hamish Coates | |
| 4. Andrea Bateman | |
| 5. Wendy Bodey | |
| 6. Pham Nguyet Anh | |
| 7. Linda Patrick | |

3.2 Award Teaching Subjects

Master of Assessment & Evaluation and Post Graduate Diploma in Assessment & Evaluation

The Master of Assessment & Evaluation and the Post Graduate Diploma in Assessment & Evaluation are comprehensive specialist training programs. They provide opportunities for both local and overseas students to develop higher order skills and conceptual understanding in these areas. They are suitable for personnel employed in educational, government and industrial organisations who want to take a leadership role in the field of assessment and evaluation.

The course aims to produce graduates who are able to design and manage assessment and evaluation programs at a high level, to make effective use of associated writings and research and to develop superior knowledge and understanding of assessment and evaluation theory and practice.

Delivery of the courses is essentially the combined efforts of the Assessment Research Centre and the Centre for Program Evaluation which are both located within the Faculty of Education. The program is made up of three strands which reflect the latest theoretical understanding, research methodology and analytical tools available in the field.

The assessment specialist strand combines theoretical and practical studies that will enable students to acquire state-of-the-art skills in the design, development and application in assessment for purposes related to learning, credentialing, selection and policy development.

The evaluation strand provides opportunities for students to come to grips with the latest evaluation concepts and skills, and to undertake and/or manage policy and program evaluation studies.

The combined assessment and evaluation strand provides opportunities for students to acquire specialised methodological skills in assessment and evaluation. The generic nature of these skills will find natural applications in the social, political and behavioural sciences.

It is a requirement of both courses that a student complete one subject from the combined assessment and evaluation strand, and at least one subject from either the evaluation or assessment strands.

The assessment specialists strand is delivered by staff of the Assessment Research Centre. The subjects include:

Assessment Subjects

- 476 661 Assessment Design and Analysis
- 476 662 Competency and Performance Measurement
- 476 664 Advanced Measurement and Psychometrics
- 476 694 Educational Measurement, Assessment and Evaluation
- 476 695 Assessment and Reporting for Student Learning

The evaluation specialists strand is delivered by staff of the Centre for Program Evaluation. The subjects include:

Evaluation Subjects

- 481 809 Program Evaluation: Forms and Approaches
- 481 810 Evaluating Large Scale Programs
- 481 811 Evaluation for Management & Development
- 482 620 Evaluation Theory
- 482 621 Information Use in Change Management

Combined Methodology

- 476 645 Multivariate Research Methods
- 481 812 Qualitative Methods
- 481 813 Quantitative Methods
- 481 814 Project in Assessment and Evaluation
- 481 815 Survey Design and Analysis

3.3 2000 National Assessment Awards

Three National Assessment Awards were presented to entrants who developed exemplary assessment practices in Industrial, Vocational Education & Training and Schools contexts. Each award recognised the important contributions made by assessment practitioners, schools, training institutions and enterprises to building a world-class set of assessment practices.

The awards, which aim to encourage excellence in assessment, are the result of collaboration between the University of Melbourne (Assessment Research Centre), schools, industry and assessment bodies both nationally and internationally.

The winners for each category were:

1. The National Assessment Award for Workplace was awarded to the Department of Defence – Canberra, ACT.
2. The National Assessment Award for VET (RTOs) was awarded to DNR Group Pty. Ltd., Hortus Australia, SA.
3. The National Assessment Award for Classroom (Schools) was awarded to Thomastown East Primary School, Victoria.

The National Assessment Award – Workplace winner was the Department of Defence, Canberra who has won this award for two consecutive years. Since winning the award in 1999, the Department of Defence has evaluated and overhauled the original assessment system. Combined with the implementation of the Public Services Training Package this has led to the development of significantly new and improved approaches to assessment guidance and reporting, where procedures and materials have been designed to enhance the consistency and quality of assessment processes and outcomes. The Department now has an on-line presence to support its assessors and to communicate new initiatives and encourage networking. By supporting and informing its assessors, the Department aims to maintain the credibility of its assessment processes and outcomes for candidates, supervisors, the Department of Defence and the wider vocational education and training system.

The finalists for the Workplace Award were:

- The Home Care Service of NSW has a strong commitment in recognising their employees' capabilities in order to provide consistent high quality home based care to over 50,000 members of the community each year. The National Community Services Training Package CHC/99 underpinned Home Care's implementation of an initiative to recognise the capabilities of its 4,000 direct care workers. A set of recognition tools and processes have been designed and tested through extensive consultation with the field in a range of workplaces across NSW. This process has resulted in a quality assured, cost effective, practical, unique and learner focused approach to the achievement of an AQF Certificate III in Age Care and Disability Work.
- Northern Territory Police Fire & Emergency Services College: The Northern Territory Aboriginal Community Police Officers Supervisor's Appraisal Forms and Rating Scales are instruments for collecting appraisals against the performance criteria of the competency standards. The rating system is based directly on the Australian Qualifications Framework. The graded appraisals supply data for making assessment decisions, isolating strengths and weaknesses, and identifying overall performance levels in a multi-level development program. The supervisor functions as a content expert, reporting directly on their own degree of satisfaction with the trainees' work to a central assessor who collates their appraisals with other information to make the assessment decision.

