



**Certified Educational  
Assessors**  
Course prospectus

## About Prescient

Prescient empowers educators to drive the future of education by providing transformative professional learning across all sectors and levels of teaching.

Prescient is the professional learning service of the SACE Board of South Australia. Building on the strong foundations of the Institute of Educational Assessors (IEA), Prescient supports schools to navigate through the significant changes faced by educators locally and nationally. We are committed to supporting South Australia to become globally recognised as a leader in teaching, assessment and student outcomes.

Prescient partners with schools and leading education practitioners to influence and inspire teaching practice. Through our engaging professional learning program, we connect you with the latest thinking and ideas that will empower and prepare you to support your students to be thriving, 21st century learners.

## Certified Educational Assessor

The Certified Educational Assessor (CEA) course is designed for educators who are seeking to strengthen their knowledge and expertise in assessment practice.

In the CEA, educators develop and extend their understanding of valid and reliable assessments. They acquire the necessary skills to construct, analyse and evaluate assessment practices and enhance their critical and reflective thinking capability for application to their practice. CEA participants will also develop their leadership capacity in assessment and work collaboratively with colleagues to improve outcomes for students.

CEA participants develop evidence that could be used to meet the Australian Professional Standards for Teachers at the Highly Accomplished or Lead Teacher career stage.

## Course structure

The CEA course comprises five modules and a case study, with each module intended to improve expertise in different areas of assessment practice.

Each module provides eight hours of professional learning; six hours of face-to-face professional learning presented by experienced and qualified Prescient team members, and two hours of supporting activities to consolidate learning.

## Cost

The Certified Educational Assessor course is \$1,236 (ex. GST) per person. Participants are expected to complete all five modules within a maximum timeframe of 18 months.

The CEA is run at different times throughout the year.

**Be prescient and register your interest in the CEA to stay up to date with latest information.**

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# Certified educational assessor – Principles of assessment

## CEA 1

Designed for educators who are seeking to consolidate and enhance their assessment knowledge and practice. The **Principles of assessment** module caters to the holistic needs of educators across all subject areas and career stages.

### Key information

<b>Delivery mode</b>	Face to face
<b>Time commitment</b>	6 hours face-to-face 2 hours self-directed learning
<b>Unit content</b>	Assessment as integral to teaching and learning Assessment design principles Validity, Reliability, Accessibility Assessment literacy Cognitive demand
<b>Unit outcomes</b>	Develop knowledge and understanding of assessment as an integral component of teaching and learning Develop strategies for selecting effective and accessible language that supports student learning Develop capacity to construct, develop and evaluate the validity and reliability of assessment tasks
<b>AITSL standards</b>	1.5 – Differentiate teaching to meet the specific needs of students across a range of abilities 2.3 – Curriculum, assessment and reporting 3.1 – Establish challenging learning goals 3.2 – Plan, structure and sequence learning programs 5.1 – Assess student learning

# Certified Educational Assessor – Assessment purpose and design

## CEA 2

Designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices, whilst acknowledging the assessment expertise of all teachers. The **Assessment purpose and design** module explores the way the principles of assessment can be applied to teaching practice, and how different methods of evidence collection can be used to make judgments about student progress.

### Key information

<b>Delivery mode</b>	Face to face
<b>Time commitment</b>	6 hours face-to-face 2 hours self-directed learning
<b>Unit content</b>	Historical perspectives Assessment and learning Fit for purpose assessment Constructs in assessment Differentiated assessment
<b>Unit outcomes</b>	Develop knowledge and understanding of the relationship between assessment and learning Develop an understanding of the significance of aligning assessment with the constructs they are designed to measure Develop an ability to differentiate assessment strategies to improve student outcomes
<b>AITSL standards</b>	1.2 - Understand how students learn 1.3 – Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds 1.5 – Differentiate teaching to meet the specific needs of students across a range of abilities 2.3 – Curriculum, assessment and reporting 3.1 – Establish challenging learning goals 3.2 – Plan, structure and sequence learning programs 5.1 – Assess student learning

## Certified educational assessor – Judgment

### CEA 3

Designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices, whilst acknowledging the assessment expertise of all teachers. The **Judgment** module provides an opportunity to develop capacity to evaluate assessment approaches and develop a range of differentiated assessment strategies to meet the needs of varying cohorts.

