

Australian Curriculum: Standards elaborations

Transcript of video

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Making an on-balance judgment on a folio of work

Theo Clark

Principal Project Officer
Queensland Studies
Authority

On-balance judgments for reporting are made on a folio of evidence of learning. All the evidence of achievement in the folio should be considered in reference to the expected standard described in the Australian Curriculum.

Jo Bickerstaff

Head of English
North Lakes State
College

I have three items of assessment in my student's folio of work for the semester. Let's have a look at how we can make an overall judgment for reporting.

If we have a look at these three items here, a persuasive speech, a newspaper column and a personal narrative, I've developed task-specific standards using the standards elaborations for each of these tasks.

So for the personal narrative, we've assessed students on the productive — only in the productive mode. So for the use of ideas and information in text, the student's got a B standard. In their use of grammatical structures and vocabulary, I've put them right on the border, because I can see that they're starting to be more effective but they're still only using a range of grammatical structures. The vocab is starting to be a little more effective, though.

Caroline Hollis

Principal Project Officer
Queensland Studies
Authority

So that's an area that the student can improve on in this particular assessment?

Jo Bickerstaff

Head of English
North Lakes State
College

Yeah, absolutely.

So, overall, the pattern of evidence in this piece of work from the student matches a B standard.

My approach has been to take the judgments from the individual items and record them on the overall standards elaborations for the folio.

Caroline Hollis

Principal Project Officer
Queensland Studies
Authority

So I can see that you've recorded the judgment that you have made on each of these assessments onto the standards elaborations, just here.

Jo Bickerstaff
Head of English
North Lakes State
College

So I need to copy the judgments from the final item over to the standards elaborations now.

Caroline Hollis
Principal Project Officer
Queensland Studies
Authority

Let's look at the standards elaborations to see what the on-balance judgment is for this folio of work.

Jo Bickerstaff
Head of English
North Lakes State
College

Okay, so I've got three items of assessment. So the first one, the persuasive speech, we can see that in the receptive modes, they're using ideas and information in text, they've been effective in their analysis. It's a B range. It matches the B standard descriptor there. Their analysis of how language features and images have been used is a C standard. They've been effective in their selection and organisation of information, their use of text structures, all match the B standard. So, overall, for this one, they received a B. They best matched the B standard response. For the newspaper column, we can see, again, in the ideas and information in text, again they matched the B standard descriptor. And their language features, their written features in this task best matched the B standard descriptor. So, overall, when making a judgment, looking at the folio of students' work, even though there's a couple of areas where they match a C standard descriptor, overall, there's a clear pattern of evidence that this student's folio matches the B standard descriptor best.

Sally Brunello
Somerville House

I've recorded the judgments of the individual assessment onto the standards elaborations. As you can see, the student has a C for Understanding and Fluency, yet a D for Problem-solving and Reasoning. So how do I decide what grade to give them overall?

Theo Clark
Principal Project Officer
Queensland Studies
Authority

So the important thing is to go back to the standards elaborations and look at the pattern of evidence, so let's see what you've actually recorded for the student. So, overall, what do you think it looks like, on balance?

Sally Brunello
Somerville House

Well, the student's received a few Bs here for Understanding and Fluency, yet they've also received a few Ds as well so, overall, a C. For Problem-solving and Reasoning, there's two Cs here, a few Ds, yet there's also this E here to consider.

Theo Clark
Principal Project Officer
Queensland Studies
Authority

Yeah, so as you worked out initially, they do have that C and D, but I think when you look at the overall pattern for both, Understanding and Fluency and Problem-solving and Reasoning, for me, it definitely looks like they've done enough to get the C, despite getting that D for understanding — sorry, that D for Problem-solving and Reasoning. Also, when you actually think back to the actual assessments they did, they definitely had a lot of good work in that B column there in that final

assessment, which really was testing their fundamental understandings and fluency, their ability to recall and solve problems. They had to do a fair bit of stuff involving some simple, unfamiliar situations and also a couple of some complex situations.

So I think, despite having some issues with their problem-solving and reasoning, when you look at all the evidence combined, it's pretty clear to me they've done enough to demonstrate they've met that Australian Curriculum achievement standard.

Sally Brunello

Somerville House

So, on balance, a C?

Theo Clark

Principal Project Officer
Queensland Studies
Authority

Yep, I think so.

Sally Brunello

Somerville House

I agree.

Sally Brunello

Somerville House

And I can now also use this to give the students some feedback?

Theo Clark

Principal Project Officer
Queensland Studies
Authority

Yeah, exactly, because, as we've said, they're doing okay in their Understanding and Fluency but it's their problem-solving and reasoning where they need to work on; their mathematical reasoning and their ability to follow some different strategies to solve problems.

We'd be able to now give them some targeted feedback and also work on that with them to improve how they're going with their mathematics.

Theo Clark

Principal Project Officer
Queensland Studies
Authority

On-balance judgments are made on a folio of evidence of student learning on which the achievement standard is awarded.

Consider all the evidence of the achievement in the folio with reference to the expected standard described in the Australian Curriculum achievement standard.

Is the pattern of evidence at the expected standard?

If the pattern of evidence is at the expected standard, are the characteristics in the evidence of learning best described as a C, B or A?

If the pattern of evidence is below the expected standard, are the characteristics in the evidence of learning best described as a D or E or equivalent?

Is there an easy fit or match to one of the A to E standards for all the valued features? In this case, the on-balance judgment will be obvious.

If there is uneven performance across the valued features, weigh up the contribution of each of the valued features across the range and balance of the assessments and decide whether the pattern of evidence of learning is more like an A, B, C, D or E or equivalent.