

# Schools enacting Rich Tasks and QCAR

Schools enacting Rich Tasks are well positioned for the implementation of the QCAR Framework.

The short answers to some frequently asked questions are as follows:

- **Does QCAR change the nature of the work done in schools enacting Rich Tasks?** No.
- **Is there work to be done?** Yes — by schools enacting Rich Tasks *and* by others.

The stated goals of QCAR relate to focusing learning and teaching on the essential learnings and standards, aligning curriculum, assessment and reporting; building capacity in terms of robust assessment processes; referencing judgments about student work to standards and facilitating comparability of reported results state-wide.

Schools enacting Rich Tasks are already doing these things—and the data generated from the most recent research would suggest that, particularly in the area of standards validation, they are doing them well.

The table overleaf attempts to highlight some of the groundwork that has already occurred and suggests areas for further attention.

## QCAR and Schools enacting Rich Tasks

QCAR goal	From the QCAR policy	Experiences that Schools enacting Rich Tasks will be able to draw on	Challenges / areas for further attention
Focusing learning and teaching on 'the essentials'	<p><b>The Essential Learnings:</b></p> <ul style="list-style-type: none"> <li>▪ Define what students are expected to know, understand and be able to do at key points</li> <li>▪ Encompass knowledge, skills and attributes that are content specific, required for complex, real life challenges needed for good communication and ongoing learning</li> <li>▪ Define the core of the curriculum encompass the whole curriculum</li> <li>▪ Enable schools to continue to organise their curriculum in various ways</li> <li>▪ Do not require schools to change their curriculum frameworks to the KLA syllabuses</li> </ul>	<p>In enacting Rich Tasks teachers organise curriculum, pedagogy and assessment around what is considered essential for students to know, understand and be able to do (the New Basics curriculum organisers). Schools may continue to do this so long as all the Essential Learnings are included in the school curriculum plan.</p>	<p>Essential Learnings are expressed in terms of individual KLAs. Schools enacting Rich Tasks will need to audit their total curriculum against the Essential Learnings. It is expected that the essentials will largely be present in existing manifestations of the Rich Tasks. Where gaps are found, schools must incorporate essentials into curriculum planning.</p>
Building capacity in terms of robust assessment practices	<p><b>Assessment bank provides</b></p> <ul style="list-style-type: none"> <li>▪ High quality assessment tools for collecting valid and reliable evidence of student achievement</li> <li>▪ Models of good assessment practice</li> <li>▪ Resources to support consistency of teacher judgements</li> <li>▪ Support to enhance assessment knowledge and skills</li> </ul>	<p>The Rich Tasks stand as exemplars of high-quality assessment tools, and the processes involved in Rich Task assessment are grounded in principles of good assessment practice. The Blueprints—frameworks for developing customised tasks that can be assessed against common dimensions using a generic grading master— support the design of high-quality tasks that are assessable against common standards.</p>	<p>Schools are requested to provide feedback to Curriculum Division on the effectiveness of blueprints in supporting the development of high-quality tasks on the effectiveness of blueprints in supporting the development of high-quality tasks.</p>

QCAR goal	From the QCAR policy	Experiences that Schools enacting Rich Tasks will be able to draw on	Challenges / areas for further attention
Referencing judgments about student work to common standards	<p><b>Standards based assessment</b></p> <ul style="list-style-type: none"> <li>▪ Connects essential learnings to assessment and reporting practices</li> <li>▪ Identifies a common reference point, a shared language for describing what is expected of students and the quality of student achievement at key points.</li> <li>▪ Requires a common set of standards that can be applied consistently across students, classrooms and schools.</li> <li>▪ Provide opportunities for teachers to develop common interpretations of the standards by working together and sharing how they apply these standards</li> </ul>	<p>In Years 1-9, Schools enacting Rich Tasks are uniquely placed in terms of their experience in making defensible and comparable judgments that are based on sound evidence and a shared understanding of standards.</p> <p>Both internal moderation and in the past Local Consensus Events provided forums for teachers to build common understandings of how the standards are manifested in student work.</p> <p>The most recent data suggest that teachers in schools enacting Rich Tasks are making assessment decisions largely in keeping with established standards.</p>	<p>It will be necessary to map Rich Tasks (or aspects of them) against essential-related standards. To meet reporting requirements schools enacting Rich Tasks will need to design a tool that enables them to report to the QCAR standards in the eight KLAs. All schools enacting Rich Tasks must enact the QCATs at the juncture years of 4.6 and 9.</p>
Facilitating comparability of reported results state-wide	<p><b>Common assessment tasks</b></p> <ul style="list-style-type: none"> <li>▪ Recognise students' achievement based on a common set of standards in all schools</li> <li>▪ Measures student achievement in essential learnings</li> <li>▪ Confirm teacher judgements that are comparable across schools and based on a shared understanding of standards</li> </ul>	<p>Teachers involved in the enactment of Rich Tasks have extensive experience of working with common assessment tasks.</p> <p>Schools enacting Rich Tasks already have a working standards validation model.</p>	
Reporting against standards	<p><b>Reports</b></p> <ul style="list-style-type: none"> <li>▪ Descriptions of what has been taught, the expected standards of student achievement, and how well the child has achieved compared with these standards are required for QCAR.</li> <li>▪ All schools will report using a 5-point scale</li> </ul>	<p>Schools enacting Rich Tasks and participating in associated standards validation processes have reported against state-wide standards using a "multi-point" scale.</p>	<p>QCAR grades relate to the Essential Learnings, while RT grades relate to individual tasks, so a direct match of grades cannot be expected. Schools will be required to extract KLA grades from the Rich Tasks and Blueprints.</p>