

P–12 curriculum, assessment and reporting framework



Policy statement: *Assessment*

1. Introduction

The requirements for assessment are specified in the [P–12 curriculum, assessment and reporting framework](#) in Section 2; with further detail provided below.

1.1 The primary purpose of assessment is to improve student learning

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

2. Use assessment designed to fit the purpose

Teachers use assessment that is designed to meet three broad purposes:

- Assessment for learning — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students' progress to meet learning goals
- Assessment as learning — enables students to reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.¹

2.1 Assessment 'for' learning and assessment 'as' learning

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student's capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

Teachers monitor student progress using a variety of assessment including:

- standardised (designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PATR])
- diagnostic assessment (measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning)
- focused observation
- discussion (recorded in teacher notations).

¹ Amended from text in Ministerial Council on Education, Employment, Training and Youth Affairs [Melbourne Declaration on Educational Goals for Young Australians](#) 2008 p 14.

This monitoring:

- tracks student progress to know where each student is in their learning and what needs to come next
- supports appropriate differentiation of teaching and learning.

Teachers provide timely and ongoing feedback that enables each student to monitor their own learning and develop achievable learning goals. Feedback:

- is specific to the individual student
- focuses on the quality of the student response and how to improve it
- is directly relevant to the learning intention
- is reflective of learning goals
- encourages self-regulation.²

2.2 Assessment 'of' learning

Assessment of learning, or summative assessment, provides evidence of student learning against the relevant achievement standard for each learning area or subject. It provides the evidence for teachers to make reliable judgments about student achievement for:

- reporting to parents and students
- certification processes in senior schooling.

3. Plan for assessment in Prep–12

The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level. The achievement standard describes the expected knowledge, understanding and skills at each year level from F (Prep) to Year 10. Not all content descriptions are identified in the achievement standards for the year level. Over a year the assessment program collects evidence of all elements of the achievement standard for the learning area.

The Australian Curriculum General capabilities and Cross-curriculum priorities are not assessed separately. (They are embedded in the learning area content descriptions and therefore are embedded in assessment tasks.)

Planning for assessment occurs at the same time that curriculum plans are created at whole-school level, year level and unit level.

3.1 Whole-school assessment planning

The whole-school curriculum, assessment and reporting plan provides an overview across all year levels and learning areas of:

- the assessment (standardised, diagnostic, formative and summative)
- when assessment will take place
- the amount and timing of assessment
- processes for achieving consistency of teacher judgment.

3.2 Year level assessment planning

Year level curriculum and assessment plans ensure:

- there is an alignment between what is taught and what is assessed

² Hattie, J and Timperley, H 2007, *The Power of Feedback* Review of Educational Research Vol. 77: 81–112.

- all aspects of the achievement standards are assessed over the year (although not all content descriptions are assessed)
- a range and balance of assessment types (multiple choice questions, investigation, practical report, short answer questions, exam/test, assignment/project, essay, multimedia presentation, case studies, learning contract, reflective journal) and a variety of modes (writing, reading, speaking, listening) are used
- the amount and timing of assessment is manageable for teachers and students.

The *Curriculum into the classroom* (C2C) materials provide samples of a [Whole-school curriculum, assessment and reporting plan P–10 and year level plans P–10](#). Schools and teachers can adopt and adapt these to meet local contexts and particular student needs.

3.3 Unit assessment planning

At the unit-level, plan assessment tasks to:

- provide appropriate evidence of the targeted element(s) of the achievement standard
- assess what has been taught
- enable all students to demonstrate the depth of their knowledge, understanding and skills
- allow students to demonstrate a range of performance (e.g. five-point scale)
- cater for students with diverse learning needs and to be accessible and equitable
- provide opportunities for students to reflect on their learning and on the achievement of learning goals.