#### Key Information

<b>Delivery mode</b>	Face to face
<b>Time commitment</b>	6 hours face-to-face 2 hours self-directed learning
<b>Unit content</b>	Bias Holistic and Analytic judgment making Judgment making practice Grading
<b>Unit outcomes</b>	Extend knowledge and understanding of holistic and analytic judgment making Extend capacity to recognise and manage biases in judgment Extend capacity to understand grading and reporting practices in relation to judgment practices
<b>AITSL Standards</b>	1.2 - Understand how students learn 1.3 – Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds 1.5 – Differentiate teaching to meet the specific needs of students across a range of abilities 5.1 – Assess student learning

# Certified educational assessor – Data and providing effective feedback

CEA 4

Designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices, whilst acknowledging the assessment expertise of all teachers. The **Data and providing effective feedback** module focuses on developing capacity to use assessment data to inform practice and provide feedback to move learning forward.

## Key Information

<b>Delivery mode</b>	Face to face
<b>Time commitment</b>	6 hours face-to-face 2 hours self-directed learning
<b>Unit content</b>	Data to improve teaching and learning Feedback to improve learning Levels of feedback Feedback, standards, reporting
<b>Unit outcomes</b>	Extend understanding of how assessment data may be used to promote learning and inform teaching practice Extend understating of the role that feedback has in improving student outcomes Extend capacity for using standards-based assessment to provide practical feedback that can be used to promote learning.
<b>AITSL Standards</b>	3.1 – Establish challenging learning goals 5.2 – Provide feedback to students on their learning 5.4 – Interpret student data 6.2 – Engage in professional learning and improve practice 6.4 – Apply professional learning and improve student learning

## Certified educational assessor – Moderation and comparability

### CEA 5

Designed to support a whole-school commitment to reflecting on, evaluating, and improving existing assessment practices, whilst acknowledging the assessment expertise of all teachers. The **Moderation and comparability** module provides the opportunity to deeply understand the purpose and importance of moderation procedures and enables teachers to develop skills to organise and lead moderation processes within a school.

#### Key information

<b>Delivery mode</b>	Face to face
<b>Time commitment</b>	6 hours face-to-face 2 hours self-directed learning
<b>Unit content</b>	Comparable judgments Moderation principles Moderation practices Participating in moderation
<b>Unit outcomes</b>	Extend knowledge and understanding of the significance of the quality-assurance of assessment decisions to improve student learning Extend capacity to actively participate and contribute in moderation processes Extend reporting strategies that enable a focused, construct-driven approach to improvement.
<b>AITSL Standards</b>	3.7 – Engaging parents/carers in the educative process 5.3 – Make consistent and comparable judgments 5.5 – Report on student achievement 6.2 – Engage in professional learning and improve practice

## Assessment

Educators choosing to become Certified Educational Assessors are required to submit a case study within 6 months of completing the CEA course.

### Case study

The case study provides an opportunity to critically reflect on teaching, learning and assessment practices in an agreed context that has relevance for the participant's practice. A key part of conducting the case study is the collection and examination of a folio of qualitative and quantitative evidence.

The case study comprises:

- a folio of 4,000 words
- a report of 1500-2000 words.

The folio includes the five assessment tasks completed for each of the CEA modules and key evidence used in conducting the case study.

### Assessment Criteria

Satisfactory completion of the CEA case study will require the submission of the folio and report, having satisfactorily met all the following criteria;

- ▶ Analysis of assessment practices in your context to identify a focus area and select a focus group for your case study
- ▶ Evaluation of current assessment practices of the focus group to refine areas for consolidation, development and enhancement
- ▶ Design of a professional learning sequence that enhances the knowledge and skill about assessment among the focus group in designing, developing and implementing assessment activities in the focus area
- ▶ Synthesis of key findings of your case study and proposed recommendations to further enhance assessment practices in your selected context
- ▶ Self-assessment of the application of assessment concepts and principles in the development of assessment practices to support student learning.

Satisfactory evidence against all criteria will be awarded a non-graded pass.

Further information regarding the Case Study can be found at [www.prescient.edu.au](http://www.prescient.edu.au)