

Comprehensive State-Wide Senior Exams

Week 6: Problems with the OP Review

1. The Blobⁱ Reviewing Itself

Why is the review of Queensland's senior assessment and tertiary entrance system being done by the same architects and profiteers of Queensland's educational disaster?

- including a QSA Board memberⁱⁱ
- all reviewers are PhDs in 'Education'
- disgraced overseasⁱⁱⁱ



2. Consultation Bias

The 'key stakeholder' list ACER consulted, resembles the tiny minority (15%) of submissions^{iv} to the 2013 Parliamentary inquiry, who expressed support for the QSA.

3. Failure to Complete Terms of Reference

- Established methods used in other states - not even considered.^v (T of R 7.2^{vi})
- Parliamentary EIC (and Minister's) Recommendations 2 & 4 ignored^{vii}
(that school assessment should be scaled by 50% state-wide exams) (T of R 7.1)

4. No evidence - just "Retro"

At ACER's stakeholder briefing on 29 April 2014 and during its briefing of parliament's Education and Innovation Committee on 7 May 2014, Dr. Matters offered no hard evidence in support her rejection of comprehensive state-wide exams. She just said they were "retro".

5. ACER want yet another Experiment

"revamped moderation process" ... "A new species of external assessment" ...



"worth 0% to 50% depending on the subject" ... with decisions made by **QSA** and yet-to-be-invented steering committees of educators ...

School assessment:

"marking against 5 described levels",
"three different kinds of assessment"
- even for mathematics: "Project, report, investigation, oral, practical work, performance, presentation, essay, production of artefact, constructed responses, ..." ^{viii}

6. Still in the hands of The Education Blob

- secondary system remains disconnected from discipline expert knowledge since 1972

7. Perpetuation of Continuous Assignments

- despite demonstrated stress of continuous assignments on both teachers and students^{ix}
- despite acknowledged widespread 'inauthenticity' of take-home assignments

ⁱ see [Week 5: What is The Blob?](#)

ⁱⁱ <http://www.acer.edu.au/queensland-review/informing-papers-and-research>

ⁱⁱⁱ <http://www.americanthinker.com/2004/03/different-strokes-for-differen.html>

^{iv} see [Week 1: It's what most people want](#)

^v ACER's stakeholder briefing, QUT, 29 April 2014

^{vi} http://www.acer.edu.au/files/Old_Review_Terms_of_Reference.pdf

^{vii} <https://www.parliament.qld.gov.au/documents/committees/EIC/2013/OldAssessment/rpt-025-14Oct2013.pdf>

^{viii} http://www.acer.edu.au/files/Indications_of_support.pdf

^{ix} see [Week 4: Stress of Continuous Assessment](#)