3.4 Years 11–12

Teachers plan for assessment by complying with [Queensland Studies Authority](#) processes (as applicable) in:

- Authority subjects (school-based work programs)
- Authority-Registered subjects (school-based study plans)
- Vocational Education and Training certificate (training packages, work programs or study plans)

Schools where the International Baccalaureate programs are offered comply with the International Baccalaureate Organisation's processes.

4. Use marking guides

4.1 Marking guides

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed — the assessable elements/criteria. Each assessable element/criterion is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student response to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernible differences in student performance. These statements are derived from the achievement standard. They state how well the student has demonstrated their:

- knowledge and understanding (of facts, concepts and procedures)
- application of skills.

4.2 On-balance judgments using marking guides

Marking guides support teacher judgments about the quality of student responses against particular elements of an achievement standard.

Teachers award the student response an overall grade by:

- identifying the evidence for each assessable element/criterion
- matching that evidence to a particular descriptor for each assessable element/criterion
- considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher's on-balance judgment to award an overall level of achievement in the learning area or subject. Further information is provided in [Policy statement: Reporting to parents](#).

4.3 Ensure consistency of teacher judgment

Consistency of teacher judgment relies upon consistent interpretation of the task and an understanding of how the standard is demonstrated in student responses. Schools:

- implement processes, such as moderation, to support consistency of teacher judgments and comparability of reported results
- ensure that there is a common understanding among all teachers about the process for developing assessments, making judgments and determining overall levels of achievement
- comply with [\(QSA processes\)](#) for years 11 and 12 and meet QSA moderation and verification requirements.

5. Maintain a collection of evidence of student achievement (Assessment folio)

The evidence of student achievement is collected using a range of assessments. This collection, or assessment folio, holds a representative selection of evidence of each student's learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents.

The assessment folio:

- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.

Schools decide which assessments will comprise the folio of student work that are to be used in determining an overall level of achievement in a learning area or subject. These decisions are:

- made at the same time that the units of work are planned
- recorded in the whole-school curriculum, assessment and reporting plan and in year level plans in Years F (Prep)–10
- recorded in work programs, study plans, training packages or programs in Years 11 and 12.

6. Adopt and adapt C2C assessment tasks in F (Prep)–10

The C2C materials include summative assessments with marking guides specific to each task.

Teachers adopt and adapt C2C materials to meet local contexts and particular student needs. Schools may develop alternative or additional assessment tasks.

Adjustments to a C2C unit may require corresponding changes to the C2C assessment task. This could involve changing the type of assessment, the context, the conditions or the learning that is being assessed. (See Special provisions in the conditions of assessment below and [Policy statement: Curriculum provision to students with diverse learning needs](#)).

Changes made to C2C assessments may require changes to the whole school curriculum, assessment and reporting plan and to the year level plan.

7. Special provisions in the conditions of assessment

All students are entitled to show their knowledge, understanding and skills in response to assessments. Accordingly schools and teachers ensure that all students are able to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment reflect differentiation, or adjustments, made in teaching and learning.

Special provisions are not adjustments to the standards on which student work is judged. They do not involve compensating for what the student does not know or cannot do.

Special provisions in the conditions of assessment are applied consistently across the school.

7.1 Types of special provisions

Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:

- presentation — changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response — allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed
- setting — changing location including the physical or social conditions in which the assessment is completed
- timing — allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

7.2 Who should be considered for special provision?

Any student who has a specific educational need should be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily from socio-economic, cultural and/or linguistic factors such as students of Aboriginal and/or Torres Strait Islander backgrounds, with language backgrounds other than English, who are migrants or refugees, from rural and remote locations, in low socio-economic circumstances.
- with short-term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

7.3 Special provisions in Years 11–12

Teachers comply with QSA policies on special provisions in the conditions of assessment in Years 11–12 as specified in:

- [A–Z of Senior Moderation](#)
- [Policy on special provisions for school-based assessments in Authority and Authority-registered subjects](#)
- [Student late and non-submission policy statement.](#)