The National Assessment Award - VET (RTOs) winner was awarded to the DNR Group Pty Ltd, Hortus Australia, South Australia, who developed the ASSESS assessment tool to assist workplace assessors and applicants for assessment to better understand the type and extent of evidence required for Recognition of Prior Learning (RPL). Each tool relates to a particular unit of competency and can easily be modified to suit particular contexts and circumstances of enterprises. ASSESS is a mnemonic representing: A - answers to questions from the assessor. S - showing or demonstrating skills. S - samples of work (eg. documents, reports or products). E - experience in undertaking relevant work functions. S - supporting statements (eg references and testimonials). S - studies completed that may be relevant.

The finalists for the VET (RTOs) Award were:

- Torrens Valley Institute of TAFE in South Australia has introduced opportunities for students to have their Key Competencies and employability skills assessed and formally recognised. Assessing how students go about performing their course assessments - recognising the decisions they make and their self-directed approaches. Aimed at enhancing employability and workplace performance and founded on the comprehensive recommendations developed nationally. This practical model is efficient, effective and beneficial (for students, staff and employers), relevant to the workplace, integrated with technical skills and accommodates various training scenarios.
- Goulburn Ovens TAFE in Victoria developed assessment tools and procedures for Certificate I in Food Processing (Dairy). The tools were developed by teaching staff, with extensive input from a range of staff at National Foods, Chelsea Heights. They were developed at a time when there were high levels of concern about the effectiveness of training from company management; worker dissatisfaction with training methods and relevance; industrial disquiet with progress being made in workers achieving qualifications and consequent pay increases. Their structure and the process used to develop them have been highly successful.

The National Assessment Award - Classroom (Schools) winner was Thomastown East Primary School, Victoria for its Digital Portfolio Project, funded as a result of a grant from the Professional Development and Leadership Centre, DEET, Victoria. The project has enabled 'best practise' in student assessment with learning technology while at the same time providing a creditable alternative to the commercially produced KIDMAP software program. The implementation of Digital Portfolios at the school have had an impact on the three key stakeholders: - Teachers, Students and Parents. Testimonials for the entry attest to the inclusive nature of the project and the way parents and students can become partners with teachers in developing a profile of student learning. When the student leaves the school they take with them a CD that contains the report and samples of their work to illustrate the skills and knowledge that they have acquired.

The finalists for the Classroom (Schools) Award were:

- The Aboriginal Education Unit, Department of Education, Tasmania developed the INISSS package consisting of structured investigative tasks designed to measure secondary students' numeracy development. The assessment process was intended to allow all students, but particularly indigenous students, to achieve specific numeracy outcomes. The tasks are indistinguishable from teaching and learning tasks and have an inclusive focus. They are scored using an analytical scale for each separate question. These translate into a holistic scale of students' mathematical development. The tasks have been successful in providing reliable, valid, cost effective information at two levels. Aggregated, the data have provided solid information for program evaluation. At school and classroom level, they have given teachers information that has led to effective intervention, and a demonstrated improvement in students' learning outcomes.
- Narrabri West Public School (NWPS) has an enrolment of 380 students and is situated in the north west of NSW. Since 1998 the NWPS school community have developed a highly successful curriculum, assessment and reporting package that has at its core a systematic and explicit focus on English and mathematics standards. The package is consistent with recent reforms in school education in NSW and features carefully considered programming, assessing, recording, reporting, teacher consistency and accountability processes. The standards that underpin the package are explicated through the learning outcomes in stages presented in key learning area syllabuses.

2000 National Assessment Awards Sponsors

- **North Shore Development and Coaching Centre** sponsored the 2000 National Assessment Awards. Since 1994, North Shore Development and Coaching Centre has been organising the Creative Problem Solving Competition which is now a national competition supported by the Assessment Research Centre at the University of Melbourne.
- **NEC** has a strong commitment to the Australian and International Education Marketplace and sponsored the 2000 National Assessment Awards.
- **The Australian Student Traineeship Foundation (ASTF)** is an independent body established by the Federal Government in 1994 to develop and support school-industry and community partnerships, which provide structured workplace learning opportunities for all senior secondary students.
- **VETNETwork** is the peak national body representing teachers, educators and trainers involved in vocational education and training in schools. It is a membership based organisation, with representation from all states and its principal activity is involved in the building of a national, professional community of VET in Schools practitioners. It has been a strong advocate for school-based VET, including school-based and part-time apprenticeships and traineeships. VETNETwork supported the National Assessment Awards because of its commitment to improving the collective understanding of best practice in assessment of VET in schools programs, particularly the industry-based component of such programs through the recognition and celebration of outstanding work in assessment.
- **Australian Council for Educational Research (ACER)** sponsored the awards for the first time in 2000. Their support for schools and for VET in schools is underscored by their continual efforts to improve assessment in all areas.
- **Australian National Training Authority (ANTA)** also supported the awards for the first time in 2000. Their support for the workplace assessment award is underpinned by their overall program to build the basis of national skills and effectiveness in this area.

2000 FINANCIAL STATEMENT

Research Programs	Income	Expenditure	Balance
Vocational Assessment	223900.56	130504.03	93396.53
Applied Measurement	194784.23	110017.74	84766.49
Training and Teaching	133342.74	142127.64	-8784.90
Administration	17983.98	80938.31	-62954.33
TOTAL	570011.51	463587.72	106423.79